DC PUBLIC CHARTER SCHOOL BOARD

Rick Cruz
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

February 8, 2021

Via Electronic Mail

John Leibovitz
Board Chair

Deborah Dantzler Williams
Head of School

Inspired Teaching Public Charter School
200 Douglas St NE
Washington, DC 20002

Re: 10-Year Charter Review of Inspired Teaching Public Charter School

Dear Mr. Leibovitz and Ms. Dantzler Williams:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.[1] This year, DC PCSB conducted such a review of Inspired Teaching Public Charter School (Inspired Teaching PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.[2]

On November 19, 2020, DC PCSB staff provided the school with a draft version of this report and allowed an opportunity for the school to respond. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the school's charter be continued.

At its public board meeting on December 14, 2020, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

[1] See DC Code § 38–1802.12(a)(3).
[2] See DC Code § 38–1802.13(a)-(b).

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Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter, along with the finalized version of the charter review report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,

Rick Cruz
Board Chair

Michelle J. Walker-Davis, Ed.D.
Executive Director

Cc: School Leaders

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☒ Approve Charter Continuance (5, 10, or 20 yrs)
- ☐ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Melodi Sampson, Senior Manager, School Quality and Accountability**

SUBJECT: **Charter Review: Inspired Teaching Demonstration Public Charter School**

DATE: **December 14, 2020**

Recommendation

The District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to continue the charter of Inspired Teaching Demonstration Public Charter School (Inspired Teaching PCS).

Charter Review Findings

DC PCSB staff conducted a 10-year charter review of Inspired Teaching PCS, as required by the School Reform Act (SRA).[1] The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal and local laws; and 3) fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

[1] D.C. Code §§ 38-1802 *et seq*.

Charter Review Findings					
Review Period	School year (SY) 2015 – 16 through SY 2019 – 20				
Charter Goals	Inspired Teaching PCS **met** its goals and academic achievement expectations.				
Compliance	Inspired Teaching PCS **did not** violate the law or materially violate its charter.				
Finance	Inspired Teaching PCS **did not** commit fiscal mismanagement.				
Performance Management Framework Outcomes					
2015 – 16	**2016 – 17**	**2017 – 18**	**2018 – 19**	**2019 – 20**	**Average**
58.6%	68.9%	74.6%	73.6%	Not applicable (NA)[2]	**68.9%**

Inspired Teaching PCS adopted the Performance Management Framework (PMF) as its charter goals, in accordance with DC PCSB'S *Elect to Adopt the PMF as Charter Goals Policy* (*PMF as Goals Policy*).[3] In doing so, Inspired Teaching PCS committed to achieving an average PMF score of 45.0% at its 10-year review. As the chart above shows, the school met its charter goals by achieving an average PMF score of 68.9%.

The chart also shows that DC PCSB staff found the school has not committed a material violation of law or its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

Charter Review Standard

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[4] As part of this review, DC PCSB must determine whether:

[2] As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." As such, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce a SY 2019 – 20 School Quality Report (also known as the Performance Management Framework). See the *COVID-19 Impact Policy* here: https://bit.ly/2FbYLMw.

[3] See the *PMF as Goals Policy* here: https://bit.ly/2PTj7fL.

[4] D.C. Code § 38-1802.12(a)(3).

(1) The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[5]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.[6]

Background

Inspired Teaching PCS began operation in 2011 under authorization from DC PCSB. The school enrolls 514 students in grades pre-kindergarten 3 – 8 in Ward 5.[7] The school's mission is as follows: "A professional learning community of master teachers and teacher residents will ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum."

Notification

On October 27, 2020, DC PCSB staff notified Advisory Neighborhood Commissioner Nancy Darlene Jones (5E10) of the school's 10-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.[8]

Attachment to this Proposal

Attachment A: Inspired Teaching PCS 10-Year Preliminary Charter Review Report

[5] D.C. Code § 38-1802.13(a).
[6] D.C. Code § 38-1802.13(b).
[7] The enrollment figure is based on preliminary, unvalidated data as of October 5, 2020.
[8] See the notice here: https://bit.ly/2HeHhQS

Date: 12/14/2020

DC PCSB Action: X Approved _____Approved with Changes ____Rejected

Changes to the Original Proposal:

_____

_____

_____

2020 – 21 10-Year Charter Review Report Inspired Teaching Demonstration Public Charter School

December 14, 2020

DC Public Charter School Board
3333 14th Street NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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BOARD VOTE AND KEY FINDINGS[1]

Inspired Teaching Demonstration Public Charter School (Inspired Teaching PCS)[2]	
Review or Renewal	10-year charter review
Review Period	School year (SY) 2015 – 16 through SY 2019 – 20
Charter Goals	Inspired Teaching PCS **met** its charter goals.
Compliance	Inspired Teaching PCS **did not** violate the law or materially violate its charter.
Finance	Inspired Teaching PCS **did not** commit fiscal mismanagement.
Board Vote	The Board voted 7 – 0 to continue Inspired Teaching PCS's charter.

Performance Management Framework Outcomes					
2015 – 16	**2016 – 17**	**2017 – 18**	**2018 – 19**	**2019 – 20**	**Average**
58.6%	68.9%	74.6%	73.6%	Not applicable (NA)[3]	68.9%

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) "shall review [a school's] charter at least once every [five] years."[4] As such, DC PCSB conducted a 10-year review of Inspired Teaching PCS, evaluating the school's progress toward meeting its goals and academic achievement expectations (charter goals). Inspired Teaching PCS adopted the Performance Management Framework (PMF) as its charter goals, in accordance with DC PCSB'S *Elect to Adopt the PMF as Charter Goals Policy* (*PMF as Goals Policy*).[5] In doing so, Inspired Teaching PCS committed to achieving an average PMF score of 45.0% at its 10-year review. As the chart above shows, the school met its charter goals by achieving an average PMF score of 68.9%.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a material violation of law or its charter, has adhered to generally accepted

[1] See the appendices to this report here.
[2] See Inspired Teaching PCS's Charter Application, Appendix 1. See Inspired Teaching PCS's Charter Agreement and Amendments, Appendices 2 – 2.7.
[3] As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." As such, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce a SY 2019 – 20 School Quality Report (also known as the Performance Management Framework). See the *COVID-19 Impact Policy* here: https://bit.ly/2FbYLMw.
[4] D.C. Code § 38-1802.12(a)(3).
[5] See the *PMF as Goals Policy* here: https://bit.ly/2PTj7fL.

accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, DC PCSB staff recommended the Board vote to continue Inspired Teaching PCS's charter. At its public board meeting on December 14, 2020, the DC PCSB Board voted 7 – 0 to continue Inspired Teaching PCS's charter.

SCHOOL BACKGROUND

Inspired Teaching PCS			
Year Opened	2011	**Ward(s)**	5
Number of Campuses	1	**Year(s) of Previous Review**	2015 – 16
Current Enrollment Ceiling	520	**Current Enrollment**	514[6]
Chartered Grade Span	PK3 – 8	**Current Grade Span**	PK3 – 8
Mission Statement			
"At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents will ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum."			

School Overview

Inspired Teaching PCS began operation in 2011 under authorization from DC PCSB to initially serve students in pre-kindergarten 3 (PK3) through third grade, and to grow to serve students through eighth grade. The school reached maturation in SY 2016 – 17.

Inspired Teaching PCS was founded by the Center for Inspired Teaching (the Center), a DC-based educational organization providing teacher professional development. The school implements the Center's instructional model, which focuses on developing students' intellect, inquiry, imagination, and integrity. As the school writes in its 2018 – 19 Annual Report, Inspired Teaching PCS's curriculum "integrates multiple disciplines throughout… projects and experiences. . . . A substantial part of our curriculum is teacher created, guided by content area standards, and based on student interests and needs. Teachers create standards driven, project-based instructional units that support student inquiry and mastery."[7]

The school hosts the Inspired Teaching Fellows program, where new teachers working toward their teaching certification complete a residency year at Inspired Teaching PCS, working in classrooms alongside Master and Lead teachers. The school operates independently from the Center, though the Center's founder serves on the school's board of trustees.

[6] This figure is based on preliminary, unvalidated data as of October 5, 2020.
[7] See Inspired Teaching PCS's SY 2018 – 19 Annual Report, Appendix A, p. 3.

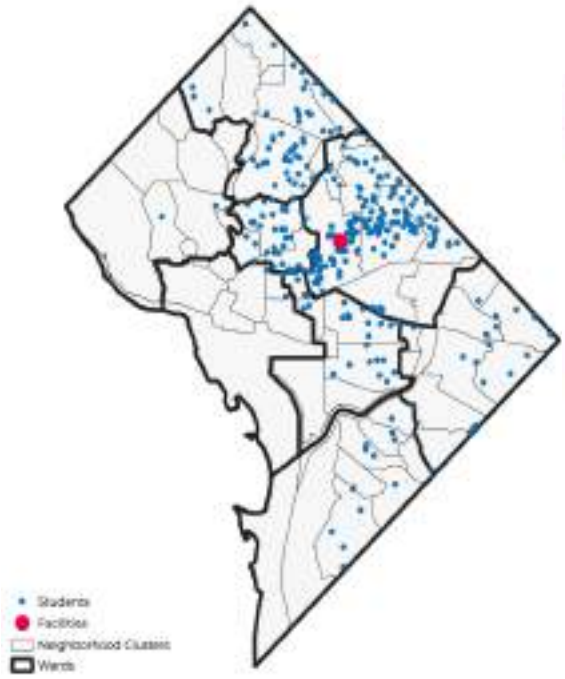
Enrollment and Demographic Trends

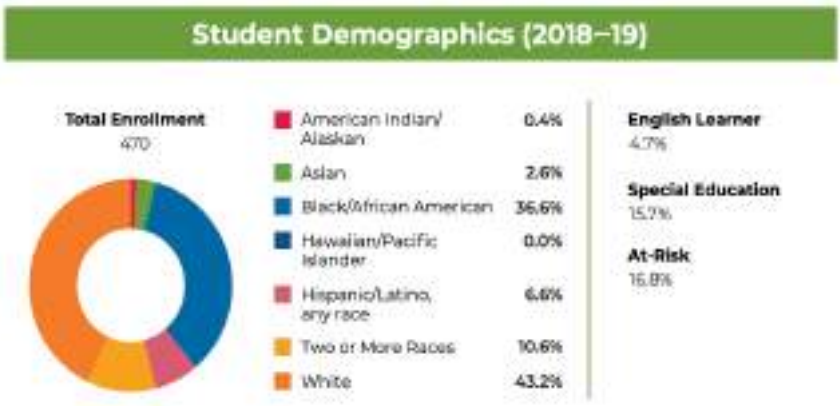
The table below shows the school's enrollment during the review period.

School Year	2015 – 16	2016 – 17	2017 – 18	2018 – 19	2019 – 20
PK3	46	44	43	44	43
PK4	43	44	44	45	44
K	47	50	49	49	50
1	45	50	50	50	50
2	50	50	49	49	49
3	48	50	50	51	50
4	26	50	49	48	50
5	23	24	48	51	50
6	25	15	23	41	44
7	15	22	19	24	38
8	0	15	22	18	24
Audited Enrollment[8]	368	414	446	470	492
Enrollment Projections[9]	370	418	448	448	496
Enrollment Ceiling[10]	373	418	448	472	496

The map below shows where Inspired Teaching PCS's SY 2019 – 20 students live in relation to the school, which is marked by a red dot. Each student is represented by a blue dot. As the map shows, the school enrolls students from every ward in the District, though most students come from Ward 5, which is where the school is located. A student demographic graphic from SY 2018 – 19 is adjacent to the map.[11]

[8] The Office of the State Superintendent of Education (OSSE) conducts an annual enrollment audit to determine the number of students at each public school in the District.
[9] Each year, charter local education agencies (LEAs) and DC PCSB must project student enrollment for the following school year.
[10] Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students the school can receive funding for each school year.
[11] DC PCSB reports SY 2018 – 19 demographic data because DC PCSB did not produce such figures for SY 2019 – 20, per the previously cited *COVID-19 Impact Policy*.





Communication with the School

In June 2020, DC PCSB staff met with Inspired Teaching PCS's staff to discuss the school's 10-year review. Staff provided the school with a chart similar to the one in Section One of this report, showing the school's PMF performance for during the review period.

Previous Charter Review

In SY 2015 – 16, DC PCSB conducted a five-year review of Inspired Teaching PCS and found that the school met the standard for charter continuance.[12] However, DC PCSB's review report noted that, "While the school's overall math proficiency has been above the state average…several subgroups—females, economically disadvantaged, and special education students—had…math proficiency rates below the state average for those subgroups." [13] The review report also highlighted the school's math growth rates, finding Inspired Teaching PCS had "one of the lowest growth rates in the city. Subgroup performance on the math median growth percentile rates was particularly low for economically disadvantaged, male, and Black students."[14] In November 2015, DC PCSB voted to continue the school.

[12] See Inspired Teaching PCS's Five-Year Review Report, Appendix B.
[13] Ibid, p. 2.
[14] Ibid.

CHARTER REVIEW STANDARD

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."[15] As part of this review, DC PCSB must determine whether:

(1) The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[16]

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: (1) has engaged in a pattern of nonadherence to GAAP, (2) has engaged in a pattern of fiscal mismanagement, and/or (3) is no longer economically viable.[17]

[15] D.C. Code § 38-1802.12(a)(3).
[16] D.C. Code § 38-1802.13(a).
[17] D.C. Code § 38-1802.13(b).

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school's charter or charter amendment.

In January 2018,[18] Inspired Teaching PCS adopted the PMF as its charter goals, and in June 2020,[19] the school amended its charter goals to reflect the most recent *PMF as Goals Policy* language. By adopting the PMF as its charter goals, the school agreed to the review standard recorded in the chart below. This chart also reports DC PCSB's determination that Inspired Teaching PCS met its charter goals, followed by a detailed assessment.

Charter Goals	Met?
Review Standard: The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus: At its tenth-year charter review, obtains an average PMF score for school years 2015 – 16, 2016 – 17, 2017 – 18, and 2018 – 19 equal to or exceeding 45.0%. **Improvement Provision**: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has . . . demonstrated consistent improvement on overall PMF scores during the most recent three years of the review period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.	**Met**

PMF Outcomes[20]						
Year	**2015 – 16**	**2016 – 17**	**2017 – 18**	**2018 – 19**	**2019 – 20**	**Average**
Score	58.6%	68.9%	74.6%	73.6%	NA[21]	**68.9%**

<u>Determination:</u> Inspired Teaching PCS met its charter goals, earning an average PMF score of 68.9% during the review period.

[18] See Inspired Teaching PCS's Goals Charter Amendment, Appendix 2.5.
[19] See Inspired Teaching PCS's Goals Charter Amendment, Appendix 2.7.
[20] See Inspired Teaching PCS's PMF Scorecards, Appendices C1 – C4.
[21] As previously mentioned, in May 2020, the DC PCSB Board approved the *COVID-19 Impact Policy* stating that DC PCSB would not produce a 2019 – 20 PMF, and that DC PCSB would not report on or consider SY 2019 – 20 goal attainment in charter review reports. Thus, SY 2019 – 20 performance is not included in the average PMF score.

The remainder of this section contains a description of the PMF and an analysis of Inspired Teaching PCS's performance on each PMF category over the course of the review period. This section then ends with a review of supplemental academic data, separate and apart from the school's charter goals.

Overview of the PMF[22]

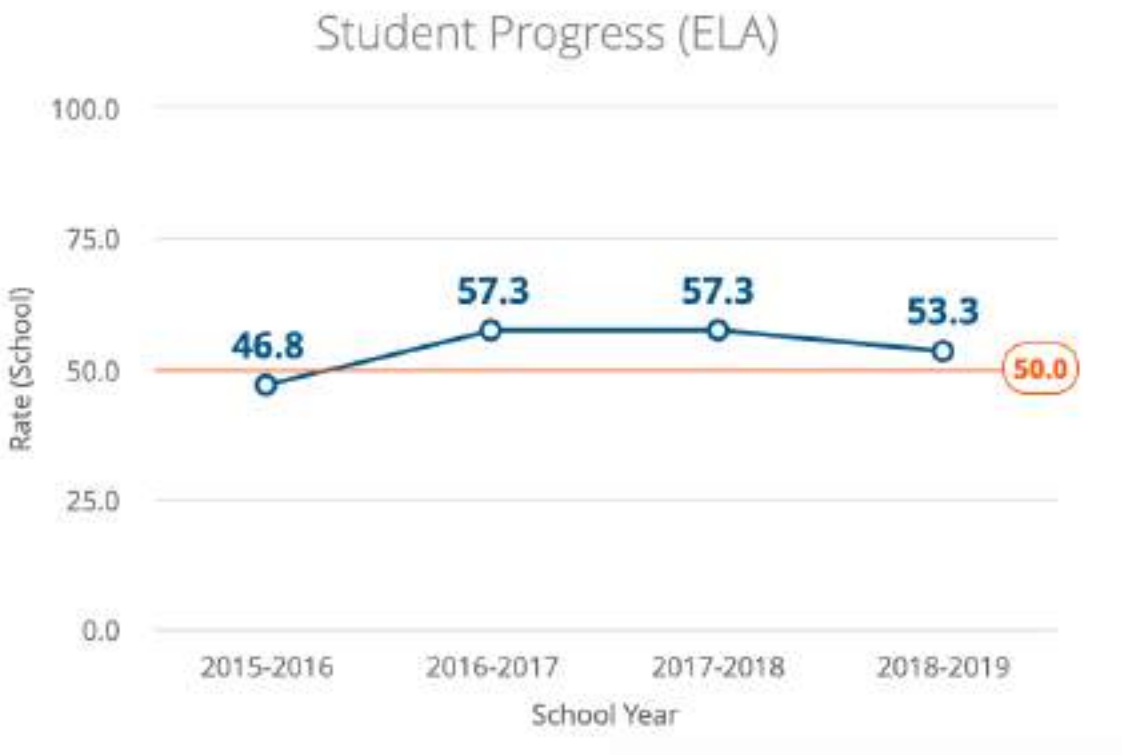
DC PCSB evaluates all public charter schools according to a PMF. There are four separate PMF frameworks; Inspired Teaching PCS is evaluated under the Early Childhood, Elementary School, and Middle School PMF (PK – 8 PMF). The PK – 8 PMF is divided into four categories: student progress, student achievement, gateway, and school environment. Using a 100-point scale, PK – 8 PMF schools will be identified as Tier 1 (high-performing), Tier 2 (mid-performing), or Tier 3 (low-performing) based on their overall performance in the four categories. See below for a summary of Inspired Teaching PCS's performance on the PK – 8 PMF categories, including charts detailing the school's performance compared to the charter sector (sector).[23]

Student Progress

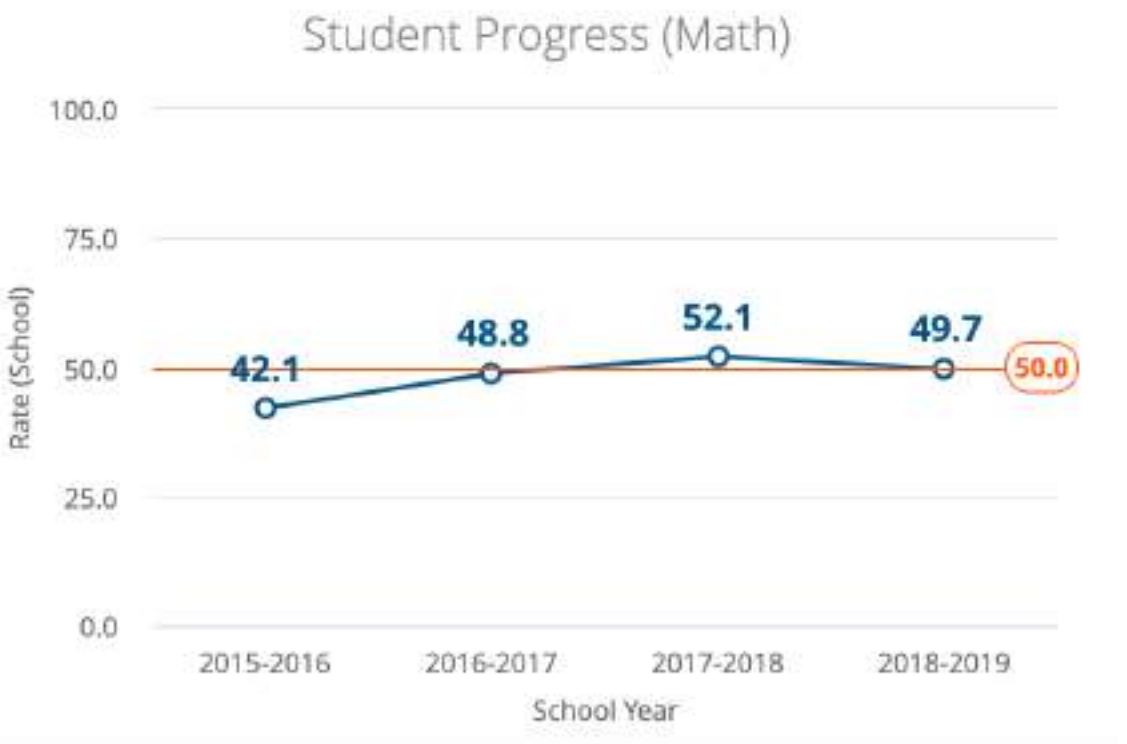
Student progress is a measure of student growth over the course of a year. For schools ending in grades 4 – 8, DC PCSB uses the median growth percentile (MGP) on the Partnership for Assessment of Readiness for College and Careers (PARCC) as the growth measure. An MGP of 50 indicates that a school's students have average year-to-year growth, as compared to other DC students and in the same grades and with the same initial state assessment performance.[24] Charts detailing the school's performance compared to the standard of 50 can be found below.

[22] For details, see the *2019 – 20 PMF Policy and Technical Guide* here: https://bit.ly/2D2Ivgc.
[23] The phrase "compared to the charter sector" here and throughout refers to the average performance achieved by all DC charter schools evaluated under the corresponding PMF.
[24] MGP is a measure that compares a given public charter school's students' performance to students in both the charter sector and DC Public Schools.

MGP – English Language Arts (ELA)



MGP – Math

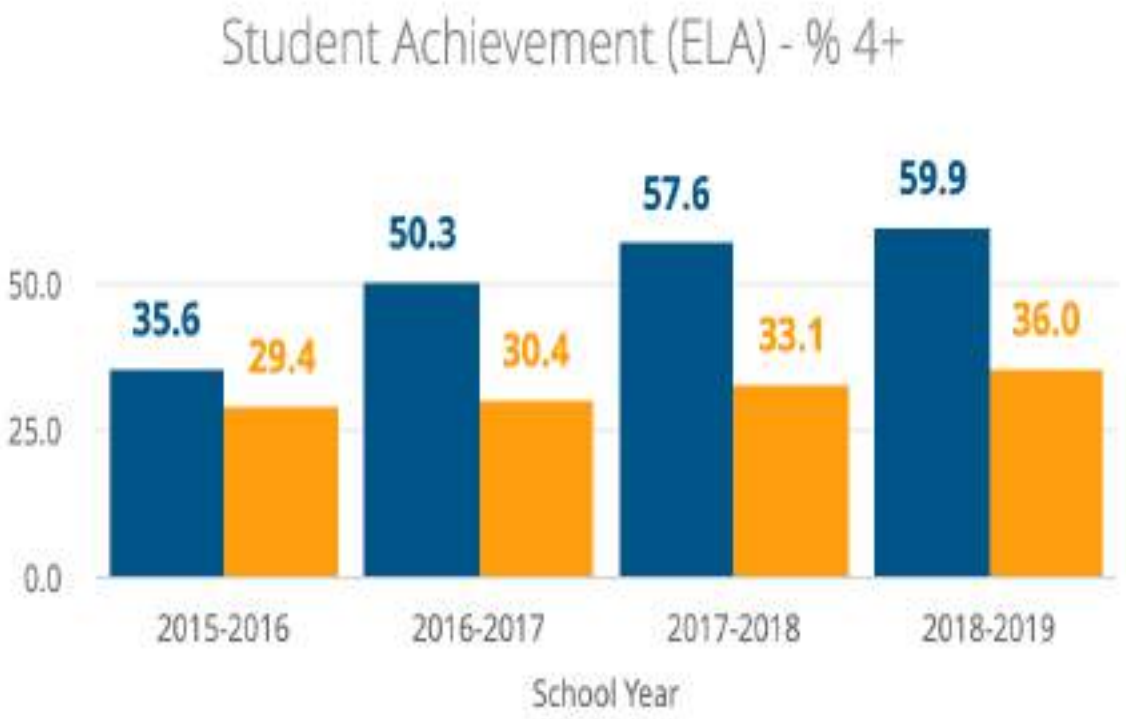


Student Achievement

The student achievement category captures overall student performance on the PARCC assessment, with level 4+ considered proficient and advanced.[25] This category includes overall performance in both ELA and math as compared to the sector average for students in the same grade band.[26] Charts detailing the school's performance compared to the charter sector can be found below. As the charts show, Inspired Teaching PCS outperformed the sector in both subject areas every year in the review period.

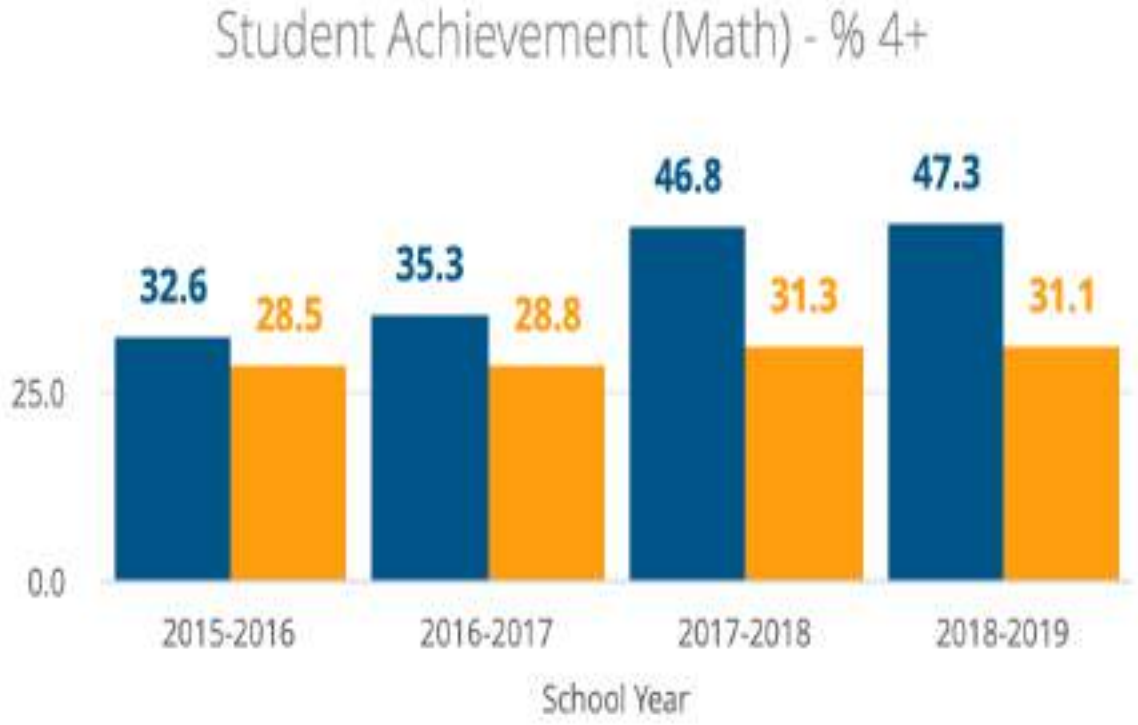
Key for Data Charts
Rate (Campus) Rate (Sector)

ELA Proficiency (Overall)



[25] The term "4+" refers to level 4 and level 5 PARCC scores. A student who earns a level 4 is considered proficient. A student who earns a level 5 is considered advanced.
[26] Floors and targets for this measure are set based on charter sector performance.

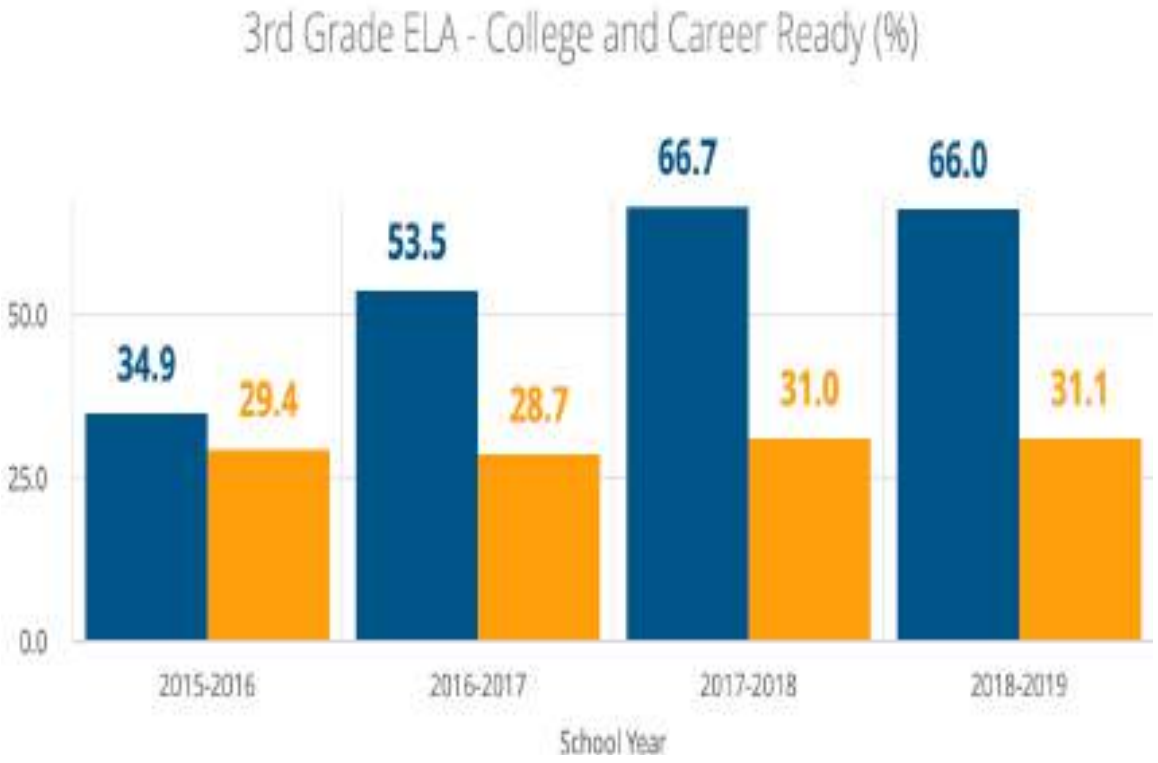
Math Proficiency (Overall)



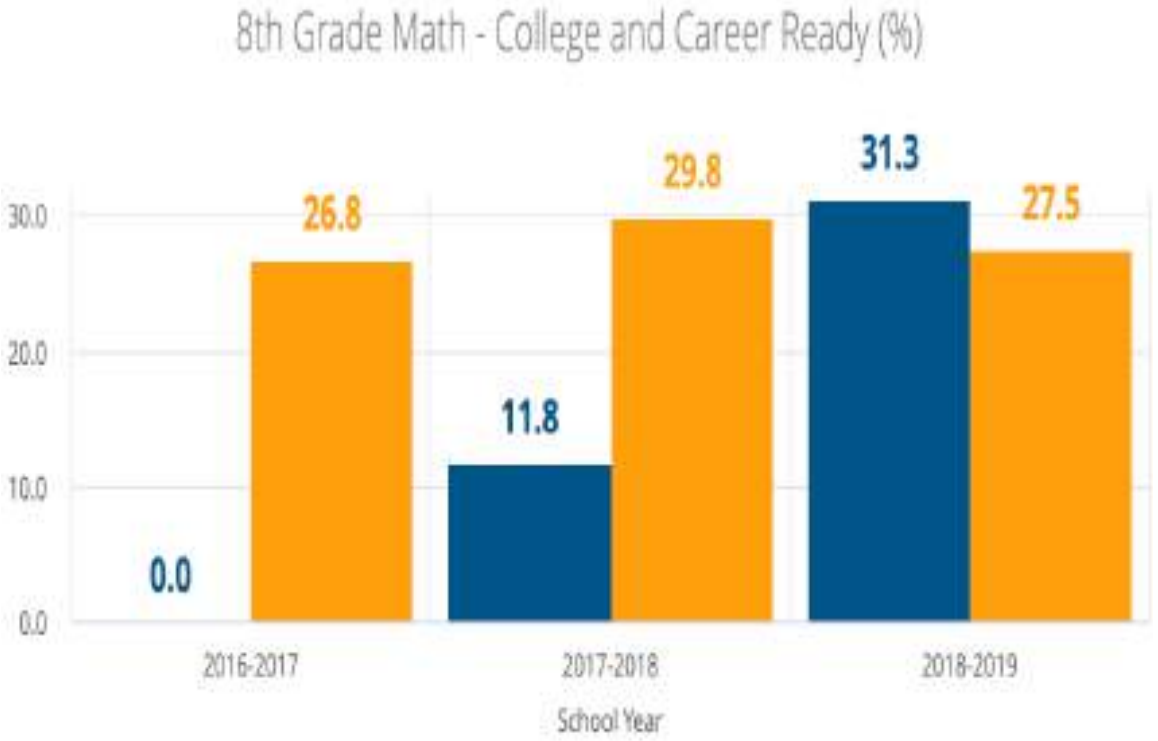
Gateway

The gateway category includes grade-specific measures that predict students' future academic performance. This category specifically reports the percentage of third graders who attended the local education agency (LEA) for at least two years who either achieved 4+ scores on the PARCC assessment or earned a 3+ on the Multi-State Alternate Assessment in ELA. It also reports the percentage of eighth graders who attended the LEA for at least two years who either achieved 4+ scores on the PARCC assessment or earned a 3+ on the Multi-State Alternate Assessment in math. The charts below report Inspired Teaching PCS's gateway performance compared to the sector's gateway performance. As the charts show, the school's third grade ELA performance exceeds the sector's. Conversely, the school's eighth grade math performance was well below the sector's until the most recent year of available data in the review period.

3rd Grade ELA



8th Grade Math

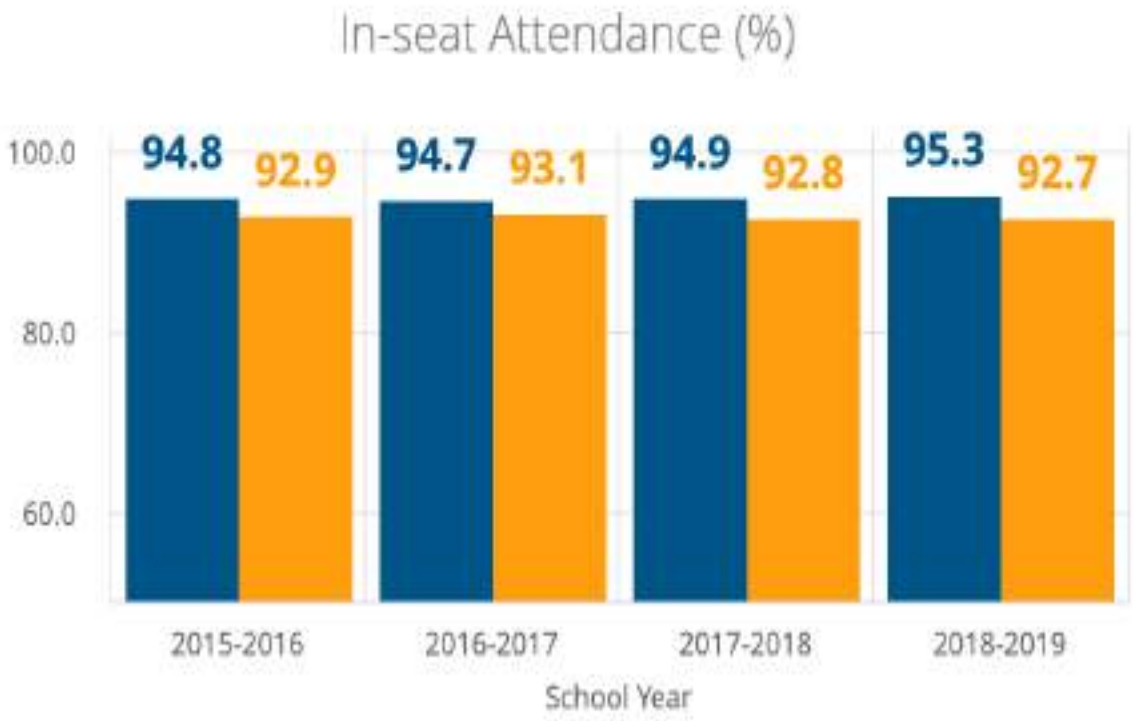


School Environment

The school environment category includes in-seat attendance rates and re-enrollment rates. Charts detailing the school's performance compared to the charter sector on each of these measures can be found below.

In-Seat Attendance (ISA)

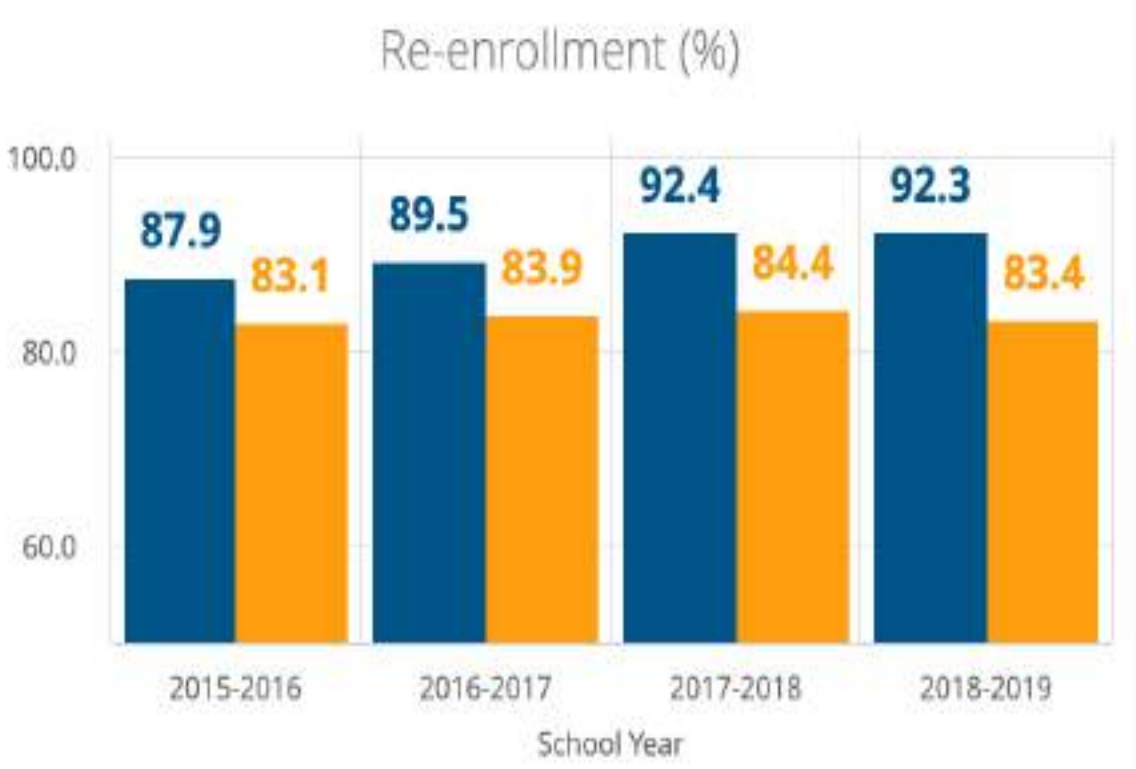
The ISA rate measures the percentage of students who were present each day. The chart below reports Inspired Teaching PCS's ISA rates compared to the sector's ISA rates. The school's ISA performance was higher than the sector's throughout the review period.



Re-enrollment

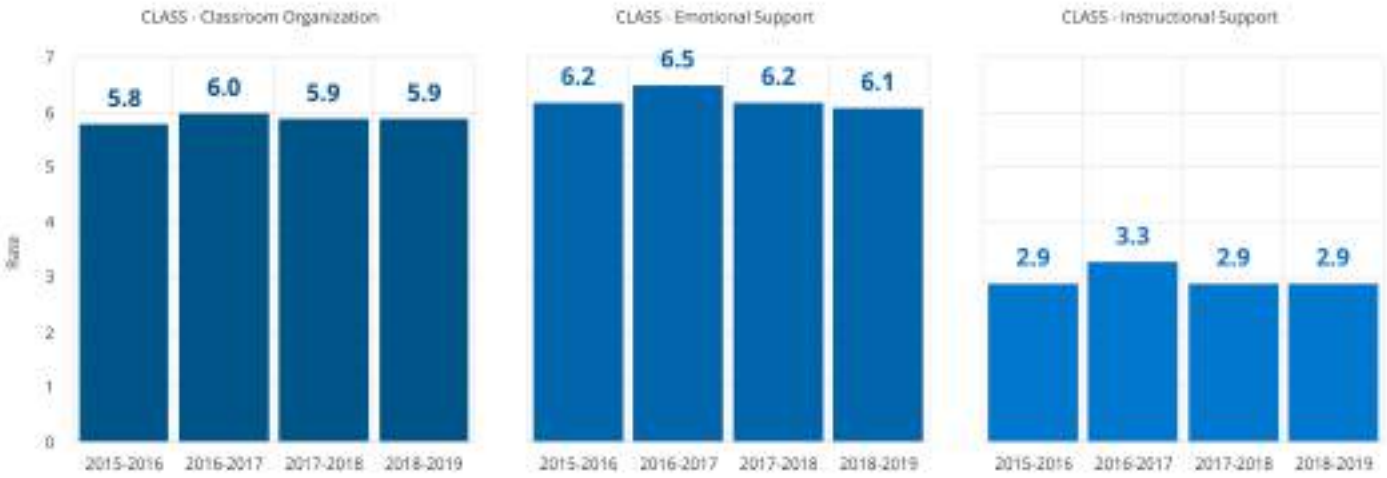
The re-enrollment rate measures the percentage of eligible students who return to the school the following year.[27] The chart below reports Inspired Teaching PCS's re-enrollment rates compared to the sector's re-enrollment rates. The school's re-enrollment performance was higher than the sector's throughout the review period.

[27] For eligibility criteria, see the *2019 – 20 PMF Policy and Technical Guide* here: https://bit.ly/3aRYFW2.



CLASS

DC PCSB uses CLASS to evaluate pre-kindergarten classrooms.[28] The school's performance on CLASS each year is displayed in the chart below.



[28] For reference, the CLASS assessment scores are determined as follows: low scores are 1 or 2, mid-scores are from 3 to 5, and high scores are 6 or 7. For details, please see: https://bit.ly/3j2d1X4.

Early Childhood Assessments

Each LEA that serves early childhood grades selects its own pre-approved assessments to use with pre-kindergarten (PK) through second grade students. These measures do not factor into the school's PMF score.

PK Pre-Literacy and Math

Inspired Teaching PCS uses the Teaching Strategies GOLD assessment for both pre-literacy and math.[29]

K-2 Literacy and Math

Inspired Teaching PCS uses a combination of Developmental Reading Assessment and i-Ready Literacy to assess literacy, and switched from Envision Math to i-Ready Math in SY 2018 – 19 to assess math.

[29] For reference, the floors and targets for this measure are respectively as follows: 85, 100.

Additional Academic Data

Subgroup Academic Data

The academic data below is presented by subgroup. Subgroup academic performance does not individually factor into the school's PMF score, and it does not factor into DC PCSB's charter goals analysis. However, subgroup academic data provides additional context, showing how the school is serving different student populations. The subgroup charts below show the school's academic data in both growth and achievement as compared to the sector average for that subgroup. Subgroup categories with less than 10 test takers are not displayed in the charts below.

While Inspired Teaching PCS met the standard for charter continuance, DC PCSB identified some concerning academic outcomes among the school's Black students, at-risk students,[30] and students with disabilities.[31] During the review period, Inspired Teaching PCS's overall math proficiency performance surpassed the charter sector's; however, its

[30] "At-risk" refers to students who qualify for federal assistance, have been identified as homeless, who are under the care of the Child and Family Services Agency, and who are high school students who are at least one year older than the expected age for their grade.
[31] See pp. 17 – 18 of this report for relevant data.

Black students' and at-risk students' math proficiency outcomes were consistently lower than the charter sector's for those subgroups. Moreover, from SY 2015 – 16 to SY 2016 – 17, students with disabilities' math proficiency rate dropped 11.8%, and it continued to decline throughout the remainder of the review period. These findings are particularly significant because DC PCSB made similar conclusions when it reviewed the school in SY 2015 – 16. It is important that Inspired Teaching PCS focus on students' math performance over the coming years.

Key for Subgroup Data Charts	
Green	Greater than the charter sector average of the same grade band.
Red	Less than the charter sector average of the same grade band.
Grey	Equal to the charter sector average for the same grade band.
∅	• The number of test-takers (n-size) is less than 10. • Data is unavailable for at-risk students because it was not an official state designation until SY 2015 – 16.

ELA Growth (MPG) by Subgroup

School Year	2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
At Risk	∅	∅	57.6	46.3	47.9	44.5	46.3	47.0
Black or African American	35.1	49.5	52.8	46.4	50.6	44.5	46.2	48.0
Female	53.0	55.5	62.8	51.8	60.3	50.1	55.5	53.5
Hispanic / Latino	∅	∅	∅	∅	54.0	51.6	48.3	53.0
Male	38.5	47.5	52.3	44.3	54.8	42.5	50.3	46.6
Students with Disabilities	38.0	42.2	41.0	38.9	43.0	39.6	46.8	42.5
White	59.3	64.3	72.7	53.9	69.2	54.5	55.8	59.3

Math Growth (MGP) by Subgroup

School Year	2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
At Risk	∅	∅	35.2	46.5	36.6	46.0	39.7	45.0
Black or African American	39.4	50.9	39.4	47.9	42.1	47.0	41.6	46.5
Female	46.8	53.0	53.8	50.4	51.1	50.0	46.5	50.0
Hispanic / Latino	∅	∅	∅	∅	47.0	50.4	38.7	49.3
Male	33.3	51.0	42.9	48.4	53.6	47.0	51.4	46.5
Students with Disabilities	69.0	43.2	50.6	43.3	42.1	43.0	40.5	43.5
White	49.2	65.3	62.0	59.0	73.0	60.0	61.9	60.5

ELA Proficiency by Subgroup

School Year		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%4+	25.3	24.9	35.7	25.8	40.4	28.3	35.8	31.0
White	%4+	62.1	75.1	81.3	76.9	84.8	77.9	88.0	79.2
Hispanic / Latino	%4+			27.3	29.5	38.5	33.3	31.3	35.0
Female	%4+	36.7	34.1	56.8	36.1	64.4	39.2	66.1	43.1
Male	%4+	34.7	24.5	44.2	24.3	50.5	26.7	53.3	28.8
Students with Disabilities	%4+	10.0	4.8	3.2	4.4	10.5	5.8	15.8	8.4
English Learner	%4+	10.0	13.7	18.2	14.0				
At Risk	%4+	6.7	18.5	19.6	19.7	13.5	21.8	17.4	23.7

Math Proficiency by Subgroup

School Year		2015-2016		2016-2017		2017-2018		2018-2019	
Student Group	Measure	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)	Rate (School)	Rate (Sector)
Black or African American	%4+	18.1	24.9	18.4	24.9	23.1	27.4	20.8	26.8
White	%4+	62.1	69.5	72.9	72.8	84.8	75.6	78.3	74.4
Hispanic / Latino	%4+			18.2	24.6	23.1	25.5	17.6	26.3
Female	%4+	28.3	29.5	33.3	30.2	45.2	32.9	49.6	33.2
Male	%4+	36.1	27.3	37.2	27.4	48.5	29.6	44.9	28.9
Students with Disabilities	%4+	15.0	6.5	3.2	6.0	2.6	7.2	2.5	8.2
English Learner	%4+	20.0	16.7	0.0	16.2				
At Risk	%4+	6.7	19.7	6.5	19.6	8.1	21.3	10.4	20.8

ACCESS for English Language Learners 2.0 Growth

ACCESS for English Language Learners 2.0 (ACCESS) is DC's annual English language proficiency assessment for grades kindergarten through 12. The test measures the English language development of students identified as English learners across four domains: listening, reading, speaking, and writing. Students identified as English learners must test every year until they score a 5.0 or higher, indicating proficiency. In its School Transparency and Reporting (STAR) Framework, OSSE calculates the percentage of English learners making progress in achieving English language proficiency as measured by their performance on the ACCESS test. OSSE reports ACCESS growth for schools with ten or more eligible test-takers.

The following chart shows the percentage of English learners at Inspired Teaching PCS who met their language proficiency targets relative to the state average for elementary

students.[32] In both school years for which data are available, the school fell slightly below the elementary state average, each time scoring within one percentage point of the average. For comparison, of the 34 public charter schools with 10 or more eligible test-takers in SY 2018 – 19, Inspired Teaching PCS ranked 11th in ACCESS growth.

ACCESS Growth									
2015 – 16		2016 – 17		2017 – 18		2018 – 19		2019 – 20	
School	State	School	State	School	State	School	State	School	State
NA[33]				50.0	50.9	36.4	37.1	NA[34]	

Qualitative Site Review (QSR)[35]

DC PCSB uses QSR visits to collect qualitative evidence of the extent to which each school is meeting its mission. DC PCSB also uses QSR visits to assess classroom environment and quality of instruction, as defined in the Charlotte Danielson *Framework for Teaching*.[36] In September and October of 2019, in anticipation of this review, DC PCSB conducted a QSR at Inspired Teaching PCS. After conducting unannounced classroom observations, the QSR team rated the classroom environment and instruction as "unsatisfactory," "basic," "proficient," or "distinguished." The following table reports the percentage of Inspired Teaching PCS classrooms the QSR team rated "proficient" or "distinguished." The table also reports the average rate of comparable charter school classrooms that received "proficient" or "distinguished" ratings during the review period.

	Classroom Environment	Instruction
Inspired Teaching PCS	72.0%	77.0%
Average score for PK-8 schools	74.0%	68.0%

Observers noted that students appeared genuinely happy to be at school. Teachers showed personal knowledge of students, for example acknowledging an upcoming birthday or talking about a favorite author and a new book with students. Students demonstrated respect for teachers by following directions with gentle prompting. Instruction was clear, with teachers modeling learning tasks such as how to annotate text. Students were highly engaged throughout classrooms as they completed science experiments, wrote essays, role-played in uniforms, and examined complex historical texts.

[32] Because fewer than 10 sixth through eighth grade Inspired Teaching PCS students took the ACCESS test in school years 2017 – 18 and 2018 – 19, this data is not publicly reported.
[33] For SY 2015 – 16 and 2016 – 17, ACCESS growth data are not publicly available.
[34] For SY 2019 – 20, ACCESS testing was interrupted due to the COVID-19 pandemic; therefore, data is not available.
[35] See Inspired Teaching PCS's QSR Report, Appendix D
[36] Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

When compared to other PK – 8 schools that received a QSR over the past five years, Inspired Teaching PCS scored slightly below average in the classroom environment domain and above average in the instruction domain.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

Per the SRA, DC PCSB must determine whether a school has "committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[37] The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2015 – 16, Inspired Teaching PCS has been compliant with all applicable laws captured in DC PCSB's compliance reviews.[38]

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports Office of the State Superintendent of Education (OSSE), as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at $25,000 or more. Within three days of awarding such a contract, schools must submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to report key contract information specifying any qualifying procurement contract that the school has executed.

During fiscal year (FY) 2017, Inspired Teaching PCS properly reported 10 procurement contract packages. However, during the annual reconciliation process, DC PCSB found that the school did not properly report five procurement contracts. After communication with the school, all missing contracts were properly reported, bringing the school into full compliance. During FY 2018, the school properly reported 12 procurement contract packages, which is consistent with the previous year.

In July 2018, DC PCSB began implementing a new *Procurement Contract Submission and Conflict of Interest Policy*,[39] which tracks the timeliness of procurement contract submissions. During FY 2019, the school properly reported eight procurement contracts. However, the school received two Early Warning Notices for late submission of procurement contract documentation. Since then, the school has been in communication with DC PCSB staff and has been in compliance with the *Procurement Contract Submission and Conflict of Interest Policy*.

[37] D.C. Code § 38-1802.13(a).
[38] See Inspired Teaching PCS Compliance Reports, Appendices E1 – E5.
[39] See the *Procurement Contract Submission and Conflict of Interest Policy* here: https://bit.ly/2QkQjqn.

At this time, DC PCSB has no concerns about the LEA's compliance with procurement contract submission requirements.

Special Education Compliance[40]

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act (IDEA)[41] and Section 504 of the Rehabilitation Act of 1973.[42] As the SEA, OSSE monitors charter schools' compliance with special education laws and shares detailed findings in seven areas captured in the table below. [43]

Of the eight monitored areas,[44] Inspired Teaching PCS was required to take correction action in two areas during the review period. DC PCSB compared this performance to other charter LEAs in the area of Disproportionate Representation and, based on this comparison, determined the school had among the highest instances of identified non-compliance. Further information on OSSE's special education compliance findings is reported in the remainder of this section.

OSSE Special Education Compliance Review Areas	Inspired Teaching PCS Compliant All Years of the Review Period	Status of Corrective Action
1. Annual Determinations	Yes	NA
2. On-Site Monitoring	Yes	NA
3. IDEA Procedural Timeliness Monitoring a) Initial Evaluation b) Reevaluation c) Part C to B Transition	No	Complete
4. Child Find Monitoring	Yes	NA
5. Disproportionate Representation and Significant Discrepancy Review	No	In Progress
6. Significant Disproportionality Review	Yes	NA
7. Hearing Officer Determination and State Complaint Implementation Review	Yes	NA

1. Annual Determinations[45]

   Each year, OSSE analyzes each LEA's compliance with special education requirements,

[40] See OSSE's Glossary of Special Education Compliance Terms, Appendix F1.
[41] 20 U.S.C. §§ 1400 *et seq*. See 20 U.S.C. § 1413(a)(5).
[42] 29 U.S.C. § 794.
[43] For a description of each review area, see the Special Education Factsheet, Appendix F2.
[44] Schools that enroll students who are 14 years of age or older meet the criteria for Secondary Transition Monitoring and therefore are monitored in eight compliance areas.
[45] See the Annual Determination reports attached to this report, Appendix G.

and publishes its findings in an Annual Determination report. As the table below shows, Inspired Teaching PCS received a "Meets Requirements" designation in its 2016, 2017, and 2018 Determinations.

Year	Percent Compliant with Audited Special Education Federal Requirements	Determination Level
2016	100%	Meets Requirements
2017	88.0%	Meets Requirements
2018	100%	Meets Requirements

2. On-Site Monitoring Report
   OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). To date, Inspired Teaching PCS has not been flagged for an on-site review in the last five years.

3. IDEA Procedural Timeliness
   OSSE monitors schools in three areas related to the timeliness of creating and maintaining compliant Individualized Education Programs (IEPs) for students: Initial Evaluation, Reevaluation, and Part C to B Transition.

   Initial Evaluation[46]
   An initial evaluation is a process used to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs. Inspired Teaching PCS was flagged for noncompliance for not adhering to the required timeline for initial evaluation during the following school year:
   - SY 2019 – 20 Q3 and Q4 (January 1, 2019 – June 30, 2019)

   For comparison, across the last five years, Inspired Teaching PCS performed better than approximately 73.0% of LEAs, receiving a finding in only one reporting period out of the 14 applicable reporting periods.[47] OSSE confirms that the school has addressed the SY 2019 – 20 Q3 and Q4 findings.

   Reevaluation[48]
   A reevaluation is used to determine whether a student with an identified disability still has a disability. Schools must conduct a reevaluation for each student with a disability

[46] See Inspired Teaching PCS's Initial Evaluation Report, Appendix H
[47] Out of the 14 total reporting periods, the LEA with the highest number of reporting periods with a finding for Initial Evaluation timeliness had a finding in six.
[48] See Inspired Teaching PCS's Reevaluation Reports, Appendix I1-I3

once every three years. Inspired Teaching PCS was flagged for noncompliance for not adhering to the required timeline for reevaluation during the following school years:

- SY 2018 – 19 August 2018 (April 1, 2018 – June 30, 2018)
- SY 2018 – 19 May 2019 (October 1, 2018 – March 31, 2019)
- SY 2019 – 20 Q4 (April 1, 2019 – June 30, 2019)

For comparison, across the last five years, Inspired Teaching PCS performed better than approximately 71.0% of LEAs, receiving a finding in three reporting periods out of the 16 applicable reporting periods.[49] OSSE confirms that the school has addressed the SY 2018 – 19 and SY 2019 – 20 findings.

Part C to B Transition[50]

Part C to B Transition refers to transitioning children who receive early intervention services in IDEA Part C (birth through age 2) to IDEA Part B special education services (age 3 to 21) by the child's third birthday. Inspired Teaching PCS has not been flagged for noncompliance for Part C to B Transition timeliness in the last five school years.

4. Child Find Monitoring Report[51]

Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. As described in a May 2018 letter to the LEA, OSSE reviewed Inspired Teaching PCS's Child Find data and flagged the LEA for Child Find noncompliance in SY 2017 – 18. For comparison, in SY 2017 – 18, 34.0% of charter LEAs were flagged for noncompliant Child Find policies/procedures. While Inspired Teaching PCS was flagged for Child Find noncompliance, they had an appropriate Child Find identification rate that surpassed the minimum threshold of 8.5%.[52] As a result, OSSE required the school to revise its policies to address the identified areas of noncompliance by October 2018. The LEA was also required to conduct training for all instructional staff, support staff, principals, and other school administrators regarding Child Find processes and procedures prior to the beginning of SY 2018 – 19. OSSE has since confirmed that the school has completed the corrective actions.

In SY 2018 – 19 and onwards, OSSE began conducting two separate Child Find reviews: one for the entire special education population at the school and the other focused on the 3 to 5-year-old special education population. Inspired Teaching PCS was flagged for an identification rate lower than the 8.5% threshold for its 3 to 5-year-old special

[49] Out of the 16 total reporting periods, the LEA with the highest number of reporting periods with a finding for Reevaluation timeliness had a finding in 13.
[50] See Inspired Teaching PCS's Par C to B Transition Report, Appendix J
[51] See Inspired Teaching PCS's Child Find Focused Monitoring Report, Appendix K.
[52] As a result of a case in the US Court of Appeals for the District of Columbia, *D.L. v. The District of Columbia*, the District must ensure at least 8.5% of children aged of 3 – 5 who reside in or are wards of the District, are "enrolled" in special education and related services (Part B services): https://bit.ly/2EnRn0o.

education population in SY 2018 – 19; however, OSSE required no further action. The LEA has not been flagged for Child Find noncompliance since SY 2018 – 19.

5. Disproportionate Representation Review and Significant Discrepancy Review[53]
   OSSE annually reviews whether LEAs have over identification or disproportionate representation by race and ethnicity of their identified students with disabilities. In August 2020, using federal fiscal year (FFY) 2019 data, OSSE reported Inspired Teaching PCS overidentified White students in the Speech or Language Impairment category. As a result, OSSE asked the LEA to complete and submit a self-study assessment. For comparison, 6.0% of charter LEAs were found to have disproportionate representation by race or ethnicity in the last five years. OSSE confirmed that the school is in progress with addressing the area of noncompliance and it is not yet due for review.

   OSSE annually reviews LEAs' rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. In the last five review periods, OSSE determined that Inspired Teaching PCS does not have significant discrepancy.

6. Significant Disproportionality Review
   OSSE annually reviews LEAs for significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions. In the last five review periods, OSSE determined that Inspired Teaching PCS does not have significant disproportionality.

7. Hearing Officer Determination (HOD) Implementation Review
   Parents of students with disabilities may file complaints with OSSE as it relates to student-specific issues and systemic issues. Student-specific complaints are known as due process complaints, and systemic complaints are known as state complaints. When necessary, OSSE conducts hearings to resolve disagreements identified via parent complaint. OSSE issues a written HOD after each due process hearing, detailing its findings along with any actions the LEA must fulfill. OSSE then oversees the timely implementation of actions required by HODs. As of the date of this report, no HODs have been issued against Inspired Teaching PCS during the review period.

[53] See Inspired Teaching PCS's SY 2019 – 20 Disproportionate Representation Review Report, Appendix L.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY[54]

Per the SRA, DC PCSB must revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[55]

DC PCSB assessed Inspired Teaching PCS's financial performance by reviewing the previous four years of audited financials and DC PCSB's Financial Analysis Review (FAR) reports, dating from FY 2016 through FY 2019.[56] DC PCSB also reviewed the school's unaudited financials for FY 2020 and incorporated this data when relevant. For the purpose of this report, DC PCSB used the FY 2019 FAR Report's benchmarks to assess the school's financial strength. These ranges were established where the upper end of the range was the "target" for financial performance, and the lower end was the "floor." Schools performing at or above the targets are determined to be in a strong financial position for the specific metric being assessed. When a school's metrics fall below the targets, DC PCSB reviews the metrics collectively to identify and assess financial risks. Further, DC PCSB reviews metrics that fall below the floor to determine whether they pose imminent financial concerns. DC PCSB assesses the school's financial condition holistically in order to determine whether operations are adequately managed, sustainable, and economically viable.

Key for Fiscal Management and Economic Viability Charts	
Black Text	Within an average, financially healthy range based on the FAR and general finance principles.
Red Text	Falling within a range which is cause for concern based on the FAR and general finance principles. Though this does not necessarily show fiscal mismanagement on the part of the school, it indicates that this specific measure fell below the targets that DC PCSB considers financially sound.

Summary of Findings

Inspired Teaching PCS has exhibited strong financial performance over the period FY 2016 through FY 2020. The school's financial audits confirm the school has adhered to GAAP and has adequate internal controls. The school has not engaged in a pattern of fiscal mismanagement, and it is economically viable. During the period FY 2016 through FY 2020, the school's enrollment grew 34%, evidence of the school's ability to attract and retain students. The school has consistently grown revenues and generated operating surpluses. The school has strong liquidity with a current ratio of 5.3 and 217 days of cash on hand and has a healthy primary reserve ratio of 61%.

[54] Each percentage in Section Three of this report has been rounded to the nearest whole percentage.
[55] D.C. Code § 38-1802.13(b).
[56] See Inspired Teaching PCS's FAR Reports, Appendices M1 – M4.

Financial Overview

The following table provides an overview of Inspired Teaching PCS's financial information between FY 2016 and FY 2020. Over that period, the school's revenue grew by 72%. At the same time, the school's operating surplus grew by 243%, which is evidence of strong cost management. Inspired Teaching PCS has a Net Asset Position in excess of $5.7M. All of these measures reflect sufficient financial strength to sustain operations.

Financial Highlights ($ in 000s)					
	2016	**2017**	**2018**	**2019**	**2020***
Enrollment Ceiling	373	418	448	472	496
Audited Enrollment	368	414	446	470	492
Total Revenue	$6,372	$7,206	$8,178	$8,949	$10,966
Surplus/(Deficit)[57]	$462	$319	$503	$700	$1,584
Unrestricted Cash Balances	$2,275	$2,762	$3,536	$4,581	$5,518
Number of Days of Cash on Hand[58]	139	152	170	205	217
Net Asset Position[59]	$2,625	$2,944	$3,447	$4,147	$5,704
Primary Reserve Ratio[60]	40%	44%	45%	50%	61%

*FY 2020 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Fiscal Management

Based upon DC PCSB's assessment of the school's liquidity, debt burden, and cost management, the school has shown evidence of strong fiscal management. Specifically, liquidity is strong; the school has low debt leverage; costs are effectively managed; and the internal control environment appears to be strong. These areas are discussed further below.

Liquidity

Liquidity							
Measure	**Floor**	**Target**	**2016**	**2017**	**2018**	**2019**	**2020***
Current Ratio	0.9	1.0	25.8	24.2	11.0	9.7	5.3
Days of Cash on Hand	15	45	139	152	170	205	217

*FY 2020 financial data represents metrics calculated from unaudited financial statements provided by the LEA

[57] Surplus / (Deficit) is total revenue minus total expenses.
[58] Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.
[59] Net Asset Position equals total assets minus total liabilities.
[60] Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

Liquidity refers to the school's ability to meet its immediate financial obligations. DC PCSB measures liquidity by assessing two metrics—the Current Ratio and Days of Cash on Hand—as well as considering the school's solvency.

Current Ratio: The current ratio divides a school's current assets by its current liabilities. "Current" means being available or coming due within the next year. The school's current ratio has consistently been well above the target of 1.0, meaning the school has the means to meet obligations that will come due in the next year.

Days of Cash on Hand: This measure approximates how many days of expenses a school can meet with the cash it has in the bank. Typically, DC PCSB recommends 45 days of cash or more; DC PCSB considers this the target. Fewer than 15 days of cash is a liquidity concern; DC PCSB considers this the floor of acceptable performance. Similar to current ratio, this measure has consistently been well above DC PCSB's target.

Solvency: The final measure of liquidity is solvency, which considers the school's overall ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders if the school's charter were to be revoked or non-renewed. DC PCSB reviewed Inspired Teaching PCS's audited financial statements to determine the risk to third parties in the event of school closure. Given the strong cash balances and low level of liabilities, the school's solvency is not an area of concern.

Debt Burden

Debt Burden						
Measure	**Floor**	**Target**	**2016**	**2017**	**2018**	**2019**
Debt Ratio	0.9	0.5	0.0	0.0	0.1	0.2
Debt Service Coverage Ratio	1.0	1.2	NA	NA	NA	NA

DC PCSB reviews two ratios related to debt management—the debt ratio and the debt service coverage ratio. Inspired Teaching PCS has no long-term debt and very low leverage. There are no concerns related to the school's debt burden.

Debt Ratio: This metric measures the extent to which a school relies on borrowed funds to finance its operations. As such, a lower metric implies that the school's operations are financed by a relatively low amount of debt compared to its assets. DC PCSB recommends a debt ratio of 0.5 or below; DC PCSB considers this the target. A ratio greater than the 0.9 floor could present a long-term concern. Inspired Teaching PCS has no long-term debt and a debt ratio of just 0.2, indicating that liabilities are low relative to the school's assets.

Debt Service Coverage Ratio: The debt service coverage ratio compares a school's current year's operating surplus with the interest and principal due on its debt. A high ratio implies sufficient resources were available for debt service, while a low ratio indicates a potential

challenge for a school to service its debt. Inspired Teaching PCS has no long-term debt, so this measure is not applicable.

Cost Management

The tables below provide an overview of the school's spending decisions over the past five years. The school's allocation of expenses is generally in line with the median for all DC charter schools.

Components of Expenses				
	2016	**2017**	**2018**	**2019**
Direct Student Costs	$942,784	$779,678	$964,553	$1,006,574
General Expenses	$520,899	$471,325	$494,989	$486,276
Occupancy Expenses	$1,170,760	$1,293,461	$1,442,339	$1,565,227
Salaries and Benefits	$3,275,267	$4,164,119	$4,773,062	$5,190,949

As a Percent of Expenses					
	2016	**2017**	**2018**	**2019**	**FY19 Sector Median**
Salaries and Benefits	55%	62%	62%	63%	61%
Direct Student Costs	16%	12%	13%	12%	10%
Occupancy Expenses	20%	19%	19%	19%	17%
General Expenses	9%	7%	6%	6%	11%

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Inspired Teaching PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years under review and there were no material weaknesses identified in internal controls over financial reporting.

Internal Controls				
	2016	**2017**	**2018**	**2019**
Modified Statement Opinion. The auditor issues an opinion letter on the	No	No	No	No

Internal Controls				
	2016	2017	2018	2019
basic financial statements. An *unmodified* opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be *modified, adverse*, or *disclaimed*.				
Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected, and corrected in a timely manner.	No	No	No	No
Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.	No	No	No	No
Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than $750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A *modified opinion* indicates instances of non-compliance.	No	No	No	No
Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable	No	No	No	No

Internal Controls				
	2016	2017	2018	2019
possibility of material non-compliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.				
Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.	No	No	No	No
Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	No	No	No	No

Economic Viability

Considering earnings, cash flows, reserves, and trends in both enrollment and revenue, DC PCSB has no concerns about Inspired Teaching PCS's economic viability. The school has steadily grown enrollment, has generated strong operating surpluses, and has strong reserves.

Economic Viability ($ in 000s)						
	Floor	2016	2017	2018	2019	2020*
Earnings before Depreciation and Amortization	<$0	$514	$378	$583	$785	$1,663
Surplus/(Deficit)	<$0	$462	$319	$503	$700	$1,584

*FY 2020 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Earnings and Operating Cash Flow

One measure of economic viability is whether a school runs a surplus or, put simply, whether revenues exceed expenditures. While healthy schools can occasionally run deficits, in most years they do not. Earnings before Depreciation and Amortization (EBDA) removes

major non-cash items from the earnings calculation and is an indicator of whether the school has generated positive cash surpluses for the year. Inspired Teaching PCS has consistently generated operating surpluses and positive cash flow, indicating strong fiscal management.

Earnings and Operating Cash Flow ($ in 000s)							
	Floor	**Target**	**2016**	**2017**	**2018**	**2019**	**2020***
Net Asset Position	$0	NA	$2,625	$2,944	$3,447	$4,147	$5,704
Primary Reserve Ratio	0%	25%	40%	44%	45%	50%	61%

*FY 2020 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Net Asset Position

Net Asset Position measures a school's assets less its liabilities. DC PCSB would be concerned with net assets reserves below zero. The school's Net Asset Position has grown steadily. At the end of FY 2020, Inspired Teaching PCS had a Net Asset Position of over $5.7M.

Primary Reserve Ratio

The Primary Reserve Ratio divides net assets by a school's total expenses to measure net assets relative to the size of the school. Inspired Teaching PCS's Primary Reserve Ratio has grown steadily with strong operating results.

Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about a school's ability to attract students and receive DC and Federal funds for operations. Stable or increasing enrollment and revenue indicate that a school is likely to remain financially stable, barring extraordinary circumstances.

Enrollment Over Time ($ in 000s)					
	2016	**2017**	**2018**	**2019**	**2020***
Enrollment Ceiling	373	418	448	472	496
Audited Enrollment	368	414	446	470	492
Growth in Enrollment	NA	12%	8%	5%	5%
Total Revenue	$6,372	$7,206	$8,178	$8,949	$10,966
Growth in Revenues	NA	13%	13%	9%	23%

*FY 2020 financial data represents metrics calculated from unaudited financial statements provided by the LEA

Inspired Teaching PCS has grown enrollment in each year shown, beginning with 368 students in FY 2016 and ending with 492 students in FY 2020. In addition, the school's enrollment has consistently been 99% of its enrollment ceiling, the level that DC PCSB considers to be the capacity of the school. This high rate of utilization is evidence of the school's ability to attract and retain students. Revenue growth of 72% has exceeded enrollment growth of 34%. Given this, it is likely that the school will remain financially stable.

Appendix 1

APPLICANT INFORMATION SHEET

Request for Approval
This application is a request to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1996, as amended.

Name of Proposed Charter School Inspired Teaching Demonstration Public Charter School 001

Name of Entity Applying for Charter Status Inspired Teaching Demonstration Public Charter School

Contact Person [redacted]

Address [redacted]

Daytime Telephone [redacted] E-mail [redacted]

Fax [redacted]

Name of Person Authorized to Negotiate [redacted]
(Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature [redacted]

Proposed Start Date [redacted] Proposed Year One Budget $2,558,220

Start Up Information
First-Year Enrollment: From age/grade PreS to age/grade 3 Number of students 150

Year Five Enrollment: From age/grade PreS to age/grade 8 Number of students 504

Location of school (address or area of city) Ward 1, 4, or 6

Names of Organizations Involved in Planning (if applicable):
Center for Inspired Teaching

Name of Educational Service Provider (if applicable):

Type of Application (Check One)
☐ Conversion of an Existing Public School ☐ Conversion of an Existing Private School
☒ New Public Charter School

If conversion, name the school being converted:

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

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? (A document explaining public charter school LEA status is available upon request.) ☒ Yes ☐ No

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5. Draft contract with Center for Inspired Teaching
6. Letters of Support

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EXECUTIVE SUMMARY

Mission

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents will ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Philosophy and Instructional Approach

The Inspired Teaching Demonstration PCS will implement the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn.

The school will serve DC students PreSchool – 8 (opening PreSchool – 3) from across the city, representing the diverse backgrounds and needs of our city's children. The school will be based in the fundamental knowledge that children are inherently good and have an innate desire to learn, that every child can be successful in a school context—and that children's energy, unique talents, and individuality are assets, not obstacles. This philosophy of education stems from the belief that every student possesses the ability to think critically, learn and understand information, and solve complex problems—and that students should spend their time in school engaged primarily in these kinds of activities.

The school will exemplify Center for Inspired Teaching's educational philosophy and our history of honoring and investing in teachers. Within its walls young people will learn to read and write and achieve at high levels without having to surrender their intellectual curiosity and passion for learning. The school will house a Teacher Residency program in which Inspired Teaching Fellows will study under the guidance of Master Teachers. The school will be a leader in improving the way teachers are trained and students are educated in DC and beyond, as the school will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. Students in the school will benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning.

The defining characteristic of the Inspired Teaching Demonstration PCS will be a professional learning community focused on a progressive, constructivist approach to teaching and learning based in the research on how the brain works and how children learn. The school will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders.

Dominant methods of instruction will include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction will include an emphasis on social-emotional learning, and classrooms will be characterized by student-centered organization styles such as differentiated instruction, collaborative groups, and child-initiated play.

School Goals

For Students: The goals for our students are centered around four principles: **Intellect Inquiry**, **Imagination**, **Integrity.** Students will master content in Reading & Literature, Communication & the Arts, Math, Science, and Social Studies—and have the ability to apply their knowledge to relevant and current situations, problems, and experiences; students will develop the skills of a researcher, using their intellectual curiosity to pose and solve problems; students will exhibit the skills of divergent thinkers, with the courage to create, the willingness to approach problems with a joyful spirit, and the ability to play; and students will develop the skills and dispositions necessary to function as members of a democratic society.

For Teachers: Teachers will be held to a high standard of excellence and professionalism. Teachers will demonstrate a thorough knowledge of the subjects they teach; draw on an extensive repertoire of authentic and engaging strategies for instruction and assessment, steeped in the knowledge of how children learn; contribute to a vibrant and active professional learning community; and forge strong and positive relationships not only with students, but also with community stakeholders, including families.

School Culture

The school will be a place where children and adults thrive and find joy in their work.

- The physical space will communicate a genuine focus on children.
- The emotional space will require an approach to discipline and academics that focuses on helping children develop compassion, respect for others, self-discipline, and problem-solving skills.
- The intellectual space of the school will ask teachers and students to act as leaders, share opinions and ideas, identify problems and generate solutions, and collaborate and work together as a community so that everyone experiences success.

The school will emphasize parent and community involvement. Parents will play an important role in the school: offering feedback to staff, attending student exhibitions and performances, reviewing student portfolios, and providing volunteer services.

Logistics

The school will primarily follow the DCPS school year calendar. The instructional day will be 8:15 - 3:15 (30 minutes longer than DCPS), with 45-60 minutes of lunch and recess daily. We will offer breakfast from 7:15 – 8:00 and extended day from 3:30 – 6:00. To ensure extensive planning and collaboration, teachers will work from 7:45 – 5:00pm.

Founding Group

Our Founding Group is comprised of educators, parents, nonprofit leaders and managers, and community members with a proven record of action toward improving education for DC children. Many Founding Group members have been part of Center for Inspired Teaching's 14 years of experience working to improve teaching and learning in DC's schools.

The powerful combination of student and teacher learning at the Inspired Teaching Demonstration PCS will create a dynamic school in which students experience more than the average school provides: students will excel in traditional academic subjects; students will use imagination and inquiry to build their critical thinking; *and* the school will be a place where students thrive and are joyful academically, socially, and emotionally.

A. EDUCATIONAL PLAN

The Inspired Teaching Demonstration Public Charter School will implement the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn.

1. Mission and Purposes

a. Educational Needs of the Target Student Population

The Inspired Teaching Demonstration Public Charter School will serve Washington, DC students PreSchool—8 from across the city, representing the diverse backgrounds and needs of our city's children.

The school will be rooted in Center for Inspired Teaching's educational philosophy which is described in the pages below. The school will be based in the fundamental knowledge that children are inherently good and have an innate desire to learn, that every child can be successful in a school context, and that children's energy, unique talents, and individuality are assets, not obstacles. This philosophy of education stems from the belief that every student possesses the ability to think critically, learn and understand information, and solve complex problems—and that students should spend their time in school engaged primarily in these kinds of activities.

Theories of child psychology and human development suggest that all children, regardless of culture, language, ability, or socioeconomic status, share fundamental needs that can be met in the school setting. These educational needs go beyond the basic survival needs, and have been characterized by scholars as competence, belonging, autonomy, and fun and learning[1]. Evidence suggests that these fundamental educational needs are not being met in many of the city's existing schools.

The Unmet Need for Competence and Challenging Work

Despite numerous and ongoing attempts at education reform in Washington, DC, the fact remains that the majority of students in Washington, DC are under-achieving—or, viewed through the lens of student needs, their needs for academic *competence* are not being met. Evidence suggests that neither struggling students nor strong students are reaching their academic potential. In 2009, fewer than 50% of students in the city's traditional public schools scored "proficient" on the DC-CAS standardized assessment of both reading and math[2]. When looking at indicators of high achievement, very few students achieve 'advanced' scores, and rates of Advanced Placement participation are also low.[3] There is a clear and urgent need for more schools that provide children with challenging, intellectually stimulating work that inspires them to learn and excel.

The Unmet Need for Belonging

Other types of data indicate that students' need for *belonging* are not met in DC schools. High rates of teacher turnover and student mobility make it difficult for students and

[1] Glasser, William. 1986. Control Theory in the Classroom; Glasser, William. 1998. Choice Theory in the Classroom.
[2] Fenty, Rhee, and Reinoso Announce DCPS 2009 DC-CAS Scores. Web page accessed December 2009, http://www.dcps.dc.gov
[3] The Washington Post. 2009. 2008 Challenge Index 2008 – The Local List: Catching Up Schools. Online report accessible at www.washingtonpost.com/wp-srv/education.

teachers to form lasting relationships that extend beyond a single school year. High rates of absenteeism, truancy, and early dropout mean that many students are not in school, and therefore, can't possibly be forming positive relationships with school-based adults. Other evidence suggests that DC students are facing challenges in forming meaningful and healthy relationships with peers as well. The buildings and grounds of D.C. Public Schools were the sites of 3,500 emergency calls to the D.C. police during the 2007-08 school year, according to a report by the Heritage Foundation and the Lexington Institute, with about 2/3 of these complaints involving student violence[4]. Clearly, there is a need for more schools where children can feel emotionally safe and meet their need for belonging.

The Unmet Need for Autonomy

Likewise, too few of our children are able to meet their need for age-appropriate *autonomy* in the schools we have today. Research has found that urban schools often place a premium on the appearance of order and control—rather than prioritizing the development of students' skills of self-regulation. In our experience in DC schools over the past 15 years, we have witnessed countless examples of classrooms where children's movement is severely restricted, children's talk is prohibited or discouraged, and children's work is prescribed down to the last detail. While we believe firmly that learning environments should be emotionally and physically safe places, with rituals and routines in place, we are convinced by the research that suggests that too much emphasis on control hampers children's cognitive, social, linguistic, and physical development. We believe there is a desperate need in the city for more schools designed to allow children to meet their developmental need for autonomy.

The Unmet Need for Fun and Learning

Finally, our city's public schools are not meeting children's real and developmental need for *fun*. It is increasingly clear that the majority of students in Washington, DC are disengaged from school. Several studies have recently documented the low graduation rate in DC[5], and have noted that boredom and disengagement from school is a primary factor in the decision to drop out of school[6]. The students who do stay in school suffer no less from a lack of fun in their learning. Well-rounded curricula have been narrowed to prioritize a subset of tested skills in reading and mathematics. Recess is shrinking and even disappearing at some schools. Though research clearly indicates that play is one of the primary ways that children develop cognitively, linguistically, and socially, play time is disappearing from prekindergarten and kindergarten classes as academic content is 'pushed down' from the elementary grades. Since play is children's work, DC's families deserve more schools designed to meet the need for fun in learning.

Providing a Needs-Satisfying Learning Environment

In summary, in many schools, the imperatives of teaching, grounded in how children learn and what children need, are missing. We know that all children need rich, stimulating environments filled with adults who understand, nurture, and challenge them. Children need to learn skills and content within a context of exploring questions and ideas that matter to them and which instill in them a joy of learning so that they can thrive on their

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4 Mulhausen, David B., Don Soifer, and Dan Lips. 2009. School safety in Washington, DC: New data for the 2007-2008 School Year. Washington, DC: The Heritage Foundation and Lexington Institute.

5 Swanson, Christopher. 2009. Cities in Crisis: Closing the Graduation Gap, Educational and Economic Conditions in America's Largest Cities. Editorial Projects in Education Research Center.

6 Bridgeland, John et al. The Silent Epidemic: Perspectives of High School Dropouts. Civic Enterprises in association with Peter D. Harts Research Associates for the Bill & Melinda Gates Foundation.

own outside the confines of the school. Children who come to school with exceptional circumstances need these best practices even more. In our own broad and comprehensive experience in urban schools in DC and elsewhere, we have seen many educators and politicians organized around a 'no excuses' philosophy that boasts of high expectations but in reality is comprised of developmentally inappropriate expectations. We have seen many educators dedicate incredible time, energy, and resources to 'boosting student achievement' yet ignore the essential task of creating meaningful learning experiences that last beyond the school years. In deep contrast, our school promises to hold true to the developmentally appropriate, research-based practices that challenge children to achieve at high levels by providing what they need in order to thrive.

There are some existing DC charter schools designed to meet children's needs for competence, belonging, autonomy, and fun. Such schools rely primarily on student-centered instructional approaches such as the workshop model and project-based learning, and have adopted approaches to school culture and discipline that complement the instructional emphasis on student choice and self-direction. Examples include Capital City PCS, Two Rivers PCS, and E.L. Haynes PCS. Yet, these schools have far more demand than they can currently meet: for instance, in 2009, E.L. Haynes received 700 applications for 70 available slots[7]; Two Rivers PCS received over 1100 applications for 38 slots[8]; and Capital City's waiting list was well over 1000 students[9]. These figures demonstrate clearly that parents across the city are longing for schools that value the development of the whole child.

It is within this context that the Inspired Teaching Demonstration PCS seeks to provide an additional option for parents who desire an education for their children steeped in the progressive tradition of schooling. The school will serve 152 students in PreSchool-3 in 2011, its first year, in order to provide a rich opportunity for students of multiple ages, and meet a growing need among parents who have few choices for this kind of education. We anticipate adding one grade level per year until we reach full capacity as a PreSchool-8 school, serving 504 students. The table below shows our enrollment targets for the first five years; we anticipate achieving full enrollment in ten years.

	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
PreS	40	40	40	40	40
PreK	20	40	40	40	40
K	20	20	40	40	40
1	24	24	24	48	48
2	24	24	24	24	48
3	24	24	24	24	24
4		24	24	24	24
5			24	24	24
6				24	24
7					24
8					
TOTAL	**152**	**196**	**240**	**288**	**336**

[7] Personal communication, Jennie Niles, EL Haynes PCS Founder and Head of School.
[8] Personal communication with Jessica Wodatch, Two Rivers PCS Executire Director
[9] Personal communication, Karen Dresden, Capital City PCS Head of School.

While we are early in the process of identifying a specific location for our school, we know we will have a positive impact on the immediate neighborhood because we will add an alternative, highly desirable educational program of a sort that is not widely available in public schools. Our ideal neighborhood is one that is not currently populated with a significant number of charter schools, yet is accessible to families from across the city, including proximity to MetroRail or multiple MetroBus routes. We are currently looking into permanent locations in Ward 4 near 14th and 16th Sts (well north of the cluster of schools in Columbia Heights), or in Southwest, easily accessible from downtown, Capitol Hill, and Wards 7 & 8.

Because we are not limiting our school to serve a specific population, but want to attract students from all socio-economic and racial backgrounds from across the city, we must assume that the population we will serve will reflect the makeup of the average school in DC. Most of our city's schools serve communities where significant numbers of children live in poverty, in families in which the adults are under-employed, or in families where parent educational levels are disproportionately low. In DC, 26% of children live in households under the poverty level, 43% live in families in which neither parent has full-time year-round employment, and 22% live in families where the head of household is a high school drop-out[10]. Approximately 15% of DC's students are from homes where a language other than English is spoken. Though these circumstances can make the work of educators more difficult, poverty, in and of itself, is not a cause of educational failure. Nor do language or ethnicity affect a child's potential. Low-income children can achieve at the same levels as their more affluent peers. The wide achievement gaps that characterize high-needs districts such as DC are primarily the result of the choices that educators make at the system, school, and classroom levels. At the system level, resources are distributed inequitably—with teacher quality being the most glaring disparity. At the school and classroom level, culture-wide misconceptions about the learning capacity of poor and minority children become self-fulfilling prophecies. Low expectations for low-income children means that they receive fewer opportunities to learn, creating a downward spiral of lagging achievement and lowered expectations. Experts call this phenomenon 'subtractive education'—rather than ameliorating the effects of poverty, schools exacerbate them, and the longer poor students are in underperforming schools, the farther they fall behind. We firmly believe that our approach to education—rooted in the belief that all children have an innate desire to learn, fundamentally focused on teacher quality, and characterized by engaging, student-centered instruction—will allow us to meet the needs of students from low-income backgrounds and ensure that they achieve at high levels.

It is important to note that Center for Inspired Teaching has extensive experience training teachers to be highly successful in educating children from diverse backgrounds, especially children living with the challenges of an urban environment, and our Founding Group members bring this knowledge and experience to the creation of the school.

b. Mission and Philosophy

Mission: At the Inspired Teaching Demonstration PCS, a professional learning community of master teachers and teacher residents will ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

10 DC KIDS COUNT Collaborative for Children & Families. 2009. Every KID COUNTS in the District of Columbia: 16th Fact Book 2009. Washington, DC: DC Children's Trust Fund.

The Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for teachers and teacher leaders. As such, the school will be a true learning community for everyone.

Reflecting Center for Inspired Teaching's philosophy of how students learn and our passion for honoring and investing in teachers, the school will be a unique place. The school will serve a student population that reflects the rich diversity of Washington, DC. Within its walls young people will learn to read and write and achieve at high levels without having to surrender their intellectual curiosity and passion for learning. The school will also house a Teacher Residency program in which Inspired Teaching Fellows will study and earn their certification under the guidance of Master Teachers. The school will be a leader in changing the way teachers are trained and students are educated in Washington, DC and beyond, as the school will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. Students in the school will benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning.

Philosophy

The Inspired Teaching Demonstration PCS builds on the work of Center for Inspired Teaching: to ensure that all schools make the most of children's innate desire to learn.

The belief that every child has an innate desire to learn challenges an outdated but widespread set of beliefs grounded in behaviorist psychology, an understanding of the mind that focuses on a learner's response to external stimuli. In schools, the influence of behaviorist psychology is manifested through all manner of 'carrots and sticks' intended to induce children to behave as desired: gold stars, candy, and even cash incentives to reward performance; competitions to see who can read the most books or score the highest on an exam; punishments or exclusion from opportunities for those who fail to meet expectations; repetitive drills to instill an automatic and habitual response.

Approaches such as these make sense if one believes that people resist learning and will only engage in it in response to a positive or negative reinforcement. Today's researchers in contemporary fields as diverse as brain science, educational psychology, and linguistics are much more likely to adhere to a *constructivist* theory of learning, a theory that emerged from overwhelming evidence that humans actively build knowledge from experiences, and actually rather like doing it. Developed by Jean Piaget throughout the 20th century, constructivism is the understanding that children and learners are not blank slates, but instead work to create their own learning through their existing frames of reference. Using prior knowledge and experience, all people construct meaning and build knowledge by interacting with their surroundings.

Constructivism's empirical base in psychology has been bolstered in recent years by extensive research into how the brain processes and learns information. Our curricular and pedagogical decisions will be informed by the findings of such research, which one leading team of researchers summarizes as follows:

1. The brain is a parallel processor.
2. Learning engages the entire physiology.

3. The search for meaning is innate.
4. The search for meaning occurs through patterning.
5. Emotions are critical to patterning.
6. Every brain simultaneously perceives and creates parts and wholes.
7. Learning involves both focused attention and peripheral perception.
8. Learning always involves conscious and unconscious processes.
9. We have at least two types of memory: a spatial memory system and a set of systems for rote learning.
10. The brain understands and remembers best when facts and skills are embedded in natural spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Each brain is unique[11].

The desire to learn is a powerful innate drive, so much so that we cannot help but learn from our environment. With a constructivist philosophy, the primary challenge of education shifts from how to create the most effective incentive system to how to create ideal learning conditions. The physical, emotional, and intellectual spaces of the school will therefore convey a deep respect for children as people and for teachers as professionals. Building on brain-based research, our school will focus on meeting the needs of the brain for optimal learning.

Our constructivist/brain-based philosophy fits within the progressive tradition of education. Progressivism is a centuries old approach that emphasizes the need to know the whole child, and to provide rich experiences from which students learn. Alfie Kohn defined the main principles of progressivism to be: attending to the whole child; community; collaboration; social justice; intrinsic motivation; deep understanding; active learning; and taking kids seriously. The school will adhere to the core beliefs that children are inherently good and have an innate desire to learn, that every child can be successful in a school context, and that children's energy, unique talents, and individuality are assets, not obstacles.

Our theory of how children learn has profound implications for how they should be taught:

If all children come to school willing and able to learn, then we can expect much more from them than mere mastery of 'the basics.' Because every student possesses the ability to think critically, learn and understand information, and solve complex problems, then students should spend their time in school engaged primarily in these kinds of activities. Students will actively engage in a rigorous curriculum of problem solving, collaboration, exploration and discovery; develop habits of mind that foster a joy for learning; and become the leaders, thinkers, and doers of the 21st century.

If all children come to school willing and able to learn, then it is the teacher's responsibility to discover or create a way to reach every student. Teachers must possess the beliefs and skills that allow them to adjust their instructional methods so that each and every child can develop according to his or her potential. Differentiated instruction becomes the norm rather than the exception. If a particular student shows too little progress, teachers hold themselves accountable for finding a way to teach that works for that child.

[11] Caine, Renata, Geoffrey Caine, Carol McClintic, and Karl Klimek. 2008. *12 Brain/Mind Learning Principles in Action: Developing Executive Functions of the Human Brain*. Second Edition. New York: Corwin Press.

If children learn by creating meaning from experiences, then the teacher's role becomes one of guiding children through those experiences. Teachers must be exceptionally skilled facilitators, who can seed the environment with rich opportunities for children to learn through experience, observe children at work and ask questions or make suggestions to deepen their understanding, and finally, ensure that students solidify what they learn in the immediate context into knowledge that can be transferred to new situations.

If facilitation is the core teaching approach, then teachers must have the flexibility to respond to the specific needs of individual learners. Though we know that each child has the capacity to construct knowledge, we can't predict exactly what the process of construction will look like. Also, if school experiences take student interests into account, then learning experiences will vary accordingly. Curriculum, formative assessments, and expectations for classroom routines must provide enough flexibility for teachers to accommodate diverse learners.

If teachers are performing the exceedingly difficult work of actively facilitating rich learning experiences, then they deserve great respect as professionals. In order to successfully implement a constructivist approach, teachers must possess a deep understanding of how children learn and thrive, a thorough knowledge of the content areas that children are exploring, and an extensive repertoire of instructional skills and strategies. Such teachers deserve respect for their expertise and professional judgment. In concrete terms, such teachers deserve opportunities for professional advancement, fair and enjoyable working conditions, and a considerable degree of professional autonomy.

Our beliefs have been shaped and reinforced through our work in schools, yet they are also in line with research and expert opinion. Below is a brief listing of the educational theorists and reformers who have influenced Center for Inspired Teaching's educational philosophy.

Equity and High Expectations
Paolo Freire: 'Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.'
Eric Jensen: The human brain learns when the experience is challenging, complex, and engaging.
Jonathan Kozol: The voices of low income children must be heard and their needs met in any education reform efforts.

Emphasis on Social-Emotional Learning and Strong Student-Teacher Relationships
Linda Darling-Hammond: 'If you want to teach well to very high standards, you have to know the students well, you have to have that relationship that allows you to both challenge them, and adapt what you're doing for them so that it works.'
Adele Faber: Non-punitive discipline techniques foster cooperation rather than obedience.
Loris Malaguzzi, founder of the Reggio Emilia approach: Young children have much to contribute to their own education and should build critical thinking skills as they help determine school experiences.
Deborah Meier, founder of Central Park East schools in Harlem: School ought to create thoughtful citizens.

Pedro Noguera: There is more than one way to teach poor kids. Successful schools cannot focus on achievement alone, and ignore children's social and emotional needs as if achievement can be separated from the whole of any person.

Authentic Learning Experiences
Bev Bos, national expert on early childhood learning: The basics of young children is wonder and discovery - 'Experience is not the best teacher. It's the only teacher.'
Lucy Calkins, founding director of the Teachers College Writing Project: 'learning should be purposeful . . . language is used, skills are developed, and information is learned for real purposes.'
John Dewey: Children, and all people, learn by doing, by engaging in authentic experiences in which they make decisions. Education ought to foster young people's ability to participate in a democracy.
Mem Fox: Author of *Reading Magic, Radical Reflections,* and many other children's books. 'If you want our children to learn how to read anything – let alone to read more diverse or more difficult material – it helps immeasurably if we can give them as much experience of the world as possible.'
Lilian Katz: Project work is critical in the education of young children.
Theodore Sizer: "The best we educational planners can do is to create the conditions for teachers and students to flourish and get out of their way."
Grant Wiggins: Authentic assessment is the most effective means of measuring student understanding of material.

Differentiated Instruction
Howard Gardner: Multiple Intelligences - As educators we should not ask: Is this child intelligent? We should ask instead, *how* is this child intelligent?
Maria Montessori: Focus on the individuality of each child in respect of his or her needs or talents.
Carol Ann Tomlinson: Teachers can and must differentiate instruction to meet all students' needs. Approaches such as Differentiated Instruction and Responsive Classroom facilitate student learning.
Lev Vygotsky: Children, and all people, learn best in their zone of proximal development—the area just outside of their comfort zone.

Emphasis on Creativity
Jean Piaget: Children's curiosity drives their learning, and play is a critical component of learning, especially for young children. Teaching must be appropriate for the developmental stage of the child.
Daniel Pink, Author of *A Whole New Mind: Why Right-Brainers Will Rule the Future*: the importance of right brain thinking in educating students to thrive in new economies.

Investing in Teacher Leadership and Teacher Collaboration
Inspired Teaching's work to build teacher leadership and teacher collaboration draws extensively on the work of such educators as Linda Darling-Hammond, Ted Sizer, Lee Shulman, Milbrey McLaughlin, George Wood, and the National School Reform Faculty.

c. Educational Focus
The defining characteristic of the school will be a professional learning community focused on a progressive, constructivist approach to teaching and learning. As stated above, the

Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders. As such, the school will be a true learning community for everyone.

Just as the belief that all children have an innate desire to learn has implications for how teachers should teach, it also has implications for how teachers should be trained. In developing a professional learning community focused on progressive, constructivist teaching and learning, the school's ongoing teacher education efforts will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. This powerful combination of student and teacher learning will create a dynamic learning organization in which every person in the school community engages in an ongoing cycle of exploration, reflection, problem solving, new discoveries, and mastery.

Professional Learning Community for New Teachers

Center for Inspired Teaching is a recognized leader in efforts to improve teacher quality in Washington, DC. In 2009, Center for Inspired Teaching was the only local nonprofit to receive state approval from the Office of the State Superintendent of Education to prepare new teachers for initial licensure. Members of the inaugural cohort of the Inspired Teaching Fellows are currently teaching in traditional and charter public schools across the city. We are excited at the opportunity to embed new teacher preparation in the Inspired Teaching Demonstration PCS, where best practices in progressive education will be modeled daily in classrooms. Inspired Teaching Fellows are highly-qualified alternative-route teachers eligible to assume responsibilities as teachers of record, but will spend a year learning and refining the art of teaching by spending a year under the guidance of Master Teachers.

Professional Learning Community for Teacher Leaders

This approach to teaching will be strengthened by the school's focus on the professional learning community among the adults in the building. The school is designed to be a model of progressive, child-centered education for children, and as a model of collaborative professional learning by the teachers. This focus on teacher collaboration and ongoing learning ensures the best education for students.

The professional learning community will be modeled on Critical Friends Groups, designed by the Annenberg Institute for School Reform at Brown University. Critical Friends Groups were designed to focus on the teacher and on what will improve student learning. When in a Critical Friends Group, teachers agree to:

- *Be reflective*
- *Make their teaching practices public to one another*
- *Frame meaningful questions and ask for substantive feedback from one another*
- *Hold one another accountable for meeting the needs of students who struggle the most*
- *Ask the kinds of questions that provoke and challenge their assumptions and habits*
- *Believe that together they are more capable of knowing what they need to know and learning what they need to learn than they are alone.* [12]

[12] Chaltain, Sam. 2009. *American Schools: The Art of Creating A Democratic Learning Community*. Rowman & Littlefield Publishers, Inc., p 24.

The National School Reform Faculty has designed trainings and protocols for teachers and schools to use when implementing Critical Friends Groups; we intend to use many of their resources to create our professional learning community. At our school, the professional learning community will require Master Teachers to critically engage with one another about their teaching on an ongoing basis. In addition, Master Teachers will work closely with the Teaching Fellows in a similar analysis of teaching and learning as part of their teacher training process. As a result, every teacher will be in a constant process of teaching, reflecting, giving and receiving feedback, and refining their teaching.

Students and Families Benefit from Professional Learning Communities
The end result of this kind of collaborative professional learning community is a teaching staff that is focused on working together to meet the needs and goals of every student. Students in the school will benefit from the experience and expertise of Master Teachers *and* the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning. At a practical level, the presence of multiple highly-motivated, well-educated adults in the learning environment allows for students to benefit from greater access to small-group and individualized instruction. By focusing on how to be an excellent teacher, and believing that the skills of a teacher can always be improved, teachers are constantly improving their practice and students are the ultimate beneficiaries.

Additionally, students throughout the District will benefit from teachers trained at the school, as graduates of the Inspired Teaching Residency program will be eligible for employment in the city's traditional and public charter schools.

d. Goals

The goals of the Inspired Teaching Demonstration PCS stem from the school's mission to ensure all students will become accomplished learners and imaginative and inquisitive problem solvers. Because the school will place a significant focus on teachers – who are the key leverage point for student success – we have not only established goals for our students and school management, but for our teaching staff as well.

Student Goals
The goals for our students will be centered around four principles that incorporate both academic and non-academic goals:

Intellect

- *Reading & Literature:* Students will comprehend and analyze age-appropriate literature and nonfiction text.
- *Communication:* Students will communicate powerfully through writing, speaking, and the arts.
- *Math:* Students will solve math problems using both procedural fluency and conceptual understanding.
- *Science and Social Studies:* Students will demonstrate understanding of the complexity of the social and scientific worlds.
- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will be intellectually and physically active, self-directed learners.

Inquiry
- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination
- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity
- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Professional Goals for Teachers

Center for Inspired Teaching has a well-documented history of training and supporting excellence in teaching. Our school will not only serve as a learning site for students, but also for teachers. As such, we will hold our teachers to a high standard of excellence and professionalism. Goals for our teachers are:

- Teachers demonstrate a thorough knowledge of the subjects they teach.
- Teachers rely on Center for Inspired Teaching's approach to instruction, drawing upon an extensive repertoire of authentic and engaging strategies for instruction and assessment, steeped in the knowledge of how children learn.
- The school is a vibrant and active professional learning community — including all adults in the school — constantly reflecting and improving in order to achieve the school's mission.
- Teachers forge strong and positive relationships not only with students, but also with community stakeholders, including families.

Organizational Goals

Center for Inspired Teaching has a 15 year history of strong organizational management. Building upon that knowledge and experience, the school will be held to similarly high standards:

- The school exercises sound fiscal management and puts into place best practices in governance and accountability.
- The school reflects Inspired Teaching's organizational culture and values, which relies on the following framework:
    - Relentlessly impact-driven and nurturing
    - Decentralized and integrated
    - Radical creativity and structured execution

2. Charter School Curriculum

a. Student Learning Standards

We have selected Vermont's Framework of Standards and Learning Opportunities as the basis for our student learning standards. The Vermont framework (See *Section L* for the framework) organizes student learning standards in a holistic fashion that includes not only academic content, but the skills and dispositions necessary for students to be successful, productive citizens in a democracy.

These standards were chosen through a deliberative, thoughtful process, with the aim of identifying a framework that would guide and support our envisioned approach to teaching and learning. Our team reviewed standards from states in our immediate region (DC, Maryland, and Virginia), from states with large urban centers (New York, New Jersey, Massachusetts, California) and from states with a strong tradition of progressive education in public schools (Rhode Island, New Hampshire, Vermont, Maine). After reviewing standards and frameworks from a variety of states, we believe Vermont's framework includes standards aligned with our student goals and outlines student expectations in a manner that includes both the content *and* the skills and dispositions students need for success.

Below is a summary of the Vermont Framework. Each of these strands is taught at all grade levels, with specific content selected and developed to match with developmentally appropriate expectations.

The Vital Results

- Communication: Reading; Writing; Listening; Expression; Information Technology/Information Literacy
- Reasoning and Problem Solving: Questions/Problem Solving; Problem Solving Approach; Abstract & Creative Thinking
- Personal Development: Worth and Competence; Healthy Choices; Making Decisions; Relationships; Workplace
- Civic and Social Responsibility: Service; Human Diversity; Change

The Fields of Knowledge

- Arts, Language, and Literature: Critical Response; Literature and Media; the English Language; Non-Native Language; Artistic Process; Elements, Forms and Techniques in the arts
- History and Social Sciences: Investigation and Critical Evaluation; History; Geography; Citizenship; Diversity and Unity; Economics; Conflicts and Conflict Resolution; Identity and Interdependence
- Science, Mathematics, and Technology: Inquiry, Experimentation, and Theory; Mathematical Understanding; Mathematical Reasoning; Systems; Space, Time, and Matter; The Living World; The Universe, Earth and the Environment; Design and Technology

The Vermont standards address all major academic areas and organize them in a way that aligns with our proposed methods of instruction. By organizing content areas into broad disciplines, or "Fields of Knowledge," this framework invites connections among subjects and supports an authentic approach to instruction, where children are asked to do the type

of work that adults do as writers, historians, mathematicians, or scientists. We believe this framework not only teaches students appropriate and demanding content, but it teaches them why it is important, how to use it, and how to use it well.

The "Vital Results" portion of the framework includes standards in key areas and skills that align with our mission, including reasoning, inquiry, and problem solving; and abstract and creative thinking. The framework's holistic approach – incorporating academic skills and academic content - aligns with our educational focus to teach in accordance with the research on how children learn and process information: content is best learned through reasoning, problem solving, inquiry, and an understanding of the bigger picture and patterns in the world.

Notably, the Vermont framework includes explicit attention to the social-emotional aspects of learning that research proves is critical to student success[13]. The inclusion of the "Personal Development" strand indicates that a student's approach to self and his/her relationship with others in the world is a critical component of learning and success in life. The "Civic and Social Responsibility" standards likewise support the values and dispositions essential to citizenship in a democracy. By adopting these standards, we reflect our commitment to teaching the whole child – attending to both academic and social-emotional needs.

Vermont routinely ranks among the top five highest-performing states in the nation on NAEP assessments. The high expectations represented in these standards will allow all students to meet or exceed the standards outlined by OSSE. Vermont's broad standards are supplemented with detailed grade-level expectations (GLEs) that outline specific content and skills to be mastered at each level. A preliminary analysis of Vermont's GLEs with DC's grade-level standards in reading and math gives us confidence that the expectations in core content areas are comparable, and that teaching to the Vermont standards will prepare students to perform well on the DC-CAS and other statewide assessments.

We also believe this framework will allow us the flexibility to address the needs of English Language Learners and Special Education students. The organization of the standards invites thematic units and inquiry, methods that by their very nature demand that teachers differentiate instruction according to students' needs. The rich, experiential curriculum provided for all learners will allow ELLs and students with special needs to access the curriculum appropriately and equitably.

b. Resources and Instructional Materials

Numerous curricular materials are available to support a constructivist, inquiry-based approach to instruction. In order to select resources and texts that align with our mission, standards, and methods of instruction, we have established ten criteria for reviewing and selecting curricular materials.

For all content areas and all grade levels, resources and instructional materials must:

1. Allow for questions and inquiry to be the primary instructional strategy;
2. Allow for movement and tactile experiences as an essential part of the learning process;
3. Allow student voice and student interest to inform and shape learning experiences;

[13] John Payton, Roger P. Weissberg, Joseph A. Durlak, Allison B. Dymnicki and Rebecca D. Taylor. 2008. *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.* Chicago: Collaborative for Academic, Social, and Emotional Learning.

4. Allow teachers significant flexibility to design instructional experiences that are differentiated according to students' interests, learning styles, and readiness;
5. Allow for multiple and varied instructional learning formats, including whole group instruction, small group exploration, individual investigation, and cooperative learning;
6. Allow for concept development through higher-order thinking, creation of products, and/or application of content to novel situations;
7. Allow for the creation of vibrant classroom communities characterized by strong, positive interpersonal relationships;
8. Include authentic and performance assessments as a primary measure of student progress;
9. Include images, stories, and examples that promote bias-free attitudes toward diversity in its many forms;
10. Have a research base documenting their effectiveness;
11. Align with best practices as outlined by the relevant specialized professional association (i.e., early childhood materials should align with NAEYC recommendations; ELA materials should align with NCTE recommendations).

These criteria for resources and materials reflect high expectations for all students, making a strong statement about our commitment to ensuring access to a rich and challenging school experience for students of all backgrounds. By selecting resources that allow for thoroughly differentiated instruction and that foster instructional best practices, our approach to resources and instructional materials will ensure that teachers are able to meet the academic needs of diverse learners, including special education, English Language Learners, and Gifted and Talented.

Departmentalization rarely occurs in the real world. Real world, life, and work are characterized by integration. Success in the real world relies on one's ability to think deeply, creatively problem solve, and work as a team. Our approach to teaching and learning will be authentically real world. Although we will use commercially available curricular materials, teacher created curricula, based on student interests and needs and guided by content area standards, will constitute a substantial portion of our curriculum. (Commercially available materials under consideration are described below). Teachers will create standards driven, project-based instructional units that support student inquiry and mastery. Teacher created curricula will be organized around essential questions, integrate content areas, and articulate across grade levels to ensure that students develop the skills, knowledge, and dispositions from prekindergarten to 8th grade.

The pre-school and pre-kindergarten curriculum will be guided by developmentally appropriate practice and shaped by the young child's play as work. At the elementary and middle school levels, language arts instruction will emphasize the development and authentic implementation of all communication skills (speaking, listening, reading, and writing) through a workshop approach to reading and writing. Math will be hands on and problem based. Learners will do the work of mathematicians. Science and social studies will be integrated throughout the other curricular areas and experiences through inquiry-based units of study.

As specific books, manipulatives, kits, and authentic materials are considered for adoption, each will be considered in light of these criteria. Instructional staff, including founding teachers, the principal, and other instructional leaders, will be integrally involved in

evaluating and selecting materials and resources during the planning year. Our philosophy and instructional approach, the Vermont state standards, and national content area standards will inform the curricular basis for instruction at each level of the school.

PreSchool and PreKindergarten

PreSchool and PreKindergarten students will experience developmentally appropriate instruction guided by national standards and student interest. Students will develop pre-literacy and pre-numeracy skills through authentic learning experiences that respect the developmental stages of the students. Teachers will prepare learning environments that include interest areas (or centers) that allow for student led inquiry and play. Teachers will see the students' "play" as their work and will support the students as they develop content-area skills and knowledge through their play.

Literacy

The PreSchool and PreKindergarten experience will develop students' pre-literacy skills by immersing them in language usage for authentic purposes. Students will spend their days in a print-rich classroom environment where everything is purposefully labeled and writing, reading, and talking about the day's happenings is standard. Following the students' interests, teachers will design learning experiences that enable students to develop phonological awareness, comprehension skills, print awareness, and knowledge of the alphabet. For example, students may sing songs and recite chants that illustrate beginning sounds or rhyming words during the morning community building meeting, cut out magazine pictures that begin with the same letter as their first names, or listen and discuss a book read aloud by the teacher about birds when one student notices birds outside the classroom window. Books, poems, chants, and songs will be use across all content areas to engage students in using language for multiple purposes and further support the development of their pre-literacy skills.

Math

Through hands-on explorations, early childhood students will develop their number sense, investigate patterns, learn multiple ways of classification, and examine the concepts of time. Teacher designed learning experiences will allow students to develop developmentally appropriate mathematical skills and knowledge and have authentic interest to students. For example, students develop their number sense setting out snack supplies at each table, or explore classification when sorting fall leaves collected on the playground. Teachers will plan concrete experiences for students to develop concepts of time and space. For example, students will build tunnels with blocks and move cars through the tunnel, or sequence pictures that depict the steps involved in eating a banana.

Science

Similar to math, science will be centered on hands-on explorations and the development of vocabulary through explorations. Topics of interest to the students will serve as the backbone of the science curriculum as the students develop skills in asking questions and experimenting to find out answers. For example, at breakfast a student may notice that the last cereal rings stay on top of the milk. This may prompt a class study of what things sink or float. As students care for the class pet or plants, the class may investigate what living things need to survive.

Social studies
Social studies will emphasize the creation of a supportive classroom community of friends. Students will investigate the essential question: How do people work together? Social-emotional development for the early childhood students will focus on conflict resolution and self care. Students will learn to communicate with peers and adults about their needs and emotions, and to use words to resolve conflict within the classroom community.

Instructional materials for our early childhood students must align with best practices in early childhood education, as outlined by the National Association for the Education of Young Children (NAEYC), as well as emphasize the following:

- Children learn best through child-initiated play;
- Children must be given the time and space to express their thoughts, feelings, and opinions;
- Instruction must keep the development of the whole child as a primary component, especially the need for active movement in all of their learning.

As students progress and transition from early childhood, we will ensure that instructional materials continue to emphasize the above and evolve in accordance with our deep regard for student input and ownership of learning.

Currently we are considering The Creative Curriculum for Preschool and HighScope Preschool Curriculum for use at the PreSchool and PreKindergarten levels. These comprehensive preschool curricular resources emphasize active learning, developmentally appropriate practices, learning through play, and student-directed learning. These resources address the social, emotional, physical, and cognitive areas of development and all content areas in a developmentally appropriate manner. Additional curricular materials will be taken from available prekindergarten resources that accompany the selected K-8 curricula for reading, math, science, and social studies to transition the prekindergarten learners. All resources will be used to complement teacher created instructional units that emphasize developmentally appropriate, student led, inquiry-based learning.

Elementary Grades K-5

Language Arts
We will implement Readers' and Writers' Workshop for teaching language arts to all of our students. The approach is in line with our mission and goals that require a student-driven, differentiated approach that builds students' intellect, imagination, inquiry, and integrity.

Readers' Workshop is an instructional model for differentiated teaching of reading that combines explicit instruction in reading strategies with purposeful student interaction with teacher, peers, and text. Students learn through small group instruction, independent practice, partner and small group work. The goal of Readers' Workshop is to produce independent, self-directed readers. We intend to purchase leveled readers, trade books, and children's literature to establish multi-leveled classroom libraries for use with Readers' Workshop. We will use the Fountas and Pinnell system of leveled books along with content-based trade books that accompany selected curriculum for other content areas. Using content-based trade books will facilitate our students' development of literacy across the content areas and is a natural outgrowth of integrated, inquiry based instruction.

Writers' Workshop is an instructional model for differentiated teaching of writing that combines explicit instruction in writing mechanics and creative use of language with the ongoing practice of writing. Instruction is designed around student-generated subject matter and incorporates specifically identified conventions of writing logically sequenced according to the readiness displayed in each student's writing. Students learn the skills of prewriting, drafting, revising, editing and publishing; and the approach itself includes a constant process of assessment by both the student and the teacher. The goal of Writers' Workshop is to produce independent writers who are able to write across the curriculum for the full range of purposes both to inform and to express themselves creatively. Additional information on the Workshop Model to instruction can be found in the *Methods of Instruction* section below.

Materials for all Language Arts instruction must approach teaching reading, writing, and communicating by engaging students in an authentic process of reading and writing, requiring students to read a variety of real text and to write their own material. Teachers will use the resources listed below as guides in the creation and implementation of their Readers' and Writers' Workshops.

- Calkins, L. The art of teaching of reading.
- Calkins, L. The art of teaching of writing.
- Fountas, I. and Pinnell, G. Guided Reading: Good first teaching for all children.
- Fountas, I. and Pinnell, G. Guiding readers and writers: Teaching comprehension, genre, and content literacy
- Keene, E. and Zimmermann, S. Mosaic of thought.
- Pinnell, G. and Fountas, I. The continuum of literacy learning Grades K-8: A guide to teaching
- Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. Words their way: word study for phonics, vocabulary, spelling instruction.

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on language and literacy development; emergent reading, writing, and developing increasingly complex spoken language skills; and contain a significant exposure to and opportunity to interact with a wide variety of authentic language arts materials.

For grades 3-5, objectives, learning standards, content and skill development will primarily focus on expressing thoughts and ideas through writing for various audiences, grammar conventions, reading comprehension, and public speaking.

Math

In line with our mission and in support of our student goals, mathematics materials must engage students in the process of solving authentic problems and reasoning. Instructional materials must place at least as much emphasis on the understanding of mathematical concepts and processes as on memorization of basic math facts and operations.

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on number sense and simple operations, patterns, measurement, and beginning geometry. Materials must incorporate a high use of manipulatives and child-initiated explorations to build student understanding.

For grades 3-5, objectives, learning standards, content and skill development will primarily focus on increasing complexity to the concepts from the early years, and grow to include higher level operations (addition, subtraction, multiplication, and division), fractions, geometry, money. Materials must incorporate a high use of manipulatives and authentic problem-solving to build student understanding.

In alignment with our inquiry-based, student-centered approach to teaching and learning, we are considering curricular materials that emphasize problem solving, inquiry-based learning, and critical thinking. Currently, we are considering:

- Investigations into Numbers, Data, and Space (K-5)
- Math Expressions (K-5)
- Math Trailblazers (K-5)
- Progress in Mathematics (K-5)

We recognize that no one math curriculum perfectly matches the needs of a school. We anticipate supplementing the chosen curriculum with teacher created materials and commercially available supplements. Specifically, we are considering the supplemental math curricular materials:

- Math Their Way (PreK-3)
- Mathematics…a Way of Thinking (3-5)
- Everyday Counts (PreK-5)

Science

For all grades, instructional materials must focus on teaching science by engaging students in the scientific process: wondering and the creation of a hypothesis; observation; experimentation; collection and analysis of data; drawing and defending a conclusion; and asking follow-up questions for further investigations. These kinds of materials will move students to achieve our goals in intellect, inquiry, and imagination.

To complement the teacher created inquiry units, we are considering commercially available curricular materials that focus on hands-on exploration and student led inquiry. Currently, we are considering the following curricula:

- Full Options Science Systems (FOSS) (K-5)
- Delta Science (K-5)
- BSCS Science Tracks: Connecting Science and Literacy (K-5)

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on scientific thinking and inquiry, and an exploration of basic concepts in earth science (i.e. seasons, land and water forms, weather), physical science (i.e. properties of objects, solids, liquids, and gases), and life science (i.e. plants and animals.

For grades 3-5, objectives, learning standards, content and skill development will continue to focus on scientific thinking and inquiry, and continue the study into earth science (i.e. geology, space, water cycle), physical science (energy, matter, electricity), and life science (i.e. life cycles, human body, organism structure).

Social studies

Our inquiry-based approach to teaching will take full advantage of the richness of our nation's capitol as the primary social studies "text." Using Washington, DC as a living textbook, teachers will create inquiry-based units that ensure students develop the knowledge, skills, and dispositions necessary for effective citizenship and mastery of the content related to local, national, and world histories and cultures and economics. Teacher created curricular materials will adhere to national content area standards, build upon student needs and interests, and integrate the resources here in Washington, DC.

We anticipate using the wide array of museums (Smithsonian Museums, National Geographic Museum, Frederick Douglas Historical Site, etc.) and cultural resources to allow our students to experience, examine, and explore the history, culture, geography, and citizenship. As stated above, we will use commercially available curricular materials to complement teacher created curriculum. Instructional materials for teaching social studies must engage students in understanding the process of the development of human history and the stories of people, nations, and civilizations. Additional criteria for selecting resources include:

- Allowing room for student input, voice, and choice
- Assessing students through authentic and performance measures

Instructional materials for teaching social studies must center around engaging students in understanding the process of the development of human history and the stories of people, nations, and civilizations; these materials will support students toward our intellect and integrity goals. We are currently considering the following commercially available curricular materials:

- Social Studies Excursions (K-3)
- Social Studies Alive (K-5)
- Harcourt Brace Social Studies (K-5)

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on the people and systems close to home such as the family, school, and local community. Materials should allow students to investigate the world that is familiar to them, and include explorations of concepts such as civic values, participation in a democracy, identifying and solving personal conflicts, and cause and effect.

For grades 3-5, objectives, learning standards, content and skill development will expand beyond that which is familiar to include DC and US history. Students should be asked to investigate the meaning of citizenship, understand the nature of conflict between groups, and the process and skills of being a historian.

Middle School Grades 6-8

Language arts

As discussed in detail above, we will implement Readers' and Writers' Workshop for teaching language arts to all of our students. The approach is in line with our mission and goals that require a student-driven, differentiated approach that builds students' intellect, imagination, inquiry, and integrity. In addition to the continued development of literacy skills through Readers' and Writers' Workshop, at the middle school level an integrated approach to language arts and social studies will provide a transition from learning to read and write to using reading and writing as tools for learning. Additional attention will be paid to academic vocabulary at the middle school level as well.

As with the younger grades, materials must approach teaching reading, writing, and communicating by engaging students in an authentic process of reading and writing, requiring students to read a variety of real text and to write their own material. Teachers will use the resources listed below as guides in the creation and implementation of their Readers' and Writers' Workshops. In addition, we will purchase leveled readers, trade books, and children's literatures to establish multi-leveled classroom libraries for use with Readers' Workshop. We will use the Fountas and Pinnell system of leveled books along with content-based trade books that accompany selected curriculum for both social studies and science.

- Atwell, N. In the middle.
- Atwell, N. The reading zone: how to help kids become skilled, passionate, habitual, crucial readers.
- Calkins, L. The art of teaching of reading.
- Calkins, L. The art of teaching of writing.
- Fountas, I. and Pinnell, G. Guiding readers and writers: Teaching comprehension, genre, and content literacy
- Keene, E. and Zimmermann, S. Mosaic of thought.
- Pinnell, G. and Fountas, I. The continuum of literacy learning Grades K-8: A guide to teaching
- Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. Words their way: word study for phonics, vocabulary, spelling instruction.

Social studies

Social studies is more than memorizing key dates, events, and biographies. Students should develop the skills to study (explore, investigate, analyze, and examine) the past (the events, people, and context) and relate it to their present lives, ultimately leading to the ability to participate in a democracy as informed citizens. Seamlessly integrated with language arts, our middle school social studies curriculum will be a literature based curriculum guided by content area standards and student interest and built upon inquiry-based thematic units.

Inquiry-based thematic units will allow our students to develop skills in analysis, interpretation, and evaluation and continue the development of literacy skills as our students engage in examinations of historical fiction, biography, artifacts, multi-media resources, oral histories, historical documents, and geographic resources. Our curriculum will ensure that our students master the content knowledge (the what happened?, where?, when?, and to whom? of history) and the skills of a historian (the processes of doing historical research).

For grades 6-8, objectives, learning standards, content and skill development will primarily focus on oral and written expression and critical analysis of various kinds of text. Each year sixth, seventh, and eighth grade students will design and conduct their own research projects in social studies guided by the Vermont state social studies standards which require students to:

- Initiate inquiry;
- Develop a hypothesis;
- Design a research plan;
- Conduct research; and,

- Communicate research findings;

In addition to examining the facts about the people, places, and specific events that occurred during specific time periods, students will explore history through thematic lenses that span across time periods, examining issues such as immigration and migration, labor (forced/free; skilled/unskilled), the impact of environment and geography on people, and people's impact on the environment. Essential questions that guide thematic units may include:

- What does it mean to be free?
- What does it mean to be a citizen?
- How do people deal with conflict?
- How do societies organize themselves?
- What is the difference between rights and responsibilities?
- What is the role of government?

As with the younger graders, our inquiry-based approach to teaching will take full advantage of the richness of our nation's capitol as the primary social studies "text." Using Washington, DC as a living textbook, teachers will create inquiry-based units that ensure students develop the knowledge, skills, and dispositions necessary for effective citizenship and mastery of the content related to local, national, and world histories and cultures and economics. Teacher created curricular materials will adhere to content area standards, build upon student needs and interests, and integrate the resources, including the array of museums and cultural resources, here in Washington, DC.

Instructional materials for teaching middle school social studies must engage students in understanding the process of the development of human history and the stories of people, nations, and civilizations. Additional criteria for selecting resources include:

- Allowing room for student input, voice, and choice
- Assessing students through authentic and performance measures

Materials must also center around engaging students in understanding the process of the development of human history; the stories of people, nations, and civilizations; the interaction among people, place, and time; and the relationship of the study of the past with the students' present. We are currently considering the following commercially available curricular materials as complements to teacher created instructional units:

- History Alive (6-8)
- Harcourt Brace Social Studies (6)
- Holt McDougal World History
- Holt McDougal US History

Proposed social studies scope and sequence:

Grade 6	**Grade 7**	**Grade 8**
Ancient Civilization • Egypt and Ghana • Maya and Aztec • China and India • Rome and Greece	US History Part 1 • Native American culture • European exploration & colonization • Colonial America • Slavery • Revolutionary Period	US History Part 2 • Reconstruction • Industrialism • World War I • Great Depresssion • WWII

	• The New Nation • Western Expansion • Civil War	• Civil Rights Era • Modern Era - present

Math

Middle school math will be grounded in problem solving while allowing students to solidify their fluency in all four operations with integers and fractions. Through teacher created instructional units and guided by curricular standards and student interest, students will work collaboratively and independently on standards-based investigations that integrate math and science. For example, students may build various types of bridges and use math to determine how much weight each structure can support. In a study on space exploration, students may develop skills in graphing and working with ratios when examining the differential effects on gravity on various planets. Students will learn to connect math to their lives outside of school and communicate their mathematical thinking and document their mathematical reasoning. Our differentiated instructional approach will ensure that by the end of 8th grade students will be prepared for Algebra I in 9th grade at a minimum.

In line with our mission and in support of our student goals, mathematics materials must engage students in the process of solving authentic problems and reasoning. Instructional materials must place at least as much emphasis on the understanding of mathematical concepts and processes as on memorization of basic math facts and operations.

For grades 6-8, objectives, learning standards, content and skill development will primarily focus on algebra and geometry, with increased complexity from the earlier grades. Materials must incorporate a high use of manipulative to build student understanding. In alignment with our inquiry-based, student-centered approach to teaching and learning, we are considering curricular materials that emphasize problem solving, inquiry-based learning, and critical thinking. Currently, we are considering:

- Progress in Mathematics (6-8)
- Connected Mathematics (6-8)
- Holt McDougal Mathematics (6-8)
- Connected Math Program (6-8)

We recognize that no single math curriculum perfectly matches the needs of a school. We anticipate supplementing the chosen curriculum with teacher created materials and commercially available supplements. Specifically, we are considering the supplemental math curricular materials:

- Mathematics…a Way of Thinking (3-6)
- Everyday Counts (PreK-8)

Science

Middle school science is an exploration of all areas of science guided by student inquiry. Students use in-class laboratory experiences and the natural world to investigate topics in life science, physical science, and chemical science. Teachers will guide student led inquiry to ensure that students develop skills in the scientific process and mastery of scientific concepts. Since inquiry undergirds our entire instructional approach, students will become experts in the process of formulating questions and hypothesis, designing experiments, documenting and analyzing data, and communicating their results. The science curriculum will build upon the wide variety of resources available in Washington, DC, including:

- Anacostia Park
- Kenilworth Park and Aquatic Gardens
- Air and Space Museum
- U S Botanical Gardens
- Rock Creek Park
- National Zoo
- National Academies of Sciences

To complement inquiry based instructional units, commercially available instructional materials must focus on teaching science by engaging students in the scientific process: wondering and the creation of a hypothesis; observation; experimentation; collection and analysis of data; drawing and defending a conclusion; and asking follow-up questions for further investigations. These kinds of materials will move students to achieve our goals in intellect, inquiry, and imagination. In addition, curricular resources will help students develop content area literacy skills and provide natural gateways to integrate science and math.

We are considering commercially available curricular materials that focus on hands-on exploration and student led inquiry. Currently, we are considering the following curricula:

- Full Options Science Systems (FOSS) (K-8)
- Delta Science (K-8)
- BSCS Science & Technology (6-8)

For grades 6-8, objectives, learning standards, content and skill development will again deepen the understanding of scientific thinking and inquiry, as well as broaden the study of earth science (i.e. solar system, weather and climate, plate tectonics), physical science (i.e. structure of matter, energy, force), and life science (i.e. cell biology, genetics, human body, ecology).

c. Methods of Instruction

Methods of instruction will reflect the school's mission, philosophy, and goals for students and will embrace the instructional methodology of Center for Inspired Teaching. Dominant approaches will include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. To support the implementation of these methods, instruction will include an emphasis on social-emotional learning, and classrooms will be characterized by student-centered organization styles such as differentiated instruction, collaborative groups, and child-initiated play.

Because these methods require a great deal of the teacher, the emphasis of the school on a professional learning community will help ensure its effective implementation. The learning community will require Master Teachers and Teaching Fellows to engage in a constant process of examining teaching methods, analyzing student work and data, and developing the appropriate instructional strategy and assessments. These processes will be strengthened by the daily opportunities for collaboration between Master Teacher and Resident, as well as between Master Teachers. Further, peer observation and the giving and receiving of feedback on a regular basis will provide teachers with the information they need to modify and constantly improve their teaching practice. As mentioned above, the school will draw extensively on the work and protocols developed for Critical Friends Groups by the National School Reform Faculty.

Inquiry

Inquiry-based teaching is a pedagogical approach that invites students to explore academic content by posing, investigating, answering questions, and providing a rich and stimulating classroom environment. This approach puts students' questions at the center of the curriculum, and places just as much value on the component skills of research as it does on knowledge and understanding of content. This approach embraces the principles of brain research and develops the characteristics of a life-long learner: It teaches students to pose difficult questions and fosters the desire and skills to acquire knowledge about the world. Students are given opportunities to take ownership of their own learning, a skill necessary for one to excel beyond high school: in college, in the workplace, and as a citizen in a democracy. Additionally, an inquiry-based approach allows students to draw connections between academic content and their own lives, which can be particularly important for culturally and linguistically diverse learners.

This kind of instruction requires students to not only learn specific academic content, but also to investigate that content in the context of a larger question, theme, or real-life situation. When teachers implement an inquiry-based approach, they commit to providing rich experiences and stimulating classroom environments that provoke students' thinking and curiosity; to planning carefully-constructed questioning sequences when developmentally appropriate; to managing multiple student investigations at the same time; to continuously assessing the progress of each student as they work toward their solution or final product; and to responding in-the-moment to students' emerging queries and discoveries.

We expect that inquiry-based teaching will manifest itself most often through five overlapping yet slightly distinct classroom approaches: experiments; interdisciplinary thematic units; student research; problem-based learning; and child-initiated play and inquiry. Experiments using the scientific method are the quintessential inquiry-based method and will be a hallmark of science instruction. Yet we are also committed to infusing student investigations across the curriculum. Interdisciplinary thematic units, also known as learning expeditions, are experiential and project-based, involving students in original research to create high-quality products for audiences beyond the classroom. In some instances, and in early childhood in particular, an approach requiring multiple weeks of instruction may be infeasible, developmentally inappropriate, or unnecessary to achieve the learning objective. Therefore, some students may engage in shorter-term learning activities that engage the skills of research. Kindergartners may spend an afternoon looking at the school's class rosters to answer the question, 'What letters are the most popular first initials?' Or, second-graders learning about types of housing may walk the neighborhood, tallying the number of houses and apartment buildings. Similarly, problem-based learning may be very limited in scope and teacher-directed, yet involve students actively in forming and testing hypotheses in pursuit of a solution. While learning the concepts of perimeter and area, students may be asked to figure out how to wrap gifts using the least amount of paper possible, or to use nonstandard measurements such as hand-span to measure the classroom. The common thread: An Inspired Teacher avoids spoon-feeding information to students, giving excessive instructions, and supplying answers. Instead, the teacher structures lessons so that students use the process of inquiry to pose and solve problems to meet academic standards. By spending their time in school primarily engaged in the process of posing and investigating meaningful questions, we expect that all students will develop the skills and dispositions of researchers.

Active Learning

A core expectation for instruction will be that teachers and students are intellectually, emotionally, and physically engaged in learning. To achieve this expectation, we will draw on instructional methods that require full participation from students: the workshop model; play-based learning; and movement across the curriculum.

The workshop model of instruction is a commonly used format that maximizes active student participation. Workshops can be used for virtually any subject matter but are most commonly used in writing, and increasingly, reading. Workshops allow students a considerable degree of autonomy in choosing their own tasks, but they exercise their choices within firmly established structures and routines. Class begins with a teacher-directed mini-lesson, in which a concept is covered briefly and explicitly. Next, the teacher takes the 'status of the class,' in which students indicate how they will use the workshop period. After these introductory routines, which take perhaps 15 minutes, students spend 20-40 minutes engaged in doing self-directed work, with the teacher conferring with students individually as needed. A workshop typically closes with some sort of student sharing—perhaps a round-robin in which everyone briefly tells about the book they are reading, or an author's spotlight in which a few children share poems they produced during the workshop.

In play-based learning, children learn by engaging in concepts while doing the sorts of things children would do if left to their own devices: drama, puppetry, shadow play, block play, water play, art, and the like. Techniques like these foster children's linguistic development, as they talk with peers in the course of joint activity and as teachers purposefully pursue opportunities to introduce increasingly advanced vocabulary. Play also fosters children's social, cognitive, and physical development—a child in the block area is doing a lot of hard, developmentally essential work to figure out how to get their friends, their fingers, and gravity to cooperate in the pursuit of building the highest tower. Child-initiated, play-based learning will be a central feature of early childhood classrooms, and will also be an instructional strategy available to teachers of the elementary grades.

Inspired Teaching's instructional approach is characterized by a unique focus on the use of movement in learning. Because brain research shows that learning is most effective when the entire physiology is involved, instruction must include a strong emphasis on incorporating movement into the learning process. Indeed, in early childhood especially, children must move to learn, and ignoring that fact is one of the main antecedents of school failure for many students. What does using movement for academic instruction look like? One example for older students is *tableaux.* In small groups, participants read and discuss something related to course content. Each group creates a human sculpture that represents key ideas from the reading. Sculptures may 'morph' (take more than one shape) or be a simple scene. After the group's performance, the audience may ask questions and the players explain their tableau, allowing for additional reinforcement of content. Or, in preparation for a debate in social studies, a teacher might use 'Take a Stand,' in which numbers 1 through 10 are placed on the floor. As the teacher makes statements of belief/opinion, students place themselves on the continuum, with 1 being 'strongly disagree' and 10 being 'strongly agree.' Deeply incorporating movement into the classroom is in line with progressive principles—children move, so classrooms should be set up to honor and foster that ability. Further, movement often allows for greater student engagement: verbal answers must be processed sequentially, while non-verbal responses can be processed simultaneously, so all students can 'answer' at once. This approach allows for everyone to be

active the whole time, making choices, processing ideas and content and responding, rather than waiting their turn or not having the opportunity at all—an approach that is well-suited to combat the systematic disengagement from school that is prevalent across the District.

Social-Emotional Learning

As a school with a philosophical commitment to teaching the whole child, social-emotional learning will be infused across the curriculum. Our instructional methods will be selected with an eye toward reaching two mutually reinforcing goals: developing students' emotional intelligence, and developing students' skills of cooperation and self-regulation.

In addition to the inherent value of social-emotional learning as necessary for the development of the whole child, discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and principal making a contribution and investing in the success of the whole. Teachers and students share control over learning. As teachers respect the right of students to make decisions about how they approach learning, students accept the responsibility to do their best work.

Opportunities to build students' emotional vocabulary and social skills are found throughout the course of a school day, and teachers will be deliberate in taking advantage of them. Teachers will regularly engage students in activities that encourage students to make eye contact, acknowledge the individual personalities of their peers, and generally engage in peer relationships in healthy ways. In planning for differentiated instruction (discussed in greater detail in the immediately following section) teachers will consider students' preferences for interpersonal and intrapersonal intelligences, and make purposeful decisions about teaching to children's preferred or dis-preferred learning styles. Finally, because Inspired Teaching considers self-knowledge and a rich and descriptive emotional vocabulary to be essential elements of social-emotional intelligence, children's literature, vocabulary activities, and the like will be used to broaden children's understanding of feelings beyond 'happy,' 'sad', or 'mad.'

Unwanted student behavior, student-student conflicts, and student-teacher conflicts are the most important opportunities for developing students' skills of cooperation and self-regulation. Teachers will use such critical moments as teaching opportunities, engaging students in problem-solving and guiding them through productive approaches to solving conflict; they are often also an opportunity for teacher reflection on his/ her relationship with a student and/or how best to teach a particular child.

Most importantly, the school's academic and non-academic approaches will prioritize tapping students' innate, intrinsic motivation to learn. External motivators such as rewards, empty praise, competitions, and punishments will be minimized and avoided, in keeping with the research that shows that such techniques can erode and erase children's natural curiosity and interest in learning.

Organizing for Inquiry and Active Learning

Our school's primary instructional methods require classrooms to be organized quite differently from traditional classrooms, where the teacher stands in front of rows of seated students who are individually completing the same assignment. While our approach requires a different structure, it nonetheless is highly structured. Differentiated Instruction

and collaborative groups, formed purposefully according to an analysis of students' different needs, will be the primary approaches to organizing students' time, effort, and participation. These approaches will be carefully balanced to meet students' needs and interests. In early childhood, child-initiated play will be the primary organizing structure, as discussed above.

Cooperative learning is a form of classroom instruction that structures collaborative interactions among learners to achieve shared learning objectives. Instruction will emphasize cooperative learning, not only to develop social skills, but also because cooperative learning has been shown to be one of the most effective ways to ensure progress of all children. We intend to draw upon the work of Elizabeth Cohen who has extensively and carefully studied and developed pedagogical approaches on how best to design group work and differentiate instruction in the classroom[14]. Cohen and her colleagues at Stanford University developed a form of cooperative learning known as Complex Instruction (CI). CI group work looks similar to other forms of cooperative learning, using classroom norms and groups roles to structure student work, but also includes a research-based set of interventions for children who don't participate fully in groups. Through this method, every child benefits from the talking and thinking that group work offers.

Differentiated instruction, as conceptualized by Carol Ann Tomlinson, asks teachers to vary assignments according to three sorts of information about students: their readiness, their interests, and their learning styles. In modifying work so that every student is engaged in something 'just right,' teachers can vary the product, the process, or the content catalyst. This broad framework gives rise to countless possibilities for organizing work and student participation. One example is to create flexible ability groups for a particular subject or project—such as guided reading groups. Another possibility is to invite students to complete projects that match their interests—while learning about colors, preschool students might work with other students who have the same favorite color to find magazine pictures of things that are red, green, or blue.

1.Formative and Summative Assessments

Our approach to monitoring student progress embeds both formative and summative assessments of student learning.

Summative assessments of individual student achievement that will also serve the purpose of monitoring school-wide performance include the DC-CAS, DRA2, Torrance Tests of Creativity, and Measure of Questioning Skills. Our plan for using these school-wide assessments is described in more detail below under *Student Performance*. In this section, we focus on the use of classroom-based formative and summative assessments.

Formative assessments are often referred to as 'assessment *for* learning,' while summative assessments are 'assessment *of* learning.' In early childhood, because children are developing rapidly and do so at a highly individualized pace, all assessments are formative. Appropriate assessment includes informal yet informed observation of young children at play and in interaction. We intend to use a portfolio system that includes developmental checklists, reliable observation protocols, and student work samples. Meisel's Work Sampling System is one assessment package we will evaluate; Creative Curriculum's forthcoming Teaching Strategies GOLD™ is another candidate. Each system relies on

[14] Cohen, Elizabeth. *Designing Groupwork: Strategies for Heterogeneous Classrooms*. New York: Teachers College Press, 1994.

teacher observations—both anecdotal observations and structured observations—and is designed to meet instructional planning needs as well as to serve as a tool for communicating about student progress with families. Indeed, these two goals are the primary objectives of assessment in early childhood.

For older learners, assessment strategies also reinforce the message that students are expected not only to develop a familiarity with content, but to develop a deep understanding of it. 'Learning expeditions' or other approaches to thematic, interdisciplinary units will be frequently used in the elementary grades. Such instructional units connect lessons over multiple days, for up to 4-6 weeks, so that depth of understanding is achieved. Multiple formative assessments are embedded in the context of the student exploration, both to check that students are developing accurate understandings but also to help the teacher shape her approach to the unit. For instance, a sixth-grade class engaged in an unit on Greek mythology might have a choice of creative culminating projects: they might adapt a favorite myth into a play, or analyze the similarities and differences between classic Greek myths and the popular film *The Lightning Thief*. Workshop time to work on these projects might be punctuated by short, direct lessons on topics related to the theme, and accordingly students would encounter quizzes or tests on word families with Greek root words or on the names and characteristics of major mythological figures.

Students will regularly present exhibitions to demonstrate mastery of content, and every student will develop a comprehensive portfolio of work. "Exhibitions" are public demonstrations of learning by students to teachers, parents, outside experts, and other community members interested in evaluating the students' level of achievement. They are a way in which schools and their communities can assess students' mastery of both a body of knowledge and the thinking skills that are required in the "real world." Each exhibition will have a clear rubric by which students and teachers can assess mastery. When possible, students will assist in the creation of the rubrics.

We believe in a virtuous circle of assessment-based planning, engaging instruction, and careful assessment of student learning in order to ensure that all children in their class reach their potential as learners. Results of formative assessments might be used to form instructional groups based on readiness or interest; to determine the need to re-teach content or skills; or to determine the need to adjust the pace of instruction or vary instructional formats. More detail on our approach to data-driven instruction is found in the sections on *Student Performance* and *Professional Development for Teachers, Administrators, and Other School Staff*.

2. Special Needs

Our philosophy includes the belief that it is the teacher's responsibility to meet the unique needs of every child. This includes any children with special needs. As such, the school will adopt an inclusion model of special education services whenever possible, provided that it is deemed the least restrictive environment (LRE) for the student. Classroom teachers will work closely with the Special Education Coordinator to develop strategies to differentiate instruction and provide support to identified students.

The developmental screening tools and formal and informal observation tools we will use to gather essential information about all of our students are designed to be used not only to get to know children very well, but also to determine whether more extensive assessment is

needed. Should we become concerned, as a result of these measures and observation, that a child may have a disability or developmental delay as defined by the IDEA, we will follow the procedures outlined in the implementing regulations in order "to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs." (34CFR 300.15) A request by a parent or guardian will also trigger these procedures. We intend to have at least one special education specialist on staff to lead the process of identification of students and to administer formal evaluations of students.

As per the IDEA, 34 CFR 300.300 – 300.311, concerning evaluations, we will :

1. Obtain consent from the parent or guardian for an initial evaluation.
2. Contract with the appropriate service provider if we do not have on staff someone with the qualifications to evaluate the child in the areas of concern.
3. Convene a meeting with the parents and qualified professionals to discuss the results of the evaluations and other information gathered about the child as required and determine whether the student meets the criteria for 'child with a disability' or 'child with a developmental delay'.
4. If the child does qualify, convene an IEP team meeting comprised of the parent(s), teacher(s), evaluator(s), administrator, special education coordinator, and literacy expert. The team will write an IEP and plan a placement that will "Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum…" (34CFR 300.320)

As for the provision and delivery of services, in keeping with Inspired Teaching's practices of differentiation and individualization, we will favor an inclusion model. In our experience, many attempts at 'inclusion' fall short of the meaning of the word, therefore any special educators we hire must be familiar with successful inclusion practices, as well as having experience with helping classroom teachers teach special education students. These practices will give preference to modifying materials and instruction in the child's classroom rather than pulling students out for one-to-one tutoring, for example, and could include everything from modeling, educating classmates about disabilities, and co-teaching, to peer teaching and a social 'buddy' system. We also recognize that the hands-on, student-centered teaching planned for all our classes is also the best route to making sure special education students can be successful and fully involved in the experiential learning life of their classmates. In addition, all educators in our school, along with sharing our strong belief that all students can learn, must also have experience teaching multi-ability groups of students, and demonstrate their belief that they have the skills, knowledge, and dispositions to teach all students.

In accordance with IDEA and the Family Educational Rights and Privacy Act, all services and progress will be well documented and kept confidential. The IEP will be reviewed annually at a minimum, with changes made as necessary. If and when the IEP team determines the student no longer needs special services, the student will be exited from the program.

To supplement our own support and training of teachers in the development of these skills, we will also make use, as needed, of tools and training from the National Institute of Urban School Improvement (NIUSI), which has long been a national leader in advocating and training for both inclusive and culturally responsive practices. Our professional development will also ensure that all educators receive training in disability awareness, including the etiology of children's disabilities and developmental needs of students with disabilities.

As a result of our hiring and training practices, we expect that all of our classrooms will be "heterogeneously grouped classrooms where individual needs are met through inherently individualized activities." (NIUSI) "Heterogeneous groupings" at our school will mean multi-ability and/or multi-age classrooms where differentiated instruction becomes true inclusive education for all, effectively maximizing the development of community and cooperative learning.

3. English Language Learners

The Inspired Teaching Demonstration PCS will seek to promote ELL's acquisition of oral and written English. In keeping with our mission to ensure that every child achieves his or her potential, the school will attend specifically to the needs of ELLs by following the process outlined by the US Department of Education's Office for Civil Rights: 1) enrollment; 2) identification of potential ELLs; 3) assessment to determine need for ELL services; 4) provision of appropriate services; 5) transition from ELL services; and 6) monitoring ability to participate meaningfully.

1. *Enrollment*. The school's enrollment procedures will not discriminate based on English language proficiency or immigration status. Washington, DC's English Language Learner population continues to rise, so the school expects to serve English Language Learners.
2. *Identification of potential ELLs*. The identification process for every student will include a home language survey that identifies the language(s) spoken in each student's home and the language in which parents prefer to receive official school notices. In the event that families are not literate or are otherwise unable to complete a written survey, we will make arrangements to administer the survey verbally. Home language surveys will be analyzed to identify students who may be eligible for ELL services. It is likely that we will adopt the home language survey currently in use by District of Columbia Public Schools.
3. *Assessment to determine need for ELL services*. Identified students will be screened using the WIDA-ACCESS Placement Test™ in accordance with the administration guidelines outlined by the test's publishers.
4. *Provision of appropriate services*. The primary goal of services for ELLs is for students to acquire oral and written English, both for interpersonal communication and for academic purposes. Based on a student's English proficiency level, the ELL services coordinator, in coordination with relevant staff such as the classroom teacher, administrators, and counselors, will draft an educational plan that outlines the academic and linguistic support services that the student will receive. The English language learner services coordinator will share the educational plan with the student's parents. Upon the parents' approval, the school will implement the educational plan.

   Students who are beginner ELLs may receive intensive instruction in English in an individual or small-group setting in order to accelerate the transition to the regular classroom. As a rule, however, ELL services will be provided through a 'push-in' approach, with ELL staff or the classroom teacher providing additional language support in the context of regular instruction. Lessons will be designed to 'invisibly accommodate' the needs of ELLs whenever possible—visuals and graphic organizers will be used to augment linguistic representations; interactive strategies and cooperative learning activities will take advantage of peer-to-peer teaching and conversation. Class work may

be modified as needed, using strategies including varying the complexity of assignments, allowing non-linguistic representations of content understanding, allowing verbal rather than written work, or the occasional use of home language for instruction or clarification.

While the academic emphasis is on the acquisition of English, the school's culture and non-academic goals argue for a positive stance to linguistic diversity. An asset-based approach is a key tenet of Inspired Teaching's philosophy. As such, our school will communicate respect and value for the languages children speak in their home. At a minimum, educators will avoid communicating any bias against languages other than English; for instance, students should not be stigmatized or sanctioned for using their home language, particularly in early childhood. In addition, school culture and curriculum will affirm the value of languages other than English. For instance, morning meeting greeting rituals will be conducted regularly in world languages, particularly those spoken by members of the school community. The diversity of world languages will be represented in the curriculum at appropriate points—a sixth-grade geography unit on the spread of world religions might touch on the orthography of Arabic and the use of calligraphy in Islamic art.

Effective communication and collaboration with families will be essential to reaching our goals for students. Our school will provide information to families in home languages and actively seek partnership opportunities that will allow us to provide translation and interpretation for families as needed. As we learn more about our student population, staff recruitment efforts will include outreach to linguistic or cultural groups reflected in the school community.

5. *Transition from ELL services*. All students who receive ELL services will be assessed annually to determine the need for continuing services and support. WIDA's *ACCESS for ELLs English Language Proficiency Test* will be administered in the spring of each year. Because the goals of the school's English-language proficiency approach can largely be met in the regular classroom setting, student transitions out of ELL services should be relatively uncomplicated. Nonetheless, students who are transitioned out of ELL status will be the focus of continued progress monitoring at the classroom and school wide level for two years after transition.

6. *Monitoring ability to participate meaningfully*. One goal of services for ELL students will be to provide ELLs with equitable access to the curriculum—that is, to ensure that a language barrier does not become an achievement barrier. The Center for Research on Diversity and Excellence (CREDE) has established Five Standards for Effective Pedagogy -- ideals for best teaching practices that can be used in any classroom environment for any grade level or group of students, but have particular significance for effectively including ELLs in English-dominant classrooms. The Five Standards for Effective Pedagogy are:

   1) Teachers and Students Producing Together
   Facilitate learning through joint productive activity among teachers and students.
   2) Developing Language and Literacy Across the Curriculum
   Develop students' competence in the language and literacy of instruction throughout all instructional activities.
   3) Making Lessons Meaningful
   Connect curriculum to experience and skills of students' home and community.

4) Teaching Complex Thinking
Challenge students toward cognitive complexity.
5) Teaching through Conversation
Engage students through dialogue, especially instructional conversation.

The methods of instruction that will characterize the school's approach–play-based learning, project-based learning, hands-on learning, cooperative learning, workshop approaches, and total physical response–meet the CREDE standards. The rich, experiential curriculum provided for all learners will allow for ELLs to access the curriculum in multiple modalities and are by their very nature demand that teachers differentiate instruction according to students' needs. As such, the primary approach to meeting the needs of ELLs will be to include them in regular classrooms—with the expectation that classroom teachers scaffold assignments and instruction so that students are able to participate meaningfully.

Formal monitoring of the progress and participation of ELLs will be managed by the staff member serving as the ELL services coordinator. Disaggregated data from formative and summative assessments will be examined on a quarterly basis during the school-wide Data Days, and when warranted, action plans for individualized assistance or for improving the instructional approach for ELLs across classrooms will be developed.

4. Gifted and Talented

Our school's approach to instruction is characterized by the primacy of student voice, differentiated instruction, multiple instructional learning formats, and flexible within class grouping. This inclusive approach allows all students to reach their full potential and experience education that is developmentally appropriate, is influenced by student interest, and addresses their zone of proximal development in each curricular area. These are the best methods to ensure maximum engagement and progress for all students, including gifted and talented students, as they allow these students to take topics of study to deeper levels of understanding and application. The needs of students with varying degrees of academic performance and potential, including gifted students, are naturally addressed by using curriculum and instruction differentiated in a manner that provides an appropriate level of challenge and is based on student interest.

A cooperative learning focus will allow gifted and talented students to excel both academically and socially. Cooperative learning opportunities, in particular, allow teachers to support advanced students in developing their own helping and teaching skills, which is an excellent way to deepen and advance learning. When grouped deliberately, gifted and talented students can deepen their understanding of content and concepts by applying that knowledge as they teach others. Cooperative learning opportunities allow for the development of social skills and critical thinking skills. In addition, cooperative learning structures provide an effective platform for differentiated roles, tasks, and responsibilities and can be used with heterogeneous and homogenous groups.

We will implement a multi-step approach to identifying gifted students, working from a multimodal model of giftedness, recognizing the need for multiple measurements and the variety of ways a student can be gifted. The identification process will include:

1. Initial screening. We will test all students at the end of second grade to identify students who are potentially gifted.

2. Parent nomination. All parents of second grade students will be invited to submit a questionnaire describing their students, if they wish their students to be included for consideration for evaluation.
3. Teacher reflection. For all students who score at the 90th percentile on the screening tool or whose parents submit the student questionnaire, teachers will complete a student profile that examines the students' demonstration of characteristics of gifted students within the classroom.
4. Documentation of current instruction and academic performance. For all students who score at the 90th percentile on the screening tool or who parents submit the student learning questionnaire, teachers will:
    a. complete an Instructional Experiences Report that describes the differentiated instruction and within class groupings the student currently receives;
    b. submit a collection of 3-5 pieces of student work characteristic of the student's consistent classroom performance; and
    c. submit available academic records.
5. Panel review. A panel of staff will review the test scores, academic records, teacher completed profile, summary of instructional experiences, student work samples, and parent questionnaire for each student. The panel will determine the extent to which the current student potential, performance, and instructional experiences are congruent and appropriate for the student's demonstrated potential.
6. Modification of instruction (if needed). If as determined by the panel, instructional modifications need to be made, the panel will design an Instructional Experiences and Approaches Plan to be implemented in the classroom for identified students. The plan will be shared with the parents, and upon parental consent, be implemented in 3rd grade.
7. Ongoing support. The plan will be reviewed at the end of each subsequent school year by the staff panel and student's current teacher, revised as necessary, and shared with the parents.

In addition to the differentiated instructional methods at work school wide, additional possible instructional experiences include compacted curriculum, independent study, and curricular extension. We are currently considering numerous tools (as referenced above) to systematically identify gifted students. In addition, we may design our own parent checklist based on research on behaviors of gifted students. These tools include:

- Home and School Rating Scales for Identifying Gifted Students (published by Prufrock Press)
- Renzulli Hartman Rating Scale (published by Creative Learning Press) for teacher use in identifying gifted learners.
- School-age Gifted Rating Scales (published by Harcourt Assessment)
- Torrance Tests of Creative Thinking
- Cognitive Abilities Test
- Naglieri Nonverbal Ability Test

Our informal and formal assessments and screenings will provide a solid basis for planning differentiation for all students, including gifted and talented children.

5. Strategies for Providing Intensive Academic Support

Our extensive experience providing services in DCPS and DCPCSB schools have led us to expect that we will likely serve a significant number of students who are already performing well below grade level, and, in the case of 3-5 year olds, at high risk of being assessed as substantially behind by the 2nd or 3rd grade. In addition, we know that many of those children will already consider *themselves* to be failures by the 1st or 2nd grade and will have developed negative coping behaviors as a result.

We believe our focus and experience hiring and training inspiring and experienced teachers will contribute greatly to the success of students with many 'extra' needs. Research shows that the biggest factor in closing the 'achievement gap' is providing highly effective teachers, and that a quality teacher is the most important factor to students' success—more than socio-economic background or previous achievement.15 As noted by the Education Trust's Kati Haycock, "The research shows that kids who have two, three, four strong teachers in a row will eventually excel, no matter what their background, while kids who have even two weak teachers in a row will never recover." [16]

Also in our experience, traditional teacher-directed, whole group teaching methods are particularly ill-suited to address these issues, and have, arguably, contributed to the development of them. Inspired Teaching's professional development programs have in large part been a response to this trend and our school was conceived to increase our ability to effect appropriate changes. The hallmarks of our approaches to curriculum and teaching described in greater detail above (i.e. differentiation, student directed cooperative learning, developmentally appropriate and constructivist practices) are exactly the methods we believe will provide the best support for both preventing and remediating these kinds of problems, in addition to being best for all students.

For younger children, we will employ the NAEYC recommended developmental screening tools developed by Samuel Meisel for all young children entering our school. We will use these screenings to plan further assessments and personalize instruction as needed for all early childhood students.

For older students, we will begin by requesting any data from previous placements. Teachers will conduct careful classroom based assessments of all new students during their first three weeks at the school. Teacher recommendations/referrals will occur on an ongoing basis, with special focus given on Data Days to students who may be in need of additional support. Students falling below performance benchmarks for portfolios or exhibitions will be the focus for additional classroom based assessment.

Our weekly 'kid-talk' sharing about each student in the school will also help gather many views of children who are struggling (see *Professional Development*, below). Formal and informal observations will also be crucial tools to track the progress of our students, especially those under 8, for whom formal testing has been shown to be of questionable validity.

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[15] Steven G. Rivkin, Eric A Hanushek, and John F. Kain (2005) "Teachers, Schools, and Academic Achievement." Econometrica: Princeton, NJ.

[16] Education Trust's 2006 report "Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality" By Kati Haycock and Heather Peske

Additional Curriculum Information

Upon approval of the charter, Inspired Teaching will immediately begin development of the full curriculum, to include, for each grade level and subject area, the standards and objectives; pacing guides; instructional strategies; instructional materials and resources; and formative and summative assessments. The timeline for the full curriculum is below; a sample curriculum framework for one two week period is attached in *Section L.*

October 2010:	Curriculum framework with standards and indicators for each grade and subject
December 2010:	Pacing guides aligned with objectives, instructional strategies, instructional materials, and assessments
April 2011:	Daily lesson plans for first 6 weeks of school; sample lesson plans for each unit; rubrics for major exhibitions
May 2011:	Compile all documents for teaching staff review
June–Aug 2011:	Teachers finalize all curriculum materials
SY 2011-12:	Regular reflection on implementation of curriculum and revision, as necessary

3. Student Performance

a. Student Progress and Achievement

Center for Inspired Teaching has a strong record of implementing evidence-based practices and using both qualitative and quantitative evaluation practices to monitor and improve program outcomes. Our assessment strategy builds on more than 10 years of our own experience and on best practices in program evaluation. By using multiple, varied measures of effectiveness, our assessment approach establishes fairness, accuracy, and consistency. This successful model will be applied at the student, classroom, and school level, to collect, track, and report continuous evidence of student progress and achievement. Our proposed approach to student assessment is comprehensive and is consistent with our vision of ensuring that schools make the most of children's innate desire to learn.

Externally Validated Measures and Instruments

Effective and ethical use of reliable, validated assessments will be a key component of our approach to monitoring student progress.

The Inspired Teaching Demonstration PCS will participate in district-wide assessments as prescribed by the relevant governing bodies. The **DC Comprehensive Assessment System** will be administered annually to students in grades 3-8. At present, the DC-CAS includes tests of reading and math each year in grades 3-8, and a test of writing in grades 4 and 7, a test of science in grades 5 and 8.

For literacy, math, science, and social studies, **curriculum-based assessments** developed by publishers of textbooks or other resources will be used at regular intervals, typically at the end of discrete units of study. Likewise, when writing samples are evaluated – in either formative or summative contexts – **the 6 Traits + 1 Rubric** will be used to rate students' writing on a variety of dimensions of quality.

The **Developmental Reading Assessment, Second Edition (DRA2)** is an individual reading assessment designed to assess students' reading performance. The DRA2 will be administered twice annually (fall/baseline and spring/summative) to all students in grades K-3. In grades 4-8, the DRA2 will be administered twice annually to all students who are new to the school and to those students who have been identified as in need of intensive support. DRA2 assessments will be administered during a four-week period at the beginning of the year and during a second four-week period at the end of the year. The classroom teacher will assume responsibility for the administration of the DRA2 to all regular education students and ELL students. In the case of special education students, the teacher who has primary responsibility for planning and implementing the reading instruction program will administer the test.

For students in grades K-3, we have adopted the benchmarks outlined below to identify students who are in need of intensive support.

Inspired Teaching Demonstration PCS DRA Performance Levels Adapted from Connecticut State Board of Education			
Grade Placement	**At Risk** (Student is unable to successfully read this level independently and is considered to be severely at risk of not reading proficiently on grade level).		**Proficient for Grade Level Placement** (Student is able to read independently at a level considered proficient for the current grade level placement).
	September	*May*	*End of Year Performance*
K	-	Level 1	Level 4
1	Level 3	Level 12	Level 18
2	Level 16 Nonfiction selection	Level 20	Level 28 Nonfiction selection
3	Level 24	Level 30	Level 38 Nonfiction selection

Torrance Tests of Creative Thinking is the world's most widely used and respected battery of norm-referenced creativity tests. These instruments have been used for identification of the creatively gifted and as a part of gifted matrices in states and districts in the USA, especially in multicultural settings, and for special populations around the world. Published by Scholastic Testing Services, Inc. in two equivalent forms, Forms A and B, the **Figural** and **Verbal TTCT** can be used for pre- and post-testing. TTCT consists of nonverbal and verbal sections, Thinking Creatively with Pictures and Thinking Creatively with Words, which are suitable for grades kindergarten though graduate school. The nonverbal forms consist of three sets of activities which require subjects to draw lines to elaborate on a single shape, to draw lines to complete a picture, and to draw as many different pictures as possible using the same shape. The verbal forms consist of six activities that require subjects to generate questions, alternative uses, and guesses. Each of the activities in each of the nonverbal and verbal forms is timed and scored for:

Fluency. The total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus.
Flexibility. The number of different categories of relevant responses.
Originality. The statistical rarity of the responses among the test subjects.
Elaboration. The amount of detail in the responses.

To assess the school's progress toward its mission of developing students' imagination, the nonverbal form of the TTCT will be administered annually to all students in grades K-2, and the nonverbal form will be administered to all students in grades 3, 5, and 7.

Performance targets will be set using a growth model based on individual performance: for instance, we might expect a 5% increase in a student's percentile rank for each year she attends the school. Benchmarks will be set using the local population norms provided in the test's technical manual. Upon conditional approval of the charter, the school will procure the requisite test manuals and set specific targets for scale scores at each age level.

The **Measure of Questioning Skills**, published by Scholastic, Inc., is a validated instrument that assesses the quantity and quality of students' questions, using pictures to elicit questions from students. It is appropriate for students in grades 3-10, and has been adopted by states such as North Carolina and New Mexico to assess gifted students. To assess the school's progress toward its mission of developing students' skills of inquiry, the Measure of Questioning Skills will be administered to all students in grades 4, 6, and 8. We anticipate that this test will be scheduled in the final quarter of each academic year.

Benchmarks will be set using the national population norms provided in the test's technical manual. Upon conditional approval of the charter, Inspired Teaching will procure the requisite test manuals and set specific targets for scale scores at each grade level.

Internal Measures and Instruments

In addition to externally-validated, standardized assessments, classroom-based assessments can and should inform instructional decisions. Because many classroom based assessments rely on observation of student interactions and/or analysis of student work, adjustments in teaching strategies can be almost immediate.

The Inspired Teaching Demonstration PCS is philosophically committed to the use of authentic assessments. Authentic assessment involves application of knowledge, often to new situations, and the ability to explain or demonstrate mastery of subject matter. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. On traditional assessments, students are typically given several choices and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application.

In early childhood settings, appropriate assessment includes informal yet informed observation of young children at play and in interaction. We intend to use a portfolio system that includes developmental checklists, observation protocols, and student work samples. Meisel's Work Sampling System is one assessment package we will evaluate; Creative Curriculum's forthcoming Teaching Strategies GOLD™ is another candidate. Each system relies on teacher observations—both anecdotal observations and structured observations—

and is designed to meet instructional planning needs as well as to serve as a tool for communicating about student progress with families.

For older learners, authentic assessment strategies also reinforce the message that students are expected not only to develop a familiarity with content, but to develop a deep understanding of it. While teachers will make judicious use of common assessment techniques such as independent exercises, quizzes, and tests, *performance assessments* will serve as the primary assessment method in the elementary grades. Students will regularly present **exhibitions** to demonstrate mastery of content, and every student will develop a comprehensive portfolio of work. "Exhibitions" are public demonstrations of learning by students to teachers, parents, outside experts, and other community members interested in evaluating the students' level of achievement. They are a way in which schools and their communities can assess students' mastery of both a body of knowledge and the thinking skills that are required in the "real world." Each exhibition will have a clear rubric by which students and teachers can assess mastery. When appropriate, students will assist in the creation of the rubrics.

A sample outline of the topics and timing of key exhibitions is presented in the tables below.

Student Goal 1: Intellect

Objective 1a: Students will comprehend and analyze age-appropriate literature and nonfiction text.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System: Communication Focus	Literacy development	PK-2	Ongoing
DRA2	Reading readiness	K-3 and struggling readers in grades 4-8	Twice a year; fall and spring
Words Their Way Developmental Spelling Inventory	Phonics and word-analysis skills	Grades K-8	Twice a year; fall and winter
Reading Portfolio	Reading achievement	Grades 1-3	Twice a year; winter and spring
DC-CAS Reading	Reading comprehension	Grades 3-8	Annually; spring
Exhibition in Literature	Literary text	Grades 4-8	Twice a year; winter and spring

Objective 1b. Students will communicate powerfully through writing, speaking, and the arts.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System – Communication Focus	Language development	PK-2	Ongoing

Writing Portfolio	Composition: Six Traits of Writing	Grades 3-8	Twice a year; winter and spring
DC-CAS Writing	Writing achievement	Grades 4 and 7	Annually; spring
Exhibition in Visual Arts	Visual arts (process and product)	Grades 5-8	Annually; spring
Exhibition in Expression	Public speaking skills	Grades 5-8	Once by end of grade 6; once by end of grade 8
Exhibition in Performing Arts	Performing arts (process and performance)	Grades 5-8	Once by end of grade 6; once by end of grade 8

Objective 1c: Students will solve math problems using both procedural fluency and conceptual understanding.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System – Math Focus	Emergent numeracy & problem-solving skills	PK-2	Ongoing
Curriculum-Based Assessments (e.g. chapter or unit tests)	Procedural knowledge and problem solving	Grades 1-8	Ongoing/as needed
Math Portfolio	Procedural knowledge and problem solving	Grades 3-8	Twice a year; winter and spring
DC-CAS, Math	Procedural knowledge and problem solving	Grades 3-8	Annually

Objective 1d: Students will demonstrate understanding of the complexity of the social and scientific worlds.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System – Concept Focus	Content knowledge and vocabulary	PK-2	Ongoing
Curriculum-Based Assessments (e.g. chapter or unit tests)	Content knowledge and inquiry skills	Grades 1-8	Ongoing/as needed
Exhibition in Social Studies	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
Exhibition in Science	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
DC-CAS, Science	Content knowledge	Grade 5 Grade 8	Annually

Student Goal 2: Inquiry

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Exhibition in Science	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
Exhibition in Social Studies	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
Measure of Questioning Skills	Ability to formulate questions fluently and accurately	Grades 4, 6, and 8	Annually; spring

Student Goal 3: Imagination

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Torrance Test of Creativity	Divergent thinking/creativity	Nonverbal: Grades K-2 Verbal: Grades 3, 5, 7	Annually; fall
Exhibition in Visual Arts	Visual arts (process and product)	Grades 5-8	Annually; spring

Student Goal 4: Integrity

Assessment Tool(s)	*Focus of assessment*	*Student*	*Frequency of*

		Group	*Administration*
Student Integrity Survey	Teacher perceptions of student behavior and classroom discipline	Grades PK-8	Twice a year; fall and spring
Referrals, suspensions, and expulsions	Nature and extent of unwanted student behavior	Grades PK-8	Ongoing data collection; analyzed fall, winter, spring
Exhibition in Civic and Social Responsibility	Service; democratic processes; diversity	Grades 4-6	Annually; winter
Exhibition in Personal Development	Healthy choices; teamwork; goal-setting; making decisions	Grades 7-8	Annually; winter

How Assessment Will Be Used To Tailor Instruction to Student Needs

Student performance data will serve as an important indicator of whether and how the school is meeting its mission to ensure that all students become accomplished learners and imaginative, inquisitive problem solvers. We believe in a virtuous circle of assessment-based planning, engaging instruction, and careful assessment of student learning in order to ensure that all children in their class reach their potential as learners. An ability to accurately assess and analyze student learning is an essential element of effective teaching, and our school's curriculum and schedule is designed to communicate the message that assessment and instruction should be integrated and mutually reinforcing.

'Data Days' scheduled throughout the year will provide time for classroom teachers and instructional leaders to develop actionable plans grounded in careful analysis of multiple types student data. Data analysis teams comprised of grade-level teaching teams, the Principal, and relevant support staff will work to compile, summarize, and disaggregate results of recent assessments. Assessment results will be framed as 'problems of practice[17]'—expressions of the student learning problem and the teaching related to that problem—and will therefore serve as starting points for conversations about how to improve classroom instruction. As the problem is clarified, the team will identify an instructional strategy to address the problem; develop a written action plan with clearly identified roles, responsibilities, and deadlines; and commit to a plan for following up and re-evaluating progress. As these 'Data Days' are scheduled monthly, constant and timely use of assessment data to plan differentiated classroom experiences will be part of the professional school culture.

Inspired Teaching's approach to tailoring instruction is based in the professional literature on differentiated instruction. In Carol Ann Tomlinson's framework, learning experiences can be differentiated based on three sorts of data: *student readiness, student interest, and student learning profile*. Formal assessment data will provide reliable, consistent evidence of student readiness in particular, and will be used to create flexible ability groupings, identify small groups of students for targeted remediation or enrichment, and provide individualized support or intervention when needed. Informal yet systematic ongoing

[17] Boudet, Kathryn Parker, et al. 2007. *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge, MA: Harvard University Press. P. 98

assessment will provide information needed to make adjustments based on student interests and learning profiles. Additionally, because exhibitions allow for a large degree of student choice, they are by definition tailored to individual students.

How Assessment Methods Align to the Proposed Curriculum
We believe that our student assessment system is comprehensive, allowing us to assess progress for individual students as well as school-wide progress toward our goals of developing students' intellect, inquiry, and imagination. The assessment instruments are well-aligned to our proposed standards, resources and instructional materials, and methods of instruction.

The DC-CAS will provide strong evidence of progress toward ensuring that students master essential skills in language arts, math, and science. The content knowledge and skills measured by the DC-CAS are a key component of our goal to develop students' intellect. The DC-CAS measures the DC content standards, which are substantially similar to the Vermont grade-level expectations in language arts and mathematics.

Literacy skills are the foundation of school success, and strong reading comprehension skills are integral to an inquiry-based curriculum such as the one we propose. The DRA2 takes a holistic approach to reading assessment, evaluating basic decoding and comprehension skills but also students' reading engagement. As such, it meshes neatly with the literature-rich, authentic reading experiences our curriculum will provide.

Two additional norm-referenced tests, the Torrance Tests of Creative Thinking and the Measure of Questioning Skills, focus specifically on constructs that emerge directly from our philosophy, mission, and curriculum. Each looks for skills and thinking habits that will be regularly reinforced in daily instruction.

In terms of internal assessments, by relying primarily on authentic assessments tied directly to the curricular unit or theme under study, our assessment system is well-suited to assess what students did or did not learn during the assessment period. Topics and rubrics for student exhibitions will be drawn from the Vermont curricular standards, ensuring total curricular alignment.

b. Gateway Measures
Students will be promoted to the next grade on the recommendation of the students' teacher and approval by the principal, and based on a comprehensive review of the students' portfolio of work and multiple assessments. As described above, over the course of a year every student will have multiple opportunities to demonstrate mastery of the grade level standards through various forms of assessment. In grades K-3, DRA2 assessment will be weighed especially carefully, as literacy achievement is a strong predictor of overall academic success. These will be compiled into a comprehensive portfolio for every student, and year-end assessments of these portfolios will determine promotion to the next grade.

We recognize that a large number of our students may arrive at our school significantly below grade level. For these students, promotion to the next grade will be determined by a combination of demonstrating progress and grade-level proficiency. Students who demonstrate significant growth but still do not meet grade level standards may be eligible for promotion to the next grade; teachers, administrators, and families will consider the

child's individual social and academic needs to determine whether promotion or retention is most appropriate. In such cases, a written action plan for intensive support and academic acceleration will be developed to support the student in the coming school year.

Because teachers will be meeting regularly to examine student work and student data, it will be clear well before the end of the year which students may be at risk of failing to meet the promotion requirements. When students are identified as at-risk, they and their families will be notified and a plan of action will be created together with the teacher, student, and family.

At three points during a student's time in our school, they will participate in a Gateway Exhibition to demonstrate mastery and readiness to move forward. These will occur at the end of grade 2, grade 5, and grade 8. Modeled after the Coalition of Essential School's "Graduation by Exhibition," students will demonstrate their accomplishments and prove their skills before a panel that includes peers, parents, teachers, and community members.

c. Leading Indicators

Attendance

School attendance is a strong predictor of academic success; conversely, high rates of absenteeism in the elementary years suggest a risk for truancy, dropout, low achievement, and even involvement in delinquency18. In order to ensure that our students receive the maximum benefit of the opportunities afforded to them, we propose a 4-point approach to maximizing student attendance: clear expectations; student engagement; family engagement; and attendance monitoring.

Clear expectations. Attendance policies, including procedures for how families should inform the school of planned absences or student illnesses, will be clearly communicated to families in writing and verbally during parent meetings. Teachers and staff will regularly reinforce the expectation that students should "come every day, and come on time."

Student engagement. We believe one of the key factors in ensuring high attendance is making school worthwhile and welcoming for students. If students find their schoolwork meaningful, and feel that they are an important part of a learning community, they are much more likely to attend. Therefore, we have centered our instructional approach and curriculum around ensuring that students are engaged in their learning and that it is relevant and important to them. Likewise, a proactive and consistent approach to community-building—including daily greetings and class meetings, ongoing community stewardship activities, and regular community celebrations will create the expectation that each and every student is welcome, valued, and needed.

Family engagement. Similarly, our emphasis on creating a strong and welcoming learning community that includes parents, families, and guardians as a part of that community, and frequent communication between school and the home, will help keep attendance rates high. Purposefully building community among the school as a whole as well as in individual classroom will communicate the importance of each individual to the school and classroom. Informal and formal access to teachers for parents and families will help keep families and

[18] Gottfried, Michael. 2009. Excused versus unexcused: How Student Absences in Elementary School Affect Academic Achievement. *Educational Evaluation and Policy Analysis.*

school personnel connected on a personal level and communicate that they are a welcome part of the community. In addition, regular opportunities for parents to participate in school activities – from field trip chaperones to classroom volunteers to Exhibition reviewers – will invest not only the students, but their families in the school.

Attendance monitoring. Office staff will enter and monitor attendance data on a daily basis, and phone calls will be made to the homes of absent students to ensure that families are informed and that children are safe. In addition, staff will perform routine analyses of absences on a weekly, monthly, and quarterly basis, either as part of Data Days or during other collaborative professional development times. If and when patterns of absenteeism emerge, then appropriate follow-up actions will be taken, involving teachers, families, and students in addressing the problem as the individual circumstances require.

Re-Enrollment and Retention

A consistent student population allows for a strong, identifiable school culture to emerge and evolve; conversely, high rates of student transience can create challenges to maintaining a positive school climate and building routines and rituals. Therefore, we will make every effort to retain students from one year to the next. Like attendance, re-enrollment and retention of students will reflect on the success of our efforts to build a strong learning community that meets the needs of our students and families. In addition to ongoing efforts to create a school where children thrive and find joy in their work, we will take the following steps to pro-actively encourage student re-enrollment and retention.

Clear expectations. We will regularly and respectfully communicate the importance of enrolling a student for the duration of elementary and middle school. From recruitment onward, our messaging to families will set the expectation that the school wants and needs students' participation for the long term. The process for re-enrolling students will be clearly communicated with families.

Effective family engagement. Engaged members of a community are long-term members of a community. We will engage parents and families in multiple ways – as volunteers, as decision makers, and as learners. Most importantly, we will focus on effective communication in order to ensure opportunities for sharing ideas, celebrating student achievements, and trouble-shooting around areas of concern. Regular opportunities – both formal and informal – for school-family communication will ensure that our staff is aware of any concerns on the part of students or families and can address them early on.

Early registration. By February of each year – prior to the Application Deadline for new students — current families will be asked to complete a Notification of Intent to let us know their plans for the next school year.

Sibling preference. In order to make the school an attractive option for families with more than one school-age child, the enrollment process will include a preference for siblings of currently enrolled students or siblings of applicants selected during the lottery process. More detail is available in the Plan of Operation.

Exit interviews. Any family that indicates they will not be returning will have a conference with the principal to discuss their planned withdrawal. If possible, the principal will work to determine if modifications are possible to keep the student at the school. If the family

decides to change schools, the principal will conduct a thorough exit interview so that the school may glean any information that could help to maintain enrollment in the future.

4. Support for Learning

The approach of the Inspired Teaching Demonstration PCS is rooted in the belief that the whole child must be considered when providing education. Learning does not occur in isolation. Therefore all of a school's systems and supports set the stage for student success. In this section, we describe our proposed approach to key supports for student learning: parental involvement; community participation; school organization and culture; extracurricular activities; safety, order, and discipline; professional development; and the structure of the school schedule.

a. Parent Involvement

In our experience the most effective teachers and schools rely on excellent communication and extensive cooperation with parents and guardians. Any school can be a 'co-operative' if teachers and school leaders make a concerted effort to include families, and we will expect our educators to come to us with strong experience in that area. The school will work diligently to provide communication, support, and parent education to families to build our parent involvement. As outlined below, parents will play a strong role and have a significant presence in the school, including providing feedback to staff, attending student exhibitions and performances, reviewing student portfolios, and providing volunteer services. Specific strategies to involve parents will include:

Parent Orientation

Once students are enrolled in the school, parents and families will be required to attend an extensive orientation program. The program will include the standard topics of school orientation (i.e. attendance policies, homework policies, discipline, calendar, etc.), as well as a thoughtful exploration of the school's philosophy and approach to instruction, community, and discipline. While it is expected that families will have a strong understanding of the school from the recruitment and enrollment process, the success of the school and the creation of the school community will rely on a deep understanding and investment from parents and families.

Parent Advisory Council

The school will establish a Parent Advisory Council, with membership open to all parents. The Council will serve in an advisory capacity to the school's leadership on matters related to such things as curriculum, student services, parent and family events, school-home communication, and school schedule and calendar.

Student Exhibitions, Performances, Portfolios, and Special Events

Because our school will use authentic and performance assessments, there will be regular and natural opportunities for families to gather at the school and celebrate student work. These will not only include attending student exhibitions and gateway performances of work, but also opportunities to provide feedback and input to school staff. Parents will also be asked to review their student's portfolios of work. Special events will be carefully scheduled with variation in time and day of the week to maximize family involvement.

Workshops for Parents

The school will offer workshops, informal conversations, and other opportunities each year for parents to deepen their understanding of the school's instructional approach, contribute to their children's educational experience, and build their connection to the school.

Access to Teachers
A key component of effective parent involvement is access to teachers. Our school schedule has built-in time for regular parent-teacher communication. Described in greater detail in the Structure of the School Day, every day will include 30 minutes of time teachers are available for informal communication with parents, and once a month teachers will hold "office hours" in order to be available for longer conversations with parents. Teachers will be encouraged to offer office hours during more than one time frame to ensure availability to parents with different schedules. Teachers will also reach out to parents during the summer months as they prepare for the upcoming school year.

Parent Center
The school will designate an area of the school that can serve as a resource for parents. In addition to meeting space, we hope to provide internet access and a library of resources of interest to parents.

Volunteer Opportunities
Parents will be welcome volunteers at all school events, as well as in classrooms. Teachers will be expected to develop a list of specific volunteer opportunities within their classroom for parents, and school leadership will develop and publicize volunteer opportunities for school-wide needs and events.

Regular Communication from the School to Parents
In addition to the above, we will communicate with parents through parent/teacher meetings, phone calls, and written communications. At a minimum, we anticipate a monthly newsletter to parents from the school and/or individual classrooms. Formal parent-teacher conferences will be held 3 times per year. Time sensitive and extremely important information will be communicated via phone or in-person. Communication will be made available in a family's native language.

To streamline information that needs to go home to families about classroom and school events (i.e. student work, field trips, class projects, assemblies, parent meetings, etc.), we plan to have a Weekly Family Folder. Once a week, the oldest sibling in the school will be given a folder with paperwork for the family. This will limit the burden on classroom teachers to have to keep track of this paperwork daily, and will limit duplicate information going home to families with more than one student at the school. We also anticipate making as much of our paperwork available on-line as possible, for those families wishing to limit paper or whose parents or guardians do not live in the same home.

Finally, in line with our belief that effective schools engage in regular reflection, we will use our parent board members to help us establish the most effective methods of communicating with our specific set of parents. Our weekly 'kid-talk' gatherings will also include planning for specific parent outreach, as needed.

b. Community Participation

Washington, DC is home to numerous organizations that provide outstanding opportunities for children. As such, we are considering collaborations with Teaching for Change/Tellin' Stories, a parent outreach and involvement organization; City Blossoms, a program that gardens with children; Live It Learn It, an organization that supplements classroom instruction with academically-focused trips to DC's world-class resources; City at Peace, which offers youth social justice development through theater arts; Capitol Hill Arts Workshop, which offers a wide range of afterschool arts and theater opportunities for area children and youth; and the DC Commission on the Arts and Humanities which offers both in-school and out-of-school arts experiences for DC students. We hope to partner with many of these organizations to provide support to students during the school day and with after-school and/or extracurricular activities. We also plan to forge a relationship with our neighborhood ANC and ask for suggestions as to community organizations, businesses, and services that would be valuable partners for educating our students about their community.

Below is a chart outlining various community organizations who we have spoken with and who can provide support for our school's work and mission; each has provided a letter of support. Select letters are attached in *Section L*.

Organization/Contact	**Activity**	**Support for Mission**
City Blossoms	Gardening projects with students	▪ Reinforce curriculum objectives and school goals ▪ Opportunity to involve local community in school
Capitol Hill Arts Workshop	Arts programs for students	▪ Reinforce curriculum objectives
DC Arts and Humanities Collaborative, Inc.	Artists-in-Residence; Arts For Every Student program; professional development courses for teachers	▪ Connect teachers and students to artists and performances – both in-school and after school to support curriculum goals ▪ Provide professional development opportunity for teachers
PlayWorks	Opportunities for safe and inclusive play throughout the day and during recess.	▪ Connect with curriculum goals and provide support for recess and after school activities
Teaching for Change: Tellin' Stories	Engagement of families and staff with the power of story to connect people from diverse backgrounds	▪ Work with school staff and families to ensure active family and community engagement
Live It Learn It	Rigorous, academically-focused trips to DC's world-class resources to supplement classroom instruction	▪ Reinforce and supplement curriculum goals through field trips
Traveling Players Ensemble	Artistic and educational in-school, after-school and summer school programming	▪ Connect with curriculum and provide in-school, after-school, and summer school programming

Folger Shakespeare Library	In-classroom program on Shakespeare	▪ Support curriculum goals ▪ Provide professional development opportunity for teachers
EdgeWorks	Dance and educational programming in-school, after-school, and summer	▪ Connect with curriculum and provide in-school, after-school, and summer school programming

c. School Organization and Culture

The Inspired Teaching Demonstration PCS is designed to serve as a model of best practices in educating children and educating teachers. The school culture will be mission-driven and child-centered, with an emphasis on collaborative professional learning and teacher leadership. As discussed in our *Educational Focus*, the Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide the best education possible for students, and to provide excellent teacher preparation and professional development for teachers and teacher leaders. As such, the school will be a true learning community for everyone.

A primary characteristic of the school culture is that it is a place where children thrive and where adults and children find joy in their work. The physical, emotional, and intellectual spaces of the school will convey a deep respect for children as people and for teachers as professionals.

- The physical space will communicate a genuine focus on children. Authentic student work will be pervasive throughout the building, and will demonstrate the fluidity of the learning process: beginning work; unfinished explorations; demonstration of mastery. Teacher learning and explorations will also be shared. Photos of teachers and students (with appropriate consent) will be integrated into displays throughout the school. Use of space will be designed in order to meet student academic and social-emotional needs.
- The emotional space will require an approach to discipline and academics that focuses on helping children develop compassion, respect for others, self-discipline, and problem-solving skills. The culture will be such that students and teachers feel they can take risks and learn from mistakes. Feedback will be integral to the process of student learning and teacher learning.
- The intellectual space of the school will ask teachers and students to act as leaders, share opinions and ideas, identify problems and generate solutions, and collaborate and work together as a community so that everyone experiences success.

Mission-Driven and Child-Centered

The four goals for students (Intellect, Inquiry, Imagination, and Integrity) will serve as guiding principles for the school as a whole. In all contexts, the school community will consider how its choices help meet these goals for students. Decisions concerning curriculum, extracurricular activities, assemblies, field trips, extended day, and teacher professional development topics will made with the goals in mind.

Staying true to mission, the school culture must also reflect student input and student voice. Students will have input into setting the school and classroom expectations, and will be a key component in conflict resolution strategies school-wide. Curriculum, exhibitions, extracurricular activities, etc. will also require student input. In order to fully prepare

students to be active members of a democracy, they must have the opportunity to practice those skills; as such, the school will operate according to democratic principles, with students having a significant voice in the organization of the school. Students will have an active presence on the Board of Directors that evolve over time as our student body grows: at first, students will likely have an information sharing role with the Board; eventually we anticipate adding a student seat on the Board of Directors.

The learning community within the school will extend to the larger community as well. Parents will be an active part of the decision-making processes—as members of the school's Board, as well as through a Parent Advisory Council through which teachers and school leadership can consult with parents. Further, because the school is designed to be a demonstration school where new teachers are trained, students throughout the District will benefit from the knowledge and experiences of new teachers who have been trained in a model learning community.

Collaborative Professional Learning and Teacher Leadership

As outlined in the *Professional Development* section below, the school day and year will be organized to maximize time for teachers to work collaboratively to ensure excellent instruction for students and ongoing growth as teaching professionals. In addition, by the very nature of a demonstration school, teachers will be regularly engaged in collaborative work. Classrooms will be led by a permanent Master Teacher who will have primary instructional responsibility for the students. Classrooms will also have at least one Teaching Fellow, a resident teacher-in-training who will serve in an assistant teacher role, taking on more teaching responsibilities as the year goes on. Fellows will receive feedback on a daily basis, with ample time allowed for reflection and conferencing between the Master Teacher and the Fellow. This type of dialogue is widely recognized as an essential component of developing and improving teachers' skills and knowledge[19]. Master Teachers and Fellows will also engage in proven methods of teacher reflection including videotaping lessons for review[20], journaling[21], and performing teacher action research[22]. The school's instructional leaders will also engage in regular reflection and professional development with the Master Teachers.

Center for Inspired Teaching believes strongly in teacher leadership, knowing that effective schools require teacher input to important school-wide decisions. We anticipate having a Teacher Leadership Council, comprised of rotating members who will provide regular advice and support to those in the school's official leadership positions (i.e. principal). Teachers will be an integral part of the process of creating school policies and procedures and schedules, as well as in curriculum and assessment.

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[19] Mills, Heidi, Louise B. Jennings, Amy Donnelly, and Lyn Z. Mueller. 2001. When teachers have time to talk: The value of curricular conversations. *Language Arts* 79 (1):20-28.

[20] Fernandez, Maria L. 2005. Learning through Microteaching Lesson Study in Teacher Preparation. *Action in Teacher Education* 26 (4):36-47.

[21] Larrivee, Barbara. 2000. Transforming Teaching Practice: Becoming the critically reflective teacher. *Reflective Practice* 1 (3):293-307.

[22] Wilms, Wellford. (2003). Altering the structure and culture of American public schools. *Kappan Professional Journal* 84(8): 606-615.

d. Extracurricular Activities

In keeping with our commitment to become a part of a greater community of adults and children, we plan to offer before and aftercare programs that provide a natural segue between home and school at both ends of the school day – and which support the overall goals and mission of the school. We will attempt to contract with a provider that is already accredited by the National Afterschool Association/Council on Accreditation After School, but whether we contract with a local provider or design our own program, we will be guided by the NAA/COA standards for best practices. These standards were developed from the extensive research on afterschool programs that shows, among other things, that the single most important factor in successful programs is the quality of the relationships between the staff and children. As mentioned above in *Community Participation*, Center for Inspired Teaching has relationships with many city organizations who we anticipate will support the school's students before and after school.

In addition to a before and after school program, we plan to offer, possibly with the help of a parent volunteer, program-finding assistance for families who would like to have their children participate in more specialized arts or sports programs after school that are separate from the school's offerings.

e. Safety, Order, and Student Discipline

The middle ground between permissiveness and authoritarianism is authoritative practice. Authoritative treatment sets limits and consequences within a context that fosters dialogue, explicit teaching about how to assume responsibility, and democratic decision-making.—Linda Darling-Hammond[23]

The Inspired Teaching Demonstration PCS will embrace a relationship-based and asset-based approach to discipline that relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries necessary for student success.

Relationship-based discipline is a student-centered approach to classroom management and teaching that depends on teacher-student collaboration to maintain a safe, positive learning environment. Relationship-based discipline, as its name suggests, relies on strong, mutually respectful, personal relationships to engage cooperation in the classroom. Teachers help students meet academic and behavioral expectations by emphasizing teacher empathy, unconditional positive regard, genuineness, encouragement, and trust. In such an environment, students behave not because they are afraid of punishment or because they seek a reward, but because they know they are valued members of the classroom community. In the Inspired Teaching Demonstration PCS teachers will hold students to the highest expectations. Teachers will not offer stars, stickers, candy, or other tangible rewards for good behavior or academic performance. They will, instead, be charged with developing students' intrinsic motivation in social and academic situations.

Student-centered teaching is a key element of relationship-based discipline. Student-centered learning environments foster a sense of student control, giving children a prominent voice in the classroom. Students are provided with choices that pique their individual interests, capitalizing on children's innate curiosity and desire to learn. Teachers

[23] Darling-Hammond, Linda. *The Right to Learn* (San Francisco: Jossey-Bass, 1997), 138.

invite student cooperation and collaboration by planning instruction that allows the learning experience to be engaging and meaningful.

Engaging, student-centered instruction prevents most of the discipline problems that typically arise in teacher-centered classrooms. However conflict is inherent in human relationships and our teachers and students will be well prepared to address it. In a conflict-positive classroom, destructive conflicts are prevented and constructive conflicts are structured, encouraged, and utilized to improve the quality of classroom dynamics. Most importantly, tensions between teachers and students are defined as conflicts, not misbehavior—allowing teachers to focus on finding a resolution rather than an appropriate punishment. Teachers will provide students with useful, realistic ways of independently preventing and resolving their own conflicts, facilitating student problem solving within their relationships, as well as in their academic learning. The school will establish clear and consistent rules with significant input from teachers and students so that, when adult intervention is required, teachers will have a strong, clear framework of expectations to guide their actions.

To set the overall tone, the school will have established school-wide expectations. These expectations will be developed by the teachers and staff, with additional input from students once the school year begins, and will emphasize the values and guidelines expected of all members of the community. The school-wide expectations will form the basis for expectations within individual classrooms should teachers determine additional guidelines are necessary in order to ensure a safe and positive working environment in their classroom.

The key building block of our school's approach to discipline is community. Research has shown that when students feel a part of a strong community — in which their voices are heard, feelings validated, and needs met — they are far more likely to have higher levels of participation and engagement with school work and the school community as a whole[24], [25]. Our school will regularly engage in school-wide community building events, and each classroom will embed community building as part of daily instruction in order to build and maintain a safe and productive learning environment.

Another key component of ensuring a safe school environment is putting into place the routines and structures necessary for inquiry-based instruction and creativity in the classroom. Drawing on the artistic disciplines, we know the importance of structure, practice, and routine necessary to create the space for the freedom to explore, learn, and create on a deep level. Constantin Stanislavski calls upon the "will" or the structured learning process as a necessary companion to the imagination. The "will" or structure holds us responsible to practice (in the arts, vocal exercises, scales, chords; in academics, daily routines, study skills, memorization) so that we are well-prepared and capable to support our creative vision. In a school, the work will be on finding the balance between "individual freedom and group structure: Freedom for all to express their opinions, balanced by a

[24] Wentzel, Kathryn R. 1997. Student Motivation in Middle School: The Role of Perceived Pedagogical Caring. *Journal of Educational Psychology* 89 (3):411-419.

[25] Stipek, Deborah J., Rachelle Feiler, Denise Daniels, and Sharon Milburn. 1995. Effects of Different Instructional Approaches on Young Children's Achievement and Motivation. *Child Development* 66:209-223.

shared framework of rules and expectations that clarify what the community values and what it will and will not accept."[26]

Classroom teachers will be expected to be primarily responsible for discipline. First, through the development of engaging instruction that meets students' needs, it is expected that discipline problems can be kept to a minimum. Second, all staff and students will be trained and familiar was conflict resolution techniques so that conflicts that do arise can be resolved fully and to the satisfaction of all parties to prevent conflict from festering or returning because the underlying issues have never been resolved. Finally, should conflict escalate to the point where the emotional or physical safety of other children in the classroom is in jeopardy, school administrators will become involved (see *Plan of Operation, Student Policies and Procedures*).

Parents, of course, will also play an integral role in the school community and approach to discipline. Keeping parents informed and involved in their children's educational experience will be primary. As discussed above in *Parent Involvement,* many systems will be in place for teacher-student communication, including the opportunity every day for touch points between teachers and parents (also see *Structure of the School Day*, below).

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

Excellent teachers who engage in meaningful professional development and are constantly working to improve their craft are at the heart of Inspired Teaching. The most effective professional development has been proven to be that which is regular and on-site; teacher-led; focused on data, observation, and collaboration; requires significant reflection on the part of the teacher; and is directly tied to immediate classroom practice[27]. We also know that every adult in the school building has an impact on the students and every adult-student relationship is an opportunity to support each student. As such, administrators and other school staff will participate in professional development opportunities as much as their schedule allows, and several events will be scheduled so that the entire adult school community comes together as learners.

Because the Inspired Teaching Demonstration PCS will be a training site for teachers, significant and meaningful professional development will be at the core of the work of our teachers. Master Teachers in every classroom will serve as mentors to new teachers (Teaching Fellows) who will be training along side these Master Teachers. The Teaching Fellows will be a part of Center for Inspired Teaching's existing state-approved teacher certification program. The Principal, as instructional leader, will engage regularly with Master Teachers to reflect on teaching practice. The Master Teachers and Fellows, and the Principal, engage in a constant process of self-reflection and improvement, modeling to everyone in the school, and to the larger community, that teaching is a profession that requires regular refinement and new learning all the time.

[26] Chaltain, Sam. American Schools: The Art of Creating A Democratic Learning Community. Rowman & Littlefield Publishers, Inc., p 59.

[27] Shulman, Lee and Judith Shulman. 2004. How and what teachers learn: a shifting perspective. *Journal of Curriculum Studies* 36/4: 257-271.

Center for Inspired Teaching has developed a highly effective model of professional development during its 14 year history working with DC public and public charter school teachers and knows what kind of professional development fosters lasting and meaningful learning for teachers, and what doesn't. (See *Section L* for Inspired Teaching's description of the characteristics of effective professional development). The Inspired Teaching Demonstration PCS will contract with Center for Inspired Teaching to design and implement professional development for the school, in partnership with the Principal. Professional development at the Inspired Teaching Demonstration PCS will include:

Lesson Study and/or Teacher Inquiry Groups
Significant blocks of time will be devoted to collaborative professional development. This will likely take the form of Lesson Study or Teacher Inquiry Groups. Lesson Study is a teacher-driven form of professional development that involves thorough, collaborative planning and collective reflection[28]. Lesson Study is the primary form of teacher education in Japan, and has become an increasingly interesting practice to educators in United States since the late 1990s. Teacher Inquiry Groups bring together groups of teachers to identify a challenge or area of growth, who then collaboratively study the issue and develop instructional strategies and solutions together. Inspired Teaching has facilitated a modified form of Lesson Study and Teacher Inquiry Groups in several Washington, DC public schools since 2003.

Daily collaborative professional development
Teachers will have a minimum of 7 hours/week devoted to collaborative professional development. This will be in addition to regular planning periods during the school day. As discussed in "Structure of the School Day" below, teachers will participate in daily professional development from 3:30 – 5:00. Administrators and support staff will participate in these sessions as much as possible.

Kid Talk
On a regular basis, teachers will spend their collaborative professional development engaged in "Kid Talk." Kid Talk is a focused and deliberate time when a group of teachers share data and observations about specific children, allowing them to understand the whole picture of the child and work together to devise strategies to meet individual student needs. During Kid Talk, teachers do not speak negatively about children or focus on blame; instead they are a time for positive, constructive, and professional discussions about student successes and challenges. The Principal will attend Kid Talk and has the initial responsibility of setting the tone and tenor of the discussions; support staff will participate in these sessions as much as possible.

Data Days
Eleven days during the year will be set aside for teacher/staff "data days." Students will not have school on these days and teachers and staff will engage in significant analysis of all student performance data. 'Data Days' scheduled throughout the year will provide time for classroom teachers and the Principal to develop actionable plans grounded in careful analysis of multiple types student data. Data analysis teams comprised of grade-level teaching teams, the Principal, and relevant support staff will work to compile, summarize,

[28] Stigler, James and James Hiebert. 1999. *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*. San Francisco: The Free Press.

and disaggregate results of recent assessments. Assessment results will be framed as 'problems of practice[29]'—expressions of the student learning problem and the teaching related to that problem—and will therefore serve as starting points for conversations about how to improve classroom instruction. As the problem is clarified, the team will identify an instructional strategy to address the problem; develop a written action plan with clearly identified roles, responsibilities, and deadlines; and commit to a plan for following up and re-evaluating progress. As these 'Data Days' are scheduled monthly, constant and timely use of assessment data to plan differentiated classroom experiences will be part of the professional school culture.

All school retreats
At least twice a year we will have all-staff retreats that include all adults who work in the building. This will be an opportunity to ensure that all adults in our school who interact with children are sharing ideas, working together, and building their skills and expertise in supporting children.

Summer Institute
Each summer the school faculty will participate in a Summer Institute to prepare for the coming year. Activities will include reviewing curriculum, setting goals for the year, and beginning to learn about the students they will have in their classrooms. This will include not only a review of the data and student work from the previous year, but engaging with the students' families through home visits and conversations with parents and students.

Outside expertise
As needed, we anticipate bringing in outside experts when needs arise specifically related to the student population. This is likely include additional resources related to student diversity, including special needs students, gifted and talented, and English language learners.

g. Structure of school day and year

The Inspired Teaching Demonstration PCS will primarily follow the same school year calendar as traditional DC Public Schools. We will begin the school year and end the school year on the same calendar, and observe the same holiday schedule; students will be in school for 182 days per year.

The school day will be 30 minutes longer than the traditional DCPS school day, as outlined below. The instructional day will begin at 8:15 and end at 3:15, with 45-60 minutes of lunch and recess each day. We will offer breakfast from 7:15 – 8:00 and extended day from 3:30 – 6:00.

Daily Schedule

7:15 – 8:00	Breakfast
8:00 – 8:15	Open Arrival
8:15 – 3:15	School Day
3:15 – 3:30	Open Dismissal
3:30 – 6:00	Extended Day for students

[29] Boudet, Kathryn Parker, et al. 2007. Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Cambridge, MA: Harvard University Press. P. 98

3:30 – 5:00	Collaborative professional development for teachers

Open Arrival/Open Dismissal
Each morning and afternoon includes a specific, ongoing time during which students, teachers, and families can have informal opportunities to see one other. Teachers will be expected to be in their classrooms and available for brief interactions with parents and families during arrival and dismissal. This built-in time will increase access to teachers during a specific time so that teachers and parents feel they are accessible to one another.

Extended Day Services
Our school will offer extended day services to the entire school population. We anticipate that some students, based on individual assessments, will be required to participate in specific tutoring and/or academic programs during this time. These opportunities, as well as others, will be available to the entire student population. All extended day services will be developed to further support the school's academic and non-academic goals.

We anticipate partnering with community organizations to provide services and opportunities to students during extended day. These will likely include various arts organizations across the city, as well as organizations such as PlayWorks, DC Scores, Washington Tennis and Education Foundation, and others whose programs will complement and strengthen the educational program of our students. As discussed above in *Community Participation*, Inspired Teaching has existing relationships with many of these groups already, and will forge specific partnerships in the coming year.

Teacher Schedule
An effective school with effective teachers places a heavy workload on its teaching staff. In order to address the needs of all students, teachers need sufficient time to plan, reflect on students and lessons, collect and analyze student data, and collaborate with others. When teachers have the time to do this, students benefit from stronger, more effective instruction. Using the model of Critical Friends Groups, as discussed above, gives teachers a focused opportunity for collaborative professional development that results in maximizing the time when teachers are with students during the regular school day.

We will require our teachers to have a slightly longer day than traditional teachers in DCPS, working at the school from 7:45 – 5:00 daily. As discussed above (*Professional Development*), each day will include collaborative professional development and planning from 3:30 – 5:00, in addition to planning blocks during the school day. This is designed to ensure ongoing, site-embedded professional development that builds a true professional learning community, and to provide teachers with time during their official work day to do the planning done by most teachers in "off-hours."

B. BUSINESS PLAN

1. Planning and Establishment

a. Profile of Founding Group

The driving force behind the creation of this school is Center for Inspired Teaching (1436 U St., NW, Suite 400, Washington, DC 20009). Our founding group is comprised of educators, parents, non-profit leaders and managers, and community members who have a proven record of action toward improving education for DC's children. Many of our founding group members have been a part of Center for Inspired Teaching's fourteen years of experience working to improve teaching and learning in DC's public schools. During that time, Center for Inspired Teaching has always worked with the deepest respect for teachers, listening to their voices, and building strong and trusting relationships with every teacher and principal with whom we have worked in order to improve the lives of children and youth in DC.

The fourteen years of experience Center for Inspired Teaching brings to opening a charter school is an invaluable asset for the long-term success of the school. Our history of working with teachers in their classrooms has provided Center for Inspired Teaching staff with a deep understanding of the issues facing teachers and students in DC public schools. We have a strong understanding of the standards, the DC-CAS, and the educational landscape in DC. We have worked with thousands of students, witnessed their challenges and successes, and learned from parents and community members. Center for Inspired Teaching's support for teachers, professional development programs, and training materials have all been designed to meet the diverse needs of students across the city – and these materials and experiences drive the design of the Inspired Teaching Demonstration PCS.

The Founding Group represents a well-rounded team who have spent thousands of hours in DC classrooms working with many hundreds of teachers and their students. The group has worked with schools and children in DC from many angles: mentoring and support for individual teachers; professional development for whole faculties; coaching and collaboration with principals and assistant principals; research and observation in schools and classrooms; coordination with school business managers; partnership with DC community funders; and collaboration with DCPS senior administration. Founding Group members also bring significant expertise in finance, business management, and DC real estate. The Inspired Teaching Demonstration PCS is also supported by an Advisory Board comprised of stakeholders with expertise in all of the above areas.

Several Founding Group and Advisory Board members have been key employees in the organizational and business management of Center for Inspired Teaching, a non-profit with a 14 years of successful operation. The organization has grown every year for fourteen years, maintains an active and engaged Board of Directors, and has a proven track record of sound financial and operational management.

Founding Group Members

Aleta Margolis is the founder and Executive Director of Center for Inspired Teaching where she has trained hundreds of teachers in Washington, DC. She created the organization in 1995, and has grown it from a one-person volunteer organization to an almost $2 million organization with 15 employees. In 2001, Aleta was awarded a Fellowship from Ashoka: Innovators for the Public, in recognition of Inspired Teaching's work training

teachers to transform the way schoolchildren are taught. Aleta is a former professor of education at American University, specializing in authentic assessment, science and math education, and curriculum reform. Aleta was a public school teacher for 5 years in an urban environment, teaching in both elementary (grade 3) and middle school (grade 6); she also designed and ran alternative educational programs for court-referred high school students in Washington, DC in the early 1990s; and she has taught thousands of DC teachers. Aleta received her undergraduate degree at Brown University and her M.S. in Education and Social Policy at Northwestern University.

Kate Keplinger holds a Masters of Arts in Teaching from American University and received her certification to teach secondary social studies in Washington, DC. As Center for Inspired Teaching's Deputy Director, Kate has directed the organization's programs and business operations, leading the organization's financial management, human resources, and day-to-day operations. Kate has been responsible for facilitating the annual budgeting process; managing the flow of income and expenses including internal financial controls, recordkeeping and accounting, cash flow, and payroll; overseeing personnel and human resources including the hiring process, annual employee reviews, benefit and leave policies and records, and general office systems; and developing and maintaining a positive and productive organizational culture. Kate has also been a key leader in developing and implementing all of Inspired Teaching's programs with teachers and students, providing training to hundreds of DC teachers.

Deborah Danztler Williams has more than 30 years of experience in the field of progressive education. From 1978-2007, she taught at the primary, elementary, intermediate, high school, undergraduate and graduate school levels, and served as the director of a primary school and director of an intermediate school. Deborah obtained her undergraduate degree from the Honors Program of Howard University and graduate degrees from Howard University and Columbia University Teachers College. Deborah has participated in numerous professional development programs and classes including the Northeast Foundation for Children's Responsive Classroom, Lucy Calkins' Writers Workshop, and the Educational Research Bureau's Interpretation and Use of Standardized Testing Results for the Improvement of Teaching and Learning. Deborah is a resident of Washington, DC.

Gay Cioffi has been the Director of the Little Folks School since 1980 where she also works as a teacher of 2.5 – 5 year olds. She received her undergraduate degree in Kindergarten and Elementary Education from the Pennsylvania State University and earned her Masters Degree in Education and the Arts from Tufts University in Medford, Massachusetts. Gay has received outstanding teacher awards from The Wolf Trap Early Learning Institute in 2004 and 2002. She has presented papers on early literacy and art education at the Oxford Round Table at Oxford University in 2003 and 2005. Gay is a resident of Washington, DC.

Dr. Miriam Gonzales is a DC parent and has worked in the field of education as a teacher, researcher, policy analyst, and program evaluator. Her teaching experience includes teaching 5th grade from 1997 – 1999 in Alexandria, VA; playwriting to high school students at Bell Multicultural School in Washington, DC from 2004-2005; and playwriting and acting to 6-9 year olds in Annandale, VA from 2003-2006. She received her PhD in Education and MA in Sociology from Stanford University in 1995 where she researched the organizational support needed to teach effectively in culturally and academically diverse

classrooms. After graduate school, Miriam's work as a researcher at an education policy firm in Washington, DC took her into classrooms across the country to observe and evaluate national and federal programs. She turned to classroom teaching several years later, enjoying putting theory into practice with fifth grade public school students. More recently, Miriam has integrated her interest in the arts and education by teaching playwriting to elementary and high school students in Washington, DC public schools. Miriam is a resident of Washington, DC.

Dr. Julie Sweetland taught 4th, 5th, and 6th grades from 1997-2006 in a variety of urban contexts, including Our Lady of Perpetual Help in Washington, DC; she also has a background in curriculum design. She is a graduate of Georgetown University and holds an MS and PhD in Linguistics from Stanford University. Julie's doctoral research, funded by the National Science Foundation, evaluated the implementation of a writing curriculum that used children's literature to introduce themes of language variation in African American elementary classrooms. As the Director of Teaching and Learning and Research at Center for Inspired Teaching, Julie finds ways to use classroom-based research to help students, teachers, and schools reach their full potential. Julie is the key designer of Inspired Teaching's Teacher Certification Program. Julie is a resident of Washington, DC.

Dr. Sabrina Wesley-Nero is a graduate of Georgetown University and has a MEd in Curriculum and Instruction with a concentration in Multilingual and Multicultural Education and a PhD. in Education from George Mason University. She has 4 years of experience as a 1st, 3rd, and 4th grade public school teacher in diverse and urban communities, including Oakland, CA, teaching elementary general education, Spanish bilingual, and Spanish immersion classrooms. She has also worked as a field experience supervisor and an adjunct faculty member for George Mason University. Sabrina has presented at national conferences on issues related to second language learners and teacher preparation, worked as an educational consultant for Washington, DC, area schools, and designed teacher education curriculum. Her research focuses on the preparation of effective teachers for cultural and linguistically diverse students.

Carol Betts teaches Head Start at Miner Elementary in Northeast, DC. She has been a DC Public School teacher for 18 years. A former corrections officer for the Juvenile Justice System, Carol became an early childhood teacher in Washington, DC because she believed that teaching young children was the most powerful thing she could do to prevent them from ending up in the court system. Born and raised in Washington, DC, Carol has also worked for Head Start, in their community initiatives program, bringing high school students to volunteer in early childhood classrooms. Carol is a 2006 graduate of the Inspired Teaching Institute and the Inspired Teaching Mentoring and Teacher Empowerment Program and serves on the Inspired Teaching Teacher Advisory Board. She is on the National Advisory Board for the National Professional Development Center on Inclusion and is a candidate for national certification through the National Board for Professional Teaching Standards. Carol has a bachelor's degree in Psychology from Oakwood University and has pursued post-graduate studies through Trinity, Georgetown, and Catholic Universities.

Kaneia Mayo is a lifelong Washingtonian and taught 7th grade language arts and social studies from 2003-2006 at DC's Barbara Jordan PCS. She also has experience as an arts and academic instructor at the Akebulan Academy of the Anacostia Boys and Girls Club #1.

Kaneia earned a BA from Sweet Briar College in English and Creative Writing. She also studied English and drama at the University of London, Royal Holloway. She is now the primary program facilitator for Inspired Teaching and is responsible for the management and facilitation of our teacher training programs. Kaneia is a resident of Washington, DC.

Laurie Wingate is a development professional and former teacher. Laurie has significant development experience, having served on Hillary Clinton's National Finance Staff as Director of the National Lawyers Committee for the duration of Clinton's presidential campaign and then moved the organization over to the Obama campaign – raising over $5 million. She taught 4th – 7th grade from 1991-1997 in Oakland, California, during which time she received her teaching credential, joined a UC Berkeley/Stanford research team, and was a guest lecturer at the Stanford School of Education. She also worked at Washington, DC's Brent Elementary school from 1997-2000. Laurie received her BA from Dartmouth College and her teaching credential from UC Berkeley. Laurie is a resident of Washington, DC.

Sam Chaltain is a DC parent and the National Director of the Forum for Education and Democracy, a collaboration of the nation's leading thinkers on progressive education. Sam is an expert in democratic school design and school policies that make schools most effective. Prior to joining the Forum, Sam was the founding director of the Five Freedoms Project, a leadership development program that helps K-12 educators, parents and students create more democratic learning communities. He also spent five years at the First Amendment Center, where he co-directed the First Amendment Schools program, a national K-12 school reform initiative. Sam taught high school English and History in the New York City public schools and at a private school in Brooklyn. Sam has a Master's degree in American Studies from the College of William & Mary, and an M.B.A. from George Washington University, where he specialized in non-profit management and organizational theory. He received his undergraduate degree from the University of Wisconsin at Madison, where he graduated with a double major in Afro-American Studies and History. Sam is a resident of Washington, DC.

Michael Reed is a partner as DLA Piper, a leading international law firm that provides a wide array of legal services. Michael concentrates his practice on corporate governance, public and private mergers and acquisitions, corporate finance transactions, complex structured finance transactions, private investment fund transactions, joint venture and strategic alliance transactions, and securities regulation. He represents publicly and privately held companies and private equity firms, with an emphasis on financial institutions and diversified companies. Michael advises and represents boards of directors on a variety matters, including strategic transactions, corporate governance issues, and legal issues and fiduciary duties in the context of strategic transactions and corporate governance. Michael is joined by his colleagues at DLA Piper, Lisa Dewey and Randi MacDonald, to provide pro bono legal counsel on all legal matters related to the charter school including governance, organizational management, real estate, and human resources. See attached letter of support in *Section L.*

Advisory Board

Inspired Teaching has also assembled an Advisory Board comprised of individuals whose experience and expertise are providing significant support to the school. Members include:

Claire Bloch is a political and business strategist who has lived in the District for over twenty years. She is President of DC Strategy Group, a consulting firm helping businesses effectively navigate the DC government, its agencies, and its required procedures. An LSDBE company, DC Strategy Group is also partner on real estate development projects in the District, using its expertise to foster positive growth and development in the Nation's Capitol. Claire founded DC Strategy Group after a successful and award-winning career in communications, politics and television. A former executive at National Geographic Television, and a Peabody-Award winning documentary film producer, Ms. Bloch also worked for a decade as a communications and strategy consultant. Claire is a former Board Member of the National Child Research Center and lives in Washington, DC.

Carlos Garcia is an attorney, real estate professional, entrepreneur, and community leader. He currently heads Eng Garcia Real Estate Group and is a partner in Keller Williams Capital Properties, both of which provide real estate services in DC, Maryland, and Virginia. He previously practiced law at the U.S. Commerce Department, Gibson, Dunn & Crutcher, CounsciousMedia.com, and Pitney Bowes. He has served on numerous boards, including Higher Achievement Program, Greater Washington Urban League, and the E.L. Haynes PCS. He has significant experience supporting organizations with issues of sustainability and financial resources. Carlos and his family reside in Washington, DC.

Mike Cachine is CEO of Webiit Communications, a leading Google Apps Partner. Webiit specializes in developing Google and cloud computing strategies in the education, small business, non-profit and government markets. Mike also currently serves as Director of Cloud Strategies and member of the board of directors for Headroom Learning Strategies, a Redmond, WA based K12 software company that produces the Math Success Deluxe and SAT Success online education tutorial programs. Previous experience also includes serving as founder and CEO of Vistranet Communications and as Director of Corporate Information Technology at MCI Communications. Since 1998 Mike has served as technology advisor and trustee of the William G. McGowan Charitable Fund, a foundation which supports leading programs in medical research, education and improving the lives of disadvantaged youth. Since 2004 Mike has served as a founding member of the Zero To Three Council supporting educational programs for infants, toddlers and families in the United States Military. He is also an active elementary school volunteer in the Fairfax County School System in the areas of math and computer lab.

Fran Goldman has over 30 years of experience working in finance, administration, and human resources in government and the non-profit sector. After getting her MBA from the University of Chicago Graduate School of Business, she worked at the U.S. Office of Management and Budget and the New Zealand Treasury in Wellington, New Zealand. Upon returning to Washington, she shifted to the non-profit sector and was the Chief Financial Officer of the New Israel Fund from 1990 to 2002. Subsequently, she served as the CFO for several progressive, social change organizations, including the AFL-CIO Working for America Institute and Wal-Mart Watch. Fran is currently serving as the CFO of Center for Inspired Teaching as a part-time consultant and is a candidate for certification as a Certified Financial Planner®.

Jeff Keitelman is a Partner at DLA Piper where he practices in all areas of commercial real estate law. He represents local, national, and international owners, users, lenders, managers, and brokers in acquisition/disposition, leasing, development, financing, property

management, and related matters involving urban office buildings, suburban office and industrial parks, shopping centers, headquarters facilities, and mixed use developments. He also has experience with counseling clients in connection with real estate-related litigation and bankruptcy matters, as well as with public/private partnership and government-related transactions. He heads DLA Piper's Government Real Estate, Corporate Real Estate, and Green Real Estate teams.

Linda (Pax) Linson has over 30 years of experience in the fields of early childhood education, conflict resolution, special education, and advocacy in public schools. Her early career included staff training for the model program for the Georgia Appalachian Child Care Project; teaching in early childhood programs at the Detroit-based Merrill-Palmer Institute for the Study of the Young Child in the Urban Family; and work as a child therapist and developmental psychologist in Georgia and Alaska. Building on this work, she moved on to facilitating the design of appropriate special education programs with families and schools and has also worked as a director, teacher, and program evaluator for early childhood and afterschool programs in Maryland. For the last 7 years, she's concentrated on bringing her experience into her mentoring and professional development work with dozens of DC teachers, especially early childhood and special education teachers.

Monisha Karnani recently earned her Masters in Educational Administration and Policy at Howard University after having taught high school math in the Baltimore City Public Schools from 2003-2006, where she was a founding member of Baltimore Freedom Academy. Monisha is Maryland State Certified to teach Secondary Mathematics, and she holds a Bachelors Degree in Engineering from the University of Michigan. After a short career in the Juvenile Justice System, Monisha joined the New Teacher Project and made the switch to urban education. Her passion in the classroom is collaborative learning, while her research interests include gender differences in education and single-sex learning environments.

Jenna Fournel has dedicated her professional career to schools both as a teacher and in the non-profit realm. She began her foray into public education as a high school English teacher in rural North Carolina from 1999-2001 and went on to support school reform in Chicago through work with parent-led Local School Councils. She holds a BA in English from Bryn Mawr College and an MS from the Medill School of Journalism at Northwestern University. Her last few years have been dedicated to building her experience and expertise in media, marketing, and communications.

Christie Byers was a classroom teacher from 1993-2009, with experience at the early childhood, elementary, and middle school levels. Most recently she was the 5th and 6th grade science teacher at Green Acres School in Rockville, MD, where her focus was on inquiry-based learning, student-designed experiments, and collaborative knowledge construction. Christie has extensive experience mentoring new teachers, writing curricula, initiating and maintaining professional development programs, developing authentic assessment tools, and leading student problem-solving teams. An outspoken advocate for progressive ideals, Christie has given numerous workshops across the country on topics such as the use of reflection in constructivist classrooms, authentic assessment, democracy and choice in the classroom, and the basic tenets of progressive education. Christie earned a B.S. in Biology from Virginia Tech and an M.A. in Teaching from George Mason University. Christie has residences in Takoma Park, MD and Washington, DC.

Ilene Weinreich is a lifelong advocate for education whose professional and volunteer experience in classrooms spans from early childhood through high school. She started her professional career as a lawyer with Wiley, Rein & Fielding in Washington, DC. When she entered the education realm she explored every facet of the profession, starting out teaching ESL and most recently advising seniors at area high schools as they go through the college admissions process. Ilene has a bachelor's degree from Cornell, a law degree from Duke, and her master's in education from George Washington.

Lindsey Allard is an early childhood and equity specialist who works with teachers, administrators, and policymakers at the state and district levels on early education issues. She is the Director of School Readiness Consulting, a collaborative enterprise of Allard and Associates that provides relationship-based consulting, training, coaching, mentoring, leadership and organizational capacity building through a lens of cultural competence, with a particular focus on early childhood education. She holds a BS in Human Development and Early Childhood Education from Wheelock College and Master of Education in Education Policy from the Harvard Graduate School of Education. She has significant experience in the training and development of early childhood educators, including designing the early childhood curricula for several area public schools. She leads reviews of charter schools in the DC and serves as part of the research team for the Early Childhood Excellence-In-Teaching Professional Development Project in the DC, a Department of Education funded initiative. Lindsey is currently the President of her local affiliate chapter of NAEYC.

The following Founding Group members serve as directors or officers in the following organizations. If the organization has an annual report, it is attached in *Section L*:

Sam Chaltain	Five Freedoms Project
Gay Cioffi	Little Folks School
Kate Keplinger	JP Hoyer Montessori and Early Childhood Center PTA Cheverly Parent Resource Center
Aleta Margolis	Center for Inspired Teaching Live It Learn It
Laurie Wingate	DC Vote Little Folks School Endeavor Foundation
Kaneia Mayo	City at Peace

Parents', Teachers' and the Community's Interests and Involvement

Our Founding Group includes community members, parents, and teachers, and reflects years of work within the DC education community. Founding Group members have been deeply immersed in the needs and interests of the DC education community, and are committed to designing a school that meets the needs of the community and its families. Several Founding Group members are parents of potential students, and have contributed their perspective on the kind of school they wish their child(ren) to attend. Many additional parents with whom we have discussed the school are particularly excited about the opportunity for their students to benefit from the wisdom and expertise of Master Teachers *and* the fresh energy of new teachers. Additionally, all Founding Group members have been involved in and represent the needs of the Washington, DC community, working on issues including voting rights, social justice, youth empowerment, and education reform.

Center for Inspired Teaching's work is based in the premise that teachers are the leverage point for change in schools: the quality of a child's teacher is the most important school-based factor in determining how much a child learns. As discussed above, by understanding teachers' and parents' needs and interests, Center for Inspired Teaching knows how to create a model of teaching and learning in which teachers become fully invested—and in which students and their parents are excited and active in their school and learning.

Center for Inspired Teaching has drawn on its current staff, as well as the community of educators and parents with whom we have worked over the last fourteen years, to form our founding group. The experiences and knowledge we have gained from the teachers and principals with whom we have worked have informed – and will continue to inform – the decisions we make about our school. Inspired Teaching staff are all former educators who draw on their experiences as teachers, administrators, and mentors in designing a school that is not only good for students, but also good for teachers.

Center for Inspired Teaching will continue to work with teachers within traditional DC public and public charter schools, and the knowledge of current, experienced teachers and administrators in the system will regularly inform our work. The sharing of information about student needs, strategies that work in the classroom, and community relationships will help to build a strong community school.

As we determine the neighborhood where our school will be located, we intend to deliberately reach out to the community to include additional community members and parents. We anticipate attending community meetings (i.e. ANC), meeting with church leaders and community organizations, and connecting with existing parent groups to communicate about our school and recruit those who would like to become actively involved in it.

Additionally, in alignment with our mission and focus, we want to include teachers and school leadership in the organizing and planning process. We are working with various like-minded educational organizations (i.e. Coalition of Essential Schools; Progressive Educators Network) to identify individuals who would be interested in supporting the planning of the school, and eventually in becoming a Principal or Master Teacher.

b. Planning Process

Making the decision to open a charter school

Since 1995, Inspired Teaching has been dedicated to ensuring that Washington, DC's schools make the most of children's innate desire to learn. Over the course of these 14 years, Center for Inspired Teaching has evolved and grown, adding and adapting programs to achieve greater impact and improve instruction in classrooms across the city. We know our work has caused significant changes in individual classrooms. After analyzing and reflecting on our past work, we determined that we could have an even greater impact on student success when this kind of excellent teaching is concentrated in one school.

We have seen consistent outcomes from our programs which can be characterized broadly as changes in instruction, changes in climate, and changes in teachers' professional identity. Results of current programs include:

- Alumni of the Inspired Teaching Institute spent 66% LESS time on discipline than the average teacher.
- Inspired Teachers spend more time asking questions than comparison teachers, and a significantly higher proportion of their questions challenge students to use higher-order thinking skills rather than simple recall.
- Inspired Teachers are more than 3 times as likely to provide opportunities for hands on learning.
- Students in our partner schools do as well or better than their counterparts on measures of student achievement.
- Inspired Teaching's innovative approach to working with teachers enhances participants' self-efficacy: When analyzing classroom scenarios involving student failure, participants initially located the cause in the teacher's actions 55% of the time; after the course, this figure rose to 75%. In scenarios illustrating student success, responses indicating teacher responsibility increased from 70% to 90%

Despite the changes we have seen in individual classrooms, we remain dissatisfied: too many of our classrooms and schools continue to fail our city's children. Too often classrooms and instructional strategies do not meet the needs of children; teaching is not based on the research in how children learn; and schools are not designed to maximize learning by maximizing student engagement. While the research base supporting Inspired Teaching's holistic, constructivist philosophy of education is strong and compelling, there are simply too few examples of this approach in practice—especially if one is searching for models that have been proven successful with low-income or minority learners in urban schools. The relative lack of successful models has proven to be an obstacle to wide-scale implementation of Inspired Teaching's approach to classroom instruction. Too often, even educators who are open to our approach struggle with putting it into practice because they lack concrete examples of effective practice to emulate. For participants who are skeptical that student-centered teaching will work with "these kids," the need for proof positive is even more critical.

Therefore, Center for Inspired Teaching decided to create the first Inspired School. Reflecting Inspired Teaching's philosophy of how students learn and our passion for honoring and investing in teachers, the school will be a unique place among schools in this country. The Inspired Teaching Demonstration PCS will serve a student population that reflects the rich diversity of the nation's capital. Within its walls young people will learn to read and write and achieve at high levels without having to surrender their intellectual curiosity and passion for learning. Students will actively engage in a rigorous curriculum of problem solving, collaboration, exploration and discovery; develop habits of mind that foster a joy for learning; and become the leaders, thinkers, and doers of the 21st century.

Finding the right people

Inspired Teaching has spent 14 years embedded in the DC Public School system, working closely with hundreds of teachers, principals, and administrators; this experience allowed us to connect with and recruit founding group and advisory board members with the varied skills of educator, parent, business manager, community leader, real estate, and finance.

Our staff members, who comprise much of the founding group, have been committed to providing DC children with an effective and progressive education for years. Staff are hired into Center for Inspired Teaching after a rigorous hiring process that screens not only for

skill and experience in teaching and in education reform, but for those who have the commitment and philosophy to advocate for change in schools. Their work prior to coming to Center for Inspired Teaching, coupled with their years working directly in DC's schools with administrators, teachers, and students uniquely qualifies them to design a school for DC students that meets the particular challenges they face.

We have also built strong and meaningful networks with local organizations involved in the school system, including after school providers, arts organizations, mentoring organizations, and universities. We have tremendous connections to like-minded national education organizations such as the Forum for Education and Democracy, the Coalition for Essential Schools, and education reformers at Stanford University who have agreed to provide support and guidance in the creation of our school and some of whom are serving on the founding group.

As an established and well-run non-profit, we have built our own expertise in managing and growing a business, as well as developed strong partnerships with those with additional business, operational, and development expertise, such as the Non-Profit Business Roundtable, The Washington Regional Association of Grantmakers, Ashoka: Innovators for the Public, law firms who provide pro bono services, individuals who work in DC and federal government positions, and financial professionals. We used these networks to identify appropriate founding group and advisory board members.

The role of parents, teachers, and community members

Parents, teachers, and community members have been active voices in Inspired Teaching's work since its onset—with many teachers and parents over the years longing for Inspired Teaching to open its own school. This work has informed the development of our school mission, philosophy, and program design. Inspired Teaching has consistently maintained a forum for input from teachers through our Teacher Advisory Board. These teachers will continue to have an active voice throughout the process of opening and running a charter school.

Inspired Teaching's work includes significant time spent in traditional public and public charter schools, providing staff with deep knowledge about the design of all sorts of schools. We have worked intensively with dozens of DC public and public charter schools, learning about their philosophy, focus, goals, and school structure. All of these experiences have influenced our school design.

Specifically, since deciding to open a school, founding group members have visited many schools to learn from them and to gain knowledge from their experiences. We have visited and met with leaders of several DC charter schools, including Two Rivers, E.L. Haynes, Capital City, and YouthBuild. We have also visited and learned from like-minded school leaders in other areas such as Central Park East in Harlem, NY; The Learning Community in Central Falls, RI; The Park School in Baltimore, MD; Monadnock Community Connections in Swanzey, NH; and Shady Hill School in Cambridge, MA.

As described in the Educational Plan, one of the main tenets of the Inspired Teaching Demonstration PCS is teacher leadership. As such, teachers will be a crucial voice in the implementation of our school design. At least one teacher will sit on the school's Board of Directors, and the school will maintain a Teacher Leadership Council which will be a key

advisor to the school's official leadership (i.e. Principal and Executive Director). Teachers will be an integral part of the process of creating school policies and procedures and schedules, as well as in curriculum and assessment.

Parents will also serve as key players in the school's implementation and success. Our educational philosophy embraces the 'whole child,' and as a result, our work with teachers has always affirmed the importance of engaging parents. At least two parents will serve on the Board of Directors, and the school will maintain a Parent Advisory Council to provide advice and support on school policies and procedures. In addition, as outlined in the Educational Plan, numerous and varied opportunities will exist for regular input and involvement from parents.

One of the keys to successful parent input is communication. Using Inspired Teaching's successful parent-teacher workshop *Unlocking Student Potential: Teachers and Parents Solving the Puzzle Together*, the school will host a session prior to the opening of school during which teachers and parents create a school vision statement for home-school collaboration, articulate the barriers to that vision, identify strategies for overcoming the barriers, and develop new skills in communicating with each other and with children. The workshop will be the initial, signature experience that sets the stage for a year-long campaign to ensure parents and teachers understand that they are needed, valued, and trusted by each other.

We also anticipate maintaining a strong Advisory Board for the school, comprised of educators and community members who can provide ongoing support and guidance for the school.

c. Corporate Structure and Nonprofit Status of the School

The Inspired Teaching Demonstration PCS has been incorporated as a non-profit corporation in the District of Columbia. Articles of Incorporation can be found in *Section J*; draft bylaws are also in *Section J*. The school will shortly submit its application to the IRS to obtain its 501(c)(3) tax-exempt status. Our pro bono counsel at DLA Piper, including Founding Group Member Michael Reed, prepared and submitted the Articles of Incorporation, drafted our bylaws, and is in the process of preparing our application to the IRS.

2. Governance and Management

a. Board of Directors

The Board of Directors of the Inspired Teaching Demonstration PCS holds the key responsibility of ensuring that the school fulfills its mission. As the governing body of the school, the Board will provide strategic direction; engage in oversight of the school's performance, financial management, and legal compliance; cultivate and monitor effective school leadership; and engage in ongoing fundraising and outreach efforts to ensure adequate resources.

Composition of the Board

The school's Board will be comprised of an odd number of members, not to exceed a total of 15. The majority of the Board will reside in Washington, DC, and membership will include 2 parents of current students, at least one (with 2 preferred) teacher, three employees of Center for Inspired Teaching, and the school's Executive Director (ex officio). Additional areas of expertise to be represented on the Board include real estate, legal, finance, local

community/ neighborhood, and fundraising and development. Several members of our Founding Group have already agreed to serve on the Board of Directors (Board Agreement forms are attached). We are actively recruiting additional individuals who meet our requirements and needed expertise, and plan to have a full, active Board by January 2011.

The Board will have four officers: President, Vice President, Secretary, and Treasurer who will serve 2 year terms; officers may be re-elected after each term. As indicated in the bylaws, the Vice President will be assumed to succeed the President upon completion of his/her term.

The Board will have two Standing Committees:

- Governance, to oversee Board recruitment and nominations; Board effectiveness and Board evaluation; and evaluation of the Executive Director
- Finance and Business Oversight, to oversee financial management, the audit, and legal compliance

Additional committees may be established, as needed, by the President of the Board. We anticipate Committees in the following areas:

- Educational Oversight: academic goals; student performance; curriculum
- Development and Outreach: relationships with the community; media; fundraising
- Executive: as needed.

Board members are expected to serve on at least one Committee. The Governance Committee will always include the Board President, one of the Directors who is an employee of Center for Inspired Teaching, and one parent. Committees may include members of the general community who are not Directors, at the discretion of the Board.

Board Selection Process and Terms of Office

The Governance Committee will be responsible for working with other Board members, the school's Executive Director, the Parent Advisory Council, and Center for Inspired Teaching to identify potential new Board members. Potential Board candidates can be identified by a current Board member, the school's Executive Director, the Parent Advisory Council, the Inspired Teaching Executive Director, or any stakeholder in the school; self-nominations will also be considered.

The Governance Committee will review the qualifications of all nominations, and, if the candidate appears to meet the initial qualifications and needs of the Board, the Committee will officially interview potential candidates and make a recommendation to the full Board for membership. The full Board will vote on all prospective members.

Board members will serve a three-year term and may be re-appointed at the end of each term to an additional term. Terms will be staggered to ensure that new Directors serve alongside experienced Directors.

Parent Membership

Parents will provide an important voice on the Board of Directors. At least two parents of current students will serve on the Board of Directors. Interim parent members will come from our Founding Group; the first official parent members will be selected within six

months after the enrollment of students to ensure that a broad and diverse body of parents has the opportunity to serve on the Board.

The parent body of the school will have input into the selection of the parent Board members. The Board will ensure that one of the parent members is always serving on the Governance Committee which deals with Board recruitment and nominations. In addition, the Parent Advisory Council will have the specific task of identifying and nominating the parent members to the Board. The Council will work closely with the Board President and the school's Executive Director to facilitate this process. Finally, school leadership will make clear to all parents that they are welcome to nominate any parent, including self-nominations, as any key stakeholder in the school is welcome to identify Board candidates.

Board Meetings
As outlined in the bylaws, the Board will hold a minimum of six meetings each year. The Annual meeting of the Board will be in May of each year. At the Annual meeting, the Board will elect its officers and the calendar of meetings for the next year will be established.

Roles and Responsibilities of the Board
The Board has the role and responsibility to provide strategic direction; engage in oversight of the school's performance, financial management, and legal compliance; cultivate and monitor effective school leadership; and engage in ongoing fundraising and outreach efforts to ensure adequate resources. These responsibilities include school performance monitoring, succession planning for the Board and school leadership, holding school leadership accountable, and ensuring demand for the school.

Specific responsibilities of the Board include:

- **Provide Strategic Direction and Planning**: The Board is responsible for creating and overseeing the implementation of the school's short-term and long-term strategic planning, including the school's enrollment targets, growth plan, and performance goals . In addition to setting annual goals, the Board will develop and monitor a 2-5 year strategic plan that includes goals for academic performance, finance, operations/facilities, and governance.

- **Monitor School Performance**: The board will regularly review the school's progress toward goals and benchmarks, as outlined in the Performance Management Framework, and ensure positive progress towards these goals.

- **Oversee financial management**: To ensure that the school has and is using its resources effectively, the Board will review and approve an annual budget, review monthly financial reports, and provide for an annual audit by a certified public accountant in accordance with the rules and regulations of the DC Public Charter School Board. The Board will also create and monitor implementation of the school's Fiscal Policy Manual**.**

- **Select and evaluate the Executive Director**: The Board is responsible for hiring the Executive Director and completing his/her annual performance review. The Board will ensure clarity between the functions of the Board and the Executive Director, with a clear job description provided for the Executive Director; a clear rubric for the Executive Director's annual performance will be approved and followed by the Board. The Board is

responsible for providing the support the Executive Director needs in carrying out the mission of the school, as outlined in the Board's job description.

- **Ensure adequate resources**: The Board will set annual targets and goals necessary for the school to meet its mission and maintain financial stability. The Board is responsible for working closely with the Executive Director to achieve fundraising goals, including those related to the school's growth and facility needs.

- **Enhance the school's public standing and reputation**: The Board is responsible for representing the school publicly. As such, they must engage the public in all arenas to promote the school and its mission to serve students, train teachers, and serve as a demonstration school. Outreach should focus on the business community, local and national government, local and national education networks, and in the community with parent and families. This work will help ensure strong student enrollment, financial support, and broad community engagement.

- **Ensure a safe, respectful, and productive workplace:** The Board is tasked with providing the policies and procedures that will ensure a positive and productive work place with a strong professional learning community, and which will ensure legal compliance with health, safety, civil rights, and employment regulations.

- **Build and maintain an effective Board of Directors:** The Board is responsible for regularly evaluating its own performance to ensure that all Directors are adhering to their commitment to the Inspired Teaching Demonstration PCS. This includes ensuring succession planning for the Board, and building and maintaining a Board membership that fulfills all needed expertise.

Board's Function in Executive Decisions Related to the School's Operation

The governance and management structure we propose is designed to ensure that the school benefits from careful oversight and stable governance by the Board, yet also allows school leadership to maintain appropriate autonomy and flexibility in matters of day-to-day operations. While we anticipate a close working relationship between the Board of Directors and the Executive Director, the Board hires and evaluates the Executive Director, holding him/her accountable for his/her performance annually.

The Board of Directors is responsible for decisions related to setting school policy (i.e. the "what" of school operations) and the Executive Director and/or Principal are responsible for the implementation and day-to-day management of the school (i.e. the "how" of school operations). For example, the Board may set a non-discrimination policy and the Executive Director and Principal must ensure it is followed in their hiring decisions; the Board will set annual performance goals for the school and the Executive Director and Principal will determine how best to reach those goals. While the Board must have a strong understanding of the school's operations, the autonomy and flexibility of the Executive Director and Principal is critical to success in the dynamic context of a busy learning environment.

Several structures and systems are in place to maximize stability and continuity of vision and leadership. Expectations for Board Members—including monthly review of financial information, active participation in committees, and regular meetings—provide the time and space for questions to be raised and potential problems to be spotted sooner rather than

later. A thoughtful, inclusive process for identifying potential Board members will cultivate a dedicated, engaged Board. Placing Center for Inspired Teaching employees on the Board of Directors is an important mechanism for ensuring that the school operates according to a consistent, coherent, and clearly-articulated educational philosophy. Appointing Board Members to three-year terms enhances the likelihood of stable leadership.

Similarly, a clear structure is in place to ensure management is in the hands of the school's Executive Director and Principal. For example, personnel decisions regarding teachers and other school staff takes place at the school level, under the leadership of the Executive Director and Principal. The Principal is evaluated by the Executive Director, minimizing the Board's involvement in issues of instructional leadership at the level of individual classrooms or teachers.

By clearly separating the powers, responsibilities, and expectations for the Board of Directors and employees of the Inspired Teaching Demonstration PCS, our proposed structure provides the checks and balances essential to good governance.

Board Relationship with School Administrators, Staff, Parents, and Students

As discussed above, the Board of Directors will hire, supervise and evaluate the Executive Director. The Executive Director, in turn, is responsible for the management of the school, including hiring and evaluating the Principal, who will hire and evaluate the instructional staff. The Executive Director will be responsible for providing the Board with the information they need to adequately supervise and govern the school; this may sometimes include having teachers or staff present at Board meetings. At least one teacher will serve on the Board of Directors, allowing the Board to hear the voice of teachers as they determine strategy and policy.

As parental input is crucial to the school's success, the Board must regularly have the opportunity to hear from parents. In addition to the two members on the Board of Directors, a Parent Advisory Council will be established in the early months of the opening of the school. The Board will receive regular input from the Parent Advisory Council on matters related to school governance and policy.

Student voice is inherent to the school's mission and it is crucial that Board members interact regularly with students. It is expected that students will regularly present at Board meetings on topics relevant and important to Board decision-making. Board members will also be required to spend some time at the school every year – in classrooms, with students, and attending family events.

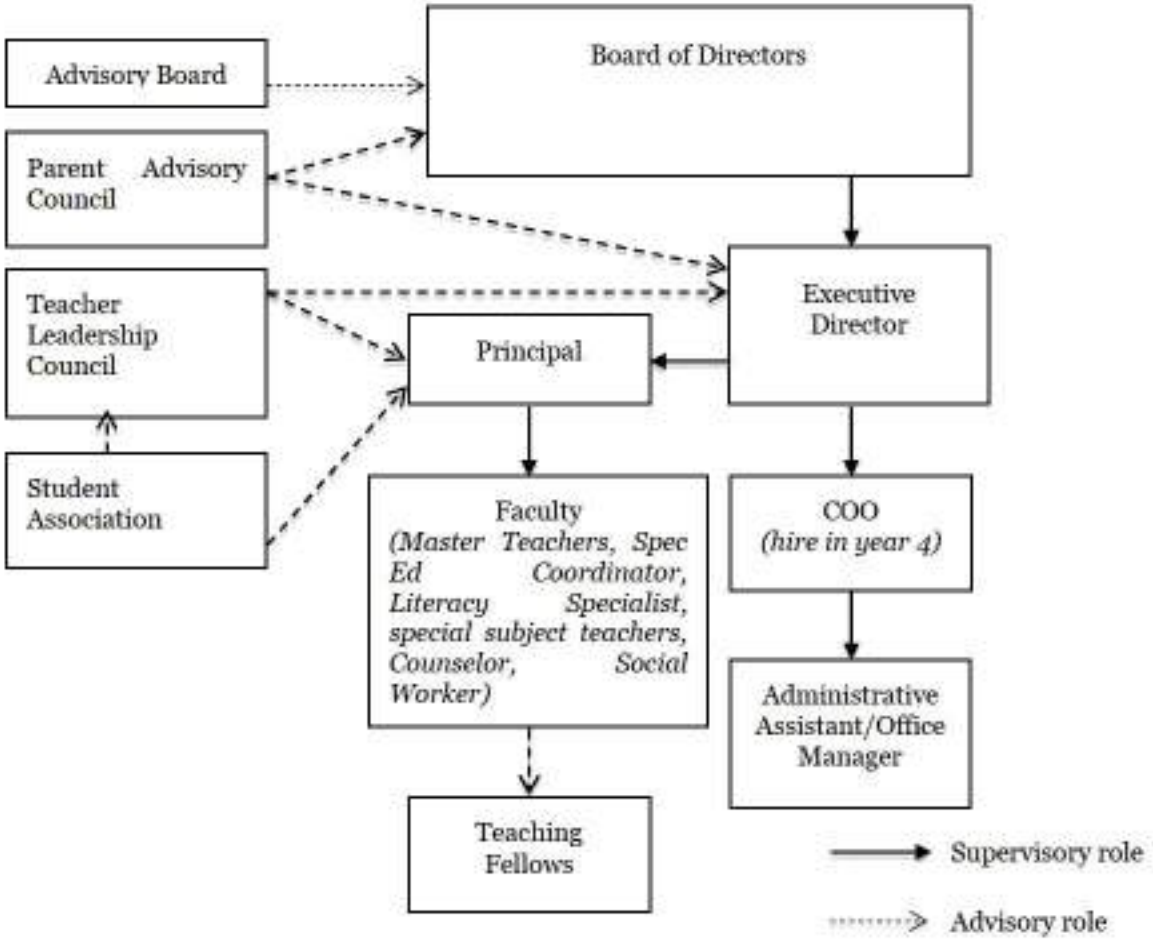
b. Rules and Policies

Many policies related to the governance of the school by the Board of Directors have been set forth in the bylaws, Conflict of Interest Policy, and the Board of Directors Job Description (See *Section J.)*. In the first six months after receiving a charter, the Board of Directors will formally create a Board Manual that includes the policies of the bylaws, as well as those related to the rules governing meeting procedures, legal issues, strategic planning, financial policy and oversight, public relations and outreach, and human resources.

Further, the Board, in close collaboration with the school's Executive Director and Principal, will develop and approve a Fiscal Policy Handbook, a Personnel Manual, and a Parent/Student Handbook to ensure clear policies are established for the operation of the school, including financial management, personnel, academic program, student discipline, and other areas as required by District of Columbia or federal law. The goal will be to have all of these documents in place by January 2011.

c. Administrative Structure

The Inspired Teaching Demonstration PCS organizational structure is outlined below. The Board of Directors is the key governing body of the school with the primary responsibilities of providing strategic direction, financial and management oversight, and adequate financial resources for the school.



As noted above, the Executive Director will lead the school administrative team and report directly to the Board of Directors. The Executive Director is responsible for all aspects of the school, and serves as the liaison with the Board of Directors. The Executive Director will hire the Principal, who will be responsible for all areas related to instruction, including curriculum, student achievement, and teacher training and professional growth, as well as hiring and managing school faculty. In year 4, the school anticipates hiring a Chief Operating Officer to manage the business and operations of the school and who will report to the Executive Director. Before that time, the Executive Director will serve in the role of COO and manage the administrative assistant/office manager.

The following chart outlines the anticipated roles of key administrative staff:

Executive Director	• Nurture, support, and strengthen the school's mission • Communicate with Board of Directors; provide input and relevant information to Board about the operations of the school • Ensure an overall management culture of openness, collaboration, and high expectations in accordance with the school's mission and goals • Support the Board in ensuring adequate resources through aggressive fundraising, including community and corporate partnerships and in-kind donations • Effectively communicate with parents/Parent Advisory Council and community stakeholders • Engage in outreach to the local and national community to support and build the reputation of the school • Handle all public relations and marketing needs of the school • Support the Principal in hiring and managing of faculty, as needed • Work closely with the Board of Directors and Principal to ensure adequate student enrollment • Responsibilities of the COO until the position is filled in year 4.
Principal	• Build, lead, and sustain a professional learning community in accordance with the school's mission • Serve as the instructional leader, providing guidance, support, and input to ensure high quality instruction, high student achievement, and full implementation of the academic program in alignment with the school's mission and goals • Support teachers and allow them to contribute to the success of the professional learning community; collaborate with the Teacher Leadership Council • Efficiently manage and run the day-to-day functions of the school and instructional program • Oversee the collection and management of student data • Collaborate effectively with and actively reach out to families and the community • Collaborate and communicate effectively with the student body and Student Association • Participate in outreach efforts to educate key constituencies about the school's philosophy, mission, and successes • Work closely with the Board of Directors and Executive Director to ensure adequate student enrollment
Chief Operating Officer (hired in year 4)	• Manage the school's budget and financial accounting systems, including annual budgeting process, cash flow, and financial reporting • Manage human resources and personnel policies • Ensure compliance with all governing agencies • Manage and maintain school facility • Assist the Executive Director with the establishment of school policies and systems to ensure sound organizational management
Advisory Councils	• Regularly communicate needs, concerns, and ideas to key school staff

and Boards	in an open and collaborative manner

Teacher, Parent, and Student Involvement

As seen above, the administrative structure of the school is designed to allow teachers, students, and parents to have significant input into school decision-making.

The school is built on the premise of treating teachers as professionals and in the belief that teachers must be given the authority and trust to make decisions that are the best for students. Because teachers know their students, and because teachers have the power to make the greatest impact on student achievement, teachers must be a primary voice in school decision-making. In addition to teacher membership on the Board of Directors, the school will establish a Teacher Leadership Council. This Council will work in close collaboration with the Principal on all decisions that affect teaching and learning in the school. This includes such things as curriculum, assessment, use of data, school schedule, parent outreach, discipline policies and procedures, and individual plans for students. It is anticipated that the Principal and founding staff will develop the guidelines and procedures for the Council prior to the opening of the school.

As discussed above, parents provide crucial input into a school. There will be two parent seats on the Board of Directors. The school will also establish a Parent Advisory Council, open to all parents. This Council will be consulted regularly by school staff on issues including curriculum, student services, parent and family events, school-home communication, and school schedule and calendar. It is anticipated that school staff and enrolled parents will develop the guidelines and procedures for the Council prior to the opening of the school.

Students will also be provided an opportunity to share their voice in school decision-making. In the early years of the school, when students are all very young, the Board will provide opportunities for students to present on various topics to the Board. As the school grows, and as the learning community evolves, we anticipate developing a Student Advisory Council which, much like the Teacher Leadership Council and Parent Advisory Council, will provide insight and guidance on school decisions. We will also consider the possibility of creating a student seat on the Board of Directors, if deemed appropriate by school leadership.

3. Finance

a. Anticipated Sources of Funds

The planning for the Inspired Teaching Demonstration PCS has been completed so that expenses related to operating the school rely on almost exclusively on local and federal public funding available to charter schools. We have planned conservatively throughout the budgeting process to ensure adequate funding to meet the school's mission.

The budget assumes an opening year with 152 students, PreSchool through grade 3. Local funding sources include:

- Per pupil allotment and the facilities allowance. We have assumed a small increase in the per pupil allotment each year to match our proposed salary increases; should the per pupil not increase, it is likely salaries will also not increase. We have also adjusted the

per pupil to accurately reflect the ages of students (i.e. additional funds for 3 and 4 year olds).
- Supplements for special education and LEP/NEP students. We have estimated that approximately 15% of our population will be special education students, a percentage that is in line with DC averages.

Federal funding sources include:
- Title V(b) funding in years one and two
- NCLB funding, Title I funding
- Federal lunch program supplement

Bank Line of Credit:
In order to protect against likely cash flow imbalance due to re-payment schedule from federal grants (i.e. Title Vb), we will secure a $100,000 line of credit from our bank as soon as possible after receiving the charter.

The table below explains anticipated sources of funds for the planning year and the first five years of operation; additional budget details can be found in *Section F*:

	Planning yr, 10-11	SY 11 12	SY 12 13	SY 13 14	SY 14 15	SY 15 16
Drivers						
Students		152	196	240	288	336
REVENUE						
Per Pupil						
Per Pupil allotment		$1,591,474	$2,100,709	$2,639,067	$3,195,302	$3,782,535
Facilities		$425,600	$548,800	$672,000	$806,400	$940,800
SpEd		$142,749	$197,703	$253,259	$314,615	$376,700
LEP/NEP		$28,227	$37,381	$51,336	$61,689	$72,617
TOTAL PER PUPIL		$2,188,049	$2,884,593	$3,615,662	$4,378,005	$5,172,652
Other Public Revenue						
NCLB/Title I funds		$82,800	$107,532	$152,770	$204,558	$259,317
Title Vb Planning grants	$190,000	$260,000	$260,000			
National school lunch program		$71,087	$94,415	$119,079	$147,181	$176,863
TOTAL OTHER PUBLIC	$190,000	$413,887	$461,947	$271,848	$351,740	$436,180
PRIVATE REVENUE						
Meals		$47,473	$63,051	$79,522	$98,289	$118,111
TOTAL PRIVATE REVENUE		$47,473	$63,051	$79,522	$98,289	$118,111
TOTAL	**$190,000**	**$2,649,409**	**$3,409,591**	**$3,967,032**	**$4,828,034**	**$5,726,943**

REVENUE						

Grants and Loans
As soon as our charter is granted, we intend to apply for the Title Vb planning grant. We will apply for additional grants and entitlements (NCLB) for Year One and beyond at the appropriate times and in a timely fashion.

Contingency Planning
Center for Inspired Teaching, as a successful non-profit, is familiar with the processes and contingencies necessary when funding is dependent on outside sources. Should our income projections change dramatically due to a lower than expected per pupil allocation, or should the per pupil payment be delayed, we will consider the following contingency options:

- Staffing model: We will examine the staffing model to determine if filling certain positions can be delayed (if funds are delayed) or if positions can be eliminated (if funding is lower). First priority will be to keep core instructional staff intact, so we would look to non-teaching staff first: office manager, counselor, specials/resource teachers.
- Classroom composition: We will examine our enrollment levels to determine if class size can be adjusted, or if classroom groupings can be arranged to maximize every classroom. This would likely allow us to have fewer teaching staff.
- Financing: We anticipate having a strong relationship with a local bank, and will work with them to establish a line of credit. This option is possible if there is a delay in receiving the funds and would not likely be considered if the funds were simply lower.
- Contingency fund: During the planning year, we aim to establish a reserve fund for the school from Center for Inspired Teaching's current private donor base and from outreach to potential new donors. This will be invested wisely in hopes of providing a "cushion" for the school.
- Line of Credit: Immediately upon receiving a charter, we will secure a $100,000 line of credit from our bank to cover any cash flow imbalance.

Five-Year Financial Goals and Objectives
The current five-year projected budget includes hiring additional staff each year to meet student enrollment, anticipated student needs (i.e. special education staff, social worker), expanded educational programming (i.e. additional special subject teachers), and additional demands on financial and operational management (i.e. Chief Operating Officer). It also includes moving into a permanent space in Year Four. These additional expenses are met through the local and federal public funding sources for charter schools.

As discussed below (*Planned Fundraising Efforts)*, we will engage in additional fundraising in anticipation of building a reserve and planning a capital campaign to purchase and renovate and/or construct our permanent location.

b. Planned Fundraising Efforts

The Inspired Teaching Demonstration PCS will have a yearly fundraising goal to supplement our operating budget with personnel and materials beyond those which we have carefully planned to cover with our per pupil allowance. Our main fundraising goals include building up the school's financial reserve, additional specialty teachers, afterschool programming, and a capital campaign to cover building improvement costs as well as the eventual purchase of a building.

Center for Inspired Teaching has a long-standing relationship with many local and national foundations and individual philanthropists. The school will draw upon these strong relationships and understanding of the Inspired Teaching philosophy in reaching out to the same foundations and individuals, as well as developing new relationships with foundations and individuals who have a particular interest in charter schools.

Pre-Opening Period
We have already applied for and received initial planning money from the Walton Foundation that has allowed us to hire school design and financial planning consultants, including GoldStar, LLC. If granted a charter, our founding group will immediately apply for the Title V(b) funding of $190,000 as well as the Walton Family Foundation Charter School Startup grant of $250,000. This funding will provide the necessary resources during our planning year, including hiring the Executive Director and the Principal.

Both the Founding Group and the Advisory Board have members with significant records of fundraising success. We will rely on this group to continue fundraising and strategically identifying the best prospects for significant funding during the pre-opening year. They will work in concert with the Executive Director of the school once that position is filled, as well as the school's Board of Directors.

Year One and beyond
The school's Board of Directors, working closely with the school's Executive Director will have the primary responsibility of ensuring adequate resources for the school as it opens and continues operations. The Board will develop a fundraising strategy, including setting goals and developing a list of targeted donors (government, foundation, corporate, and individual); the Board and Executive Director will implement the plan jointly.

Examples of High-Potential Foundation Funding sources:

- Walton Family Foundation
- Morris and Gwendolyn Cafritz Foundation
- Eugene and Agnes Meyer Foundation
- Symantec Foundation
- William G. McGowan Foundation
- Cisco Foundation
- Hattie M. Strong Foundation
- Lois and Richard England Foundation
- Annie E. Casey Foundation
- Mott Foundation
- Kimsey Foundation
- Lumina Foundation
- World Bank
- CityBridge Foundation
- Tiger Woods Foundation

Examples of Federal Funding sources:

- Innovation/Stimulus Funding
- Charter School Planning Grants
- Social Innovation Fund

Individual Giving
Through 14 years of fundraising, Center for Inspired Teaching has a database of over 800 active donors, many of whom have expressed an interest in supporting the school. If the charter is granted, the founding group will begin drawing on these connections as well as

reaching out to new funders who have expressed interest in charter school funding in DC and nationally.

Pro-Bono Work and In-Kind Giving
The Inspired Teaching Demonstration School is fortunate to have the pro-bono services of DLA Piper Worldwide for all of our legal services. Kern and Levine, LLC has agreed to provide pro-bono counsel on real estate matters as we search for the best home for the school. Both the Founding Group and Advisory Board will continue to give significant time and talent as the school is getting up and running (in curriculum, education, operations, fundraising, communication, etc.)

c. Financial Management and Accounting

Segregation of funds from Center for Inspired Teaching
The financial resources of the Inspired Teaching Demonstration PCS will be entirely segregated from Center for Inspired Teaching, with a clear firewall between the two organization's finances and resources. The school will maintain its own 501(c)(3), its own bank account(s), its own accounting and bookkeeping records and software, and its own business staff.

Financial Management and Internal Accounting Procedures
The school's financial management and internal accounting procedures will be designed to ensure fiscal control and accountability and will be maintained in accordance with generally accepted accounting principles (GAAP) as defined by the American Institute of Certified Public Accountants. We have already benefitted from the advice of Fran Goldman of Frango Financial, LLC and Josh Marks at GoldStar, LLC in developing initial financial management and accounting procedures.

An early task of the Board of Directors will be to create the school's Fiscal Policy Manual to ensure accountability of all financial transactions and to ensure the school's financial health. Using the Public Charter School Board's Fiscal Policy Handbook as a guide, the Fiscal Policy Manual will lay out the framework and policies for financial management within the school, including the processes for regular review of financial documents, monthly bank reconciliations, the appropriate recording of funds (restricted or unrestricted), creation of the annual budget, billing and collections, and internal controls over the flow of income and expenses. All policies and procedures will be designed to ensure segregation of duties, clear authorization and approval procedures, regular reconciliation and review of the school's finances, and high ethical standards. Financial reports, including profit & loss statements, balance sheets, and statements of cash flow, will be prepared on a monthly basis.

Examples of policies the Manual will likely include are:
- Procedures and timeline for the development of the school's annual budget. The Executive Director, with input from the Principal, will have the ultimate responsibility of preparing the proposed budget. The Board of Directors will have the responsibility of approving it.
- Procedures for check authorization, preparation, signatures, and disbursement. The Executive Director will be the primary designee to sign checks; checks greater than $5,000 will require an additional signature.

- Procedures for handling incoming funds and recording revenue. The Administrative Assistant/Office Manager will open and record all income into accounting software. The Executive Director will be responsible for preparing deposits.
- Procedures for written contracts and procurement, including purchases under $25,000 and $25,000 and over, following PCSB guidelines.
- Procedures for authorizing expenses and reimbursements, including appropriate forms for authorizing signatures and expense code categories.
- Establishment of guidelines for maintaining financial files, receipts, and records.
- Policies for monthly bank reconciliation.
- Ongoing review of cash flow.

At this time, we are considering contracting with GoldStar, LLC, a business management services provider to provide significant financial oversight and accounting support. GoldStar will likely support the preparation of the annual budget and statement of cash flows, monthly reporting on budget to actual, cash flow, and accounts payable and receivable. GoldStar will also assist with the preparation of financial reports to the Board of Directors, grant budgeting and reporting, and facility financing. GoldStar will work closely with the Administrative Assistant/Office Manager and Executive Director to provide weekly bookkeeping services including bill payment, payroll, bank reconciliations, and general banking services.

We understand that adequate cash flow that can be difficult due to the quarterly distribution of the per pupil allowance. To mitigate possible cash flow issues, we expect to develop a cash reserve prior to opening and to develop a revolving line or credit from our banker. We will also seek to negotiate our schedule of payments with vendors so that they are in line with our cash flow projections. Because we will have a monthly review of cash flow, we believe we will be able to anticipate and correct any cash flow imbalances.

d. Civil Liability and Insurance

The Inspired Teaching Demonstration PCS will obtain an insurance policy that meets or exceeds the minimum recommended by the DC Public Charter School Board. A final policy will be determined once we have our facility and greater detail on staffing and requirements from our Board of Directors. At a minimum, we will maintain coverage at the following levels:

General liability	$1,000,000 per occurrence; $2,000,000 aggregate
Director and Officers Liability	$1,000,000
Educators Legal Liability	$1,000,000
Umbrella Coverage	$3,000,000
Property/Lease Insurance	100 percent of replacement cost
Boiler and Machinery Insurance	$1,000,000
Auto Liability Insurance	$1,000,000
Workers compensation	As required by law

e. Provision for Audit

On an annual basis, and in accordance with the school's bylaws, the Board of Directors will engage an external auditing firm to conduct a full audit of the Inspired Teaching Demonstration PCS's finances. The audit will be completed by an independent certified public accountant in accordance with government auditing standards and in accordance

with Generally Accepted Government Auditing Standards and DC Public Charter School Board's audit policies; the firm will be chosen from the Charter School Board's list of approved auditors. The School will provide all financial information and data to the auditor in order to complete the audit in a timely fashion. Upon the completion of the audit, a copy will be submitted to the DC Public Charter School Board in accordance with published deadlines. The audit expenses set forth in the budget are based on actual audit expenses incurred by other DC charter schools.

4. Facilities

a. Identification of a Site

The Inspired Teaching Demonstration PCS intends to be centrally located so that it is accessible to students from all across the city. Recognizing that securing a facility is often a very difficult task, we will remain open to varying location possibilities that will meet our budget and facility needs.

We anticipate leasing a temporary space for 3 years, and then moving to a permanent site. This will help keep facility costs in line with student enrollment. We are exploring incubator space through Building Hope which would allow us to conserve resources in preparation for purchasing or constructing a permanent site. Upon finding a permanent site, which, in year 4, would still be much larger than needed, we anticipate leasing surplus space to another charter school or organization that would complement our mission.

For our temporary site, we are looking for a space that can accommodate up to 240 students, our projected enrollment for year 3. We have estimated needing a minimum of approximately 100 square feet per student (to account for classroom space, hallways, and common space), and are therefore looking for space that is approximately 24,000 square feet. Minimum space for Year 1 is 15,200 square feet. In identifying a space, we will also look for accessibility to public transportation, sufficient common space and meeting space for students and staff, minimal renovation needs, and appropriate access to outdoor space and play areas.

To begin the search for a facility (both temporary and permanent), we are engaged in the following:

Incubator space

- We are working with Building Hope, which has committed to exploring current incubator sites with Inspired Teaching. If existing incubator sites are not available, Building Hope will explore other facility options with us. A letter of support from Building Hope is attached in *Section L.*

Co-location or sublet

- We have begun conversations with existing charter schools that may be moving out of their temporary space in the future, or that may have extra space to sublet, such as Capital City PCS.

Commercial temporary and/or permanent space

- We have met several times with Josh Kern of Kern Levine, LLC to contract for real estate services. He has extensive experience in both finding space and financing purchase/renovation as the founder of Thurgood Marshall Academy, PCS.

- We have met with several real estate brokers, including Jones Lang LaSalle and begun to learn about the landscape for charter schools (including searches of vacant DC buildings).
- We have visited one site (at 1711 Florida Ave., NW) with Rick Gersten, a Washington, DC commercial real estate broker, owner, and developer.
- We have reached out to the Corcoran who purchased a building in Southwest DC (Half and I Sts, SW) to see if they have excess space they would be willing to lease.
- We have had initial meetings with DC Government employees, Nina Albert and Cory Lee, who work with city real estate properties.
- We have had initial conversations with Jane Shister of Cassidy and Pinker about a facility that is being vacated by another charter school near 7th and M in Southeast DC.
- We have consulted Jeff Keitelman, at DLA Piper, who specializes in Real Estate transactions. He will advise us on a pro-bono basis in this process – as well as keep us informed of relevant transactions.
- We have had initial conversations with Susan Pepper, a commercial broker with Grubb & Ellis, who has expressed interest in working with us.

Timeline
We anticipate three possible timeframes for finding and securing our initial facility, depending on the available incubator spaces.

In the first scenario, upon receiving our charter, we will immediately speak with Tom Porter at Building Hope and determine if an existing incubator site is available and meets our needs. Should this be the case, we hope to have a site secured and lease signed by spring or early summer 2010.

In the second scenario, should an existing incubator site not work out, we will continue to work with Building Hope to find a new incubator site through DCPS or co-location. This process will be facilitated by Building Hope, but the timeline will be driven largely by the Mayor's office. However, based on Building Hope's previous experiences, we anticipate we would be able to identify a site by April 2011, obtain site control in June, and complete renovation and move in by August 2011.

In a third scenario, we will need to lease a commercial space. As noted above, we have already begun to explore relationships and sites that would fall into this scenario to ensure all our options remain open. We will continue these efforts throughout the application review period. The following timeline will guide this process:

Site search:	Ongoing
Site Selection:	January 2011
Lease negation and finalization:	February 2011
Architectural design & renovation:	March – June 2011
Completion of renovation:	June 2011
Occupancy:	July 2011

b. Site Renovation
We hope to identify a temporary site that requires us to do little to no renovation, such as an incubator site through Building Hope. We have, however, budgeted funds for minimal

renovations for our first 3 years. Before signing any lease, we will of course ensure that the building is in compliance with all building and safety codes.

For our permanent site, we anticipate contracting with an architect and general contractor to design and complete site renovation, and will select contractors in compliance with the applicable requirements for competitive procurements under the DC School Reform Act and requirements from the PCSB. We will ensure that all renovations will bring the facility into compliance with all building, zoning, and safety codes.

c. Financing Plans for Facilities

We anticipate leasing a facility in the first 3 years, with the ultimate goal of purchasing or constructing our permanent site to begin using in year 4. Our projected budget for the first 3 years includes rental space using the public funds available to the school. We will take the following steps in order to secure the funding needing to take on the lease prior to the release of the first per pupil and facilities allotments:

- Roll the renovation and space preparation costs into the lease
- Secure a line of credit from our bank to be repaid immediately upon receipt of the per pupil and facilities allotments.
- Raise additional funds in the funding year from private sources.

Center for Inspired Teaching, the partner organization starting the Inspired Teaching Demonstration PCS, has a strong track record of financial management and maintains strong credit with several banking institutions. We anticipate this history to serve as an asset in securing financing for the school.

d. Building Maintenance

Our first choice for building maintenance is to negotiate a lease such that building maintenance is included in the monthly rent. If this is not possible, we intend to hire custodial services to clean the facility daily and to be present for special events, as needed. In either case, our budget projections include maintenance costs. The Board's Facilities Committee will keep and maintain a checklist of tasks and inspections to ensure that applicable codes and standards are met.

5. Recruiting and Marketing

a. Outreach for the Community

We plan to publicize the Inspired Teaching Demonstration PCS to a wide audience within the Washington, DC community. Not only do we need to publicize the school for recruitment purposes, but we intend for the school to be a model of best practices in educating children and training teachers. Therefore, we will be engaged in a constant process of active and ongoing outreach to the community to visit our school.

Initially, the following types of activities will be used to publicize our school – designed to reach community members through various means of communication: face-to-face, print, radio, and the web:

Information Sessions open to the public: We intend to schedule a series of Open House Information sessions for parents and community members to learn about the school. We will make a short presentation about the school's mission and goals, and have staff

available to answer questions. These will take place in targeted locations, and make use of community partners and organizations such as local non-profits, libraries, churches, and child care centers. At each of these events we will collect contact information so that we can keep community members updated on the school's progress.

Meetings with community leaders and community organizations: We have begun to meet with key individuals and organizations who can help with our outreach efforts to share our plans for the school and gain their input and feedback into how best to integrate our school into their community. This includes meetings with Council members, non-profit organizations providing services to families and children, neighborhood ANCs, church leaders, and other community groups with ties to various neighborhoods. See chart below for specific details on connections to the community and *Section L* for letters of support.

Flyers and brochures: We will create a short flyer and brochure to share with the community. We will post these at libraries, churches, grocery stores, markets, and community centers. These flyers will have basic information about the school, as well as contact information so that we can be contacted with questions.

Media outreach: Our school will be publicized through its website, which will be made available on all print and media materials. In addition, Inspired Teaching has an extensive online network of teachers, parents, and community members. We will spread the word about the school through our list serves, Facebook, and Twitter. We also intend to explore television and radio advertising and public service announcements.

Word of mouth: Over the years, Inspired Teaching has grown largely through word of mouth recommendation. Teachers, families, and those who work in education all over the city have become familiar with our work, our philosophy of teaching, and our dedication to excellence in schools. We anticipate that this network of allies will be of great assistance in publicizing our school.

Once we are settled in a community and have built strong relationships with various organizations and community leaders, we intend to ensure that at least one member of our Board of Directors is from the neighborhood in which we are located. This will ensure a regular voice for those in the immediate neighborhood of the school and open channels of communication.

Inspired Teaching has relationships with the following community organizations which will be of great help in our outreach efforts. We have already received letters of support (select letters are in *Section L*) from those organizations marked with an asterisk.

Organization	**Key Contacts**	**Benefit to our school's community outreach**
Teaching for Change/Tellin' Stories Project*	Deborah Menkart and Jill Wiler	Strong network to parents and families across the city
New Community for Children*	Reverend Jim Dickerson	Strong network to parents and families across the city
For Love of Children*	Tim Payne, Mike Young	Strong network to parents and families across the city
Live It Learn it*	Matthew Wheelock	Connection to schools and communities throughout Washington, DC

Serve DC*	Natalie Wasserman	Connection to Mayor's office and volunteer organizations throughout the city
DC Youth Investment Trust Corporation	Ellen London	Connection to after school programs
After School Alliance*	Jodi Grant	Connection to after school providers throughout the city
Georgetown Center on Social Justice	Jane Kirchner	Network to faith communities in DC
Downtown Cluster of Congregations	Terry Lynch	Network of faith communities in DC
Anacostia Coordinating Council	Philip Pannell	Connection to local leaders and organizations throughout Ward 8 and Congress Heights
DC City Council*	Kwame Brown, Mary Cheh, Michael Brown, Jack Evans, David Catania, Harry Thomas	Connection to local communities and stakeholders

A resource to the community

The Inspired Teaching Demonstration PCS will be a resource to both the immediate community in which it is located and to the broader Washington, DC community and its public schools. One of our goals is for the school to be a positive, peaceful place of learning that enhances the community it serves.

For the immediate neighborhood community, the school will serve as a gathering place to celebrate children, explore the possibilities of excellent schools, and build an expanded community of learners:

Student Exhibition and Performances: Neighbors and community members will be invited to student exhibitions and performances in celebration of their accomplishments. Because students will be required to present their work to the community, it will be important for individuals other than those already in the school to be present at these presentations.

Volunteer opportunities: We anticipate inviting community members to volunteer on a regular basis in our school. These opportunities will likely include reading to students, serving as tutors/mentors, providing office support, and assisting at special school events.

Meeting space: We intend to make space in our school available for community organizations to hold meeting and special events.

After school and out-of-school programs: We intend to make the school a site for after school programs and out-of-school programs (for children and adults), including those who do not attend our school.

For the larger DC community, our school will be training teachers who will teach in schools across Washington, DC. The Inspired Teaching Fellows will be well-trained in effective teaching methods, and upon receiving their certification, will secure full-time teaching

positions in Washington, DC public and public charter schools – improving education for children throughout the city. In addition, experienced educators teaching throughout the city will regularly visit the school when they are participating in professional development courses offered by Center for Inspired Teaching. These experienced teachers will learn new methods and strategies for reaching every child, and take that knowledge back to their students and their peers across the city.

b. Recruitment of Students

The recruitment of students requires a comprehensive and well-thought out plan in order to ensure adequate enrollment. The first step is develop a succinct, clear marketing message that clearly defines the mission and goals of our school, defining how and why the Inspired Teaching Demonstration PCS is a good choice for parents. While some DC public and public charter schools have begun to show improvements for students, there is continued evidence of dissatisfaction with the schooling options in Washington, DC. Inspired Teaching's network of teachers and families is evidence that a demand for this kind of school exists.

Using Inspired Teaching's broad network, as well as our experiences recruiting teachers and students to our existing programs over the last 14 years, our initial recruiting plan includes the following activities:

Recruitment and information sessions: We have learned that the best way to recruit parents and students is to have the opportunity to speak with them directly. We will schedule and advertise information sessions throughout the community, to take place in locations easily accessible and already familiar to families such as libraries, churches, and community centers. These sessions will provide clear information about the mission, goals, and philosophy of the school, as well as the enrollment and lottery processes. We will have information available in both English and Spanish, and staff will be available to answer questions.

Presentations at community meetings through partnerships with community organizations: Another important access point to parents and families is through the networks they already know and trust. As such, we will develop relationships with community organizations and service providers so that we can present to their constituencies during their regularly scheduled meetings and events. Targeted groups include: Advisory Neighborhood Commissions; churches and synagogues; Boys and Girls Clubs; after-school programs and providers; and social service providers (health care, housing, etc.). These groups will likely be particularly important as we are working to recruit 1st, 2nd, and 3rd graders who will already be enrolled elsewhere, and whose parents may be less likely to attend an information session on a new school. We will have information available in both English and Spanish, and staff will be available to answer questions.

Charter School allies: Inspired Teaching intends to work closely with the few existing schools that offer a curriculum similar to that we intend to offer, but who currently cannot meet the demand: Capital City PCS (letter of support in *Section L*), Two Rivers PCS, and E.L. Haynes PCS. We believe our school will be attractive to those families who are unable to gain admission to these schools.

Door-to-door canvassing: Once we narrow down possible school sites, we will begin a process of going door-to-door in targeted neighborhoods to share information about the school. Ideally we will have identified community members who will join us in these efforts.

Website and list serves: The school will have its own website and application materials will be available on-line. Using our email networks and community list serves, we will share our recruitment materials with a wide audience. Specific efforts will target the neighborhood list serves where our school is located, as well as larger parent list serve groups such as MOTH (Moms on the Hill) and DC Urban Moms. These efforts can be of particular help in recruiting older students who are already enrolled elsewhere.

Charter School recruitment fairs: We intend to have an information booth at the DC Charter School recruitment fairs.

Day care centers: Because we will be recruiting 3 and 4 year olds, we will work with area day care centers to share information with families about our school. Flyers will be made available to hand out to families at day care centers, and we will work to schedule information sessions at specific day care centers.

Media and Print: We will explore all possibilities of mass outreach through media and print sources. In order to reach the entire city, we will look into radio and television advertising and public service announcements and advertisements on Metro and MetroBus. We also plan to make flyer and/or postcards that can be posted in libraries, stores, churches and other public spaces.

Word of Mouth: As mentioned above in community outreach, we believe our strong and existing network of teachers will be an invaluable recruitment tool. We have relationships with teachers across they city – teacher who know many, many families and children – and we believe they will connect with families who need a different opportunity for their children. Our relationships with existing community organizations (as discussed above), will also connect us with large numbers of families who may be looking for something new and better for their children.

The members of our founding group have joined the group with the explicit understanding that student recruitment is a significant part of their responsibility as founding group members. Therefore, they will be the key implementers of our recruitment strategy. This is particularly crucial for the parents of potential students on our founding group who will have the most compelling case to make to other parents. All founding group members, and the parents in particular, will use their relationships and networks in the community to set up information sessions across the city; make the presentations at meetings; work to build new allies and networks on behalf of the school; and prepare and disseminate recruitment materials.

Reaching a broad group of parents and students, including students who are homeless or wards of the state

Our recruitment and marketing materials will focus on the belief that school can provide so much more for children – and that school can and should be a place where children find joy and thrive. We believe a powerful message such as this will cause parents to reconsider how their current school is meeting their children's needs.

This message will reach a broad group of parents through several of the recruitment strategies listed above which are designed to reach out and connect with families who do not initially come to us. These include advertising the general information sessions widely; presenting at meetings and events of community organizations; posting information on list serves; and advertising to a broad audience through media and print.

Outreach to community organizations will also include speaking with and providing information to social service agencies and homeless shelters, as well as those organizations (such as For Love of Children and Hope and Home) that specifically work with children who are homeless.

Recruitment, Enrollment, and Lottery procedures
Should applications exceed spaces available, a public lottery will be held. We will collect applications up to the application deadline, at which time we will determine if a lottery is necessary. All families will be notified that a lottery will occur and of the lottery's date and time (see section C.1.a, *Timetable for Registering and Admitting*). Immediately following the lottery, families being offered enrollment will be notified and will be required to return an Intent to Enroll form, as well as important demographic and educational information. Families not selected through the lottery will be notified that they are on the school's wait list.

Timeline

Now through August	Connect with local organizations and networks to build interest and create partnerships for recruitment
June-July	Develop and print recruitment materials
Complete Student Application	September 2010
Present at community organizations, churches, etc.	September – February 2011
Information sessions, print and radio advertising, community outreach	September – March 2011
Engage partners in widely disseminating application and recruitment materials	October - March 2011
Applications accepted	December – March 25, 2011
Application deadline	March 25, 2011

Sibling Enrollment
Siblings will complete an application on the same timeframe as other applicants. The application will include a section to indicate siblings already attending the school, and siblings will be given a preference for enrollment. Once siblings have been placed, all others will be admitted or placed in the lottery.

Ensuring Adequate Enrollment
Our school will offer the opportunity for students to experience more than what the average school provides: students will excel in traditional academic subjects; students will use imagination and inquiry to build their critical thinking; *and* the school will be a place where students thrive and are joyful academically, socially, and emotionally. We believe our aggressive recruitment strategy, discussed above, will help us to ensure adequate

enrollment, and because we will be recruiting widely and broadly, we do not anticipate all students coming from schools near to our location.

In the case of significant under-enrollment, we will first need to analyze the grade levels in which we are under-enrolled; we recognize that recruitment for grades 1-3 are likely to be the most challenging. Depending on where the gaps are, we can organize classrooms into multi-age groupings in order to have full classrooms and reduce faculty. Our philosophy and curriculum are easily applicable to multi-age groups of students, and therefore the curriculum and academic goals will not be compromised with such an arrangement.

c. Future Expansion and Improvements

We plan to open our school PreSchool – grade 3, and expand upward to eighth grade. The table below shows our enrollment targets for the first five years; we anticipate achieving full enrollment in ten years.

	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
PreSchool	40	40	40	40	40
PreK	20	40	40	40	40
K	20	20	40	40	40
1	24	24	24	48	48
2	24	24	24	24	48
3	24	24	24	24	24
4		24	24	24	24
5			24	24	24
6				24	24
7					24
8					
# of SpEd	21	28	35	42	49
# of ELL	7	9	12	14	16
TOTAL	152	196	240	288	336

We intend to spend our first 3 years in a temporary facility (see Section 4.a. *Identification of a Site,* on current research into location), planning to move to a permanent location in year 4. Immediately upon receiving a charter, we will begin plans for a capital campaign to locate, secure, and build and/or renovate a permanent location.

Our staffing model includes the cultivation of our own teachers. The Inspired Teaching Fellows who will train at our school will be prime candidates to fill new teaching positions as the school grows. Fellows will be well-trained and fully steeped in our teaching philosophy, approach, and curriculum. In addition, Inspired Teaching will continue to offer programs to experienced teachers throughout the DC area. These teachers may also become candidates to fill new teaching positions each year.

C. PLAN OF OPERATION

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Below is the calendar for registering and enrolling students:

Recruitment, Selection, and Enrollment Calendar	
Development of Student Application	August – October 2010
Implementation of Recruitment plan and Dissemination of applications (including required family information sessions)	November 2010 – March 25, 2011
Application deadline	March 25, 2011
Lottery date, if needed	April 6, 2011
Notification of families	April 8, 2011
Intent to Enroll deadline	May 6, 2011
Collect verifications of DC Residency and any additional information related to student educational needs	Begin immediately upon enrollment, April 2011
Family Orientation	July/August 2011
First Day of School	August 22, 2011

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

Enrollment

Any student of appropriate age/grade level who is a resident of the District of Columbia is eligible to enroll in the Inspired Teaching Demonstration PCS. The only limitation is the number of spaces available at each grade level. No child will be discriminated against because of aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, or on any other basis prohibited by law. Should spaces exist after all DC residents have been enrolled, non-residents will be required to pay tuition at the level established by OSSE and to follow the same enrollment process as residents.

Students wishing to enroll will be required to complete an application and to attend a one-on-one or small group informational meeting session during the enrollment process. Upon acceptance and the return of the Intent to Enroll form, families will attend a Family Orientation during which they will complete all required documentation for enrollment, and during which families and school personnel can communicate fully with each other about their commitment to the student's success at the school. The school will require proof of DC Residency and student immunization records; where an Individual Education Plan (IEP) already exists, the school will ask for a copy for the student's records. This process represents an entirely open enrollment process and no information gathered will be used to differentiate between applicants.

Withdrawal
Students may withdraw at any time. School staff will make every effort to engage the family in a formal withdrawal process that will include an exit interview with the Principal and a written survey so that school staff can gather important information that will help the school moving forward. Feedback will be collected and analyzed for any significant trends that can be addressed by school leadership.

Discipline policies, including Suspension and Expulsion
As outlined in the Education Plan, the Inspired Teaching Demonstration PCS will embrace a relationship-based and asset-based approach to discipline that relies on and builds students' intrinsic motivation and self-discipline. Relationship-based discipline is a student-centered approach that depends on teacher-student collaboration to maintain a safe, positive learning environment. In such an environment, students behave not because they are afraid of punishment or because they seek a reward, but because they know they are valued members of the classroom community. We intend to draw on the resources of Safer Saner Schools and the International Institute for Restorative Practices which support teachers and schools with best practices in helping students take responsibility for their actions and repair any damage they have caused.

School-wide expectations will be established by the school faculty, and students will engage in a deep and specific exploration of these expectations in developmentally appropriate ways – both in their classrooms and as a whole school community. These expectations will be widely distributed to students and families as part of the Student and Family Handbooks. Revisions based on student input will be made once the school year begins. These will be the first steps in ensuring a strong, open, and democratic community in which all expectations are fully understood by the student and adults.

It is understood, however, that circumstances will arise in which students do not meet expectations for behavior. In most classroom situations, it is expected that teachers will have processes in place to handle discipline challenges. Teachers may use the following kinds of strategies in the classroom:

- Simple noticing of the behavior and redirection of the student through non-verbal cues (i.e. eye contact, proximity) or verbal redirection
- One-on-one conversation with the student
- "Problem Solving Corner" or "Peace Pillow" where conflict resolution strategies are facilitated
- Conversation and problem solving with parents

However, when student behavior is physically or emotionally harmful to others or the school community or has a negative impact on the health and well being of others, school administration and families will become involved. Interventions will include some or all of the following, with a strong emphasis on the use of conflict resolution strategies within each context:

- Conversation and problem solving with parents – via phone call or in-person conference
- Individual contracts or plans for changed behavior
- "You broke it, you fix it" rule: students determine how they can "fix" whatever they have broken. This may include a wide range of possibilities such as an apology,

community service back to the school, writing a letter, replacing a broken or damaged piece of furniture, etc.

We believe that suspension and expulsion of students is rarely a solution to a student's discipline problems. Suspension and expulsion remove a student from the learning community, thereby preventing that student from repairing damaged relationships and from engaging in the learning process. Therefore, we are committed to using every means necessary to keeping students in school. However, in extreme cases, and when all other means have been exhausted, suspension and expulsion may be considered. The school will follow all guidelines under IDEA with regard to the potential suspension or expulsion of a student with an IEP or identified as in need of a review for an IEP.

Non-resident Enrollment
Once all DC residents who desire to attend have enrolled, any remaining spaces will be made available to non-DC residents. Non-residents will be required to pay tuition at the level established by OSSE and to follow the same enrollment process as residents.

Tuition will be charged as follows, as set forth in the District of Columbia Nonresident Tuition Act:

Grade	Yearly Rate	Half-Yearly Rate	Daily Rate
PreSchool	$11,987	$5,994	$67
PreKindergarten	$11,629	$5,815	$65
Grades 1-3	$8,945	$4,473	$50
Grades 4-5	$8,945	$4,473	$50
Grades 6-8	$9,214	$4,607	$51

2. Human Resource Information

a. Key Leadership Roles

Inspired Teaching has not yet identified and hired those who serve in the key leadership roles of the school. As soon as the charter is approved, Inspired Teaching will begin an extensive and rigorous hiring process to ensure the right persons are hired to fulfill these crucial roles.

In the interim, Center for Inspired Teaching's current Executive Director will serve in the role of Chief Administrative Officer for the school, with the primary responsibility of preparing all aspects for the school's opening in fall 2011, including establishing the Board of Directors, and overseeing the process of hiring the permanent Executive Director and Principal. Kate Keplinger, Center for Inspired Teaching's Deputy Director, will fulfill all responsibilities as the school's business officer, and Center for Julie Sweetland, Inspired Teaching's Director, Teaching & Learning and Research, will be serve as the school's curriculum leader. DLA Piper has agreed to continue to provide pro bono legal counsel. Resumes can be found in *Section G.*

b. Qualifications of School Staff

Standards, Qualifications, and Backgrounds of School Staff
We will have extremely high standards for hiring school staff. We will review applicants for the standards, qualities, and characteristics we have identified as necessary for successful employment at the school.

Standards are as follows:
For Teachers
Our standards for teachers will exceed No Child Left Behind requirements for Highly Qualified Teacher status in the District of Columbia. They include:

- Minimum of a Bachelor's degree (for middle school, preference for degree in academic subject to be taught).
- Proof of content and pedagogical expertise as demonstrated on the appropriate Praxis II (Content Knowledge) and Praxis II (Pedagogy) exams.
- 3 or more years of classroom teaching experience or equivalent relevant work with children will be preferred.

Teaching specialists, such as the Literacy Coordinator/Coach and Special Education Coordinator will be required to meet the above standards, as well as demonstrate expertise in their specific area. The Literacy Coordinator will be an expert in the field of reading, with academic training and practical experience in literacy instruction.

For Principal
Our standards for school administrators will include:

- Minimum of a Bachelor's degree
- 3-5 years experience as a classroom teacher with a track record of progressive, inquiry-based teaching
- 3-5 years experience as a principal in a progressive, inquiry-based school and leading a strong professional learning community or equivalent relevant work experience
- Successful completion of the School Leaders Licensure Assessment (SLLA)

For Executive Director
The Executive Director will need to demonstrate significant knowledge and experience in the fields of organizational leadership and management, business, finance, human resources, and communications. Qualifications will include:

- Demonstrated knowledge, degree, or work experience in management, accounting and finance; Masters of Business Administration will be preferred
- Significant experience in coalition building and community outreach
- Demonstrated commitment to progressive, inquiry-based teaching and learning
- Significant experience in building strong allies through media and public relations
- Successful track record of building relationships with and securing donations from a variety of public and private sources

For other School Staff
Standards for other school staff positions will depend on the specific position. For example, office support staff will be required to have experience in office management, database management, and administrative support, with a Bachelor's degree preferred.

In addition, for all positions, Inspired Teaching will look for evidence that applicants possess beliefs, skills, and accomplishments that predict the ability to ensure that all students achieve at high levels. To establish a true professional learning community, all adults in the building will be considered educators, as they will all interact regularly with students. As such, a firm belief and grounding in the philosophy and values of the school's mission is crucial for every employee. Using rubrics (sample attached in *Section L*) that allow multiple raters to reliably score candidates, selection teams will assess candidates on the following criteria:

- Willingness to embrace teaching the whole child
- Potential for leadership in and beyond the classroom
- Holistic, asset-based approach to problem solving
- Commitment to reflective practice
- Commitment to the teaching profession
- Fit with the school's organizational culture and mission

In addition to the criteria described above, the Principal and Master Teachers must be deeply committed to creating a school that not only provides an excellent education for the student, but that creates an open, trusting learning environment for the teachers. The teachers and principal must have a demonstrated ability to implement the school's philosophy of teaching and pedagogy – and be willing and able to share their experiences, ideas, and strategies with all colleagues.

Master Teachers must be skilled in teaching and supporting adults as well as children, as they will serve as Mentors to the Teaching Fellows. They must demonstrate a deep commitment to reflective practice, an ability to give and receive feedback openly and without defensiveness, and a desire to constantly question and improve their teaching practice.

We will also look for teachers who have significant experience in teaching reading and writing to students of all ages. Because it is highly likely that students will come to our school behind in literacy skills, it will be important for all educators in the school to have experience accelerating and supporting struggling readers and writers.

Finally, everyone on staff must have a strong ability to persevere in the face of ongoing challenges. Teaching anywhere – but even more so in an urban setting – is a demanding profession, regularly requiring one to go above and beyond, to solve problems quickly and in the moment, and to find the positive in difficult situations. We will look for these qualities in all of our staff.

Staff Recruitment Strategies

Staff recruitment for the school will utilize all the strengths of Inspired Teaching's communications department and a strong history of successful recruitment for programs over the past 14 years. Our recruitment strategy is intended to attract passionate, accomplished, achievement-oriented individuals who are committed to teaching and to the children of the District of Columbia.

Inspired Teaching has worked in-depth with hundreds of teachers in Washington, DC, many of whom have already expressed interest in serving as Master Teachers in our school. Through our relationships with the Coalition of Essential Schools and the Progressive Educators Network, we will have direct access to a pool of established, successful, and philosophically-aligned teachers. Further, through our relationships with Teach For America, DC Teaching Fellows, and colleges and universities nationwide, we will be able to identify and recruit teachers who are fairly early in their teaching careers, but who have a demonstrated record of success in the classroom. We will also employ a wide variety of media and outreach techniques, including print, radio, personal contact, and word-of-mouth strategies to attract applicants. In all of these efforts, Inspired Teaching will make every effort ensure that the applicant pool is diverse in terms of age, race, gender, and professional background.

We will have a strong and consistent hiring process by which we are able to recruit and hire candidates that meet the standards and qualities outlined above. For each position, a hiring committee will be identified comprising the position's supervisor, and at least two others who will have significant interaction with the position. The process will include the following:

- Written hiring process so all candidates go through the same rigorous screening process.
- Review of a resume and writing sample.
- Three interviews during which the candidate meets with at least three current employees.
- An assignment or 'test" that reflects the expected work for each positions – for teachers, this will likely include an observation of them teaching.
- Reference check with at least three professional references, with questions designed to find out new and additional information about the candidate.
- Extensive, national background check, including sex offender registry.

Background Checks

Employment at the Inspired Teaching Demonstration PCS will be contingent upon a clean background check. Inspired Teaching currently uses American Background to conduct extensive, national background checks on all staff prior to the beginning of their employment and the school will continue that practice. This check includes extensive searches of criminal and court records, as well as sex offender registries. Records of the background check will be kept in personnel files.

All volunteers at the school will be required to complete a DC Metropolitan criminal background check prior to their work in the school. Proof of the check will be kept on file at the school. If volunteers are likely to be left alone with children, they may be required to complete the same background check as employees.

c. Staffing Plan

As detailed in the following chart, the Inspired Teaching Demonstration PCS has developed a staffing plan that grows over time as the school's enrollment increases. The staffing plan includes hiring a Principal and Executive Director in the year prior to the school's opening, Master Teachers in the spring prior to opening, and all additional staff in July of our opening year.

Pre-Opening
The plan for staff includes hiring the permanent Executive Director and Principal as soon as possible. We intend to ensure significant time for them to lead academic and business preparations for the school's opening, including hiring staff, community outreach, financial management systems, and student recruitment. A minimum of three Master Teachers will be hired in April 2011 in order to allow them time to study and fully participate in final curricular decisions. It is expected that members of the Board of Directors and Center for Inspired Teaching will continue to provide significant support in these areas throughout the pre-opening year.

Opening Year
In July 2011, the remainder of the first year staff will begin. This includes the Special Education Coordinator, Literacy Specialist, Counselor, special subjects teachers, and the Administrative Assistant/Office Manager.

Years 2-5
As detailed below, additional instructional and support staff will be added as the school grows.

Teaching Fellows
The Inspired Teaching Fellows will be selected by Center for Inspired Teaching in spring 2011. Once Master Teachers are hired, Fellows will be appropriately paired with the Master Teachers. During the summer prior to opening, Fellows will participate in many of the same planning and preparation activities as the Master Teachers, as well as in their teacher preparation coursework through Center for Inspired Teaching.

	Pre-Opening	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Academic Staff						
Master Teachers	1.5 *(3 teachers for 3 months)*	7	9	11	13	15
Teaching Fellows	0	7	9	11	13	15
Special Educ. Coord.	0	1	1	1	1	1
Literacy Specialist	0	.5	1	1	1	1
Special Educ. teachers	0	2	3	4	5	5
Special Subj. teachers	0	1	2	3	3	4
Administrative Staff						
Principal	1	1	1	1	1	1
Executive Director	1	1	1	1	1	1
Administrative Assistant	0	1	1	1	1	2
Business Manager	0	0	0	0	0	1
Wrap Around Staff						
Counselor	0	.5	1	1	1	1
Social Worker	0	0	0	1	1	1

TOTAL STAFF	3.5	22	29	36	41	48
TOTAL STUDENTS	0	152	196	240	288	336

A key component of the school's mission is to create a school led by a professional learning community of Master Teachers and Teaching Fellow Residents. Regular and ongoing collaboration and communication among all adults in the building will be crucial to ensure the needs and academic goals of all students are met.

As such, every classroom of 20-24 students will have a permanent Master Teacher and a Teaching Fellow Resident. The Master Teacher will serve as a primary mentor and coach for the Residents in his/her classroom, and the team will work together to ensure excellent instruction for every student in the classroom. They will engage in purposeful reflection on a daily basis, providing feedback and suggestions to each other, sharing observations of students, and planning together.

As outlined in the Education Plan's Professional Development section, all educators in the school will have significant and regular blocks of time to work collaboratively toward the goals of the school. Teachers will work together in grade level teams, as well as across grade levels, to maximize knowledge of the students and best teaching practices through Lesson Study/Inquiry Group, Kid Talk, Data Days, and daily collaborative meeting times. The Principal will serve a key role in ensuring that the schedule allows ample time for teacher learning and collaboration.

Specialists, the counselor and special subject teachers will be used for both in-classroom and pull-out services and support for students. Working closely with the Master Teachers, specialists and/or the counselor will determine the best support plan for students in need, and coordinate with the classroom teachers to provide those services directly, or to support the teachers in methods best suited for the student. Special subject teachers (i.e. art, library, music, and/or PE) will be expected to coordinate their instruction with curriculum in classrooms. They will be included as much as possible in collaborative professional development opportunities, though the scheduling of specialists and special subject teachers will also be utilized to provide time during the school day for Lesson Study/Inquiry group and other classroom teacher meetings.

The school will be steeped in the belief that every adult in the building is an educator for the students. Non-instructional support staff will be included, as much as the schedule allows, in staff meetings and conversations about progress toward the goals and mission of the school. Twice a year a whole staff retreat will be held to bring together all the adults and ensure focus on the school's mission – and to identify and support the work everyone must engage in to achieve the mission.

d. Employment Policies

An official Personnel Manual will be created in partnership with legal counsel and approved by the school's Board of Directors prior to hiring any employee of the school. School staff evaluation timelines, criteria, and rubrics will be developed prior to the opening of the school, with significant input from the Principal and teaching staff. Criteria are discussed above.

The policies outlined in the Personnel Manual will be based on the following principles:

1. Employees will be selected on the basis of skill, training ability, attitude, and character without discrimination with regard to race, color, religion, national origin or ancestry, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or veteran status.
2. Employee's wages, benefits, and working conditions will be reviewed continuously with the objective of providing optimum benefits in these areas, consistent with sound business practices and to be competitive in the charter school market.
3. All eligible employees will be provided with paid vacations and holidays.
4. Employees will have access to a range of fringe benefits which may include: participation in a retirement plan; access to medical, dental, and vision insurance; participation in a flexible spending account; parking; and access to Metro SmartBenefits, a pre-tax transportation expense plan.
5. The school will work to develop and support competent employees who understand and meet our objectives, and who accept with open minds the ideas, suggestions and constructive criticisms of fellow employees.
6. The school will respect individual rights and treat all employees with courtesy and consideration.
7. The school will provide a work environment that is attractive, comfortable, orderly, safe, and drug-free.

Hiring, Salaries, and Benefits

Once candidates have gone through the selection and hiring process outlined in section 2.b., they will sign one-year, at-will contracts. The school will offer salaries and benefits that are competitive with traditional DC public schools and DC charter schools for educators with the experience level we seek, as well as for the longer school day for teachers. As finances allow, we provide additional compensation for summer training and professional development. A condition of hiring will include a clean background check and verification of permission to work in the U.S. and accompanying documentation.

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he/she may request a two year leave of absence from DCPS, renewable for an unlimited number of two year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

Evaluations

Regular and ongoing feedback will be a hallmark of the Inspired Teaching Demonstration PCS. Teachers will be observed on a regular basis by the Principal and his/her colleagues in order to engage in frequent conversations about successes and challenges in the classroom. Professional development will be structured around the instructional issues faced by teachers throughout the school.

In addition to regular, non-evaluative feedback, once a year every employee will participate in a formal review process. The annual employee review will be structured as an opportunity for staff to reflect on their work and progress, as well for supervisors to evaluate employee performance. The annual performance evaluation will include a 360-degree review, with each employee receiving feedback from, and providing feedback to, supervisors, subordinates, and peers.

This thorough process allows the organization's leadership to identify areas where new staff is needed or where existing staff could benefit from professional development. The interactive, transparent process also contributes vitally to the organizational culture by ensuring that every member of the team feels valued and challenged. By maintaining high expectations while also providing support to meet those expectations, the school will attract and retain the sort of highly skilled, highly dedicated staff that is essential to a high impact school.

Executive Director Evaluation

The Board of Directors holds the responsibility of evaluating the Executive Director. The 360-degree review process allows for input into the Executive Director's evaluation from the Principal and from administrative and business support staff. The Executive Director Evaluation Rubric will be developed once the charter is approved. It will include evaluating performance on the following responsibilities:

- Nurture, support, and strengthen the school's mission
- Ensure an overall management culture of openness, collaboration, and high expectations in accordance with the school's mission and goals
- Communicate effectively with Board of Directors; provide input and relevant information to Board about the operations of the school
- Work closely with the Board of Directors and Principal to ensure adequate student enrollment
- Support the Board in ensuring adequate resources through aggressive fundraising, including community and corporate partnerships and in-kind donations
- Effectively communicate with parents/Parent Advisory Council and community stakeholders
- Engage in outreach to the local and national community to support and build the reputation of the school
- Effectively manage the school's budget and financial accounting systems
- Effectively ensure the school's compliance with the Charter School Board and all governing agencies
- Maintain the school facility effectively for instructional and non-instructional uses, and comply with all facility regulations
- Handle all public relations and marketing needs of the school
- Support the Principal in hiring and managing of faculty, as needed

Principal Evaluation

The Executive Director holds the responsibility of evaluating the Principal. The 360-degree review process allows for input into the Principal's evaluation from instructional staff. Drawing on the resources of the Council of Chief State School Officers and others, the principal evaluation will include the following responsibilities:

- Articulate and implement the school's vision and mission
- Build, lead, and sustain a professional learning community in accordance with the school's mission
- Serve as the instructional leader, providing guidance, support, and input to ensure high quality instruction, high student achievement, and full implementation of the academic program in alignment with the school's mission and goals

- Support teachers and allow them to contribute to the success of the professional learning community; collaborate with the Teacher Leadership Council
- Efficiently manage and run the day-to-day functions of the school and instructional program
- Oversee the collection and management of student data
- Collaborate effectively with and actively reach out to families and the community
- Collaborate and communicate effectively with the student body and Student Association
- Participate in outreach efforts to educate key constituencies about the school's philosophy, mission, and successes
- Work closely with the Board of Directors and Executive Director to ensure adequate student enrollment

Teacher Evaluation
The Principal holds the responsibility of evaluating school instructional staff. As with the Principal, the 360-degree review process will allow for input from colleagues, Teaching Fellows, and other school staff. Once the school has hired a Principal, it is expected that he/she, with input from teachers and the Board of Directors, will develop the final Teacher Evaluation rubric. It is anticipated that the school will draw on the same criteria used in the hiring process, as well as the work of the National Board for Professional Teaching Standards, Danielson's Framework for Teaching, The Council of Chief State Officers, and the National Council for Accreditation of Teacher Education in the creation of the Teacher Rubric, and will include the following kinds of criteria:

- Demonstration of deep, research-based understanding of how children learn, develop, and thrive.
- Demonstration of a thorough understanding of the subjects they teach.
- Ability to draw on an extensive repertoire of effective instructional strategies to ensure that students are engaged, challenged, and achieve at high levels.
- Consistent and effective differentiation of instruction and assessment for diverse learners.
- Creation of a positive and safe learning community within the classroom.
- Possession of the knowledge, skills, and professional dispositions necessary to sustain a career as a highly effective teacher and educational change-maker.

Employee termination
As stated above, all employees will serve under at-will contracts. Should it become clear that a person's employment must be terminated, the school will work with the employee as much as possible to make it an amicable separation. Depending upon the circumstances of the termination, the employee may be eligible for unemployment compensation.

Substitutes
In addition to its full-time staff, the school will assemble a pool of qualified substitute teachers prior to the school opening. Building on Inspired Teaching's network of teachers, we will identify former and retired teachers who we hope will comprise the majority of possible substitutes. All substitutes will be required to complete a background check.

Equal Employment Opportunities and Drug-Free Workplace
The school will be an equal employment opportunity workplace and will proactively work to hire a diverse faculty and staff. The school will be a drug-free workplace.

Provision for Current DCPS Employees
The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he/she may request a two year leave of absence from DCPS, renewable for an unlimited number of two year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

e. Use of Volunteers
Inspired Teaching recognizes that volunteers can be an incredible resource in supporting the mission and building community investment in the school. As such, we will draw on the resources of the community for volunteering in the following capacities:

Individual volunteers (parents and community members)
- Serving as classroom helpers (i.e. read with students, work with small groups, prepare supplies, etc.)
- Mentoring and/or tutoring for students (once a formal mentoring or tutoring program is in place with appropriate focus and training for volunteers)
- Serve breakfast to students
- Provide additional support to after school programs
- Support office and faculty with particular needs, such as translation for bilingual families
- Help staff special events or projects (i.e. student exhibitions and performances)
- Provide professional services or expertise such as graphic design, photography, or technology support

Corporate and organizational volunteers
- The school will continue to rely on pro bono services for legal advice, public relations, marketing, and technology needs

To recruit and identify volunteers, the school will develop a pamphlet that describes volunteer opportunities at and for the school. In order to maximize the skills of volunteers, Inspired Teaching has found that it is important to set clear expectations and guidelines for volunteers. Identifying the areas in which the school specifically needs support will minimize time staff spends finding work for volunteers.

In addition, all volunteers will attend a volunteer orientation and training. The orientation and training will be designed to ensure that all volunteers have a full understanding of the school's mission and goals, curriculum, and policies and procedures. Depending on the volunteer's role, it may also include specific training in expectations for interactions and instruction of students.

All volunteers will be required to complete a background check and copies will be kept on file.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety
The Inspired Teaching Demonstration PCS will adhere to all applicable health and safety laws and regulations, pursuant to §38-1802.02 (11) and §38-1802.04 of the DC School

Reform Act, and will comply with all required or requested health and safety inspections by government officials. This includes ensuring all the required student immunizations. The school also plans to train all staff in First Aid and CPR.

b. Safety and Fire Codes for Buildings

The school will comply with all requirements of the Americans with Disability Act and all requirements of the DC Fire Code, sec. 5-501 et seq. The school will also consult with fire code requirements from the International Fire Code Council and the DC Fire Marshall's office.

c. Transportation

The school will comply with §38-1802.08 of the DC School Reform Act with respect to student transportation. The school will communicate with families the availability and eligibility for reduced rates on Metrorail and MetroBus and help families obtain tokens, as needed. The school will arrange for the transportation of students with disabilities through the DCPS Special Education Transportation Liaison.

d. Enrollment Data

The school will comply with all requirements of §38-1802.04(c)(12) of the DC School Reform Act with respect to student enrollment data. We will maintain accurate enrollment and attendance records for all students, and report data using DCPS student ID numbers. Enrollment data will include residency verification of all students.

e. Maintenance and Dissemination of Student Records

The school will use a computerized student information system for maintenance of student data and records. The SIS will be compatible with the DC Charter Board's school performance management systems. Prior to enrollment and when applicable, the school will obtain student records and assessment results from a student's previous school. Enrollment forms will include the opportunity for parents to authorize the release of the student's records from a previous school. All data collection will be used for internal purposes, as well as to record and disseminate student information as required by the DC School Reform Act, Parts B and D, and other applicable laws, including DC Code sec. 31-401 et seq. (Compulsory School Attendance); DC Code sec. 31-501 et seq. (Immunization of School Students); DC Code sec. 31-601 et seq. (Tuition of Nonresidents); and DC Code sec. 29-501 et seq. (Non-profit Corporations).

f. Compulsory Attendance Laws

The school will keep careful and accurate attendance records each day using the On-line Attendance Management Software. We will make every effort to ensure families are in compliance with the DC Compulsory Attendance Act (DC Code 31-401) and will take steps to remedy persistent violations of the requirements.

g. Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1972

The school will comply with all federal regulations concerning special education [Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)]. Special education services will be developed by professionals who are thoroughly familiar with the requirements of federal law pertaining to students with special needs.

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

We anticipate that the Inspired Teaching Demonstration PCS will qualify for Title I funding. As such, we will ensure that we are in compliance with all No Child Left Behind regulations regarding teacher qualifications, adequate yearly progress, and parent notification.

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

The Inspired Teaching Demonstration PCS will adhere to all federal and District civil rights regulations [§38-1802.02(11) and 38-1802.04(c)(5) of the DC School Reform Act] to ensure that students, employees, and volunteers will not be discriminated against in any unlawful manner.

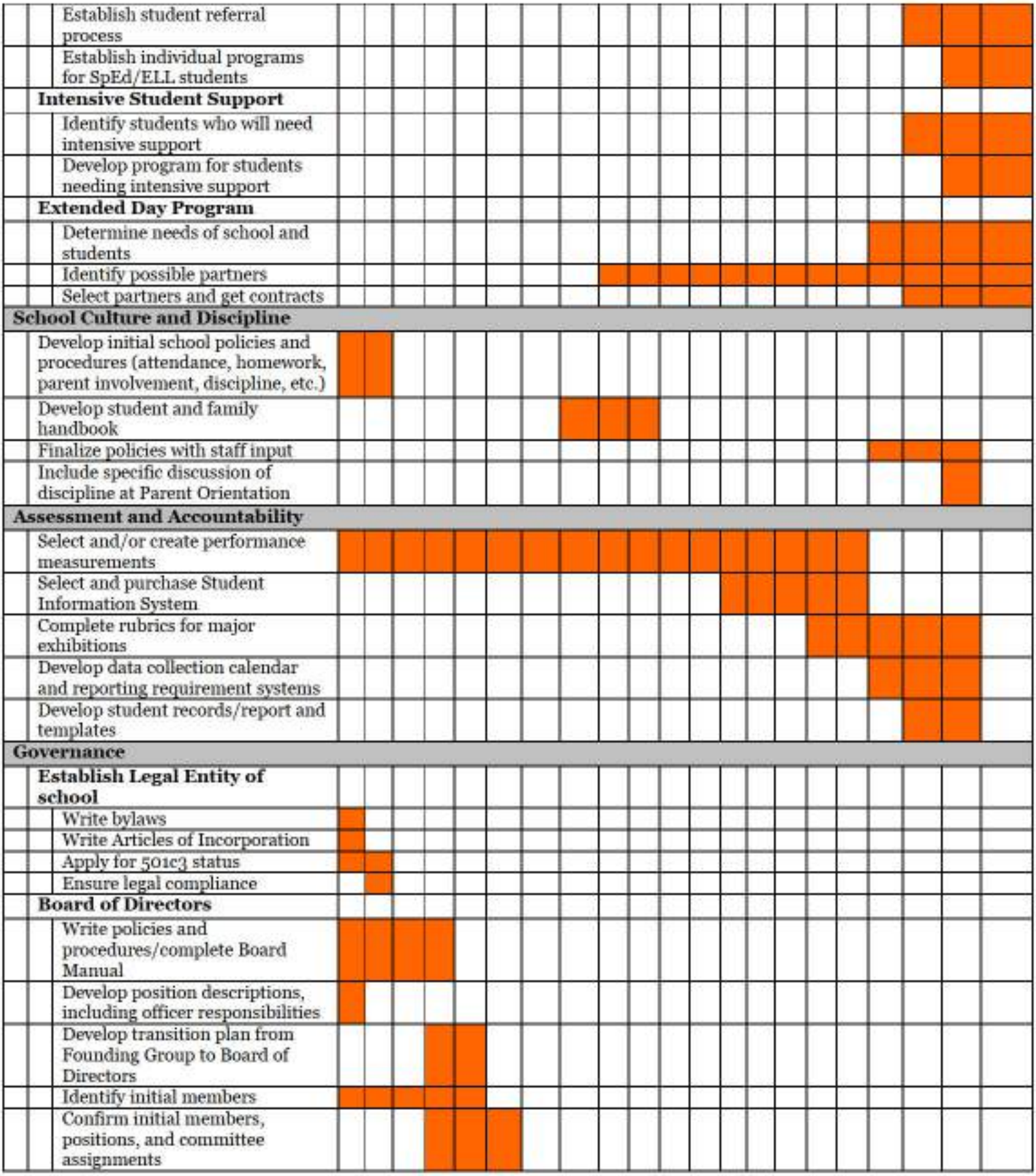
j. Other

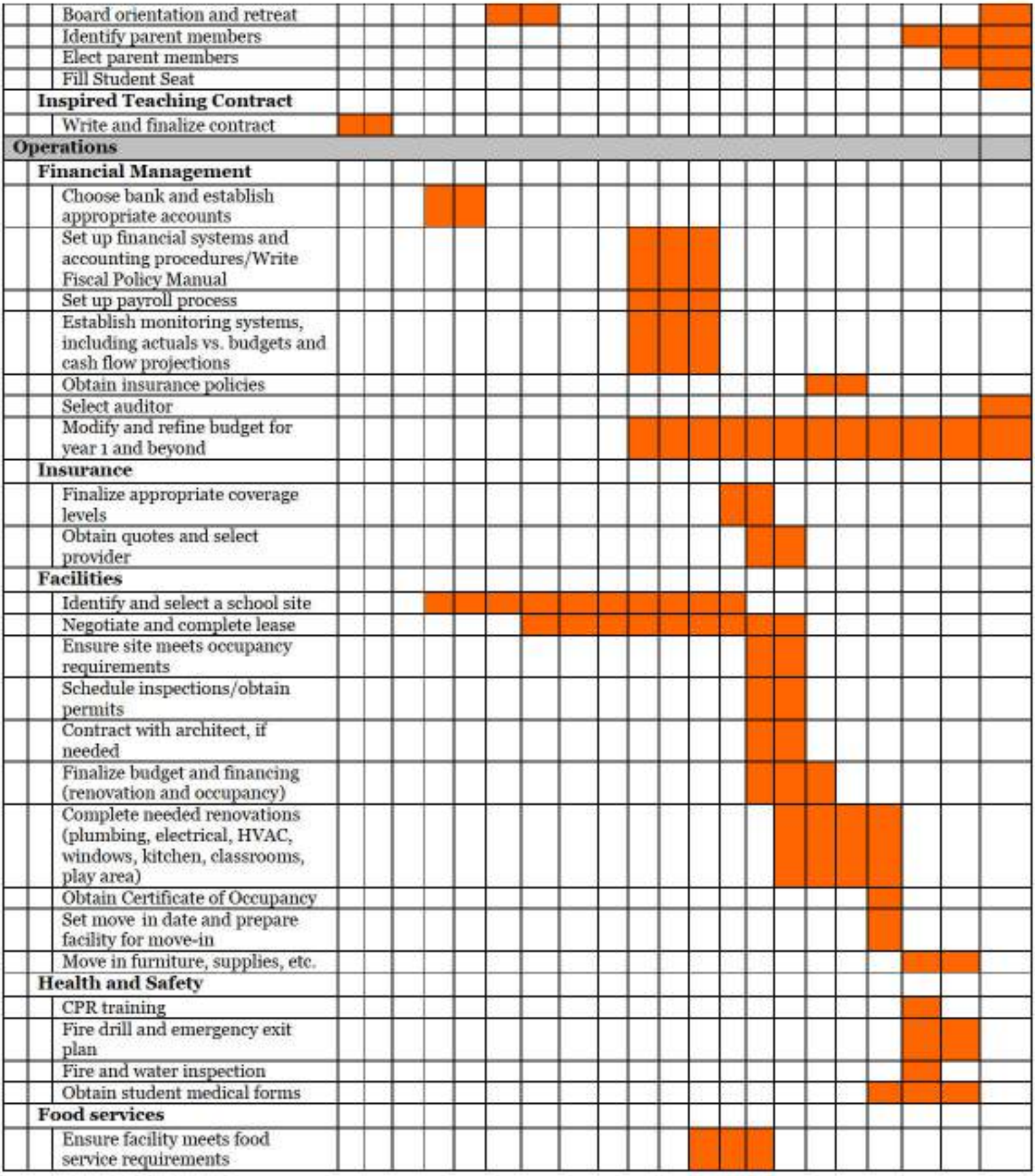
The Inspired Teaching Demonstration PCS will ensure that all other applicable laws and regulations are followed.

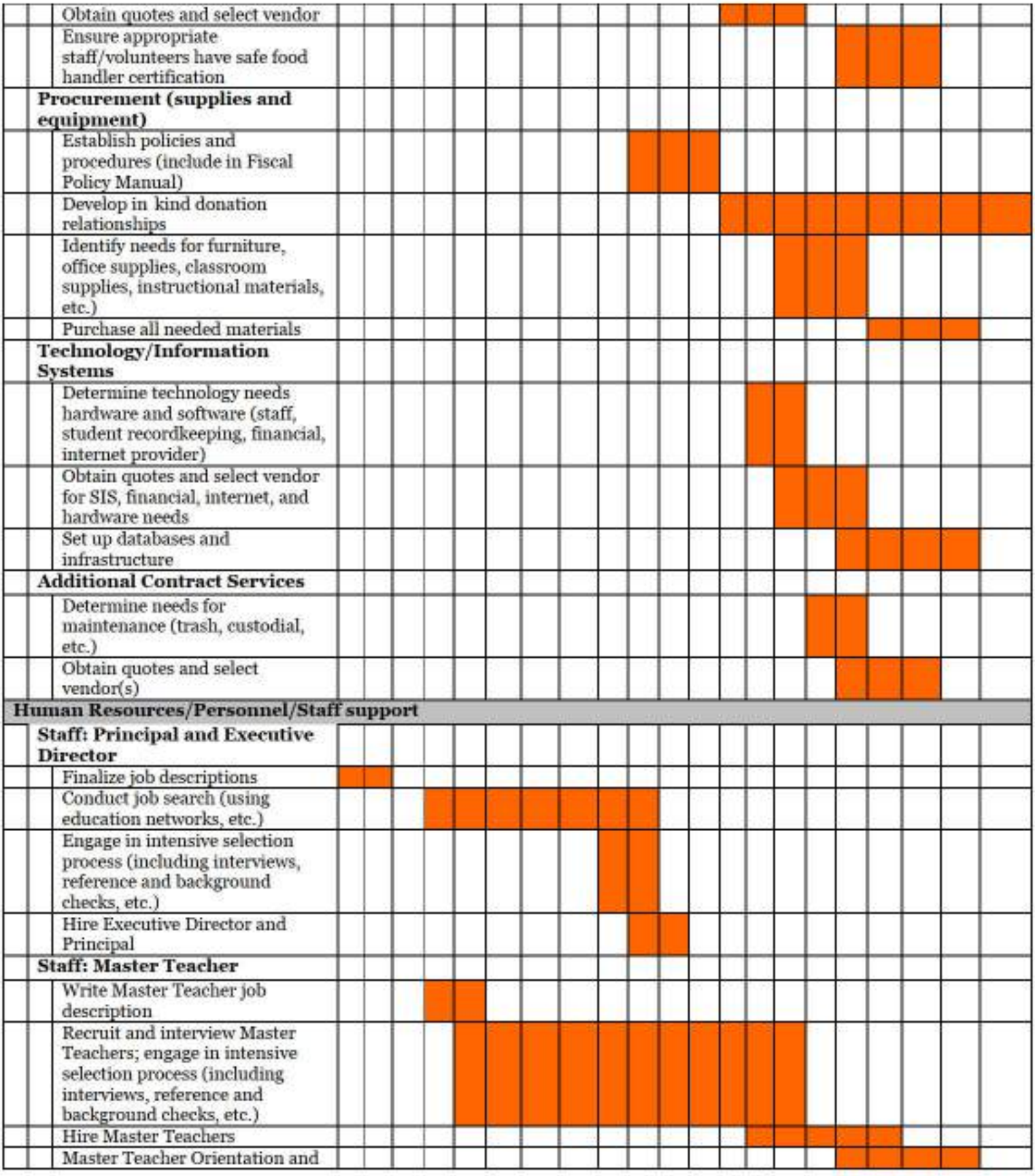
4. Implementation of the Charter

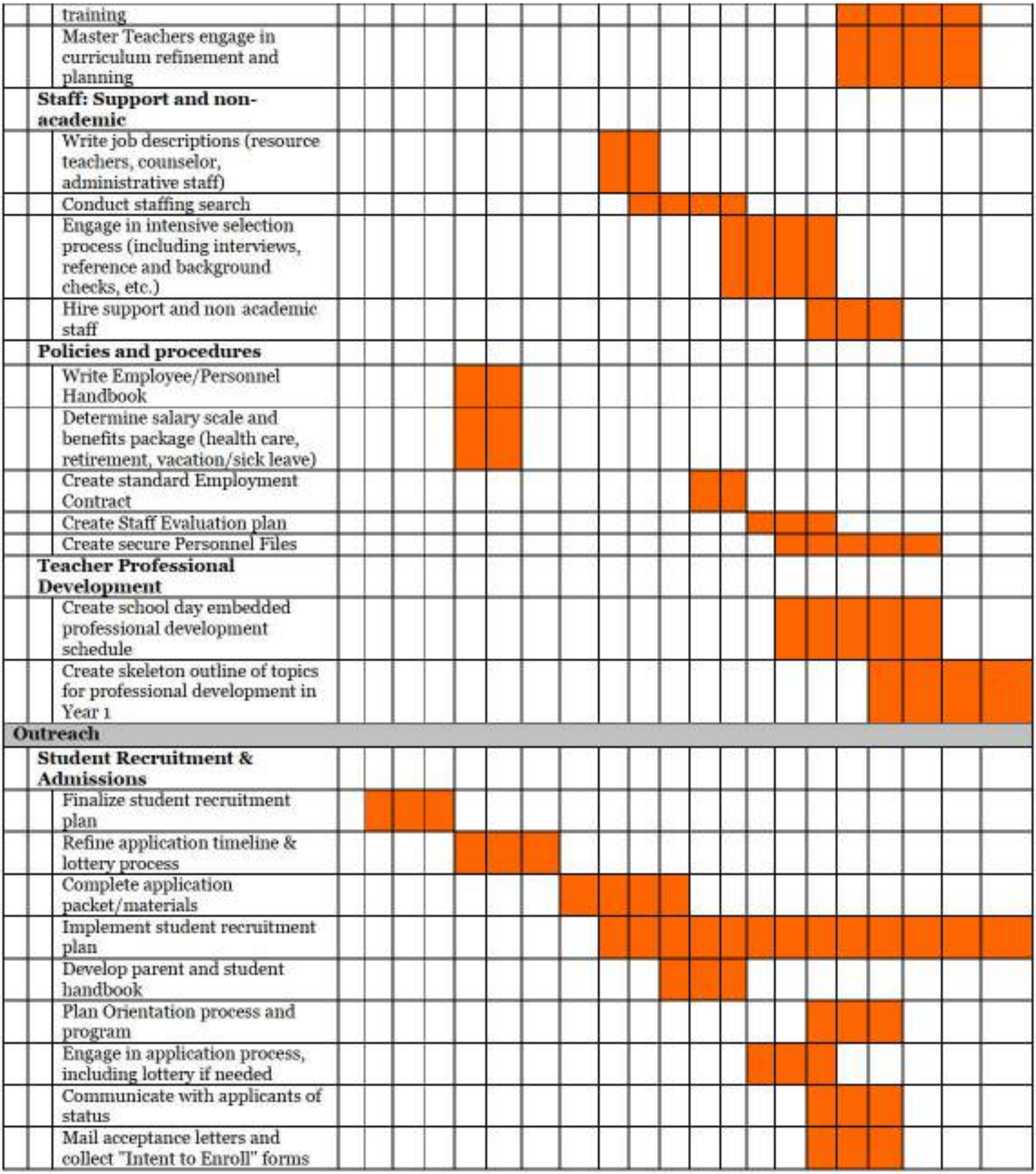
a. Timetable and Tasks for Implementation of Charter

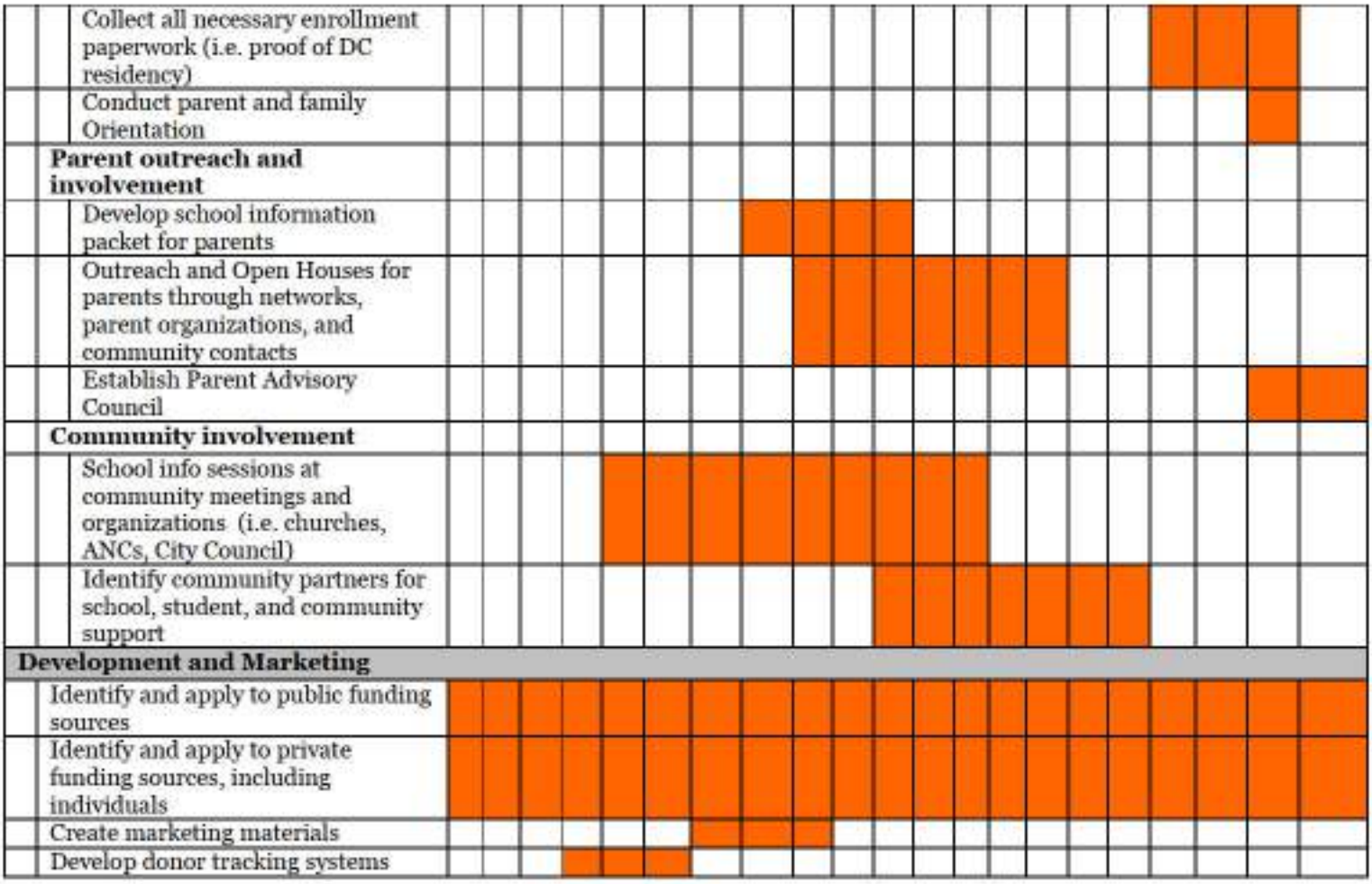
	J	F	M	A	M	Je	Jy	Ag	S	O	N	D	J	F	M	A	M	Je	Jy	Ag	SY 11-12
Educational/Student Academic Program																					
Curriculum																					
Establish Curriculum Working Group	■	■																			
Complete framework, maps, scope and sequence			■	■	■	■	■	■	■	■											
Complete pacing guides and progress indicators									■	■	■	■									
Build daily lesson plans for first 3-6 weeks of school; develop sample lessons for throughout the year												■	■	■	■						
Revise curriculum materials with teaching staff																■	■	■	■		
Develop assessments (see *Assessment and Accountability)*	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■				
Select and purchase instructional materials and resources																■	■	■	■	■	
School structure & school day																					
Finalize school calendar											■	■	■								
Finalize daily schedule																		■	■	■	
Special Education/ELL																					
Collect relevant data on incoming students (i.e. existing IEPs, home language survey, etc.)																■	■	■	■	■	
Identify and hire Special Education Coordinator																■	■	■			
Review special education laws and policies																	■	■			
Establish student recordkeeping process																			■	■	■


Establish student referral process
Establish individual programs for SpEd/ELL students
Intensive Student Support
Identify students who will need intensive support
Develop program for students needing intensive support
Extended Day Program
Determine needs of school and students
Identify possible partners
Select partners and get contracts
School Culture and Discipline
Develop initial school policies and procedures (attendance, homework, parent involvement, discipline, etc.)
Develop student and family handbook
Finalize policies with staff input
Include specific discussion of discipline at Parent Orientation
Assessment and Accountability
Select and/or create performance measurements
Select and purchase Student Information System
Complete rubrics for major exhibitions
Develop data collection calendar and reporting requirement systems
Develop student records/report and templates
Governance
Establish Legal Entity of school
Write bylaws
Write Articles of Incorporation
Apply for 501c3 status
Ensure legal compliance
Board of Directors
Write policies and procedures/complete Board Manual
Develop position descriptions, including officer responsibilities
Develop transition plan from Founding Group to Board of Directors
Identify initial members
Confirm initial members, positions, and committee assignments


Board orientation and retreat
Identify parent members
Elect parent members
Fill Student Seat
Inspired Teaching Contract
Write and finalize contract
Operations
Financial Management
Choose bank and establish appropriate accounts
Set up financial systems and accounting procedures/Write Fiscal Policy Manual
Set up payroll process
Establish monitoring systems, including actuals vs. budgets and cash flow projections
Obtain insurance policies
Select auditor
Modify and refine budget for year 1 and beyond
Insurance
Finalize appropriate coverage levels
Obtain quotes and select provider
Facilities
Identify and select a school site
Negotiate and complete lease
Ensure site meets occupancy requirements
Schedule inspections/obtain permits
Contract with architect, if needed
Finalize budget and financing (renovation and occupancy)
Complete needed renovations (plumbing, electrical, HVAC, windows, kitchen, classrooms, play area)
Obtain Certificate of Occupancy
Set move in date and prepare facility for move-in
Move in furniture, supplies, etc.
Health and Safety
CPR training
Fire drill and emergency exit plan
Fire and water inspection
Obtain student medical forms
Food services
Ensure facility meets food service requirements


Obtain quotes and select vendor
Ensure appropriate staff/volunteers have safe food handler certification
Procurement (supplies and equipment)
Establish policies and procedures (include in Fiscal Policy Manual)
Develop in kind donation relationships
Identify needs for furniture, office supplies, classroom supplies, instructional materials, etc.)
Purchase all needed materials
Technology/Information Systems
Determine technology needs hardware and software (staff, student recordkeeping, financial, internet provider)
Obtain quotes and select vendor for SIS, financial, internet, and hardware needs
Set up databases and infrastructure
Additional Contract Services
Determine needs for maintenance (trash, custodial, etc.)
Obtain quotes and select vendor(s)
Human Resources/Personnel/Staff support
Staff: Principal and Executive Director
Finalize job descriptions
Conduct job search (using education networks, etc.)
Engage in intensive selection process (including interviews, reference and background checks, etc.)
Hire Executive Director and Principal
Staff: Master Teacher
Write Master Teacher job description
Recruit and interview Master Teachers; engage in intensive selection process (including interviews, reference and background checks, etc.)
Hire Master Teachers
Master Teacher Orientation and


training
Master Teachers engage in curriculum refinement and planning
Staff: Support and non-academic
Write job descriptions (resource teachers, counselor, administrative staff)
Conduct staffing search
Engage in intensive selection process (including interviews, reference and background checks, etc.)
Hire support and non academic staff
Policies and procedures
Write Employee/Personnel Handbook
Determine salary scale and benefits package (health care, retirement, vacation/sick leave)
Create standard Employment Contract
Create Staff Evaluation plan
Create secure Personnel Files
Teacher Professional Development
Create school day embedded professional development schedule
Create skeleton outline of topics for professional development in Year 1
Outreach
Student Recruitment & Admissions
Finalize student recruitment plan
Refine application timeline & lottery process
Complete application packet/materials
Implement student recruitment plan
Develop parent and student handbook
Plan Orientation process and program
Engage in application process, including lottery if needed
Communicate with applicants of status
Mail acceptance letters and collect "Intent to Enroll" forms



b. Maintenance & Reporting of Academic and Non-Academic Performance Data

The Inspired Teaching Demonstration PCS will develop a technology infrastructure that allows for the effective use of a Student Information System (i.e. PowerSchool) that can be used to keep accurate data on students and provide important information to school staff, parents, and the Public Charter School Board. The SIS will keep comprehensive records on students, including data such as attendance, demographics, contact information, discipline, and assessments. The accurate maintenance of such a system will facilitate clear communication among the staff and with families, helping to ensure all those involved in supporting student growth have accurate information.

While we understand that not all families will have access to the latest technology (i.e. email and internet access), the school will make available important information via the school's website and e-newsletters. Teachers will have school email accounts which will be made available to families, and families will be asked to provide email addresses, if available.

We anticipate the availability of computers and internet access in classrooms to be used in developmentally appropriate ways for students. Computers may be used as to complement classroom learning activities.

Upon choosing a facility for the school, we will ensure that the space either already has, or can be fitted with, a high speed internet connection (T-1 or better). This will ensure sufficient capability to maintain and report academic and non-academic performance data internally and with the Public Charter School Board.

The Principal will have the ultimate responsibility for ensuring the data is collected, maintained, and reported. It is anticipated that one Master Teacher will be hired who can support the collection of data, as well as the Administrative Assistant/Office Manager who will be required to have significant experience with technology and data management.

c. Major Contracts Planned

The Inspired Teaching Demonstration PCS intends to engage in an arms-length contractual relationship with Center for Inspired Teaching to provide educational services, including support in the creation and implementation of the academic design, curriculum, assessments, personnel, and the professional learning community. The draft contract is attached in *Section L.*

Up until the time the school's Executive Director and Principal are hired, Center for Inspired Teaching will be responsible for all services described in the contract. Once the Executive Director and Principal are hired and begin executing their responsibilities, Inspired Teaching's responsibilities and fees will decrease accordingly. Center for Inspired Teaching intends to negotiate a fair and reasonable price for the services outlined in the contract during the planning year, provided that the school receives planning and start-up grants to cover the costs. Should the school not receive any funds during the planning year, Inspired Teaching will volunteer its services. Beginning in the school's first year of operation, the budget includes fees for Center for Inspired Teaching. The school will follow the rules and guidelines of the Charter School Board for approval of this contract.

The Inspired Teaching Demonstration PCS also expects, that in order to enhance the goals of the school, we are likely to choose to contract for the following services:

- Facility lease, construction and/or renovation
- Food service
- Insurance
- Bookkeeping and accounting (possible contractor is GoldStar)

We will continue conversations with existing charter schools for recommendations in each of these areas.

Before entering into any contract equal to or exceeding $25,000, the school will submit a copy of the contract to the DC Public Charter School Board for review. The Inspired Teaching Demonstration PCS will advertise major contracts in accordance with the rules established by the DC Public Charter School Board.

d. Orientation of Parents, Teachers and Other Community Members

In order to ensure effective participation in the school by teachers, parents, students, and the community, a carefully planned orientation process is required. The Inspired Teaching Demonstration PCS's orientation plans will include the following elements:

Parent/Family Orientation

One of the most crucial audiences for orientation are parents and families of students. It is vital that parents and families are full partners in their children's education and they cannot do so without a complete understanding of the school and its philosophy, mission, goals, and policies. Parent and family orientation will include:

- During the student recruitment process, the school will offer multiple information sessions to provide information about the school and its purpose.
- Parents will be required to attend one-on-one or small group information sessions during the enrollment process that help them to understand the school's mission, philosophy, goals, and curriculum.
- Pre-Opening Orientation: prior to the beginning of each school year, the school will hold at least two formal Orientation sessions. This sessions will again review the school's mission, philosophy, goals, and curriculum, and will also provide information on school policies (particularly related to attendance, culture, and discipline), the school calendar, school tour, and volunteer opportunities. Parents will also be provided with a Parent Handbook and Staff Directory. Orientation sessions will be offered at least twice (i.e. one during the day, one during the evening) so that families with different scheduling needs can attend; translators will be available, as needed.
- Student exhibitions and performances will occur at multiple times throughout the year, providing additional opportunities for parents and families to come to the school and interact with school staff and see student work. These events will also be open to the public, and specific invitations will be extended to the surrounding community.
- The school will have a general "Open Door Policy" for parents and families to reach out to teachers and staff.

Teacher and Staff Orientation

The success of the school is dependent on the success of the teachers, who must have a firm grounding and commitment to the school's mission, philosophy, and instructional approach. The school's teachers must be a key voice in the school's decision-making around curriculum, assessment, and daily operations. Further, in order to develop a true professional learning community, teachers and staff must know and trust one another so that the give and take of feedback is a welcome, safe, and productive process.

To jumpstart the creation of the professional learning community — and to strengthen it year after year — we plan the following:

- Each year's teaching staff will be selected and hired in a timeframe so that they will have ample time to work on the implementation of revisions to the curriculum and assessments, as determined based on the students enrolled at the school. Teachers will reflect on the previous year and offer suggested improvements to the school community.
- Every summer teachers will participate in a 2-3 week Summer Institute to build camaraderie as well as their teaching skills in preparation for the coming year.
- At least twice each year, the school will hold an all-staff retreat, to be attended by every adult who works in the building. The goal will be to build community among all adults and focus on each individual's contribution to the school's mission.

Student Orientation

Orientation will be important for students as well. For our youngest students, this will be their first school experience. Others will have attended another school and will need to

become familiar with the culture and expectations of the Inspired Teaching Demonstration PCS, which is likely to have a different approach to instruction and discipline from their previous school.

To help students be successful, a carefully planned orientation will be part of the first weeks of school, and thereafter as determined by the teaching staff. The initial student orientation will include a series of whole school events to build the school community. In addition to familiarizing everyone with all the faces in the school, activities will focus on multiple ways for students to engage with the school-wide expectations so that they are meaningful to students. These kinds of activities will help to establish the school culture as a place where teachers and students are respected and important voices in the school.

Community Orientation

New schools in a community can sometimes cause anxiety or suspicion. To combat this, we intend to actively reach out to the community as soon as we know the location of our school. As we prepare to open, we will hold information sessions in the community for both student recruitment purposes and to provide general information to the local community. Once the school year begins, the local community will be invited to school events such as student exhibitions and performances, and, as space and scheduling allows, we will offer school space for use by the community.

e. Services Sought from the District of Columbia Public Schools

We do not intend to seek any services from DCPS.

D. PUBLIC CHARTER SCHOOL MISSION ACCOMPLISHMENT PLAN

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

The goals of the Inspired Teaching Demonstration PCS stem from the school's mission to ensure all students will become accomplished learners and imaginative and inquisitive problem solvers. Because the school's design places a significant focus on teachers – who are the key leverage point for student success – we have established goals not only for our students, but for our teaching staff as well.

Student Goals

The goals for our students are centered around four principles that incorporate both academic and non-academic goals: Intellect, Inquiry, Imagination, and Integrity. Of these, we view Inquiry and Imagination as unique characteristics of our school and propose that these two areas figure prominently in the assessment of progress toward our mission.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Professional Goals for Teachers

Inspired Teaching has a well-documented history of training and supporting excellence in teaching. Our school will not only serve as a learning site for students, but also for teachers. As such, we will hold our teachers to a high standard of excellence and professionalism. Unique goals for our teachers that are central and specific to our mission are:

- Teachers successfully implement Center for Inspired Teaching's approach to instruction, drawing upon an extensive repertoire of authentic and engaging strategies for instruction and assessment, steeped in the knowledge of how children learn.
- The school is a vibrant and active professional learning community — including all adults in the school — constantly reflecting and improving in order to achieve the school's mission.

These mission-specific goals will provide a framework for teachers, administrators, and support staff to judge the quality of our instructional program and teacher education initiatives. In staff meetings, on Data Days, and at other appropriate venues, faculty and staff will consider observations and experiences that speak to whether and how our efforts are aligned with these objectives. Ongoing collaborative efforts will also allow members of the school community to offer ideas for furthering our progress or correcting for weaknesses. Through this process of regular, ongoing reflection, we will build a school-wide culture of accountability and commitment to these goals. In this context, formal annual assessments of the relevant constructs should largely serve to confirm the findings of ongoing informal assessment and reflection, and allow the school community an opportunity to celebrate its achievements.

2. Assessment Measures

Mission-Specific Goal #1: Inquiry

The **Measure of Questioning Skills**, published by Scholastic, Inc., is an instrument that assesses the quantity and quality of students' questions, using pictures to elicit questions from students. It is appropriate for students in grades 3-10, and has been adopted by states such as North Carolina and New Mexico to assess gifted students. To assess the school's progress toward its mission of developing students' skills of inquiry, the Measure of Questioning Skills will be administered to all students in grades 4, 6, and 8. We anticipate that this test will be scheduled in the final quarter of each academic year.

Mission-Specific Goal #2: Imagination

Torrance Tests of Creative Thinking is the world's most widely used and respected battery of norm-referenced creativity tests. These instruments have been used for identification of the creatively gifted and as a part of gifted matrices in states and districts in the USA, especially in multicultural settings, and for special populations around the world. Published by Scholastic Testing Services, Inc. in two equivalent forms, Forms A and B, the **Figural** and **Verbal TTCT** can be used for pre- and post-testing. TTCT consists of nonverbal and verbal sections, Thinking Creatively with Pictures and Thinking Creatively with Words, which are suitable for grades kindergarten though graduate school. The nonverbal forms consist of three sets of activities which require subjects to draw lines to elaborate on a single shape, to draw lines to complete a picture, and to draw as many different pictures as possible using the same shape. The verbal forms consist of six activities that require subjects to generate questions, alternative uses, and guesses. Each of the activities in each of the nonverbal and verbal forms is timed and scored for:

- **Fluency.** The total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus.
- **Flexibility.** The number of different categories of relevant responses.
- **Originality.** The statistical rarity of the responses among the test subjects.
- **Elaboration.** The amount of detail in the responses.

To assess the school's progress toward its mission of developing students' imagination, the nonverbal form of the TTCT will be administered annually to all students in grades K-2, and the verbal form will be administered to all students in grades 3, 5, and 7.

Data Analysis of Student Assessments

The data will be thoroughly analyzed to maximize its usefulness as a tool to drive continuous improvement. The following comparisons and questions will inform our exploration of the results:

- School results vs. benchmark target: Are our students developing the desired skills at high levels?
- School results vs. normed results: Do our students demonstrate greater skill on this construct than other, similar students?
- Grade level comparisons: Do our students develop greater skills over time at our school?
- Sub-group comparisons: Are our students achieving comparably, or are some groups of students (e.g. boys, girls, African Americans, ELLs, special education students) lagging behind?

- Test results vs. classroom-based data: Does our students' performance on this test confirm or contradict teachers' assessments?
- Classroom comparisons: Are students in various classrooms performing at comparable levels?
- Grade-level averages vs. individual results: Are there any students whose performance is unusually high or low when compared to that of their peers?
- Current year's results vs. previous results: Have students shown growth on this measure from one administration to the next? When cohorts are compared, does the trend suggest school-wide improvement over time?

Mission-Specific Goal #3: Instructional Quality

To ensure that classrooms observations are scored reliably and assessed on aspects of teaching that affect student achievement, Inspired Teaching will use the Classroom Assessment Scoring System, or CLASS. The CLASS observation tool was developed by researchers at the University of Virginia, in conjunction with the National Institute of Child Health and Development, and has been validated in over 3,000 classrooms. The CLASS measures 3 broad domains of classroom quality: (1) Emotional Support; (2) Classroom Organization, and (3) Instructional Support. These domains are common across grades and include multiple dimensions of classroom quality, each of which focuses on a particular aspect of student-teacher interactions that have been shown to correlate directly with student achievement. Inspired Teaching has relied on this tool for program evaluation since 2007, and we find that it aligns closely with our own philosophy, values, and preferred instructional approaches.

Our minimum benchmark for success is that 80% of classrooms will be rated '6' or higher (on a scale of 1-7) on each of the three domains of classroom quality. The data will be carefully analyzed to maximize its usefulness as a tool to drive continuous improvement. The following comparisons and questions will inform our exploration of the results:

School results vs. benchmark target: As a whole, is the instructional quality of the school meeting our expectations?
Grade level comparisons: Is instructional quality comparable across grades?
Examination of outliers: Are there particular teachers, dimensions, or domains that are rated much higher or lower than the school overall?
Current year's results vs. previous results: Is instructional quality improving over time?

Mission-Specific Goal #4: Professional Learning Community

Our mission cannot be accomplished without excellent teachers, and the school will be organized to reflect the belief that the best way to effect positive change in schools is to invest in teachers. In order to assess whether the school is providing an exceptional level of support for our teaching staff, we intend to administer the Teacher Working Conditions Survey on an annual basis. This questionnaire is adapted from the Teacher Working Conditions survey developed by The Center for Teaching Quality, and has been used in more than twenty states to drive improvements in teacher support. Core areas of assessment include: time; leadership; professional development; teacher empowerment; and facilities. These are among the areas that research has shown to be most relevant to teacher job satisfaction and teacher retention, and in our experience, they are also critical factors in whether or not a vibrant professional learning community can emerge in a school. Scoring is done on a scale of 1 to 5, with 5 being most favorable. Research conducted by Center for Teaching Quality has

established benchmark averages for each domain that distinguishes between schools that are at high risk for teacher burnout and turnover and those that can expect to experience only normal levels of teacher mobility. These cut-points are as follows:

Teacher Working Conditions Area	High-Risk Schools[30]	Average Schools	Inspired Teaching PCS Goal
Leadership/School Culture	3.02	3.54	4.04
Professional Development	3.08	3.34	3.84
Facilities and Resources	3.24	3.56	4.06
Empowerment	2.91	3.39	3.89
Time	2.73	3.22	3.72

Based on these data, we believe that setting our own benchmark at ½ point higher than the average for each domain is ambitious yet realistic. The following comparisons and questions will inform our exploration of the results:

- School results vs. benchmark targets: As a whole, is the quality of support for teachers meeting our expectations?
- Examination of outliers: Are there particular items or domains that are rated much higher or lower than the school overall?
- Current year's results vs. previous results: Is the quality of the school's support for teachers improving over time?

Assessment Planning

The assessment system described here has been developed by Inspired Teaching's research department. Dr. Julie Sweetland serves as the Director of Research and has led Inspired Teaching's research and program evaluation for over three years. Dr. Sweetland is a Stanford-trained researcher with considerable experience as a classroom teacher, curriculum designer, and teacher educator who has managed academic and non-academic assessments in research projects involving hundreds of school-age subjects. Dr. Sweetland was part of a team who received the 1999 Ohio Board of Regents Best Practices Award in recognition of their work in establishing authentic assessment and data-driven interventions for at-risk students at a redesigned high school in Cincinnati, Ohio. She is ably assisted by Research Associate Dr. Sabrina Wesley-Nero, who manages Inspired Teaching's program evaluation and has particular expertise in assessment for ELLs and early childhood students.

3. Performance Indicators

For Measure of Questioning Skills, benchmarks will be set using the national population norms provided in the test's technical manual. For the TTCT, benchmarks will be set using the local population norms provided in the test's technical manual. Upon conditional approval of the charter, Inspired Teaching will procure the requisite test manuals and set specific targets for scale scores at each tested grade or age level. Our research team needs to become intimately familiar with the scoring and norming procedures for each instrument before establishing appropriate measurable benchmarks and performance targets, but we are

[30] Average scores for High-Risk Turnover Schools and Average Schools are taken from a study of over 300 schools. Source: Hirsch, Eric, and Scott Emerick. 2006. Teacher Working Conditions in Turnaround Team Schools. Hillsborough, NC: Center for Teaching Quality.

committed to setting performance goals that are realistic yet ambitious. At this time we are disposed toward using growth formulas that account for the length of time that a child has been enrolled in calculating progress: for instance, we might expect a 5% increase in percentile rank for each year that a child attends the school.

4. Collecting, Storing, and Reporting Performance and Progress Data

Data Collection

Data intended for external reporting will typically be collected early in the final academic advisory of the school year. Formative data intended to drive any necessary improvement initiatives may be collected and analyzed earlier.

The school will place a high priority on the reliability, validity, and fidelity of data. For each of the four mission-specific measures, data will be collected by individuals who have been adequately trained in the appropriate protocols for administering the instrument. For instance, training for reliable use of CLASS tool involves a norming process using videotaped teaching episodes and a master rating guide, provided by the University of Virginia. Once inter-rater reliability is established, regular refresher trainings are used to prevent and correct for rater 'drift.' Likewise, administration protocols for other mission-specific measures will be established according to the technical manual accompanying each instrument.

Data Storage

The school will develop intra-office systems and acquire appropriate technology to meet the needs for data storage, benefiting greatly from the experience and existing infrastructure developed over the years by Inspired Teaching, yet maintaining ownership and control over school data.

In terms of technology, we have found that using advanced functions in spreadsheet software such as Microsoft Excel is sufficient to manage medium-sized data sets and perform relatively sophisticated analyses and statistical tests. This software should be sufficient to handle data storage and management needs until a Student Information System is identified and adopted. We will examine a variety of comprehensive Student Information Systems (SIS), including Pearson PowerSchool and Lumen WebSIS. In selecting our SIS, we will look for the following functionalities:

- User-friendly interface that can be managed easily and accurately by office staff, teachers, support staff, and administrators
- Ability to manage and integrate multiple types of student data (e.g. contact information and demographics, course schedule, teacher grades, standardized assessment data, discipline data)
- Ability to easily export data to the DCPCSB, OSSE, and other regulatory bodies
- Ability to easily export data to Excel and other commonly-used data analysis packages
- Built-in fail-safes to maintain data integrity (e.g. automatic protection from duplicate entries)
- Web-based, to allow secure remote access
- Ability to interface with handheld mobile devices
- Ability to provide parents with access to student information such as grades and assignments

School policies and practices will include measures to protect the confidentiality of individuals and appropriately restrict staff access to sensitive data. For instance, faculty and staff who handle student information will be trained in an ethical code of conduct regarding data use and privacy.

Data Reporting
Results of school-wide, mission-specific measures will be reported to all relevant stakeholders in a timely, easily-understood manner, relying on the best practices common to schools in DC to create 'school report cards,' data walls, and other means of communicating results. In addition, families will receive students' individual results on the TTCT and Measure of Questioning Skills.

5. Timeline for implementation

The first task that needs to be completed for a full mission accomplishment plan is the establishment of specific performance targets for the Measure of Questioning Skills and Torrance Tests of Creativity. Upon full or conditional approval of the charter application in mid April 2010, Inspired Teaching will procure the necessary testing materials and technical manuals, and our Research Department will propose appropriate performance targets within twelve weeks.

A second major task is to select a SIS. We anticipate that this task will be underway by January of 2011, and completed by April of 2011.

A third important task is to ensure that founding teachers and instructional staff have a thorough understanding of the constructs assessed by the mission-specific instruments, so that they can make instructional and program decisions that are aligned with the mission and mission accomplishment plan. The overall framework for assessment will be a major topic for planning-year working groups and for professional development early in the first year of the school's operation.

Finally, we must identify the specific staff members who will be responsible for administering, analyzing, and reporting data, and ensure that they have the appropriate training and preparation. We anticipate that these individuals will be identified no later than 3 months prior to the opening of the school, and that the relevant training will be provided at least six months in advance of data collection. In the meantime, Dr. Julie Sweetland will supervise these important aspects of the school's functioning, and will play a critical role in establishing systems and school-wide expectations for the regular use of data in creating a professional learning community of reflective practitioners who respond to student needs.

Appendix 2

CHARTER SCHOOL AGREEMENT

DATED AS OF ___ DAY OF JUNE, 2011

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is dated as of June ___, 2011 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act; and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions, and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement, and the Application. The Application is incorporated into this Agreement and is binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen (15) years unless sooner terminated in accordance with Section 6.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this

Agreement with amendments satisfactory to the Board and the School Corporation; or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits; Certifications. The School shall be located at 4401 8th Street NE, Washington, D.C. 20017 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board through an amendment of this Agreement pursuant to the Act and Section 8.4. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items at least thirty (30) days prior to the first day of the School's first academic year or at least thirty (30) days prior to the first day of the School's operation at a new School Property.

A. The School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals; and (ii) a report identifying any lease, sublease, deed, or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct, and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, or other authorization of, by, or with; (b) any notice to or from; (c) any declaration of or with; and (d) any registration with any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 3.2, within the time periods set forth in Section 3.2.

D. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees of the School Corporation as defined in the Act (the "**Board of Trustees**"), or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer ten (10) or more hours per week at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-D of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in Pre-K through Grade 3. In the subsequent four (4) academic years, in accordance with Schedule I, the School may instruct students in grades Pre-K through Grade 7. The School shall not instruct students of any other grade without prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in grades Pre-K through Grade 7, as set forth in Section 2.2, who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred and fifty-six (156) pupils in its first academic year and no more than three hundred and forty-two (342) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. Prior to the end of the five-year period included in Schedule I, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto and in accordance with the requirements of the Act.

D. The School Corporation shall keep accurate records of student enrollment and daily student attendance that are sufficient to permit preparation of the reports described in Sections 4.1E and 4.1F.

2.4 Curriculum. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation's curriculum shall adopt student content and performance standards for all subject areas at all grades or other performance levels served by the School Corporation. The School Corporation's curriculum shall be aligned with the School Corporation's educational program. The School Corporation shall petition the Board in writing for an amendment to this Agreement for any material change in the curriculum of the School that is a significant departure from the curriculum in the plan set forth in the Application as amended in accordance with this Agreement.

2.5 Students with Disabilities. At least thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to the beginning of any academic year for which the School Corporation shall change such election from the current academic year. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board of the individual responsible for case management of the education of the School's students with disabilities.

2.6 Student Policies; Expulsion and Suspension. **A.** No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than five (5) school days of any student enrolled in the School.

SECTION 3. CONTRACTS

3.1 Notice for Contracts. In accordance with the Act, the School Corporation shall submit to the Board the documents required by the Act with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of $25,000.

3.2 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the coverage provisions set forth below wherever applicable:

(i) Workers' compensation insurance as required by applicable Law. "**Law**" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect;

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage;

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned, and hired motor vehicles;

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii);

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering, and other consulting costs and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including

any improvements, equipment, fuel, and supplies, without deduction for physical depreciation and/or obsolescence;

(vi) Directors and officers liability insurance and professional liability insurance; and

(vii) Educators legal liability insurance.

B. If the School Corporation has entered into a contract for the management of the School by another entity ("**School Management Contract**"), the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies or other administrative or regulatory bodies thereof.

C. The School Corporation may satisfy its obligations under this Section 3.2 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself. "**Affiliate**" shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children, and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family, and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by," and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees, and agents as additional insureds.

3.3 Insurance Certificates. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders, and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 3.2.

3.4 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 4. REPORTS

4.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: No later than September 1 of each year, beginning September 1, 2012, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program, and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), and an assessment of compliance with the performance goals, objectives, standards, indicators, or targets or any other basis for measuring the School's performance as the Board may reasonably request.

B. Audited Financial Statements: As soon as available but no later than one hundred and twenty (120) days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to the Act in accordance with Government auditing standards for financial audits issued by the Comptroller General of the United States; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

C. Interim Financial Reports: As soon as available and in any event within thirty (30) days after the end of each Interim Period starting with the Interim Period beginning July 1, 2011, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July 2011 by August 31, 2011 and for August 2011 by September 30, 2011.

D. Budget; Fiscal Year: No later than June 1 of each year starting June 1, 2012, an annual operating budget, an annual capital budget, and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's initial

operating budget for the period from July 1, 2011 to June 30, 2013 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2011 a revised operating budget for the period from July 1, 2011 to June 30, 2013; the School Corporation shall consider the comments of the Board, its staff, and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board.

E. **Enrollment Census**: On dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community, and vocational programs, and (e) nongrade level programs; (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals, or (f) students with limited English proficiency; (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School; and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the District of Columbia Office of the State Superintendent of Education ("**OSSE**") for similar reports from public schools in the District of Columbia, and such count shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

F. **Attendance**: On dates identified by the Board in writing, attendance data using the attendance management reporting software required by the Board.

G. **Key Personnel Changes**: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

H. **Events of Default, Etc.**: Promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects, or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement; (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation; and (iii) the failure of the School Corporation to comply with the terms and conditions of any

Authorizations, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto.

I. **Litigation**: Promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation, or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in Proceedings to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof.

J. **Board of Trustees Meeting Minutes**: At the Board's request, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting).

K. **Other Information**: Such other reports, financial statements, and information as the Board shall reasonably request in accordance with the Act.

4.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 5. ORGANIZATION

5.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws at least thirty (30) days prior to the effective date of such change.

5.2 Powers. The School Corporation shall have the powers set forth in the Act.

5.3 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

5.4 Nonsectarian. Pursuant to the Act, the School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

5.5 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system

of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 4.1B.

5.6 Board of Trustees. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall be fiduciaries of the School and shall set overall policy for the School.

5.7 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

5.8 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

5.9 Complaint Process. No later than thirty (30) days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act.

SECTION 6. TERMINATION

6.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by the Board in accordance with Section 38-1802.13 of the Act;

(ii) by mutual agreement of the parties hereto;

(iii) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2011; or

(iv) by the Board, if the School fails to begin instructing students by October 1, 2011.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 8.2.

6.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall (i) promptly but no later than thirty (30) days after the

Termination Date, deliver all student records, reports, documents, and files to the Board; (ii) promptly dissolve the nonprofit corporation operating the School in accordance with the District of Columbia Nonprofit Corporation Act and the Act; and (iii) promptly distribute the School Corporation's assets and discharge the School Corporation's debts in accordance with the provisions of Section 38-1802.13a of the Act.

SECTION 7. COMPLIANCE

7.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew, and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

7.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees, and contractors to, cooperate with the Board, its staff, and its agents in connection with the Board's obligations to monitor the School Corporation.

7.3 Access. The School Corporation shall authorize and permit the Board, its staff, and its agents to have access to the extent permitted by Law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records, and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors, and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act.

SECTION 8. MISCELLANEOUS

8.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within five (5) business days of the School Corporation's receipt of such funding.

8.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

8.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or

plural, and any other gender, masculine, feminine, or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit, or schedule, such reference shall be to the introduction, a recital, a section, or a paragraph of, or an appendix, an exhibit, or a schedule to, this Agreement unless otherwise indicated. The words "hereof," "herein," and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes," or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

8.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation in accordance with the Act.

8.5 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) delivered by hand (with written confirmation of receipt); or (ii) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 8.5) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Executive Director
Telephone: (202) 328-2660

If to the School Corporation:

Inspired Teaching Demonstration Public Charter School
4401 8th Street NE
Washington, D.C. 20017
Attention: Chair, Board of Trustees
Telephone: (202) 462-1956

8.6 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or

privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

8.7 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

8.8 Applicable Law. This Agreement and the rights and obligations of the parties hereunder shall be governed by, and shall be construed and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

8.9 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

8.10 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

[redacted]

By:

Title: Board chair

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

[redacted]

By: Brian W. Jones

Title: Chair

SCHEDULES

SCHEDULE I – Maximum Enrollment

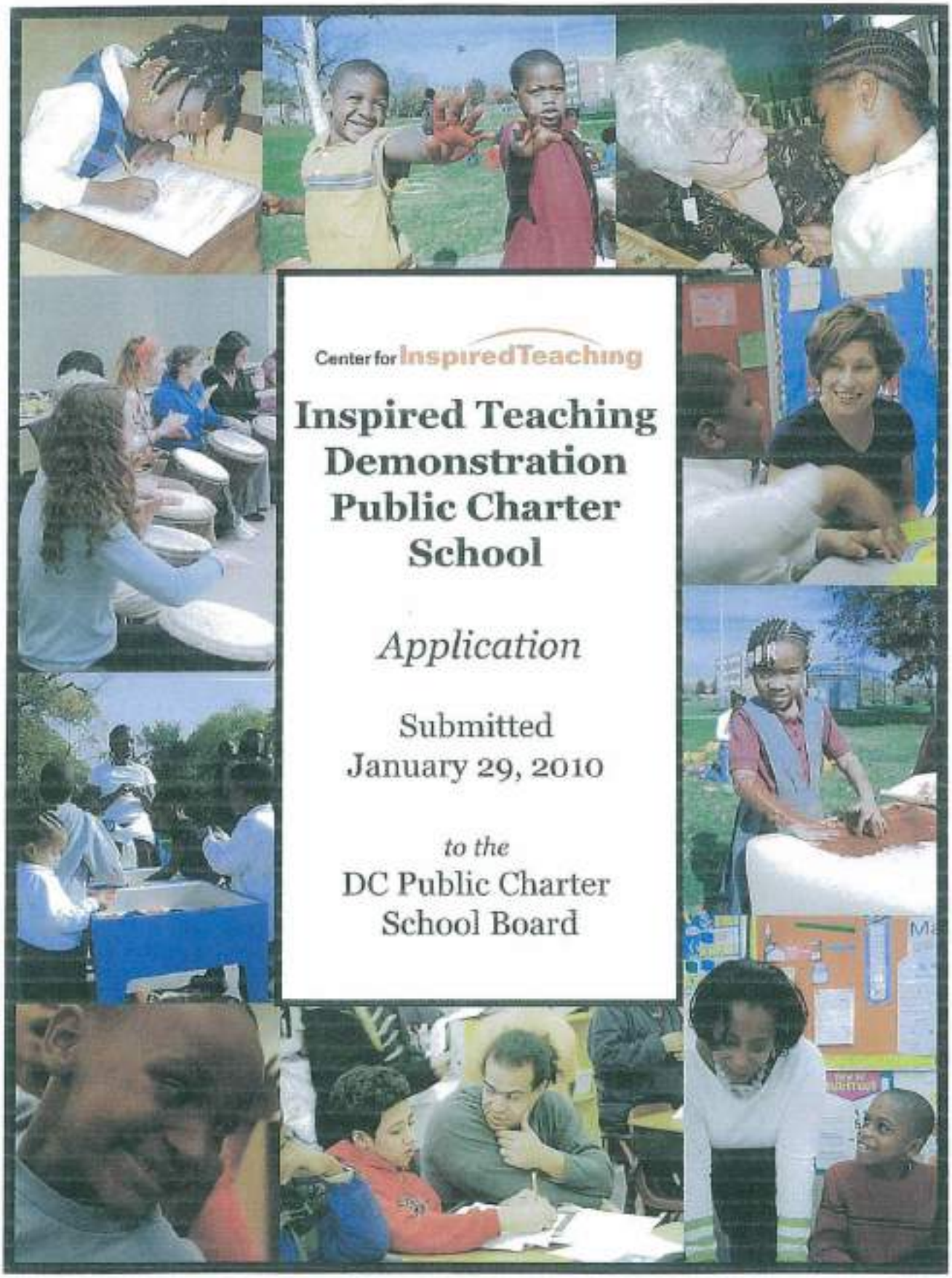
SCHEDULE I

Maximum Enrollment

Grade	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016
Pre-K 3	42	42	42	42	42
Pre-K 4	21	42	42	42	42
K	21	21	42	42	42
1	24	24	24	48	48
2	24	24	24	24	48
3	24	24	24	24	24
4		24	24	24	24
5			24	24	24
6				24	24
7					24
Total	**156**	**201**	**246**	**294**	**342**

EXHIBITS

EXHIBIT A -- Application
EXHIBIT B -- Random Selection Process
EXHIBIT C -- Expulsion/Suspension Policies
EXHIBIT D -- Initial Budget
EXHIBIT E -- Key Personnel
EXHIBIT F -- Articles of Incorporation
EXHIBIT G -- Bylaws



Center for InspiredTeaching

Inspired Teaching Demonstration Public Charter School

Application

Submitted
January 29, 2010

to the
DC Public Charter
School Board

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5. Draft contract with Center for Inspired Teaching
6. Letters of Support

APPLICANT INFORMATION SHEET

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

Name of Proposed Charter School Inspired Teaching Demonstration Public Charter School

Name of Entity Applying for Charter Status Inspired Teaching Demonstration Public Charter School

Contact Person Aleta Margolis

Address [redacted] Washington [redacted]

[redacted] 202-462-1956 E-mail aleta@inspiredteaching.org

[redacted]

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

Authorized Signature Aleta Margolis

Proposed Start Date August 2011 Proposed Year One Budget $2,558,320

Start Up Information
First-Year Enrollment: From age/grade PreS to age/grade 3 Number of students 150

Year Five Enrollment: From age/grade PreS to age/grade 8 Number of students 504

Location of school (address or area of city) Ward 1, 4, or 6

Names of Organizations Involved in Planning (if applicable):

Center for Inspired Teaching

Name of Educational Service Provider (if applicable):

Type of Application (Check One)
☐ Conversion of an Existing Public School ☐ Conversion of an Existing Private School
☒ New Public Charter School

If conversion, name the school being converted:

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

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? (A document explaining public charter school LEA status is available upon request.) ☒ Yes ☐ No

Executive Summary

Mission

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents will ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Philosophy and Instructional Approach

The Inspired Teaching Demonstration PCS will implement the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn.

The school will serve DC students PreSchool – 8 (opening PreSchool – 3) from across the city, representing the diverse backgrounds and needs of our city's children. The school will be based in the fundamental knowledge that children are inherently good and have an innate desire to learn, that every child can be successful in a school context—and that children's energy, unique talents, and individuality are assets, not obstacles. This philosophy of education stems from the belief that every student possesses the ability to think critically, learn and understand information, and solve complex problems—and that students should spend their time in school engaged primarily in these kinds of activities.

The school will exemplify Center for Inspired Teaching's educational philosophy and our history of honoring and investing in teachers. Within its walls young people will learn to read and write and achieve at high levels without having to surrender their intellectual curiosity and passion for learning. The school will house a Teacher Residency program in which Inspired Teaching Fellows will study under the guidance of Master Teachers. The school will be a leader in improving the way teachers are trained and students are educated in DC and beyond, as the school will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. Students in the school will benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning.

The defining characteristic of the Inspired Teaching Demonstration PCS will be a professional learning community focused on a progressive, constructivist approach to teaching and learning based in the research on how the brain works and how children learn. The school will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders.

Dominant methods of instruction will include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction will include an emphasis on social-emotional learning, and classrooms will be characterized by student-centered organization styles such as differentiated instruction, collaborative groups, and child-initiated play.

School Goals

For Students: The goals for our students are centered around four principles: **Intellect Inquiry, Imagination, Integrity.** Students will master content in Reading & Literature, Communication & the Arts, Math, Science, and Social Studies—and have the ability to apply their knowledge to relevant and current situations, problems, and experiences; students will develop the skills of a researcher, using their intellectual curiosity to pose and solve problems; students will exhibit the skills of divergent thinkers, with the courage to create, the willingness to approach problems with a joyful spirit, and the ability to play; and students will develop the skills and dispositions necessary to function as members of a democratic society.

For Teachers: Teachers will be held to a high standard of excellence and professionalism. Teachers will demonstrate a thorough knowledge of the subjects they teach; draw on an extensive repertoire of authentic and engaging strategies for instruction and assessment, steeped in the knowledge of how children learn; contribute to a vibrant and active professional learning community; and forge strong and positive relationships not only with students, but also with community stakeholders, including families.

School Culture

The school will be a place where children and adults thrive and find joy in their work.

- The physical space will communicate a genuine focus on children.
- The emotional space will require an approach to discipline and academics that focuses on helping children develop compassion, respect for others, self-discipline, and problem-solving skills.
- The intellectual space of the school will ask teachers and students to act as leaders, share opinions and ideas, identify problems and generate solutions, and collaborate and work together as a community so that everyone experiences success.

The school will emphasize parent and community involvement. Parents will play an important role in the school: offering feedback to staff, attending student exhibitions and performances, reviewing student portfolios, and providing volunteer services.

Logistics

The school will primarily follow the DCPS school year calendar. The instructional day will be 8:15 - 3:15 (30 minutes longer than DCPS), with 45-60 minutes of lunch and recess daily. We will offer breakfast from 7:15 – 8:00 and extended day from 3:30 – 6:00. To ensure extensive planning and collaboration, teachers will work from 7:45 – 5:00pm.

Founding Group

Our Founding Group is comprised of educators, parents, nonprofit leaders and managers, and community members with a proven record of action toward improving education for DC children. Many Founding Group members have been part of Center for Inspired Teaching's 14 years of experience working to improve teaching and learning in DC's schools.

The powerful combination of student and teacher learning at the Inspired Teaching Demonstration PCS will create a dynamic school in which students experience more than the average school provides: students will excel in traditional academic subjects; students will use imagination and inquiry to build their critical thinking; *and* the school will be a place where students thrive and are joyful academically, socially, and emotionally.

A. Educational Plan

The Inspired Teaching Demonstration Public Charter School will implement the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn.

1. Mission and Purposes

a. Educational Needs of the Target Student Population

The Inspired Teaching Demonstration Public Charter School will serve Washington, DC students PreSchool—8 from across the city, representing the diverse backgrounds and needs of our city's children.

The school will be rooted in Center for Inspired Teaching's educational philosophy which is described in the pages below. The school will be based in the fundamental knowledge that children are inherently good and have an innate desire to learn, that every child can be successful in a school context, and that children's energy, unique talents, and individuality are assets, not obstacles. This philosophy of education stems from the belief that every student possesses the ability to think critically, learn and understand information, and solve complex problems—and that students should spend their time in school engaged primarily in these kinds of activities.

Theories of child psychology and human development suggest that all children, regardless of culture, language, ability, or socioeconomic status, share fundamental needs that can be met in the school setting. These educational needs go beyond the basic survival needs, and have been characterized by scholars as competence, belonging, autonomy, and fun and learning[1]. Evidence suggests that these fundamental educational needs are not being met in many of the city's existing schools.

The Unmet Need for Competence and Challenging Work

Despite numerous and ongoing attempts at education reform in Washington, DC, the fact remains that the majority of students in Washington, DC are under-achieving—or, viewed through the lens of student needs, their needs for academic *competence* are not being met. Evidence suggests that neither struggling students nor strong students are reaching their academic potential. In 2009, fewer than 50% of students in the city's traditional public schools scored "proficient" on the DC-CAS standardized assessment of both reading and math[2]. When looking at indicators of high achievement, very few students achieve 'advanced' scores, and rates of Advanced Placement participation are also low.[3] There is a clear and urgent need for more schools that provide children with challenging, intellectually stimulating work that inspires them to learn and excel.

The Unmet Need for Belonging

Other types of data indicate that students' need for *belonging* are not met in DC schools. High rates of teacher turnover and student mobility make it difficult for students and

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[1] Glasser, William. 1986. Control Theory in the Classroom; Glasser, William. 1998. Choice Theory in the Classroom.

[2] Fenty, Rhee, and Reinoso Announce DCPS 2009 DC-CAS Scores. Web page accessed December 2009, http://www.dcps.dc.gov

[3] The Washington Post. 2009. 2008 Challenge Index 2008 – The Local List: Catching Up Schools. Online report accessible at www.washingtonpost.com/wp-srv/education.

teachers to form lasting relationships that extend beyond a single school year. High rates of absenteeism, truancy, and early dropout mean that many students are not in school, and therefore, can't possibly be forming positive relationships with school-based adults. Other evidence suggests that DC students are facing challenges in forming meaningful and healthy relationships with peers as well. The buildings and grounds of D.C. Public Schools were the sites of 3,500 emergency calls to the D.C. police during the 2007-08 school year, according to a report by the Heritage Foundation and the Lexington Institute, with about 2/3 of these complaints involving student violence[4]. Clearly, there is a need for more schools where children can feel emotionally safe and meet their need for belonging.

The Unmet Need for Autonomy

Likewise, too few of our children are able to meet their need for age-appropriate *autonomy* in the schools we have today. Research has found that urban schools often place a premium on the appearance of order and control—rather than prioritizing the development of students' skills of self-regulation. In our experience in DC schools over the past 15 years, we have witnessed countless examples of classrooms where children's movement is severely restricted, children's talk is prohibited or discouraged, and children's work is prescribed down to the last detail. While we believe firmly that learning environments should be emotionally and physically safe places, with rituals and routines in place, we are convinced by the research that suggests that too much emphasis on control hampers children's cognitive, social, linguistic, and physical development. We believe there is a desperate need in the city for more schools designed to allow children to meet their developmental need for autonomy.

The Unmet Need for Fun and Learning

Finally, our city's public schools are not meeting children's real and developmental need for *fun*. It is increasingly clear that the majority of students in Washington, DC are disengaged from school. Several studies have recently documented the low graduation rate in DC[5], and have noted that boredom and disengagement from school is a primary factor in the decision to drop out of school[6]. The students who do stay in school suffer no less from a lack of fun in their learning. Well-rounded curricula have been narrowed to prioritize a subset of tested skills in reading and mathematics. Recess is shrinking and even disappearing at some schools. Though research clearly indicates that play is one of the primary ways that children develop cognitively, linguistically, and socially, play time is disappearing from prekindergarten and kindergarten classes as academic content is 'pushed down' from the elementary grades. Since play is children's work, DC's families deserve more schools designed to meet the need for fun in learning.

Providing a Needs-Satisfying Learning Environment

In summary, in many schools, the imperatives of teaching, grounded in how children learn and what children need, are missing. We know that all children need rich, stimulating environments filled with adults who understand, nurture, and challenge them. Children need to learn skills and content within a context of exploring questions and ideas that matter to them and which instill in them a joy of learning so that they can thrive on their

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[4] Mulhausen, David B., Don Soifer, and Dan Lips. 2009. School safety in Washington, DC: New data for the 2007-2008 School Year. Washington, DC: The Heritage Foundation and Lexington Institute.

5 Swanson, Christopher. 2009. Cities in Crisis: Closing the Graduation Gap, Educational and Economic Conditions in America's Largest Cities. Editorial Projects in Education Research Center.

6 Bridgeland, John et al. The Silent Epidemic: Perspectives of High School Dropouts. Civic Enterprises in association with Peter D. Harts Research Associates for the Bill & Melinda Gates Foundation.

own outside the confines of the school. Children who come to school with exceptional circumstances need these best practices even more. In our own broad and comprehensive experience in urban schools in DC and elsewhere, we have seen many educators and politicians organized around a 'no excuses' philosophy that boasts of high expectations but in reality is comprised of developmentally inappropriate expectations. We have seen many educators dedicate incredible time, energy, and resources to 'boosting student achievement' yet ignore the essential task of creating meaningful learning experiences that last beyond the school years. In deep contrast, our school promises to hold true to the developmentally appropriate, research-based practices that challenge children to achieve at high levels by providing what they need in order to thrive.

There are some existing DC charter schools designed to meet children's needs for competence, belonging, autonomy, and fun. Such schools rely primarily on student-centered instructional approaches such as the workshop model and project-based learning, and have adopted approaches to school culture and discipline that complement the instructional emphasis on student choice and self-direction. Examples include Capital City PCS, Two Rivers PCS, and E.L. Haynes PCS. Yet, these schools have far more demand than they can currently meet: for instance, in 2009, E.L. Haynes received 700 applications for 70 available slots[7]; Two Rivers PCS received over 1100 applications for 38 slots[8]; and Capital City's waiting list was well over 1000 students[9]. These figures demonstrate clearly that parents across the city are longing for schools that value the development of the whole child.

It is within this context that the Inspired Teaching Demonstration PCS seeks to provide an additional option for parents who desire an education for their children steeped in the progressive tradition of schooling. The school will serve 152 students in PreSchool-3 in 2011, its first year, in order to provide a rich opportunity for students of multiple ages, and meet a growing need among parents who have few choices for this kind of education. We anticipate adding one grade level per year until we reach full capacity as a PreSchool-8 school, serving 504 students. The table below shows our enrollment targets for the first five years; we anticipate achieving full enrollment in ten years.

	2011-12	2012-13	2013-14	2014-15	2015-16
PreS	40	40	40	40	40
PreK	20	40	40	40	40
K	20	20	40	40	40
1	24	24	24	48	48
2	24	24	24	24	48
3	24	24	24	24	24
4		24	24	24	24
5			24	24	24
6				24	24
7					24
8					
TOTAL	152	196	240	288	336

[7] Personal communication, Jennie Niles, EL Haynes PCS Founder and Head of School.
[8] Personal communication with Jessica Wodatch, Two Rivers PCS Executire Director
[9] Personal communication, Karen Dresden, Capital City PCS Head of School.

While we are early in the process of identifying a specific location for our school, we know we will have a positive impact on the immediate neighborhood because we will add an alternative, highly desirable educational program of a sort that is not widely available in public schools. Our ideal neighborhood is one that is not currently populated with a significant number of charter schools, yet is accessible to families from across the city, including proximity to MetroRail or multiple MetroBus routes. We are currently looking into permanent locations in Ward 4 near 14th and 16th Sts (well north of the cluster of schools in Columbia Heights), or in Southwest, easily accessible from downtown, Capitol Hill, and Wards 7 & 8.

Because we are not limiting our school to serve a specific population, but want to attract students from all socio-economic and racial backgrounds from across the city, we must assume that the population we will serve will reflect the makeup of the average school in DC. Most of our city's schools serve communities where significant numbers of children live in poverty, in families in which the adults are under-employed, or in families where parent educational levels are disproportionately low. In DC, 26% of children live in households under the poverty level, 43% live in families in which neither parent has full-time year-round employment, and 22% live in families where the head of household is a high school drop-out[10]. Approximately 15% of DC's students are from homes where a language other than English is spoken. Though these circumstances can make the work of educators more difficult, poverty, in and of itself, is not a cause of educational failure. Nor do language or ethnicity affect a child's potential. Low-income children can achieve at the same levels as their more affluent peers. The wide achievement gaps that characterize high-needs districts such as DC are primarily the result of the choices that educators make at the system, school, and classroom levels. At the system level, resources are distributed inequitably—with teacher quality being the most glaring disparity. At the school and classroom level, culture-wide misconceptions about the learning capacity of poor and minority children become self-fulfilling prophecies. Low expectations for low-income children means that they receive fewer opportunities to learn, creating a downward spiral of lagging achievement and lowered expectations. Experts call this phenomenon 'subtractive education'—rather than ameliorating the effects of poverty, schools exacerbate them, and the longer poor students are in underperforming schools, the farther they fall behind. We firmly believe that our approach to education—rooted in the belief that all children have an innate desire to learn, fundamentally focused on teacher quality, and characterized by engaging, student-centered instruction—will allow us to meet the needs of students from low-income backgrounds and ensure that they achieve at high levels.

It is important to note that Center for Inspired Teaching has extensive experience training teachers to be highly successful in educating children from diverse backgrounds, especially children living with the challenges of an urban environment, and our Founding Group members bring this knowledge and experience to the creation of the school.

b. Mission and Philosophy

Mission: At the Inspired Teaching Demonstration PCS, a professional learning community of master teachers and teacher residents will ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

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10 DC KIDS COUNT Collaborative for Children & Families. 2009. Every KID COUNTS in the District of Columbia: 16th Fact Book 2009. Washington, DC: DC Children's Trust Fund.

The Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for teachers and teacher leaders. As such, the school will be a true learning community for everyone.

Reflecting Center for Inspired Teaching's philosophy of how students learn and our passion for honoring and investing in teachers, the school will be a unique place. The school will serve a student population that reflects the rich diversity of Washington, DC. Within its walls young people will learn to read and write and achieve at high levels without having to surrender their intellectual curiosity and passion for learning. The school will also house a Teacher Residency program in which Inspired Teaching Fellows will study and earn their certification under the guidance of Master Teachers. The school will be a leader in changing the way teachers are trained and students are educated in Washington, DC and beyond, as the school will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. Students in the school will benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning.

Philosophy

The Inspired Teaching Demonstration PCS builds on the work of Center for Inspired Teaching: to ensure that all schools make the most of children's innate desire to learn.

The belief that every child has an innate desire to learn challenges an outdated but widespread set of beliefs grounded in behaviorist psychology, an understanding of the mind that focuses on a learner's response to external stimuli. In schools, the influence of behaviorist psychology is manifested through all manner of 'carrots and sticks' intended to induce children to behave as desired: gold stars, candy, and even cash incentives to reward performance; competitions to see who can read the most books or score the highest on an exam; punishments or exclusion from opportunities for those who fail to meet expectations; repetitive drills to instill an automatic and habitual response.

Approaches such as these make sense if one believes that people resist learning and will only engage in it in response to a positive or negative reinforcement. Today's researchers in contemporary fields as diverse as brain science, educational psychology, and linguistics are much more likely to adhere to a *constructivist* theory of learning, a theory that emerged from overwhelming evidence that humans actively build knowledge from experiences, and actually rather like doing it. Developed by Jean Piaget throughout the 20th century, constructivism is the understanding that children and learners are not blank slates, but instead work to create their own learning through their existing frames of reference. Using prior knowledge and experience, all people construct meaning and build knowledge by interacting with their surroundings.

Constructivism's empirical base in psychology has been bolstered in recent years by extensive research into how the brain processes and learns information. Our curricular and pedagogical decisions will be informed by the findings of such research, which one leading team of researchers summarizes as follows:

1. The brain is a parallel processor.
2. Learning engages the entire physiology.

3. The search for meaning is innate.
4. The search for meaning occurs through patterning.
5. Emotions are critical to patterning.
6. Every brain simultaneously perceives and creates parts and wholes.
7. Learning involves both focused attention and peripheral perception.
8. Learning always involves conscious and unconscious processes.
9. We have at least two types of memory: a spatial memory system and a set of systems for rote learning.
10. The brain understands and remembers best when facts and skills are embedded in natural spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Each brain is unique[11].

The desire to learn is a powerful innate drive, so much so that we cannot help but learn from our environment. With a constructivist philosophy, the primary challenge of education shifts from how to create the most effective incentive system to how to create ideal learning conditions. The physical, emotional, and intellectual spaces of the school will therefore convey a deep respect for children as people and for teachers as professionals. Building on brain-based research, our school will focus on meeting the needs of the brain for optimal learning.

Our constructivist/brain-based philosophy fits within the progressive tradition of education. Progressivism is a centuries old approach that emphasizes the need to know the whole child, and to provide rich experiences from which students learn. Alfie Kohn defined the main principles of progressivism to be: attending to the whole child; community; collaboration; social justice; intrinsic motivation; deep understanding; active learning; and taking kids seriously. The school will adhere to the core beliefs that children are inherently good and have an innate desire to learn, that every child can be successful in a school context, and that children's energy, unique talents, and individuality are assets, not obstacles.

Our theory of how children learn has profound implications for how they should be taught:

If all children come to school willing and able to learn, then we can expect much more from them than mere mastery of 'the basics.' Because every student possesses the ability to think critically, learn and understand information, and solve complex problems, then students should spend their time in school engaged primarily in these kinds of activities. Students will actively engage in a rigorous curriculum of problem solving, collaboration, exploration and discovery; develop habits of mind that foster a joy for learning; and become the leaders, thinkers, and doers of the 21st century.

If all children come to school willing and able to learn, then it is the teacher's responsibility to discover or create a way to reach every student. Teachers must possess the beliefs and skills that allow them to adjust their instructional methods so that each and every child can develop according to his or her potential. Differentiated instruction becomes the norm rather than the exception. If a particular student shows too little progress, teachers hold themselves accountable for finding a way to teach that works for that child.

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[11] Caine, Renata, Geoffrey Caine, Carol McClintic, and Karl Klimek. 2008. *12 Brain/Mind Learning Principles in Action: Developing Executive Functions of the Human Brain*. Second Edition. New York: Corwin Press.

If children learn by creating meaning from experiences, then the teacher's role becomes one of guiding children through those experiences. Teachers must be exceptionally skilled facilitators, who can seed the environment with rich opportunities for children to learn through experience, observe children at work and ask questions or make suggestions to deepen their understanding, and finally, ensure that students solidify what they learn in the immediate context into knowledge that can be transferred to new situations.

If facilitation is the core teaching approach, then teachers must have the flexibility to respond to the specific needs of individual learners. Though we know that each child has the capacity to construct knowledge, we can't predict exactly what the process of construction will look like. Also, if school experiences take student interests into account, then learning experiences will vary accordingly. Curriculum, formative assessments, and expectations for classroom routines must provide enough flexibility for teachers to accommodate diverse learners.

If teachers are performing the exceedingly difficult work of actively facilitating rich learning experiences, then they deserve great respect as professionals. In order to successfully implement a constructivist approach, teachers must possess a deep understanding of how children learn and thrive, a thorough knowledge of the content areas that children are exploring, and an extensive repertoire of instructional skills and strategies. Such teachers deserve respect for their expertise and professional judgment. In concrete terms, such teachers deserve opportunities for professional advancement, fair and enjoyable working conditions, and a considerable degree of professional autonomy.

Our beliefs have been shaped and reinforced through our work in schools, yet they are also in line with research and expert opinion. Below is a brief listing of the educational theorists and reformers who have influenced Center for Inspired Teaching's educational philosophy.

Equity and High Expectations
Paolo Freire: 'Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.'
Eric Jensen: The human brain learns when the experience is challenging, complex, and engaging.
Jonathan Kozol: The voices of low income children must be heard and their needs met in any education reform efforts.

Emphasis on Social-Emotional Learning and Strong Student-Teacher Relationships
Linda Darling-Hammond: 'If you want to teach well to very high standards, you have to know the students well, you have to have that relationship that allows you to both challenge them, and adapt what you're doing for them so that it works.'
Adele Faber: Non-punitive discipline techniques foster cooperation rather than obedience.
Loris Malaguzzi, founder of the Reggio Emilia approach: Young children have much to contribute to their own education and should build critical thinking skills as they help determine school experiences.
Deborah Meier, founder of Central Park East schools in Harlem: School ought to create thoughtful citizens.

Pedro Noguera: There is more than one way to teach poor kids. Successful schools cannot focus on achievement alone, and ignore children's social and emotional needs as if achievement can be separated from the whole of any person.

Authentic Learning Experiences
Bev Bos, national expert on early childhood learning: The basics of young children is wonder and discovery - 'Experience is not the best teacher. It's the only teacher.'
Lucy Calkins, founding director of the Teachers College Writing Project: 'learning should be purposeful . . . language is used, skills are developed, and information is learned for real purposes.'
John Dewey: Children, and all people, learn by doing, by engaging in authentic experiences in which they make decisions. Education ought to foster young people's ability to participate in a democracy.
Mem Fox: Author of *Reading Magic, Radical Reflections,* and many other children's books. 'If you want our children to learn how to read anything – let alone to read more diverse or more difficult material – it helps immeasurably if we can give them as much experience of the world as possible.'
Lilian Katz: Project work is critical in the education of young children.
Theodore Sizer: "The best we educational planners can do is to create the conditions for teachers and students to flourish and get out of their way."
Grant Wiggins: Authentic assessment is the most effective means of measuring student understanding of material.

Differentiated Instruction
Howard Gardner: Multiple Intelligences - As educators we should not ask: Is this child intelligent? We should ask instead, *how* is this child intelligent?
Maria Montessori: Focus on the individuality of each child in respect of his or her needs or talents.
Carol Ann Tomlinson: Teachers can and must differentiate instruction to meet all students' needs. Approaches such as Differentiated Instruction and Responsive Classroom facilitate student learning.
Lev Vygotsky: Children, and all people, learn best in their zone of proximal development—the area just outside of their comfort zone.

Emphasis on Creativity
Jean Piaget: Children's curiosity drives their learning, and play is a critical component of learning, especially for young children. Teaching must be appropriate for the developmental stage of the child.
Daniel Pink, Author of *A Whole New Mind: Why Right-Brainers Will Rule the Future*: the importance of right brain thinking in educating students to thrive in new economies.

Investing in Teacher Leadership and Teacher Collaboration
Inspired Teaching's work to build teacher leadership and teacher collaboration draws extensively on the work of such educators as Linda Darling-Hammond, Ted Sizer, Lee Shulman, Milbrey McLaughlin, George Wood, and the National School Reform Faculty.

c. Educational Focus
The defining characteristic of the school will be a professional learning community focused on a progressive, constructivist approach to teaching and learning. As stated above, the

Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders. As such, the school will be a true learning community for everyone.

Just as the belief that all children have an innate desire to learn has implications for how teachers should teach, it also has implications for how teachers should be trained. In developing a professional learning community focused on progressive, constructivist teaching and learning, the school's ongoing teacher education efforts will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. This powerful combination of student and teacher learning will create a dynamic learning organization in which every person in the school community engages in an ongoing cycle of exploration, reflection, problem solving, new discoveries, and mastery.

Professional Learning Community for New Teachers

Center for Inspired Teaching is a recognized leader in efforts to improve teacher quality in Washington, DC. In 2009, Center for Inspired Teaching was the only local nonprofit to receive state approval from the Office of the State Superintendent of Education to prepare new teachers for initial licensure. Members of the inaugural cohort of the Inspired Teaching Fellows are currently teaching in traditional and charter public schools across the city. We are excited at the opportunity to embed new teacher preparation in the Inspired Teaching Demonstration PCS, where best practices in progressive education will be modeled daily in classrooms. Inspired Teaching Fellows are highly-qualified alternative-route teachers eligible to assume responsibilities as teachers of record, but will spend a year learning and refining the art of teaching by spending a year under the guidance of Master Teachers.

Professional Learning Community for Teacher Leaders

This approach to teaching will be strengthened by the school's focus on the professional learning community among the adults in the building. The school is designed to be a model of progressive, child-centered education for children, and as a model of collaborative professional learning by the teachers. This focus on teacher collaboration and ongoing learning ensures the best education for students.

The professional learning community will be modeled on Critical Friends Groups, designed by the Annenberg Institute for School Reform at Brown University. Critical Friends Groups were designed to focus on the teacher and on what will improve student learning. When in a Critical Friends Group, teachers agree to:

- *Be reflective*
- *Make their teaching practices public to one another*
- *Frame meaningful questions and ask for substantive feedback from one another*
- *Hold one another accountable for meeting the needs of students who struggle the most*
- *Ask the kinds of questions that provoke and challenge their assumptions and habits*
- *Believe that together they are more capable of knowing what they need to know and learning what they need to learn than they are alone.* [12]

[12] Chaltain, Sam. 2009. *American Schools: The Art of Creating A Democratic Learning Community*. Rowman & Littlefield Publishers, Inc., p 24.

The National School Reform Faculty has designed trainings and protocols for teachers and schools to use when implementing Critical Friends Groups; we intend to use many of their resources to create our professional learning community. At our school, the professional learning community will require Master Teachers to critically engage with one another about their teaching on an ongoing basis. In addition, Master Teachers will work closely with the Teaching Fellows in a similar analysis of teaching and learning as part of their teacher training process. As a result, every teacher will be in a constant process of teaching, reflecting, giving and receiving feedback, and refining their teaching.

Students and Families Benefit from Professional Learning Communities

The end result of this kind of collaborative professional learning community is a teaching staff that is focused on working together to meet the needs and goals of every student. Students in the school will benefit from the experience and expertise of Master Teachers *and* the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning. At a practical level, the presence of multiple highly-motivated, well-educated adults in the learning environment allows for students to benefit from greater access to small-group and individualized instruction. By focusing on how to be an excellent teacher, and believing that the skills of a teacher can always be improved, teachers are constantly improving their practice and students are the ultimate beneficiaries.

Additionally, students throughout the District will benefit from teachers trained at the school, as graduates of the Inspired Teaching Residency program will be eligible for employment in the city's traditional and public charter schools.

d. Goals

The goals of the Inspired Teaching Demonstration PCS stem from the school's mission to ensure all students will become accomplished learners and imaginative and inquisitive problem solvers. Because the school will place a significant focus on teachers – who are the key leverage point for student success – we have not only established goals for our students and school management, but for our teaching staff as well.

Student Goals

The goals for our students will be centered around four principles that incorporate both academic and non-academic goals:

Intellect

- *Reading & Literature:* Students will comprehend and analyze age-appropriate literature and nonfiction text.
- *Communication:* Students will communicate powerfully through writing, speaking, and the arts.
- *Math:* Students will solve math problems using both procedural fluency and conceptual understanding.
- *Science and Social Studies:* Students will demonstrate understanding of the complexity of the social and scientific worlds.
- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will be intellectually and physically active, self-directed learners.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Professional Goals for Teachers

Center for Inspired Teaching has a well-documented history of training and supporting excellence in teaching. Our school will not only serve as a learning site for students, but also for teachers. As such, we will hold our teachers to a high standard of excellence and professionalism. Goals for our teachers are:

- Teachers demonstrate a thorough knowledge of the subjects they teach.
- Teachers rely on Center for Inspired Teaching's approach to instruction, drawing upon an extensive repertoire of authentic and engaging strategies for instruction and assessment, steeped in the knowledge of how children learn.
- The school is a vibrant and active professional learning community — including all adults in the school — constantly reflecting and improving in order to achieve the school's mission.
- Teachers forge strong and positive relationships not only with students, but also with community stakeholders, including families.

Organizational Goals

Center for Inspired Teaching has a 15 year history of strong organizational management. Building upon that knowledge and experience, the school will be held to similarly high standards:

- The school exercises sound fiscal management and puts into place best practices in governance and accountability.
- The school reflects Inspired Teaching's organizational culture and values, which relies on the following framework:
    - Relentlessly impact-driven and nurturing
    - Decentralized and integrated
    - Radical creativity and structured execution

2. Charter School Curriculum

a. Student Learning Standards

We have selected Vermont's Framework of Standards and Learning Opportunities as the basis for our student learning standards. The Vermont framework (See *Section L* for the framework) organizes student learning standards in a holistic fashion that includes not only academic content, but the skills and dispositions necessary for students to be successful, productive citizens in a democracy.

These standards were chosen through a deliberative, thoughtful process, with the aim of identifying a framework that would guide and support our envisioned approach to teaching and learning. Our team reviewed standards from states in our immediate region (DC, Maryland, and Virginia), from states with large urban centers (New York, New Jersey, Massachusetts, California) and from states with a strong tradition of progressive education in public schools (Rhode Island, New Hampshire, Vermont, Maine). After reviewing standards and frameworks from a variety of states, we believe Vermont's framework includes standards aligned with our student goals and outlines student expectations in a manner that includes both the content *and* the skills and dispositions students need for success.

Below is a summary of the Vermont Framework. Each of these strands is taught at all grade levels, with specific content selected and developed to match with developmentally appropriate expectations.

The Vital Results

- Communication: Reading; Writing; Listening; Expression; Information Technology/Information Literacy
- Reasoning and Problem Solving: Questions/Problem Solving; Problem Solving Approach; Abstract & Creative Thinking
- Personal Development: Worth and Competence; Healthy Choices; Making Decisions; Relationships; Workplace
- Civic and Social Responsibility: Service; Human Diversity; Change

The Fields of Knowledge

- Arts, Language, and Literature: Critical Response; Literature and Media; the English Language; Non-Native Language; Artistic Process; Elements, Forms and Techniques in the arts
- History and Social Sciences: Investigation and Critical Evaluation; History; Geography; Citizenship; Diversity and Unity; Economics; Conflicts and Conflict Resolution; Identity and Interdependence
- Science, Mathematics, and Technology: Inquiry, Experimentation, and Theory; Mathematical Understanding; Mathematical Reasoning; Systems; Space, Time, and Matter; The Living World; The Universe, Earth and the Environment; Design and Technology

The Vermont standards address all major academic areas and organize them in a way that aligns with our proposed methods of instruction. By organizing content areas into broad disciplines, or "Fields of Knowledge," this framework invites connections among subjects and supports an authentic approach to instruction, where children are asked to do the type

of work that adults do as writers, historians, mathematicians, or scientists. We believe this framework not only teaches students appropriate and demanding content, but it teaches them why it is important, how to use it, and how to use it well.

The "Vital Results" portion of the framework includes standards in key areas and skills that align with our mission, including reasoning, inquiry, and problem solving; and abstract and creative thinking. The framework's holistic approach – incorporating academic skills and academic content - aligns with our educational focus to teach in accordance with the research on how children learn and process information: content is best learned through reasoning, problem solving, inquiry, and an understanding of the bigger picture and patterns in the world.

Notably, the Vermont framework includes explicit attention to the social-emotional aspects of learning that research proves is critical to student success[13]. The inclusion of the "Personal Development" strand indicates that a student's approach to self and his/her relationship with others in the world is a critical component of learning and success in life. The "Civic and Social Responsibility" standards likewise support the values and dispositions essential to citizenship in a democracy. By adopting these standards, we reflect our commitment to teaching the whole child – attending to both academic and social-emotional needs.

Vermont routinely ranks among the top five highest-performing states in the nation on NAEP assessments. The high expectations represented in these standards will allow all students to meet or exceed the standards outlined by OSSE. Vermont's broad standards are supplemented with detailed grade-level expectations (GLEs) that outline specific content and skills to be mastered at each level. A preliminary analysis of Vermont's GLEs with DC's grade-level standards in reading and math gives us confidence that the expectations in core content areas are comparable, and that teaching to the Vermont standards will prepare students to perform well on the DC-CAS and other statewide assessments.

We also believe this framework will allow us the flexibility to address the needs of English Language Learners and Special Education students. The organization of the standards invites thematic units and inquiry, methods that by their very nature demand that teachers differentiate instruction according to students' needs. The rich, experiential curriculum provided for all learners will allow ELLs and students with special needs to access the curriculum appropriately and equitably.

b. Resources and Instructional Materials

Numerous curricular materials are available to support a constructivist, inquiry-based approach to instruction. In order to select resources and texts that align with our mission, standards, and methods of instruction, we have established ten criteria for reviewing and selecting curricular materials.

For all content areas and all grade levels, resources and instructional materials must:

1. Allow for questions and inquiry to be the primary instructional strategy;
2. Allow for movement and tactile experiences as an essential part of the learning process;
3. Allow student voice and student interest to inform and shape learning experiences;

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[13] John Payton, Roger P. Weissberg, Joseph A. Durlak, Allison B. Dymnicki and Rebecca D. Taylor. 2008. *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.* Chicago: Collaborative for Academic, Social, and Emotional Learning.

4. Allow teachers significant flexibility to design instructional experiences that are differentiated according to students' interests, learning styles, and readiness;
5. Allow for multiple and varied instructional learning formats, including whole group instruction, small group exploration, individual investigation, and cooperative learning;
6. Allow for concept development through higher-order thinking, creation of products, and/or application of content to novel situations;
7. Allow for the creation of vibrant classroom communities characterized by strong, positive interpersonal relationships;
8. Include authentic and performance assessments as a primary measure of student progress;
9. Include images, stories, and examples that promote bias-free attitudes toward diversity in its many forms;
10. Have a research base documenting their effectiveness;
11. Align with best practices as outlined by the relevant specialized professional association (i.e., early childhood materials should align with NAEYC recommendations; ELA materials should align with NCTE recommendations).

These criteria for resources and materials reflect high expectations for all students, making a strong statement about our commitment to ensuring access to a rich and challenging school experience for students of all backgrounds. By selecting resources that allow for thoroughly differentiated instruction and that foster instructional best practices, our approach to resources and instructional materials will ensure that teachers are able to meet the academic needs of diverse learners, including special education, English Language Learners, and Gifted and Talented.

Departmentalization rarely occurs in the real world. Real world, life, and work are characterized by integration. Success in the real world relies on one's ability to think deeply, creatively problem solve, and work as a team. Our approach to teaching and learning will be authentically real world. Although we will use commercially available curricular materials, teacher created curricula, based on student interests and needs and guided by content area standards, will constitute a substantial portion of our curriculum. (Commercially available materials under consideration are described below). Teachers will create standards driven, project-based instructional units that support student inquiry and mastery. Teacher created curricula will be organized around essential questions, integrate content areas, and articulate across grade levels to ensure that students develop the skills, knowledge, and dispositions from prekindergarten to 8th grade.

The pre-school and pre-kindergarten curriculum will be guided by developmentally appropriate practice and shaped by the young child's play as work. At the elementary and middle school levels, language arts instruction will emphasize the development and authentic implementation of all communication skills (speaking, listening, reading, and writing) through a workshop approach to reading and writing. Math will be hands on and problem based. Learners will do the work of mathematicians. Science and social studies will be integrated throughout the other curricular areas and experiences through inquiry-based units of study.

As specific books, manipulatives, kits, and authentic materials are considered for adoption, each will be considered in light of these criteria. Instructional staff, including founding teachers, the principal, and other instructional leaders, will be integrally involved in

evaluating and selecting materials and resources during the planning year. Our philosophy and instructional approach, the Vermont state standards, and national content area standards will inform the curricular basis for instruction at each level of the school.

PreSchool and PreKindergarten

PreSchool and PreKindergarten students will experience developmentally appropriate instruction guided by national standards and student interest. Students will develop pre-literacy and pre-numeracy skills through authentic learning experiences that respect the developmental stages of the students. Teachers will prepare learning environments that include interest areas (or centers) that allow for student led inquiry and play. Teachers will see the students' "play" as their work and will support the students as they develop content-area skills and knowledge through their play.

Literacy

The PreSchool and PreKindergarten experience will develop students' pre-literacy skills by immersing them in language usage for authentic purposes. Students will spend their days in a print-rich classroom environment where everything is purposefully labeled and writing, reading, and talking about the day's happenings is standard. Following the students' interests, teachers will design learning experiences that enable students to develop phonological awareness, comprehension skills, print awareness, and knowledge of the alphabet. For example, students may sing songs and recite chants that illustrate beginning sounds or rhyming words during the morning community building meeting, cut out magazine pictures that begin with the same letter as their first names, or listen and discuss a book read aloud by the teacher about birds when one student notices birds outside the classroom window. Books, poems, chants, and songs will be use across all content areas to engage students in using language for multiple purposes and further support the development of their pre-literacy skills.

Math

Through hands-on explorations, early childhood students will develop their number sense, investigate patterns, learn multiple ways of classification, and examine the concepts of time. Teacher designed learning experiences will allow students to develop developmentally appropriate mathematical skills and knowledge and have authentic interest to students. For example, students develop their number sense setting out snack supplies at each table, or explore classification when sorting fall leaves collected on the playground. Teachers will plan concrete experiences for students to develop concepts of time and space. For example, students will build tunnels with blocks and move cars through the tunnel, or sequence pictures that depict the steps involved in eating a banana.

Science

Similar to math, science will be centered on hands-on explorations and the development of vocabulary through explorations. Topics of interest to the students will serve as the backbone of the science curriculum as the students develop skills in asking questions and experimenting to find out answers. For example, at breakfast a student may notice that the last cereal rings stay on top of the milk. This may prompt a class study of what things sink or float. As students care for the class pet or plants, the class may investigate what living things need to survive.

Social studies
Social studies will emphasize the creation of a supportive classroom community of friends. Students will investigate the essential question: How do people work together? Social-emotional development for the early childhood students will focus on conflict resolution and self care. Students will learn to communicate with peers and adults about their needs and emotions, and to use words to resolve conflict within the classroom community.

Instructional materials for our early childhood students must align with best practices in early childhood education, as outlined by the National Association for the Education of Young Children (NAEYC), as well as emphasize the following:

- Children learn best through child-initiated play;
- Children must be given the time and space to express their thoughts, feelings, and opinions;
- Instruction must keep the development of the whole child as a primary component, especially the need for active movement in all of their learning.

As students progress and transition from early childhood, we will ensure that instructional materials continue to emphasize the above and evolve in accordance with our deep regard for student input and ownership of learning.

Currently we are considering The Creative Curriculum for Preschool and HighScope Preschool Curriculum for use at the PreSchool and PreKindergarten levels. These comprehensive preschool curricular resources emphasize active learning, developmentally appropriate practices, learning through play, and student-directed learning. These resources address the social, emotional, physical, and cognitive areas of development and all content areas in a developmentally appropriate manner. Additional curricular materials will be taken from available prekindergarten resources that accompany the selected K-8 curricula for reading, math, science, and social studies to transition the prekindergarten learners. All resources will be used to complement teacher created instructional units that emphasize developmentally appropriate, student led, inquiry-based learning.

Elementary Grades K-5

Language Arts
We will implement Readers' and Writers' Workshop for teaching language arts to all of our students. The approach is in line with our mission and goals that require a student-driven, differentiated approach that builds students' intellect, imagination, inquiry, and integrity.

Readers' Workshop is an instructional model for differentiated teaching of reading that combines explicit instruction in reading strategies with purposeful student interaction with teacher, peers, and text. Students learn through small group instruction, independent practice, partner and small group work. The goal of Readers' Workshop is to produce independent, self-directed readers. We intend to purchase leveled readers, trade books, and children's literature to establish multi-leveled classroom libraries for use with Readers' Workshop. We will use the Fountas and Pinnell system of leveled books along with content-based trade books that accompany selected curriculum for other content areas. Using content-based trade books will facilitate our students' development of literacy across the content areas and is a natural outgrowth of integrated, inquiry based instruction.

Writers' Workshop is an instructional model for differentiated teaching of writing that combines explicit instruction in writing mechanics and creative use of language with the ongoing practice of writing. Instruction is designed around student-generated subject matter and incorporates specifically identified conventions of writing logically sequenced according to the readiness displayed in each student's writing. Students learn the skills of prewriting, drafting, revising, editing and publishing; and the approach itself includes a constant process of assessment by both the student and the teacher. The goal of Writers' Workshop is to produce independent writers who are able to write across the curriculum for the full range of purposes both to inform and to express themselves creatively. Additional information on the Workshop Model to instruction can be found in the *Methods of Instruction* section below.

Materials for all Language Arts instruction must approach teaching reading, writing, and communicating by engaging students in an authentic process of reading and writing, requiring students to read a variety of real text and to write their own material. Teachers will use the resources listed below as guides in the creation and implementation of their Readers' and Writers' Workshops.

- Calkins, L. The art of teaching of reading.
- Calkins, L. The art of teaching of writing.
- Fountas, I. and Pinnell, G. Guided Reading: Good first teaching for all children.
- Fountas, I. and Pinnell, G. Guiding readers and writers: Teaching comprehension, genre, and content literacy
- Keene, E. and Zimmermann, S. Mosaic of thought.
- Pinnell, G. and Fountas, I. The continuum of literacy learning Grades K-8: A guide to teaching
- Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. Words their way: word study for phonics, vocabulary, spelling instruction.

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on language and literacy development; emergent reading, writing, and developing increasingly complex spoken language skills; and contain a significant exposure to and opportunity to interact with a wide variety of authentic language arts materials.

For grades 3-5, objectives, learning standards, content and skill development will primarily focus on expressing thoughts and ideas through writing for various audiences, grammar conventions, reading comprehension, and public speaking.

Math

In line with our mission and in support of our student goals, mathematics materials must engage students in the process of solving authentic problems and reasoning. Instructional materials must place at least as much emphasis on the understanding of mathematical concepts and processes as on memorization of basic math facts and operations.

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on number sense and simple operations, patterns, measurement, and beginning geometry. Materials must incorporate a high use of manipulatives and child-initiated explorations to build student understanding.

For grades 3-5, objectives, learning standards, content and skill development will primarily focus on increasing complexity to the concepts from the early years, and grow to include higher level operations (addition, subtraction, multiplication, and division), fractions, geometry, money. Materials must incorporate a high use of manipulatives and authentic problem-solving to build student understanding.

In alignment with our inquiry-based, student-centered approach to teaching and learning, we are considering curricular materials that emphasize problem solving, inquiry-based learning, and critical thinking. Currently, we are considering:

- Investigations into Numbers, Data, and Space (K-5)
- Math Expressions (K-5)
- Math Trailblazers (K-5)
- Progress in Mathematics (K-5)

We recognize that no one math curriculum perfectly matches the needs of a school. We anticipate supplementing the chosen curriculum with teacher created materials and commercially available supplements. Specifically, we are considering the supplemental math curricular materials:

- Math Their Way (PreK-3)
- Mathematics...a Way of Thinking (3-5)
- Everyday Counts (PreK-5)

Science

For all grades, instructional materials must focus on teaching science by engaging students in the scientific process: wondering and the creation of a hypothesis; observation; experimentation; collection and analysis of data; drawing and defending a conclusion; and asking follow-up questions for further investigations. These kinds of materials will move students to achieve our goals in intellect, inquiry, and imagination.

To complement the teacher created inquiry units, we are considering commercially available curricular materials that focus on hands-on exploration and student led inquiry. Currently, we are considering the following curricula:

- Full Options Science Systems (FOSS) (K-5)
- Delta Science (K-5)
- BSCS Science Tracks: Connecting Science and Literacy (K-5)

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on scientific thinking and inquiry, and an exploration of basic concepts in earth science (i.e. seasons, land and water forms, weather), physical science (i.e. properties of objects, solids, liquids, and gases), and life science (i.e. plants and animals.

For grades 3-5, objectives, learning standards, content and skill development will continue to focus on scientific thinking and inquiry, and continue the study into earth science (i.e. geology, space, water cycle), physical science (energy, matter, electricity), and life science (i.e. life cycles, human body, organism structure).

Social studies

Our inquiry-based approach to teaching will take full advantage of the richness of our nation's capitol as the primary social studies "text." Using Washington, DC as a living

textbook, teachers will create inquiry-based units that ensure students develop the knowledge, skills, and dispositions necessary for effective citizenship and mastery of the content related to local, national, and world histories and cultures and economics. Teacher created curricular materials will adhere to national content area standards, build upon student needs and interests, and integrate the resources here in Washington, DC.

We anticipate using the wide array of museums (Smithsonian Museums, National Geographic Museum, Frederick Douglas Historical Site, etc.) and cultural resources to allow our students to experience, examine, and explore the history, culture, geography, and citizenship. As stated above, we will use commercially available curricular materials to complement teacher created curriculum. Instructional materials for teaching social studies must engage students in understanding the process of the development of human history and the stories of people, nations, and civilizations. Additional criteria for selecting resources include:

- Allowing room for student input, voice, and choice
- Assessing students through authentic and performance measures

Instructional materials for teaching social studies must center around engaging students in understanding the process of the development of human history and the stories of people, nations, and civilizations; these materials will support students toward our intellect and integrity goals. We are currently considering the following commercially available curricular materials:

- Social Studies Excursions (K-3)
- Social Studies Alive (K-5)
- Harcourt Brace Social Studies (K-5)

For the early grades (K-2), objectives, learning standards, content and skill development will primarily focus on the people and systems close to home such as the family, school, and local community. Materials should allow students to investigate the world that is familiar to them, and include explorations of concepts such as civic values, participation in a democracy, identifying and solving personal conflicts, and cause and effect.

For grades 3-5, objectives, learning standards, content and skill development will expand beyond that which is familiar to include DC and US history. Students should be asked to investigate the meaning of citizenship, understand the nature of conflict between groups, and the process and skills of being a historian.

Middle School Grades 6-8

Language arts

As discussed in detail above, we will implement Readers' and Writers' Workshop for teaching language arts to all of our students. The approach is in line with our mission and goals that require a student-driven, differentiated approach that builds students' intellect, imagination, inquiry, and integrity. In addition to the continued development of literacy skills through Readers' and Writers' Workshop, at the middle school level an integrated approach to language arts and social studies will provide a transition from learning to read and write to using reading and writing as tools for learning. Additional attention will be paid to academic vocabulary at the middle school level as well.

As with the younger grades, materials must approach teaching reading, writing, and communicating by engaging students in an authentic process of reading and writing, requiring students to read a variety of real text and to write their own material. Teachers will use the resources listed below as guides in the creation and implementation of their Readers' and Writers' Workshops. In addition, we will purchase leveled readers, trade books, and children's literatures to establish multi-leveled classroom libraries for use with Readers' Workshop. We will use the Fountas and Pinnell system of leveled books along with content-based trade books that accompany selected curriculum for both social studies and science.

- Atwell, N. In the middle.
- Atwell, N. The reading zone: how to help kids become skilled, passionate, habitual, crucial readers.
- Calkins, L. The art of teaching of reading.
- Calkins, L. The art of teaching of writing.
- Fountas, I. and Pinnell, G. Guiding readers and writers: Teaching comprehension, genre, and content literacy
- Keene, E. and Zimmermann, S. Mosaic of thought.
- Pinnell, G. and Fountas, I. The continuum of literacy learning Grades K-8: A guide to teaching
- Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. Words their way: word study for phonics, vocabulary, spelling instruction.

Social studies

Social studies is more than memorizing key dates, events, and biographies. Students should develop the skills to study (explore, investigate, analyze, and examine) the past (the events, people, and context) and relate it to their present lives, ultimately leading to the ability to participate in a democracy as informed citizens. Seamlessly integrated with language arts, our middle school social studies curriculum will be a literature based curriculum guided by content area standards and student interest and built upon inquiry-based thematic units.

Inquiry-based thematic units will allow our students to develop skills in analysis, interpretation, and evaluation and continue the development of literacy skills as our students engage in examinations of historical fiction, biography, artifacts, multi-media resources, oral histories, historical documents, and geographic resources. Our curriculum will ensure that our students master the content knowledge (the what happened?, where?, when?, and to whom? of history) and the skills of a historian (the processes of doing historical research).

For grades 6-8, objectives, learning standards, content and skill development will primarily focus on oral and written expression and critical analysis of various kinds of text. Each year sixth, seventh, and eighth grade students will design and conduct their own research projects in social studies guided by the Vermont state social studies standards which require students to:

- Initiate inquiry;
- Develop a hypothesis;
- Design a research plan;
- Conduct research; and,
- Communicate research findings;

In addition to examining the facts about the people, places, and specific events that occurred during specific time periods, students will explore history through thematic lenses that span across time periods, examining issues such as immigration and migration, labor (forced/free; skilled/unskilled), the impact of environment and geography on people, and people's impact on the environment. Essential questions that guide thematic units may include:

- What does it mean to be free?
- What does it mean to be a citizen?
- How do people deal with conflict?
- How do societies organize themselves?
- What is the difference between rights and responsibilities?
- What is the role of government?

As with the younger graders, our inquiry-based approach to teaching will take full advantage of the richness of our nation's capitol as the primary social studies "text." Using Washington, DC as a living textbook, teachers will create inquiry-based units that ensure students develop the knowledge, skills, and dispositions necessary for effective citizenship and mastery of the content related to local, national, and world histories and cultures and economics. Teacher created curricular materials will adhere to content area standards, build upon student needs and interests, and integrate the resources, including the array of museums and cultural resources, here in Washington, DC.

Instructional materials for teaching middle school social studies must engage students in understanding the process of the development of human history and the stories of people, nations, and civilizations. Additional criteria for selecting resources include:

- Allowing room for student input, voice, and choice
- Assessing students through authentic and performance measures

Materials must also center around engaging students in understanding the process of the development of human history; the stories of people, nations, and civilizations; the interaction among people, place, and time; and the relationship of the study of the past with the students' present. We are currently considering the following commercially available curricular materials as complements to teacher created instructional units:

- History Alive (6-8)
- Harcourt Brace Social Studies (6)
- Holt McDougal World History
- Holt McDougal US History

Proposed social studies scope and sequence:

Grade 6	Grade 7	Grade 8
Ancient Civilization • Egypt and Ghana • Maya and Aztec • China and India • Rome and Greece	US History Part 1 • Native American culture • European exploration & colonization • Colonial America • Slavery • Revolutionary Period • The New Nation • Western Expansion • Civil War	US History Part 2 • Reconstruction • Industrialism • World War I • Great Depresssion • WWII • Civil Rights Era • Modern Era - present

Math

Middle school math will be grounded in problem solving while allowing students to solidify their fluency in all four operations with integers and fractions. Through teacher created instructional units and guided by curricular standards and student interest, students will work collaboratively and independently on standards-based investigations that integrate math and science. For example, students may build various types of bridges and use math to determine how much weight each structure can support. In a study on space exploration, students may develop skills in graphing and working with ratios when examining the differential effects on gravity on various planets. Students will learn to connect math to their lives outside of school and communicate their mathematical thinking and document their mathematical reasoning. Our differentiated instructional approach will ensure that by the end of 8th grade students will be prepared for Algebra I in 9th grade at a minimum.

In line with our mission and in support of our student goals, mathematics materials must engage students in the process of solving authentic problems and reasoning. Instructional materials must place at least as much emphasis on the understanding of mathematical concepts and processes as on memorization of basic math facts and operations.

For grades 6-8, objectives, learning standards, content and skill development will primarily focus on algebra and geometry, with increased complexity from the earlier grades. Materials must incorporate a high use of manipulative to build student understanding. In alignment with our inquiry-based, student-centered approach to teaching and learning, we are considering curricular materials that emphasize problem solving, inquiry-based learning, and critical thinking. Currently, we are considering:

- Progress in Mathematics (6-8)
- Connected Mathematics (6-8)
- Holt McDougal Mathematics (6-8)
- Connected Math Program (6-8)

We recognize that no single math curriculum perfectly matches the needs of a school. We anticipate supplementing the chosen curriculum with teacher created materials and commercially available supplements. Specifically, we are considering the supplemental math curricular materials:

- Mathematics...a Way of Thinking (3-6)
- Everyday Counts (PreK-8)

Science

Middle school science is an exploration of all areas of science guided by student inquiry. Students use in-class laboratory experiences and the natural world to investigate topics in life science, physical science, and chemical science. Teachers will guide student led inquiry to ensure that students develop skills in the scientific process and mastery of scientific concepts. Since inquiry undergirds our entire instructional approach, students will become experts in the process of formulating questions and hypothesis, designing experiments, documenting and analyzing data, and communicating their results. The science curriculum will build upon the wide variety of resources available in Washington, DC, including:

- Anacostia Park
- Kenilworth Park and Aquatic Gardens
- Air and Space Museum
- U S Botanical Gardens

- Rock Creek Park
- National Zoo
- National Academies of Sciences

To complement inquiry based instructional units, commercially available instructional materials must focus on teaching science by engaging students in the scientific process: wondering and the creation of a hypothesis; observation; experimentation; collection and analysis of data; drawing and defending a conclusion; and asking follow-up questions for further investigations. These kinds of materials will move students to achieve our goals in intellect, inquiry, and imagination. In addition, curricular resources will help students develop content area literacy skills and provide natural gateways to integrate science and math.

We are considering commercially available curricular materials that focus on hands-on exploration and student led inquiry. Currently, we are considering the following curricula:

- Full Options Science Systems (FOSS) (K-8)
- Delta Science (K-8)
- BSCS Science & Technology (6-8)

For grades 6-8, objectives, learning standards, content and skill development will again deepen the understanding of scientific thinking and inquiry, as well as broaden the study of earth science (i.e. solar system, weather and climate, plate tectonics), physical science (i.e. structure of matter, energy, force), and life science (i.e. cell biology, genetics, human body, ecology).

c. Methods of Instruction

Methods of instruction will reflect the school's mission, philosophy, and goals for students and will embrace the instructional methodology of Center for Inspired Teaching. Dominant approaches will include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. To support the implementation of these methods, instruction will include an emphasis on social-emotional learning, and classrooms will be characterized by student-centered organization styles such as differentiated instruction, collaborative groups, and child-initiated play.

Because these methods require a great deal of the teacher, the emphasis of the school on a professional learning community will help ensure its effective implementation. The learning community will require Master Teachers and Teaching Fellows to engage in a constant process of examining teaching methods, analyzing student work and data, and developing the appropriate instructional strategy and assessments. These processes will be strengthened by the daily opportunities for collaboration between Master Teacher and Resident, as well as between Master Teachers. Further, peer observation and the giving and receiving of feedback on a regular basis will provide teachers with the information they need to modify and constantly improve their teaching practice. As mentioned above, the school will draw extensively on the work and protocols developed for Critical Friends Groups by the National School Reform Faculty.

Inquiry

Inquiry-based teaching is a pedagogical approach that invites students to explore academic content by posing, investigating, answering questions, and providing a rich and stimulating classroom environment. This approach puts students' questions at the center of the curriculum, and places just as much value on the component skills of research as it does on

knowledge and understanding of content. This approach embraces the principles of brain research and develops the characteristics of a life-long learner: It teaches students to pose difficult questions and fosters the desire and skills to acquire knowledge about the world. Students are given opportunities to take ownership of their own learning, a skill necessary for one to excel beyond high school: in college, in the workplace, and as a citizen in a democracy. Additionally, an inquiry-based approach allows students to draw connections between academic content and their own lives, which can be particularly important for culturally and linguistically diverse learners.

This kind of instruction requires students to not only learn specific academic content, but also to investigate that content in the context of a larger question, theme, or real-life situation. When teachers implement an inquiry-based approach, they commit to providing rich experiences and stimulating classroom environments that provoke students' thinking and curiosity; to planning carefully-constructed questioning sequences when developmentally appropriate; to managing multiple student investigations at the same time; to continuously assessing the progress of each student as they work toward their solution or final product; and to responding in-the-moment to students' emerging queries and discoveries.

We expect that inquiry-based teaching will manifest itself most often through five overlapping yet slightly distinct classroom approaches: experiments; interdisciplinary thematic units; student research; problem-based learning; and child-initiated play and inquiry. Experiments using the scientific method are the quintessential inquiry-based method and will be a hallmark of science instruction. Yet we are also committed to infusing student investigations across the curriculum. Interdisciplinary thematic units, also known as learning expeditions, are experiential and project-based, involving students in original research to create high-quality products for audiences beyond the classroom. In some instances, and in early childhood in particular, an approach requiring multiple weeks of instruction may be infeasible, developmentally inappropriate, or unnecessary to achieve the learning objective. Therefore, some students may engage in shorter-term learning activities that engage the skills of research. Kindergartners may spend an afternoon looking at the school's class rosters to answer the question, 'What letters are the most popular first initials?' Or, second-graders learning about types of housing may walk the neighborhood, tallying the number of houses and apartment buildings. Similarly, problem-based learning may be very limited in scope and teacher-directed, yet involve students actively in forming and testing hypotheses in pursuit of a solution. While learning the concepts of perimeter and area, students may be asked to figure out how to wrap gifts using the least amount of paper possible, or to use nonstandard measurements such as hand-span to measure the classroom. The common thread: An Inspired Teacher avoids spoon-feeding information to students, giving excessive instructions, and supplying answers. Instead, the teacher structures lessons so that students use the process of inquiry to pose and solve problems to meet academic standards. By spending their time in school primarily engaged in the process of posing and investigating meaningful questions, we expect that all students will develop the skills and dispositions of researchers.

Active Learning

A core expectation for instruction will be that teachers and students are intellectually, emotionally, and physically engaged in learning. To achieve this expectation, we will draw on instructional methods that require full participation from students: the workshop model; play-based learning; and movement across the curriculum.

The workshop model of instruction is a commonly used format that maximizes active student participation. Workshops can be used for virtually any subject matter but are most commonly used in writing, and increasingly, reading. Workshops allow students a considerable degree of autonomy in choosing their own tasks, but they exercise their choices within firmly established structures and routines. Class begins with a teacher-directed mini-lesson, in which a concept is covered briefly and explicitly. Next, the teacher takes the 'status of the class,' in which students indicate how they will use the workshop period. After these introductory routines, which take perhaps 15 minutes, students spend 20-40 minutes engaged in doing self-directed work, with the teacher conferring with students individually as needed. A workshop typically closes with some sort of student sharing—perhaps a round-robin in which everyone briefly tells about the book they are reading, or an author's spotlight in which a few children share poems they produced during the workshop.

In play-based learning, children learn by engaging in concepts while doing the sorts of things children would do if left to their own devices: drama, puppetry, shadow play, block play, water play, art, and the like. Techniques like these foster children's linguistic development, as they talk with peers in the course of joint activity and as teachers purposefully pursue opportunities to introduce increasingly advanced vocabulary. Play also fosters children's social, cognitive, and physical development—a child in the block area is doing a lot of hard, developmentally essential work to figure out how to get their friends, their fingers, and gravity to cooperate in the pursuit of building the highest tower. Child-initiated, play-based learning will be a central feature of early childhood classrooms, and will also be an instructional strategy available to teachers of the elementary grades.

Inspired Teaching's instructional approach is characterized by a unique focus on the use of movement in learning. Because brain research shows that learning is most effective when the entire physiology is involved, instruction must include a strong emphasis on incorporating movement into the learning process. Indeed, in early childhood especially, children must move to learn, and ignoring that fact is one of the main antecedents of school failure for many students. What does using movement for academic instruction look like? One example for older students is *tableaux*. In small groups, participants read and discuss something related to course content. Each group creates a human sculpture that represents key ideas from the reading. Sculptures may 'morph' (take more than one shape) or be a simple scene. After the group's performance, the audience may ask questions and the players explain their tableau, allowing for additional reinforcement of content. Or, in preparation for a debate in social studies, a teacher might use 'Take a Stand,' in which numbers 1 through 10 are placed on the floor. As the teacher makes statements of belief/opinion, students place themselves on the continuum, with 1 being 'strongly disagree' and 10 being 'strongly agree.' Deeply incorporating movement into the classroom is in line with progressive principles—children move, so classrooms should be set up to honor and foster that ability. Further, movement often allows for greater student engagement: verbal answers must be processed sequentially, while non-verbal responses can be processed simultaneously, so all students can 'answer' at once. This approach allows for everyone to be active the whole time, making choices, processing ideas and content and responding, rather than waiting their turn or not having the opportunity at all—an approach that is well-suited to combat the systematic disengagement from school that is prevalent across the District.

Social-Emotional Learning

As a school with a philosophical commitment to teaching the whole child, social-emotional learning will be infused across the curriculum. Our instructional methods will be selected with an eye toward reaching two mutually reinforcing goals: developing students' emotional intelligence, and developing students' skills of cooperation and self-regulation.

In addition to the inherent value of social-emotional learning as necessary for the development of the whole child, discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and principal making a contribution and investing in the success of the whole. Teachers and students share control over learning. As teachers respect the right of students to make decisions about how they approach learning, students accept the responsibility to do their best work.

Opportunities to build students' emotional vocabulary and social skills are found throughout the course of a school day, and teachers will be deliberate in taking advantage of them. Teachers will regularly engage students in activities that encourage students to make eye contact, acknowledge the individual personalities of their peers, and generally engage in peer relationships in healthy ways. In planning for differentiated instruction (discussed in greater detail in the immediately following section) teachers will consider students' preferences for interpersonal and intrapersonal intelligences, and make purposeful decisions about teaching to children's preferred or dis-preferred learning styles. Finally, because Inspired Teaching considers self-knowledge and a rich and descriptive emotional vocabulary to be essential elements of social-emotional intelligence, children's literature, vocabulary activities, and the like will be used to broaden children's understanding of feelings beyond 'happy,' 'sad', or 'mad.'

Unwanted student behavior, student-student conflicts, and student-teacher conflicts are the most important opportunities for developing students' skills of cooperation and self-regulation. Teachers will use such critical moments as teaching opportunities, engaging students in problem-solving and guiding them through productive approaches to solving conflict; they are often also an opportunity for teacher reflection on his/ her relationship with a student and/or how best to teach a particular child.

Most importantly, the school's academic and non-academic approaches will prioritize tapping students' innate, intrinsic motivation to learn. External motivators such as rewards, empty praise, competitions, and punishments will be minimized and avoided, in keeping with the research that shows that such techniques can erode and erase children's natural curiosity and interest in learning.

Organizing for Inquiry and Active Learning

Our school's primary instructional methods require classrooms to be organized quite differently from traditional classrooms, where the teacher stands in front of rows of seated students who are individually completing the same assignment. While our approach requires a different structure, it nonetheless is highly structured. Differentiated Instruction and collaborative groups, formed purposefully according to an analysis of students' different needs, will be the primary approaches to organizing students' time, effort, and participation. These approaches will be carefully balanced to meet students' needs and interests. In early childhood, child-initiated play will be the primary organizing structure, as discussed above.

Cooperative learning is a form of classroom instruction that structures collaborative interactions among learners to achieve shared learning objectives. Instruction will emphasize cooperative learning, not only to develop social skills, but also because cooperative learning has been shown to be one of the most effective ways to ensure progress of all children. We intend to draw upon the work of Elizabeth Cohen who has extensively and carefully studied and developed pedagogical approaches on how best to design group work and differentiate instruction in the classroom[14]. Cohen and her colleagues at Stanford University developed a form of cooperative learning known as Complex Instruction (CI). CI group work looks similar to other forms of cooperative learning, using classroom norms and groups roles to structure student work, but also includes a research-based set of interventions for children who don't participate fully in groups. Through this method, every child benefits from the talking and thinking that group work offers.

Differentiated instruction, as conceptualized by Carol Ann Tomlinson, asks teachers to vary assignments according to three sorts of information about students: their readiness, their interests, and their learning styles. In modifying work so that every student is engaged in something 'just right,' teachers can vary the product, the process, or the content catalyst. This broad framework gives rise to countless possibilities for organizing work and student participation. One example is to create flexible ability groups for a particular subject or project—such as guided reading groups. Another possibility is to invite students to complete projects that match their interests—while learning about colors, preschool students might work with other students who have the same favorite color to find magazine pictures of things that are red, green, or blue.

1. Formative and Summative Assessments

Our approach to monitoring student progress embeds both formative and summative assessments of student learning.

Summative assessments of individual student achievement that will also serve the purpose of monitoring school-wide performance include the DC-CAS, DRA2, Torrance Tests of Creativity, and Measure of Questioning Skills. Our plan for using these school-wide assessments is described in more detail below under *Student Performance*. In this section, we focus on the use of classroom-based formative and summative assessments.

Formative assessments are often referred to as 'assessment *for* learning,' while summative assessments are 'assessment *of* learning.' In early childhood, because children are developing rapidly and do so at a highly individualized pace, all assessments are formative. Appropriate assessment includes informal yet informed observation of young children at play and in interaction. We intend to use a portfolio system that includes developmental checklists, reliable observation protocols, and student work samples. Meisel's Work Sampling System is one assessment package we will evaluate; Creative Curriculum's forthcoming Teaching Strategies GOLD™ is another candidate. Each system relies on teacher observations—both anecdotal observations and structured observations—and is designed to meet instructional planning needs as well as to serve as a tool for communicating about student progress with families. Indeed, these two goals are the primary objectives of assessment in early childhood.

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[14] Cohen, Elizabeth. *Designing Groupwork: Strategies for Heterogeneous Classrooms*. New York: Teachers College Press, 1994.

For older learners, assessment strategies also reinforce the message that students are expected not only to develop a familiarity with content, but to develop a deep understanding of it. 'Learning expeditions' or other approaches to thematic, interdisciplinary units will be frequently used in the elementary grades. Such instructional units connect lessons over multiple days, for up to 4-6 weeks, so that depth of understanding is achieved. Multiple formative assessments are embedded in the context of the student exploration, both to check that students are developing accurate understandings but also to help the teacher shape her approach to the unit. For instance, a sixth-grade class engaged in an unit on Greek mythology might have a choice of creative culminating projects: they might adapt a favorite myth into a play, or analyze the similarities and differences between classic Greek myths and the popular film *The Lightning Thief*. Workshop time to work on these projects might be punctuated by short, direct lessons on topics related to the theme, and accordingly students would encounter quizzes or tests on word families with Greek root words or on the names and characteristics of major mythological figures.

Students will regularly present exhibitions to demonstrate mastery of content, and every student will develop a comprehensive portfolio of work. "Exhibitions" are public demonstrations of learning by students to teachers, parents, outside experts, and other community members interested in evaluating the students' level of achievement. They are a way in which schools and their communities can assess students' mastery of both a body of knowledge and the thinking skills that are required in the "real world." Each exhibition will have a clear rubric by which students and teachers can assess mastery. When possible, students will assist in the creation of the rubrics.

We believe in a virtuous circle of assessment-based planning, engaging instruction, and careful assessment of student learning in order to ensure that all children in their class reach their potential as learners. Results of formative assessments might be used to form instructional groups based on readiness or interest; to determine the need to re-teach content or skills; or to determine the need to adjust the pace of instruction or vary instructional formats. More detail on our approach to data-driven instruction is found in the sections on *Student Performance* and *Professional Development for Teachers, Administrators, and Other School Staff*.

2. Special Needs

Our philosophy includes the belief that it is the teacher's responsibility to meet the unique needs of every child. This includes any children with special needs. As such, the school will adopt an inclusion model of special education services whenever possible, provided that it is deemed the least restrictive environment (LRE) for the student. Classroom teachers will work closely with the Special Education Coordinator to develop strategies to differentiate instruction and provide support to identified students.

The developmental screening tools and formal and informal observation tools we will use to gather essential information about all of our students are designed to be used not only to get to know children very well, but also to determine whether more extensive assessment is needed. Should we become concerned, as a result of these measures and observation, that a child may have a disability or developmental delay as defined by the IDEA, we will follow the procedures outlined in the implementing regulations in order "to determine whether a child has a disability and the nature and extent of the special education and related services

that the child needs." (34CFR 300.15) A request by a parent or guardian will also trigger these procedures. We intend to have at least one special education specialist on staff to lead the process of identification of students and to administer formal evaluations of students.

As per the IDEA, 34 CFR 300.300 – 300.311, concerning evaluations, we will :

1. Obtain consent from the parent or guardian for an initial evaluation.
2. Contract with the appropriate service provider if we do not have on staff someone with the qualifications to evaluate the child in the areas of concern.
3. Convene a meeting with the parents and qualified professionals to discuss the results of the evaluations and other information gathered about the child as required and determine whether the student meets the criteria for 'child with a disability' or 'child with a developmental delay'.
4. If the child does qualify, convene an IEP team meeting comprised of the parent(s), teacher(s), evaluator(s), administrator, special education coordinator, and literacy expert. The team will write an IEP and plan a placement that will "Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum..." (34CFR 300.320)

As for the provision and delivery of services, in keeping with Inspired Teaching's practices of differentiation and individualization, we will favor an inclusion model. In our experience, many attempts at 'inclusion' fall short of the meaning of the word, therefore any special educators we hire must be familiar with successful inclusion practices, as well as having experience with helping classroom teachers teach special education students. These practices will give preference to modifying materials and instruction in the child's classroom rather than pulling students out for one-to-one tutoring, for example, and could include everything from modeling, educating classmates about disabilities, and co-teaching, to peer teaching and a social 'buddy' system. We also recognize that the hands-on, student-centered teaching planned for all our classes is also the best route to making sure special education students can be successful and fully involved in the experiential learning life of their classmates. In addition, all educators in our school, along with sharing our strong belief that all students can learn, must also have experience teaching multi-ability groups of students, and demonstrate their belief that they have the skills, knowledge, and dispositions to teach all students.

In accordance with IDEA and the Family Educational Rights and Privacy Act, all services and progress will be well documented and kept confidential. The IEP will be reviewed annually at a minimum, with changes made as necessary. If and when the IEP team determines the student no longer needs special services, the student will be exited from the program.

To supplement our own support and training of teachers in the development of these skills, we will also make use, as needed, of tools and training from the National Institute of Urban School Improvement (NIUSI), which has long been a national leader in advocating and training for both inclusive and culturally responsive practices. Our professional development will also ensure that all educators receive training in disability awareness, including the etiology of children's disabilities and developmental needs of students with disabilities.

As a result of our hiring and training practices, we expect that all of our classrooms will be "heterogeneously grouped classrooms where individual needs are met through inherently individualized activities." (NIUSI) "Heterogeneous groupings" at our school will mean multi-ability and/or multi-age classrooms where differentiated instruction becomes true

inclusive education for all, effectively maximizing the development of community and cooperative learning.

3. English Language Learners

The Inspired Teaching Demonstration PCS will seek to promote ELL's acquisition of oral and written English. In keeping with our mission to ensure that every child achieves his or her potential, the school will attend specifically to the needs of ELLs by following the process outlined by the US Department of Education's Office for Civil Rights: 1) enrollment; 2) identification of potential ELLs; 3) assessment to determine need for ELL services; 4) provision of appropriate services; 5) transition from ELL services; and 6) monitoring ability to participate meaningfully.

1. *Enrollment.* The school's enrollment procedures will not discriminate based on English language proficiency or immigration status. Washington, DC's English Language Learner population continues to rise, so the school expects to serve English Language Learners.
2. *Identification of potential ELLs.* The identification process for every student will include a home language survey that identifies the language(s) spoken in each student's home and the language in which parents prefer to receive official school notices. In the event that families are not literate or are otherwise unable to complete a written survey, we will make arrangements to administer the survey verbally. Home language surveys will be analyzed to identify students who may be eligible for ELL services. It is likely that we will adopt the home language survey currently in use by District of Columbia Public Schools.
3. *Assessment to determine need for ELL services.* Identified students will be screened using the WIDA-ACCESS Placement Test™ in accordance with the administration guidelines outlined by the test's publishers.
4. *Provision of appropriate services.* The primary goal of services for ELLs is for students to acquire oral and written English, both for interpersonal communication and for academic purposes. Based on a student's English proficiency level, the ELL services coordinator, in coordination with relevant staff such as the classroom teacher, administrators, and counselors, will draft an educational plan that outlines the academic and linguistic support services that the student will receive. The English language learner services coordinator will share the educational plan with the student's parents. Upon the parents' approval, the school will implement the educational plan.

   Students who are beginner ELLs may receive intensive instruction in English in an individual or small-group setting in order to accelerate the transition to the regular classroom. As a rule, however, ELL services will be provided through a 'push-in' approach, with ELL staff or the classroom teacher providing additional language support in the context of regular instruction. Lessons will be designed to 'invisibly accommodate' the needs of ELLs whenever possible—visuals and graphic organizers will be used to augment linguistic representations; interactive strategies and cooperative learning activities will take advantage of peer-to-peer teaching and conversation. Class work may be modified as needed, using strategies including varying the complexity of assignments, allowing non-linguistic representations of content understanding, allowing verbal rather than written work, or the occasional use of home language for instruction or clarification.

While the academic emphasis is on the acquisition of English, the school's culture and non-academic goals argue for a positive stance to linguistic diversity. An asset-based approach is a key tenet of Inspired Teaching's philosophy. As such, our school will communicate respect and value for the languages children speak in their home. At a minimum, educators will avoid communicating any bias against languages other than English; for instance, students should not be stigmatized or sanctioned for using their home language, particularly in early childhood. In addition, school culture and curriculum will affirm the value of languages other than English. For instance, morning meeting greeting rituals will be conducted regularly in world languages, particularly those spoken by members of the school community. The diversity of world languages will be represented in the curriculum at appropriate points—a sixth-grade geography unit on the spread of world religions might touch on the orthography of Arabic and the use of calligraphy in Islamic art.

Effective communication and collaboration with families will be essential to reaching our goals for students. Our school will provide information to families in home languages and actively seek partnership opportunities that will allow us to provide translation and interpretation for families as needed. As we learn more about our student population, staff recruitment efforts will include outreach to linguistic or cultural groups reflected in the school community.

5. *Transition from ELL services.* All students who receive ELL services will be assessed annually to determine the need for continuing services and support. WIDA's *ACCESS for ELLs English Language Proficiency Test* will be administered in the spring of each year. Because the goals of the school's English-language proficiency approach can largely be met in the regular classroom setting, student transitions out of ELL services should be relatively uncomplicated. Nonetheless, students who are transitioned out of ELL status will be the focus of continued progress monitoring at the classroom and school wide level for two years after transition.

6. *Monitoring ability to participate meaningfully.* One goal of services for ELL students will be to provide ELLs with equitable access to the curriculum—that is, to ensure that a language barrier does not become an achievement barrier. The Center for Research on Diversity and Excellence (CREDE) has established Five Standards for Effective Pedagogy -- ideals for best teaching practices that can be used in any classroom environment for any grade level or group of students, but have particular significance for effectively including ELLs in English-dominant classrooms. The Five Standards for Effective Pedagogy are:

   1) Teachers and Students Producing Together
   Facilitate learning through joint productive activity among teachers and students.
   2) Developing Language and Literacy Across the Curriculum
   Develop students' competence in the language and literacy of instruction throughout all instructional activities.
   3) Making Lessons Meaningful
   Connect curriculum to experience and skills of students' home and community.
   4) Teaching Complex Thinking
   Challenge students toward cognitive complexity.
   5) Teaching through Conversation
   Engage students through dialogue, especially instructional conversation.

The methods of instruction that will characterize the school's approach–play-based learning, project-based learning, hands-on learning, cooperative learning, workshop approaches, and total physical response–meet the CREDE standards. The rich, experiential curriculum provided for all learners will allow for ELLs to access the curriculum in multiple modalities and are by their very nature demand that teachers differentiate instruction according to students' needs. As such, the primary approach to meeting the needs of ELLs will be to include them in regular classrooms—with the expectation that classroom teachers scaffold assignments and instruction so that students are able to participate meaningfully.

Formal monitoring of the progress and participation of ELLs will be managed by the staff member serving as the ELL services coordinator. Disaggregated data from formative and summative assessments will be examined on a quarterly basis during the school-wide Data Days, and when warranted, action plans for individualized assistance or for improving the instructional approach for ELLs across classrooms will be developed.

4. Gifted and Talented

Our school's approach to instruction is characterized by the primacy of student voice, differentiated instruction, multiple instructional learning formats, and flexible within class grouping. This inclusive approach allows all students to reach their full potential and experience education that is developmentally appropriate, is influenced by student interest, and addresses their zone of proximal development in each curricular area. These are the best methods to ensure maximum engagement and progress for all students, including gifted and talented students, as they allow these students to take topics of study to deeper levels of understanding and application. The needs of students with varying degrees of academic performance and potential, including gifted students, are naturally addressed by using curriculum and instruction differentiated in a manner that provides an appropriate level of challenge and is based on student interest.

A cooperative learning focus will allow gifted and talented students to excel both academically and socially. Cooperative learning opportunities, in particular, allow teachers to support advanced students in developing their own helping and teaching skills, which is an excellent way to deepen and advance learning. When grouped deliberately, gifted and talented students can deepen their understanding of content and concepts by applying that knowledge as they teach others. Cooperative learning opportunities allow for the development of social skills and critical thinking skills. In addition, cooperative learning structures provide an effective platform for differentiated roles, tasks, and responsibilities and can be used with heterogeneous and homogenous groups.

We will implement a multi-step approach to identifying gifted students, working from a multimodal model of giftedness, recognizing the need for multiple measurements and the variety of ways a student can be gifted. The identification process will include:

1. Initial screening. We will test all students at the end of second grade to identify students who are potentially gifted.
2. Parent nomination. All parents of second grade students will be invited to submit a questionnaire describing their students, if they wish their students to be included for consideration for evaluation.
3. Teacher reflection. For all students who score at the 90th percentile on the screening tool or whose parents submit the student questionnaire, teachers will complete a

student profile that examines the students' demonstration of characteristics of gifted students within the classroom.

4. Documentation of current instruction and academic performance. For all students who score at the 90th percentile on the screening tool or who parents submit the student learning questionnaire, teachers will:
    a. complete an Instructional Experiences Report that describes the differentiated instruction and within class groupings the student currently receives;
    b. submit a collection of 3-5 pieces of student work characteristic of the student's consistent classroom performance; and
    c. submit available academic records.
5. Panel review. A panel of staff will review the test scores, academic records, teacher completed profile, summary of instructional experiences, student work samples, and parent questionnaire for each student. The panel will determine the extent to which the current student potential, performance, and instructional experiences are congruent and appropriate for the student's demonstrated potential.
6. Modification of instruction (if needed). If as determined by the panel, instructional modifications need to be made, the panel will design an Instructional Experiences and Approaches Plan to be implemented in the classroom for identified students. The plan will be shared with the parents, and upon parental consent, be implemented in 3rd grade.
7. Ongoing support. The plan will be reviewed at the end of each subsequent school year by the staff panel and student's current teacher, revised as necessary, and shared with the parents.

In addition to the differentiated instructional methods at work school wide, additional possible instructional experiences include compacted curriculum, independent study, and curricular extension. We are currently considering numerous tools (as referenced above) to systematically identify gifted students. In addition, we may design our own parent checklist based on research on behaviors of gifted students. These tools include:

- Home and School Rating Scales for Identifying Gifted Students (published by Prufrock Press)
- Renzulli Hartman Rating Scale (published by Creative Learning Press) for teacher use in identifying gifted learners.
- School-age Gifted Rating Scales (published by Harcourt Assessment)
- Torrance Tests of Creative Thinking
- Cognitive Abilities Test
- Naglieri Nonverbal Ability Test

Our informal and formal assessments and screenings will provide a solid basis for planning differentiation for all students, including gifted and talented children.

5. Strategies for Providing Intensive Academic Support

Our extensive experience providing services in DCPS and DCPCSB schools have led us to expect that we will likely serve a significant number of students who are already performing well below grade level, and, in the case of 3-5 year olds, at high risk of being assessed as substantially behind by the 2nd or 3rd grade. In addition, we know that many of those children will already consider *themselves* to be failures by the 1st or 2nd grade and will have developed negative coping behaviors as a result.

We believe our focus and experience hiring and training inspiring and experienced teachers will contribute greatly to the success of students with many 'extra' needs. Research shows that the biggest factor in closing the 'achievement gap' is providing highly effective teachers, and that a quality teacher is the most important factor to students' success—more than socio-economic background or previous achievement.15 As noted by the Education Trust's Kati Haycock, "The research shows that kids who have two, three, four strong teachers in a row will eventually excel, no matter what their background, while kids who have even two weak teachers in a row will never recover." [16]

Also in our experience, traditional teacher-directed, whole group teaching methods are particularly ill-suited to address these issues, and have, arguably, contributed to the development of them. Inspired Teaching's professional development programs have in large part been a response to this trend and our school was conceived to increase our ability to effect appropriate changes. The hallmarks of our approaches to curriculum and teaching described in greater detail above (i.e. differentiation, student directed cooperative learning, developmentally appropriate and constructivist practices) are exactly the methods we believe will provide the best support for both preventing and remediating these kinds of problems, in addition to being best for all students.

For younger children, we will employ the NAEYC recommended developmental screening tools developed by Samuel Meisel for all young children entering our school. We will use these screenings to plan further assessments and personalize instruction as needed for all early childhood students.

For older students, we will begin by requesting any data from previous placements. Teachers will conduct careful classroom based assessments of all new students during their first three weeks at the school. Teacher recommendations/referrals will occur on an ongoing basis, with special focus given on Data Days to students who may be in need of additional support. Students falling below performance benchmarks for portfolios or exhibitions will be the focus for additional classroom based assessment.

Our weekly 'kid-talk' sharing about each student in the school will also help gather many views of children who are struggling (see *Professional Development*, below). Formal and informal observations will also be crucial tools to track the progress of our students, especially those under 8, for whom formal testing has been shown to be of questionable validity.

Additional Curriculum Information

Upon approval of the charter, Inspired Teaching will immediately begin development of the full curriculum, to include, for each grade level and subject area, the standards and objectives; pacing guides; instructional strategies; instructional materials and resources; and formative and summative assessments. The timeline for the full curriculum is below; a sample curriculum framework for one two week period is attached in *Section L*.

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[15] Steven G. Rivkin, Eric A Hanushek, and John F. Kain (2005) "Teachers, Schools, and Academic Achievement." Econometrica: Princeton, NJ.

[16] Education Trust's 2006 report "Teaching Inequality: How Poor and Minority Students Are Shortchanged on Teacher Quality" By Kati Haycock and Heather Peske

October 2010:	Curriculum framework with standards and indicators for each grade and subject
December 2010:	Pacing guides aligned with objectives, instructional strategies, instructional materials, and assessments
April 2011:	Daily lesson plans for first 6 weeks of school; sample lesson plans for each unit; rubrics for major exhibitions
May 2011:	Compile all documents for teaching staff review
June–Aug 2011:	Teachers finalize all curriculum materials
SY 2011-12:	Regular reflection on implementation of curriculum and revision, as necessary

3. Student Performance

a. Student Progress and Achievement

Center for Inspired Teaching has a strong record of implementing evidence-based practices and using both qualitative and quantitative evaluation practices to monitor and improve program outcomes. Our assessment strategy builds on more than 10 years of our own experience and on best practices in program evaluation. By using multiple, varied measures of effectiveness, our assessment approach establishes fairness, accuracy, and consistency. This successful model will be applied at the student, classroom, and school level, to collect, track, and report continuous evidence of student progress and achievement. Our proposed approach to student assessment is comprehensive and is consistent with our vision of ensuring that schools make the most of children's innate desire to learn.

Externally Validated Measures and Instruments

Effective and ethical use of reliable, validated assessments will be a key component of our approach to monitoring student progress.

The Inspired Teaching Demonstration PCS will participate in district-wide assessments as prescribed by the relevant governing bodies. The **DC Comprehensive Assessment System** will be administered annually to students in grades 3-8. At present, the DC-CAS includes tests of reading and math each year in grades 3-8, and a test of writing in grades 4 and 7, a test of science in grades 5 and 8.

For literacy, math, science, and social studies, **curriculum-based assessments** developed by publishers of textbooks or other resources will be used at regular intervals, typically at the end of discrete units of study. Likewise, when writing samples are evaluated – in either formative or summative contexts – **the 6 Traits + 1 Rubric** will be used to rate students' writing on a variety of dimensions of quality.

The **Developmental Reading Assessment, Second Edition (DRA2)** is an individual reading assessment designed to assess students' reading performance. The DRA2 will be administered twice annually (fall/baseline and spring/summative) to all students in grades K-3. In grades 4-8, the DRA2 will be administered twice annually to all students who are new to the school and to those students who have been identified as in need of intensive support. DRA2 assessments will be administered during a four-week period at the beginning of the year and during a second four-week period at the end of the year. The

classroom teacher will assume responsibility for the administration of the DRA2 to all regular education students and ELL students. In the case of special education students, the teacher who has primary responsibility for planning and implementing the reading instruction program will administer the test.

For students in grades K-3, we have adopted the benchmarks outlined below to identify students who are in need of intensive support.

Inspired Teaching Demonstration PCS DRA Performance Levels Adapted from Connecticut State Board of Education			
Grade Placement	**At Risk** (Student is unable to successfully read this level independently and is considered to be severely at risk of not reading proficiently on grade level).		**Proficient for Grade Level Placement** (Student is able to read independently at a level considered proficient for the current grade level placement).
	September	*May*	*End of Year Performance*
K	-	Level 1	Level 4
1	Level 3	Level 12	Level 18
2	Level 16 Nonfiction selection	Level 20	Level 28 Nonfiction selection
3	Level 24	Level 30	Level 38 Nonfiction selection

Torrance Tests of Creative Thinking is the world's most widely used and respected battery of norm-referenced creativity tests. These instruments have been used for identification of the creatively gifted and as a part of gifted matrices in states and districts in the USA, especially in multicultural settings, and for special populations around the world. Published by Scholastic Testing Services, Inc. in two equivalent forms, Forms A and B, the **Figural** and **Verbal TTCT** can be used for pre- and post-testing. TTCT consists of nonverbal and verbal sections, Thinking Creatively with Pictures and Thinking Creatively with Words, which are suitable for grades kindergarten though graduate school. The nonverbal forms consist of three sets of activities which require subjects to draw lines to elaborate on a single shape, to draw lines to complete a picture, and to draw as many different pictures as possible using the same shape. The verbal forms consist of six activities that require subjects to generate questions, alternative uses, and guesses. Each of the activities in each of the nonverbal and verbal forms is timed and scored for:

Fluency. The total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus.
Flexibility. The number of different categories of relevant responses.
Originality. The statistical rarity of the responses among the test subjects.
Elaboration. The amount of detail in the responses.

To assess the school's progress toward its mission of developing students' imagination, the nonverbal form of the TTCT will be administered annually to all students in grades K-2, and the nonverbal form will be administered to all students in grades 3, 5, and 7.

Performance targets will be set using a growth model based on individual performance: for instance, we might expect a 5% increase in a student's percentile rank for each year she attends the school. Benchmarks will be set using the local population norms provided in the test's technical manual. Upon conditional approval of the charter, the school will procure the requisite test manuals and set specific targets for scale scores at each age level.

The **Measure of Questioning Skills**, published by Scholastic, Inc., is a validated instrument that assesses the quantity and quality of students' questions, using pictures to elicit questions from students. It is appropriate for students in grades 3-10, and has been adopted by states such as North Carolina and New Mexico to assess gifted students. To assess the school's progress toward its mission of developing students' skills of inquiry, the Measure of Questioning Skills will be administered to all students in grades 4, 6, and 8. We anticipate that this test will be scheduled in the final quarter of each academic year.

Benchmarks will be set using the national population norms provided in the test's technical manual. Upon conditional approval of the charter, Inspired Teaching will procure the requisite test manuals and set specific targets for scale scores at each grade level.

Internal Measures and Instruments

In addition to externally-validated, standardized assessments, classroom-based assessments can and should inform instructional decisions. Because many classroom based assessments rely on observation of student interactions and/or analysis of student work, adjustments in teaching strategies can be almost immediate.

The Inspired Teaching Demonstration PCS is philosophically committed to the use of authentic assessments. Authentic assessment involves application of knowledge, often to new situations, and the ability to explain or demonstrate mastery of subject matter. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. On traditional assessments, students are typically given several choices and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application.

In early childhood settings, appropriate assessment includes informal yet informed observation of young children at play and in interaction. We intend to use a portfolio system that includes developmental checklists, observation protocols, and student work samples. Meisel's Work Sampling System is one assessment package we will evaluate; Creative Curriculum's forthcoming Teaching Strategies GOLD™ is another candidate. Each system relies on teacher observations—both anecdotal observations and structured observations—and is designed to meet instructional planning needs as well as to serve as a tool for communicating about student progress with families.

For older learners, authentic assessment strategies also reinforce the message that students are expected not only to develop a familiarity with content, but to develop a deep understanding of it. While teachers will make judicious use of common assessment

techniques such as independent exercises, quizzes, and tests, *performance assessments* will serve as the primary assessment method in the elementary grades. Students will regularly present **exhibitions** to demonstrate mastery of content, and every student will develop a comprehensive portfolio of work. "Exhibitions" are public demonstrations of learning by students to teachers, parents, outside experts, and other community members interested in evaluating the students' level of achievement. They are a way in which schools and their communities can assess students' mastery of both a body of knowledge and the thinking skills that are required in the "real world." Each exhibition will have a clear rubric by which students and teachers can assess mastery. When appropriate, students will assist in the creation of the rubrics.

A sample outline of the topics and timing of key exhibitions is presented in the tables below.

Student Goal 1: Intellect

Objective 1a: Students will comprehend and analyze age-appropriate literature and nonfiction text.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System: Communication Focus	Literacy development	PK-2	Ongoing
DRA2	Reading readiness	K-3 and struggling readers in grades 4-8	Twice a year; fall and spring
Words Their Way Developmental Spelling Inventory	Phonics and word-analysis skills	Grades K-8	Twice a year; fall and winter
Reading Portfolio	Reading achievement	Grades 1-3	Twice a year; winter and spring
DC-CAS Reading	Reading comprehension	Grades 3-8	Annually; spring
Exhibition in Literature	Literary text	Grades 4-8	Twice a year; winter and spring

Objective 1b. Students will communicate powerfully through writing, speaking, and the arts.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System – Communication Focus	Language development	PK-2	Ongoing
Writing Portfolio	Composition: Six Traits of Writing	Grades 3-8	Twice a year; winter and spring
DC-CAS Writing	Writing achievement	Grades 4 and 7	Annually; spring

Exhibition in Visual Arts	Visual arts (process and product)	Grades 5-8	Annually; spring
Exhibition in Expression	Public speaking skills	Grades 5-8	Once by end of grade 6; once by end of grade 8
Exhibition in Performing Arts	Performing arts (process and performance)	Grades 5-8	Once by end of grade 6; once by end of grade 8

Objective 1c: Students will solve math problems using both procedural fluency and conceptual understanding.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System – Math Focus	Emergent numeracy & problem-solving skills	PK-2	Ongoing
Curriculum-Based Assessments (e.g. chapter or unit tests)	Procedural knowledge and problem solving	Grades 1-8	Ongoing/as needed
Math Portfolio	Procedural knowledge and problem solving	Grades 3-8	Twice a year; winter and spring
DC-CAS, Math	Procedural knowledge and problem solving	Grades 3-8	Annually

Objective 1d: Students will demonstrate understanding of the complexity of the social and scientific worlds.

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Work Sampling System – Concept Focus	Content knowledge and vocabulary	PK-2	Ongoing
Curriculum-Based Assessments (e.g. chapter or unit tests)	Content knowledge and inquiry skills	Grades 1-8	Ongoing/as needed
Exhibition in Social Studies	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
Exhibition in Science	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
DC-CAS, Science	Content knowledge	Grade 5 Grade 8	Annually

Student Goal 2: Inquiry

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Exhibition in Science	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
Exhibition in Social Studies	Content knowledge and inquiry skills	Grades 1-8	Twice a year; fall and winter
Measure of Questioning Skills	Ability to formulate questions fluently and accurately	Grades 4, 6, and 8	Annually; spring

Student Goal 3: Imagination

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Torrance Test of Creativity	Divergent thinking/creativity	Nonverbal: Grades K-2 Verbal: Grades 3, 5, 7	Annually; fall
Exhibition in Visual Arts	Visual arts (process and product)	Grades 5-8	Annually; spring

Student Goal 4: Integrity

Assessment Tool(s)	*Focus of assessment*	*Student Group*	*Frequency of Administration*
Student Integrity Survey	Teacher perceptions of student behavior and classroom discipline	Grades PK-8	Twice a year; fall and spring
Referrals, suspensions, and expulsions	Nature and extent of unwanted student behavior	Grades PK-8	Ongoing data collection; analyzed fall, winter, spring
Exhibition in Civic and Social Responsibility	Service; democratic processes; diversity	Grades 4-6	Annually; winter
Exhibition in Personal Development	Healthy choices; teamwork; goal-setting; making decisions	Grades 7-8	Annually; winter

How Assessment Will Be Used To Tailor Instruction to Student Needs

Student performance data will serve as an important indicator of whether and how the school is meeting its mission to ensure that all students become accomplished learners and imaginative, inquisitive problem solvers. We believe in a virtuous circle of assessment-based

planning, engaging instruction, and careful assessment of student learning in order to ensure that all children in their class reach their potential as learners. An ability to accurately assess and analyze student learning is an essential element of effective teaching, and our school's curriculum and schedule is designed to communicate the message that assessment and instruction should be integrated and mutually reinforcing.

'Data Days' scheduled throughout the year will provide time for classroom teachers and instructional leaders to develop actionable plans grounded in careful analysis of multiple types student data. Data analysis teams comprised of grade-level teaching teams, the Principal, and relevant support staff will work to compile, summarize, and disaggregate results of recent assessments. Assessment results will be framed as 'problems of practice[17]'—expressions of the student learning problem and the teaching related to that problem—and will therefore serve as starting points for conversations about how to improve classroom instruction. As the problem is clarified, the team will identify an instructional strategy to address the problem; develop a written action plan with clearly identified roles, responsibilities, and deadlines; and commit to a plan for following up and re-evaluating progress. As these 'Data Days' are scheduled monthly, constant and timely use of assessment data to plan differentiated classroom experiences will be part of the professional school culture.

Inspired Teaching's approach to tailoring instruction is based in the professional literature on differentiated instruction. In Carol Ann Tomlinson's framework, learning experiences can be differentiated based on three sorts of data: *student readiness, student interest, and student learning profile*. Formal assessment data will provide reliable, consistent evidence of student readiness in particular, and will be used to create flexible ability groupings, identify small groups of students for targeted remediation or enrichment, and provide individualized support or intervention when needed. Informal yet systematic ongoing assessment will provide information needed to make adjustments based on student interests and learning profiles. Additionally, because exhibitions allow for a large degree of student choice, they are by definition tailored to individual students.

How Assessment Methods Align to the Proposed Curriculum

We believe that our student assessment system is comprehensive, allowing us to assess progress for individual students as well as school-wide progress toward our goals of developing students' intellect, inquiry, and imagination. The assessment instruments are well-aligned to our proposed standards, resources and instructional materials, and methods of instruction.

The DC-CAS will provide strong evidence of progress toward ensuring that students master essential skills in language arts, math, and science. The content knowledge and skills measured by the DC-CAS are a key component of our goal to develop students' intellect. The DC-CAS measures the DC content standards, which are substantially similar to the Vermont grade-level expectations in language arts and mathematics.

Literacy skills are the foundation of school success, and strong reading comprehension skills are integral to an inquiry-based curriculum such as the one we propose. The DRA2 takes a holistic approach to reading assessment, evaluating basic decoding and comprehension

[17] Boudet, Kathryn Parker, et al. 2007. *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge, MA: Harvard University Press. P. 98

skills but also students' reading engagement. As such, it meshes neatly with the literature-rich, authentic reading experiences our curriculum will provide.

Two additional norm-referenced tests, the Torrance Tests of Creative Thinking and the Measure of Questioning Skills, focus specifically on constructs that emerge directly from our philosophy, mission, and curriculum. Each looks for skills and thinking habits that will be regularly reinforced in daily instruction.

In terms of internal assessments, by relying primarily on authentic assessments tied directly to the curricular unit or theme under study, our assessment system is well-suited to assess what students did or did not learn during the assessment period. Topics and rubrics for student exhibitions will be drawn from the Vermont curricular standards, ensuring total curricular alignment.

b. Gateway Measures

Students will be promoted to the next grade on the recommendation of the students' teacher and approval by the principal, and based on a comprehensive review of the students' portfolio of work and multiple assessments. As described above, over the course of a year every student will have multiple opportunities to demonstrate mastery of the grade level standards through various forms of assessment. In grades K-3, DRA2 assessment will be weighed especially carefully, as literacy achievement is a strong predictor of overall academic success. These will be compiled into a comprehensive portfolio for every student, and year-end assessments of these portfolios will determine promotion to the next grade.

We recognize that a large number of our students may arrive at our school significantly below grade level. For these students, promotion to the next grade will be determined by a combination of demonstrating progress and grade-level proficiency. Students who demonstrate significant growth but still do not meet grade level standards may be eligible for promotion to the next grade; teachers, administrators, and families will consider the child's individual social and academic needs to determine whether promotion or retention is most appropriate. In such cases, a written action plan for intensive support and academic acceleration will be developed to support the student in the coming school year.

Because teachers will be meeting regularly to examine student work and student data, it will be clear well before the end of the year which students may be at risk of failing to meet the promotion requirements. When students are identified as at-risk, they and their families will be notified and a plan of action will be created together with the teacher, student, and family.

At three points during a student's time in our school, they will participate in a Gateway Exhibition to demonstrate mastery and readiness to move forward. These will occur at the end of grade 2, grade 5, and grade 8. Modeled after the Coalition of Essential School's "Graduation by Exhibition," students will demonstrate their accomplishments and prove their skills before a panel that includes peers, parents, teachers, and community members.

c. Leading Indicators

Attendance

School attendance is a strong predictor of academic success; conversely, high rates of absenteeism in the elementary years suggest a risk for truancy, dropout, low achievement, and even involvement in delinquency[18]. In order to ensure that our students receive the maximum benefit of the opportunities afforded to them, we propose a 4-point approach to maximizing student attendance: clear expectations; student engagement; family engagement; and attendance monitoring.

Clear expectations. Attendance policies, including procedures for how families should inform the school of planned absences or student illnesses, will be clearly communicated to families in writing and verbally during parent meetings. Teachers and staff will regularly reinforce the expectation that students should "come every day, and come on time."

Student engagement. We believe one of the key factors in ensuring high attendance is making school worthwhile and welcoming for students. If students find their schoolwork meaningful, and feel that they are an important part of a learning community, they are much more likely to attend. Therefore, we have centered our instructional approach and curriculum around ensuring that students are engaged in their learning and that it is relevant and important to them. Likewise, a proactive and consistent approach to community-building—including daily greetings and class meetings, ongoing community stewardship activities, and regular community celebrations will create the expectation that each and every student is welcome, valued, and needed.

Family engagement. Similarly, our emphasis on creating a strong and welcoming learning community that includes parents, families, and guardians as a part of that community, and frequent communication between school and the home, will help keep attendance rates high. Purposefully building community among the school as a whole as well as in individual classroom will communicate the importance of each individual to the school and classroom. Informal and formal access to teachers for parents and families will help keep families and school personnel connected on a personal level and communicate that they are a welcome part of the community. In addition, regular opportunities for parents to participate in school activities – from field trip chaperones to classroom volunteers to Exhibition reviewers – will invest not only the students, but their families in the school.

Attendance monitoring. Office staff will enter and monitor attendance data on a daily basis, and phone calls will be made to the homes of absent students to ensure that families are informed and that children are safe. In addition, staff will perform routine analyses of absences on a weekly, monthly, and quarterly basis, either as part of Data Days or during other collaborative professional development times. If and when patterns of absenteeism emerge, then appropriate follow-up actions will be taken, involving teachers, families, and students in addressing the problem as the individual circumstances require.

Re-Enrollment and Retention

A consistent student population allows for a strong, identifiable school culture to emerge and evolve; conversely, high rates of student transience can create challenges to maintaining

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[18] Gottfried, Michael. 2009. Excused versus unexcused: How Student Absences in Elementary School Affect Academic Achievement. *Educational Evaluation and Policy Analysis.*

a positive school climate and building routines and rituals. Therefore, we will make every effort to retain students from one year to the next. Like attendance, re-enrollment and retention of students will reflect on the success of our efforts to build a strong learning community that meets the needs of our students and families. In addition to ongoing efforts to create a school where children thrive and find joy in their work, we will take the following steps to pro-actively encourage student re-enrollment and retention.

Clear expectations. We will regularly and respectfully communicate the importance of enrolling a student for the duration of elementary and middle school. From recruitment onward, our messaging to families will set the expectation that the school wants and needs students' participation for the long term. The process for re-enrolling students will be clearly communicated with families.

Effective family engagement. Engaged members of a community are long-term members of a community. We will engage parents and families in multiple ways – as volunteers, as decision makers, and as learners. Most importantly, we will focus on effective communication in order to ensure opportunities for sharing ideas, celebrating student achievements, and trouble-shooting around areas of concern. Regular opportunities – both formal and informal – for school-family communication will ensure that our staff is aware of any concerns on the part of students or families and can address them early on.

Early registration. By February of each year – prior to the Application Deadline for new students — current families will be asked to complete a Notification of Intent to let us know their plans for the next school year.

Sibling preference. In order to make the school an attractive option for families with more than one school-age child, the enrollment process will include a preference for siblings of currently enrolled students or siblings of applicants selected during the lottery process. More detail is available in the Plan of Operation.

Exit interviews. Any family that indicates they will not be returning will have a conference with the principal to discuss their planned withdrawal. If possible, the principal will work to determine if modifications are possible to keep the student at the school. If the family decides to change schools, the principal will conduct a thorough exit interview so that the school may glean any information that could help to maintain enrollment in the future.

4. Support for Learning

The approach of the Inspired Teaching Demonstration PCS is rooted in the belief that the whole child must be considered when providing education. Learning does not occur in isolation. Therefore all of a school's systems and supports set the stage for student success. In this section, we describe our proposed approach to key supports for student learning: parental involvement; community participation; school organization and culture; extracurricular activities; safety, order, and discipline; professional development; and the structure of the school schedule.

a. Parent Involvement

In our experience the most effective teachers and schools rely on excellent communication and extensive cooperation with parents and guardians. Any school can be a 'co-operative' if teachers and school leaders make a concerted effort to include families, and we will expect

our educators to come to us with strong experience in that area. The school will work diligently to provide communication, support, and parent education to families to build our parent involvement. As outlined below, parents will play a strong role and have a significant presence in the school, including providing feedback to staff, attending student exhibitions and performances, reviewing student portfolios, and providing volunteer services. Specific strategies to involve parents will include:

Parent Orientation
Once students are enrolled in the school, parents and families will be required to attend an extensive orientation program. The program will include the standard topics of school orientation (i.e. attendance policies, homework policies, discipline, calendar, etc.), as well as a thoughtful exploration of the school's philosophy and approach to instruction, community, and discipline. While it is expected that families will have a strong understanding of the school from the recruitment and enrollment process, the success of the school and the creation of the school community will rely on a deep understanding and investment from parents and families.

Parent Advisory Council
The school will establish a Parent Advisory Council, with membership open to all parents. The Council will serve in an advisory capacity to the school's leadership on matters related to such things as curriculum, student services, parent and family events, school-home communication, and school schedule and calendar.

Student Exhibitions, Performances, Portfolios, and Special Events
Because our school will use authentic and performance assessments, there will be regular and natural opportunities for families to gather at the school and celebrate student work. These will not only include attending student exhibitions and gateway performances of work, but also opportunities to provide feedback and input to school staff. Parents will also be asked to review their student's portfolios of work. Special events will be carefully scheduled with variation in time and day of the week to maximize family involvement.

Workshops for Parents
The school will offer workshops, informal conversations, and other opportunities each year for parents to deepen their understanding of the school's instructional approach, contribute to their children's educational experience, and build their connection to the school.

Access to Teachers
A key component of effective parent involvement is access to teachers. Our school schedule has built-in time for regular parent-teacher communication. Described in greater detail in the Structure of the School Day, every day will include 30 minutes of time teachers are available for informal communication with parents, and once a month teachers will hold "office hours" in order to be available for longer conversations with parents. Teachers will be encouraged to offer office hours during more than one time frame to ensure availability to parents with different schedules. Teachers will also reach out to parents during the summer months as they prepare for the upcoming school year.

Parent Center
The school will designate an area of the school that can serve as a resource for parents. In addition to meeting space, we hope to provide internet access and a library of resources of interest to parents.

Volunteer Opportunities
Parents will be welcome volunteers at all school events, as well as in classrooms. Teachers will be expected to develop a list of specific volunteer opportunities within their classroom for parents, and school leadership will develop and publicize volunteer opportunities for school-wide needs and events.

Regular Communication from the School to Parents
In addition to the above, we will communicate with parents through parent/teacher meetings, phone calls, and written communications. At a minimum, we anticipate a monthly newsletter to parents from the school and/or individual classrooms. Formal parent-teacher conferences will be held 3 times per year. Time sensitive and extremely important information will be communicated via phone or in-person. Communication will be made available in a family's native language.

To streamline information that needs to go home to families about classroom and school events (i.e. student work, field trips, class projects, assemblies, parent meetings, etc.), we plan to have a Weekly Family Folder. Once a week, the oldest sibling in the school will be given a folder with paperwork for the family. This will limit the burden on classroom teachers to have to keep track of this paperwork daily, and will limit duplicate information going home to families with more than one student at the school. We also anticipate making as much of our paperwork available on-line as possible, for those families wishing to limit paper or whose parents or guardians do not live in the same home.

Finally, in line with our belief that effective schools engage in regular reflection, we will use our parent board members to help us establish the most effective methods of communicating with our specific set of parents. Our weekly 'kid-talk' gatherings will also include planning for specific parent outreach, as needed.

b. Community Participation
Washington, DC is home to numerous organizations that provide outstanding opportunities for children. As such, we are considering collaborations with Teaching for Change/Tellin' Stories, a parent outreach and involvement organization; City Blossoms, a program that gardens with children; Live It Learn It, an organization that supplements classroom instruction with academically-focused trips to DC's world-class resources; City at Peace, which offers youth social justice development through theater arts; Capitol Hill Arts Workshop, which offers a wide range of afterschool arts and theater opportunities for area children and youth; and the DC Commission on the Arts and Humanities which offers both in-school and out-of-school arts experiences for DC students. We hope to partner with many of these organizations to provide support to students during the school day and with after-school and/or extracurricular activities. We also plan to forge a relationship with our neighborhood ANC and ask for suggestions as to community organizations, businesses, and services that would be valuable partners for educating our students about their community.

Below is a chart outlining various community organizations who we have spoken with and who can provide support for our school's work and mission; each has provided a letter of support. Select letters are attached in *Section L*.

Organization/Contact	Activity	Support for Mission
City Blossoms	Gardening projects with students	▪ Reinforce curriculum objectives and school goals ▪ Opportunity to involve local community in school
Capitol Hill Arts Workshop	Arts programs for students	▪ Reinforce curriculum objectives
DC Arts and Humanities Collaborative, Inc.	Artists-in-Residence; Arts For Every Student program; professional development courses for teachers	▪ Connect teachers and students to artists and performances – both in-school and after school to support curriculum goals ▪ Provide professional development opportunity for teachers
PlayWorks	Opportunities for safe and inclusive play throughout the day and during recess.	▪ Connect with curriculum goals and provide support for recess and after school activities
Teaching for Change: Tellin' Stories	Engagement of families and staff with the power of story to connect people from diverse backgrounds	▪ Work with school staff and families to ensure active family and community engagement
Live It Learn It	Rigorous, academically-focused trips to DC's world-class resources to supplement classroom instruction	▪ Reinforce and supplement curriculum goals through field trips
Traveling Players Ensemble	Artistic and educational in-school, after-school and summer school programming	▪ Connect with curriculum and provide in-school, after-school, and summer school programming
Folger Shakespeare Library	In-classroom program on Shakespeare	▪ Support curriculum goals ▪ Provide professional development opportunity for teachers
EdgeWorks	Dance and educational programming in-school, after-school, and summer	▪ Connect with curriculum and provide in-school, after-school, and summer school programming

c. School Organization and Culture

The Inspired Teaching Demonstration PCS is designed to serve as a model of best practices in educating children and educating teachers. The school culture will be mission-driven and child-centered, with an emphasis on collaborative professional learning and teacher leadership. As discussed in our *Educational Focus*, the Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide

the best education possible for students, and to provide excellent teacher preparation and professional development for teachers and teacher leaders. As such, the school will be a true learning community for everyone.

A primary characteristic of the school culture is that it is a place where children thrive and where adults and children find joy in their work. The physical, emotional, and intellectual spaces of the school will convey a deep respect for children as people and for teachers as professionals.

- The physical space will communicate a genuine focus on children. Authentic student work will be pervasive throughout the building, and will demonstrate the fluidity of the learning process: beginning work; unfinished explorations; demonstration of mastery. Teacher learning and explorations will also be shared. Photos of teachers and students (with appropriate consent) will be integrated into displays throughout the school. Use of space will be designed in order to meet student academic and social-emotional needs.
- The emotional space will require an approach to discipline and academics that focuses on helping children develop compassion, respect for others, self-discipline, and problem-solving skills. The culture will be such that students and teachers feel they can take risks and learn from mistakes. Feedback will be integral to the process of student learning and teacher learning.
- The intellectual space of the school will ask teachers and students to act as leaders, share opinions and ideas, identify problems and generate solutions, and collaborate and work together as a community so that everyone experiences success.

Mission-Driven and Child-Centered

The four goals for students (Intellect, Inquiry, Imagination, and Integrity) will serve as guiding principles for the school as a whole. In all contexts, the school community will consider how its choices help meet these goals for students. Decisions concerning curriculum, extracurricular activities, assemblies, field trips, extended day, and teacher professional development topics will made with the goals in mind.

Staying true to mission, the school culture must also reflect student input and student voice. Students will have input into setting the school and classroom expectations, and will be a key component in conflict resolution strategies school-wide. Curriculum, exhibitions, extracurricular activities, etc. will also require student input. In order to fully prepare students to be active members of a democracy, they must have the opportunity to practice those skills; as such, the school will operate according to democratic principles, with students having a significant voice in the organization of the school. Students will have an active presence on the Board of Directors that evolve over time as our student body grows: at first, students will likely have an information sharing role with the Board; eventually we anticipate adding a student seat on the Board of Directors.

The learning community within the school will extend to the larger community as well. Parents will be an active part of the decision-making processes—as members of the school's Board, as well as through a Parent Advisory Council through which teachers and school leadership can consult with parents. Further, because the school is designed to be a demonstration school where new teachers are trained, students throughout the District will benefit from the knowledge and experiences of new teachers who have been trained in a model learning community.

Collaborative Professional Learning and Teacher Leadership

As outlined in the *Professional Development* section below, the school day and year will be organized to maximize time for teachers to work collaboratively to ensure excellent instruction for students and ongoing growth as teaching professionals. In addition, by the very nature of a demonstration school, teachers will be regularly engaged in collaborative work. Classrooms will be led by a permanent Master Teacher who will have primary instructional responsibility for the students. Classrooms will also have at least one Teaching Fellow, a resident teacher-in-training who will serve in an assistant teacher role, taking on more teaching responsibilities as the year goes on. Fellows will receive feedback on a daily basis, with ample time allowed for reflection and conferencing between the Master Teacher and the Fellow. This type of dialogue is widely recognized as an essential component of developing and improving teachers' skills and knowledge[19]. Master Teachers and Fellows will also engage in proven methods of teacher reflection including videotaping lessons for review[20], journaling[21], and performing teacher action research[22]. The school's instructional leaders will also engage in regular reflection and professional development with the Master Teachers.

Center for Inspired Teaching believes strongly in teacher leadership, knowing that effective schools require teacher input to important school-wide decisions. We anticipate having a Teacher Leadership Council, comprised of rotating members who will provide regular advice and support to those in the school's official leadership positions (i.e. principal). Teachers will be an integral part of the process of creating school policies and procedures and schedules, as well as in curriculum and assessment.

d. Extracurricular Activities

In keeping with our commitment to become a part of a greater community of adults and children, we plan to offer before and aftercare programs that provide a natural segue between home and school at both ends of the school day – and which support the overall goals and mission of the school. We will attempt to contract with a provider that is already accredited by the National Afterschool Association/Council on Accreditation After School, but whether we contract with a local provider or design our own program, we will be guided by the NAA/COA standards for best practices. These standards were developed from the extensive research on afterschool programs that shows, among other things, that the single most important factor in successful programs is the quality of the relationships between the staff and children. As mentioned above in *Community Participation*, Center for Inspired Teaching has relationships with many city organizations who we anticipate will support the school's students before and after school.

In addition to a before and after school program, we plan to offer, possibly with the help of a parent volunteer, program-finding assistance for families who would like to have their

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[19] Mills, Heidi, Louise B. Jennings, Amy Donnelly, and Lyn Z. Mueller. 2001. When teachers have time to talk: The value of curricular conversations. *Language Arts* 79 (1):20-28.

[20] Fernandez, Maria L. 2005. Learning through Microteaching Lesson Study in Teacher Preparation. *Action in Teacher Education* 26 (4):36-47.

[21] Larrivee, Barbara. 2000. Transforming Teaching Practice: Becoming the critically reflective teacher. *Reflective Practice* 1 (3):293-307.

[22] Wilms, Wellford. (2003). Altering the structure and culture of American public schools. *Kappan Professional Journal* 84(8): 606-615.

children participate in more specialized arts or sports programs after school that are separate from the school's offerings.

e. Safety, Order, and Student Discipline

The middle ground between permissiveness and authoritarianism is authoritative practice. Authoritative treatment sets limits and consequences within a context that fosters dialogue, explicit teaching about how to assume responsibility, and democratic decision-making.—Linda Darling-Hammond[23]

The Inspired Teaching Demonstration PCS will embrace a relationship-based and asset-based approach to discipline that relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries necessary for student success.

Relationship-based discipline is a student-centered approach to classroom management and teaching that depends on teacher-student collaboration to maintain a safe, positive learning environment. Relationship-based discipline, as its name suggests, relies on strong, mutually respectful, personal relationships to engage cooperation in the classroom. Teachers help students meet academic and behavioral expectations by emphasizing teacher empathy, unconditional positive regard, genuineness, encouragement, and trust. In such an environment, students behave not because they are afraid of punishment or because they seek a reward, but because they know they are valued members of the classroom community. In the Inspired Teaching Demonstration PCS teachers will hold students to the highest expectations. Teachers will not offer stars, stickers, candy, or other tangible rewards for good behavior or academic performance. They will, instead, be charged with developing students' intrinsic motivation in social and academic situations.

Student-centered teaching is a key element of relationship-based discipline. Student-centered learning environments foster a sense of student control, giving children a prominent voice in the classroom. Students are provided with choices that pique their individual interests, capitalizing on children's innate curiosity and desire to learn. Teachers invite student cooperation and collaboration by planning instruction that allows the learning experience to be engaging and meaningful.

Engaging, student-centered instruction prevents most of the discipline problems that typically arise in teacher-centered classrooms. However conflict is inherent in human relationships and our teachers and students will be well prepared to address it. In a conflict-positive classroom, destructive conflicts are prevented and constructive conflicts are structured, encouraged, and utilized to improve the quality of classroom dynamics. Most importantly, tensions between teachers and students are defined as conflicts, not misbehavior—allowing teachers to focus on finding a resolution rather than an appropriate punishment. Teachers will provide students with useful, realistic ways of independently preventing and resolving their own conflicts, facilitating student problem solving within their relationships, as well as in their academic learning. The school will establish clear and consistent rules with significant input from teachers and students so that, when adult intervention is required, teachers will have a strong, clear framework of expectations to guide their actions.

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[23] Darling-Hammond, Linda. *The Right to Learn* (San Francisco: Jossey-Bass, 1997), 138.

To set the overall tone, the school will have established school-wide expectations. These expectations will be developed by the teachers and staff, with additional input from students once the school year begins, and will emphasize the values and guidelines expected of all members of the community. The school-wide expectations will form the basis for expectations within individual classrooms should teachers determine additional guidelines are necessary in order to ensure a safe and positive working environment in their classroom.

The key building block of our school's approach to discipline is community. Research has shown that when students feel a part of a strong community — in which their voices are heard, feelings validated, and needs met — they are far more likely to have higher levels of participation and engagement with school work and the school community as a whole[24, 25]. Our school will regularly engage in school-wide community building events, and each classroom will embed community building as part of daily instruction in order to build and maintain a safe and productive learning environment.

Another key component of ensuring a safe school environment is putting into place the routines and structures necessary for inquiry-based instruction and creativity in the classroom. Drawing on the artistic disciplines, we know the importance of structure, practice, and routine necessary to create the space for the freedom to explore, learn, and create on a deep level. Constantin Stanislavski calls upon the "will" or the structured learning process as a necessary companion to the imagination. The "will" or structure holds us responsible to practice (in the arts, vocal exercises, scales, chords; in academics, daily routines, study skills, memorization) so that we are well-prepared and capable to support our creative vision. In a school, the work will be on finding the balance between "individual freedom and group structure: Freedom for all to express their opinions, balanced by a shared framework of rules and expectations that clarify what the community values and what it will and will not accept."[26]

Classroom teachers will be expected to be primarily responsible for discipline. First, through the development of engaging instruction that meets students' needs, it is expected that discipline problems can be kept to a minimum. Second, all staff and students will be trained and familiar was conflict resolution techniques so that conflicts that do arise can be resolved fully and to the satisfaction of all parties to prevent conflict from festering or returning because the underlying issues have never been resolved. Finally, should conflict escalate to the point where the emotional or physical safety of other children in the classroom is in jeopardy, school administrators will become involved (see *Plan of Operation, Student Policies and Procedures*).

Parents, of course, will also play an integral role in the school community and approach to discipline. Keeping parents informed and involved in their children's educational experience will be primary. As discussed above in *Parent Involvement*, many systems will be in place

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[24] Wentzel, Kathryn R. 1997. Student Motivation in Middle School: The Role of Perceived Pedagogical Caring. *Journal of Educational Psychology* 89 (3):411-419.

[25] Stipek, Deborah J., Rachelle Feiler, Denise Daniels, and Sharon Milburn. 1995. Effects of Different Instructional Approaches on Young Children's Achievement and Motivation. *Child Development* 66:209-223.

[26] Chaltain, Sam. American Schools: The Art of Creating A Democratic Learning Community. Rowman & Littlefield Publishers, Inc., p 59.

for teacher-student communication, including the opportunity every day for touch points between teachers and parents (also see *Structure of the School Day*, below).

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

Excellent teachers who engage in meaningful professional development and are constantly working to improve their craft are at the heart of Inspired Teaching. The most effective professional development has been proven to be that which is regular and on-site; teacher-led; focused on data, observation, and collaboration; requires significant reflection on the part of the teacher; and is directly tied to immediate classroom practice[27]. We also know that every adult in the school building has an impact on the students and every adult-student relationship is an opportunity to support each student. As such, administrators and other school staff will participate in professional development opportunities as much as their schedule allows, and several events will be scheduled so that the entire adult school community comes together as learners.

Because the Inspired Teaching Demonstration PCS will be a training site for teachers, significant and meaningful professional development will be at the core of the work of our teachers. Master Teachers in every classroom will serve as mentors to new teachers (Teaching Fellows) who will be training along side these Master Teachers. The Teaching Fellows will be a part of Center for Inspired Teaching's existing state-approved teacher certification program. The Principal, as instructional leader, will engage regularly with Master Teachers to reflect on teaching practice. The Master Teachers and Fellows, and the Principal, engage in a constant process of self-reflection and improvement, modeling to everyone in the school, and to the larger community, that teaching is a profession that requires regular refinement and new learning all the time.

Center for Inspired Teaching has developed a highly effective model of professional development during its 14 year history working with DC public and public charter school teachers and knows what kind of professional development fosters lasting and meaningful learning for teachers, and what doesn't. (See *Section L* for Inspired Teaching's description of the characteristics of effective professional development). The Inspired Teaching Demonstration PCS will contract with Center for Inspired Teaching to design and implement professional development for the school, in partnership with the Principal. Professional development at the Inspired Teaching Demonstration PCS will include:

Lesson Study and/or Teacher Inquiry Groups

Significant blocks of time will be devoted to collaborative professional development. This will likely take the form of Lesson Study or Teacher Inquiry Groups. Lesson Study is a teacher-driven form of professional development that involves thorough, collaborative planning and collective reflection[28]. Lesson Study is the primary form of teacher education in Japan, and has become an increasingly interesting practice to educators in United States since the late 1990s. Teacher Inquiry Groups bring together groups of teachers to identify a challenge or area of growth, who then collaboratively study the issue and develop instructional strategies and solutions together. Inspired Teaching has facilitated a modified

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[27] Shulman, Lee and Judith Shulman. 2004. How and what teachers learn: a shifting perspective. *Journal of Curriculum Studies* 36/4: 257-271.

[28] Stigler, James and James Hiebert. 1999. *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*. San Francisco: The Free Press.

form of Lesson Study and Teacher Inquiry Groups in several Washington, DC public schools since 2003.

Daily collaborative professional development
Teachers will have a minimum of 7 hours/week devoted to collaborative professional development. This will be in addition to regular planning periods during the school day. As discussed in "Structure of the School Day" below, teachers will participate in daily professional development from 3:30 – 5:00. Administrators and support staff will participate in these sessions as much as possible.

Kid Talk
On a regular basis, teachers will spend their collaborative professional development engaged in "Kid Talk." Kid Talk is a focused and deliberate time when a group of teachers share data and observations about specific children, allowing them to understand the whole picture of the child and work together to devise strategies to meet individual student needs. During Kid Talk, teachers do not speak negatively about children or focus on blame; instead they are a time for positive, constructive, and professional discussions about student successes and challenges. The Principal will attend Kid Talk and has the initial responsibility of setting the tone and tenor of the discussions; support staff will participate in these sessions as much as possible.

Data Days
Eleven days during the year will be set aside for teacher/staff "data days." Students will not have school on these days and teachers and staff will engage in significant analysis of all student performance data. 'Data Days' scheduled throughout the year will provide time for classroom teachers and the Principal to develop actionable plans grounded in careful analysis of multiple types student data. Data analysis teams comprised of grade-level teaching teams, the Principal, and relevant support staff will work to compile, summarize, and disaggregate results of recent assessments. Assessment results will be framed as 'problems of practice[29]'—expressions of the student learning problem and the teaching related to that problem—and will therefore serve as starting points for conversations about how to improve classroom instruction. As the problem is clarified, the team will identify an instructional strategy to address the problem; develop a written action plan with clearly identified roles, responsibilities, and deadlines; and commit to a plan for following up and re-evaluating progress. As these 'Data Days' are scheduled monthly, constant and timely use of assessment data to plan differentiated classroom experiences will be part of the professional school culture.

All school retreats
At least twice a year we will have all-staff retreats that include all adults who work in the building. This will be an opportunity to ensure that all adults in our school who interact with children are sharing ideas, working together, and building their skills and expertise in supporting children.

Summer Institute
Each summer the school faculty will participate in a Summer Institute to prepare for the coming year. Activities will include reviewing curriculum, setting goals for the year, and

[29] Boudet, Kathryn Parker, et al. 2007. Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Cambridge, MA: Harvard University Press. P. 98

beginning to learn about the students they will have in their classrooms. This will include not only a review of the data and student work from the previous year, but engaging with the students' families through home visits and conversations with parents and students.

Outside expertise
As needed, we anticipate bringing in outside experts when needs arise specifically related to the student population. This is likely include additional resources related to student diversity, including special needs students, gifted and talented, and English language learners.

g. Structure of school day and year
The Inspired Teaching Demonstration PCS will primarily follow the same school year calendar as traditional DC Public Schools. We will begin the school year and end the school year on the same calendar, and observe the same holiday schedule; students will be in school for 182 days per year.

The school day will be 30 minutes longer than the traditional DCPS school day, as outlined below. The instructional day will begin at 8:15 and end at 3:15, with 45-60 minutes of lunch and recess each day. We will offer breakfast from 7:15 – 8:00 and extended day from 3:30 – 6:00.

Daily Schedule

7:15 – 8:00	Breakfast
8:00 – 8:15	Open Arrival
8:15 – 3:15	School Day
3:15 – 3:30	Open Dismissal
3:30 – 6:00	Extended Day for students
3:30 – 5:00	Collaborative professional development for teachers

Open Arrival/Open Dismissal
Each morning and afternoon includes a specific, ongoing time during which students, teachers, and families can have informal opportunities to see one other. Teachers will be expected to be in their classrooms and available for brief interactions with parents and families during arrival and dismissal. This built-in time will increase access to teachers during a specific time so that teachers and parents feel they are accessible to one another.

Extended Day Services
Our school will offer extended day services to the entire school population. We anticipate that some students, based on individual assessments, will be required to participate in specific tutoring and/or academic programs during this time. These opportunities, as well as others, will be available to the entire student population. All extended day services will be developed to further support the school's academic and non-academic goals.

We anticipate partnering with community organizations to provide services and opportunities to students during extended day. These will likely include various arts organizations across the city, as well as organizations such as PlayWorks, DC Scores, Washington Tennis and Education Foundation, and others whose programs will complement and strengthen the educational program of our students. As discussed above in

Community Participation, Inspired Teaching has existing relationships with many of these groups already, and will forge specific partnerships in the coming year.

Teacher Schedule

An effective school with effective teachers places a heavy workload on its teaching staff. In order to address the needs of all students, teachers need sufficient time to plan, reflect on students and lessons, collect and analyze student data, and collaborate with others. When teachers have the time to do this, students benefit from stronger, more effective instruction. Using the model of Critical Friends Groups, as discussed above, gives teachers a focused opportunity for collaborative professional development that results in maximizing the time when teachers are with students during the regular school day.

We will require our teachers to have a slightly longer day than traditional teachers in DCPS, working at the school from 7:45 – 5:00 daily. As discussed above (*Professional Development*), each day will include collaborative professional development and planning from 3:30 – 5:00, in addition to planning blocks during the school day. This is designed to ensure ongoing, site-embedded professional development that builds a true professional learning community, and to provide teachers with time during their official work day to do the planning done by most teachers in "off-hours."

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

The driving force behind the creation of this school is Center for Inspired Teaching (1436 U St., NW, Suite 400, Washington, DC 20009). Our founding group is comprised of educators, parents, non-profit leaders and managers, and community members who have a proven record of action toward improving education for DC's children. Many of our founding group members have been a part of Center for Inspired Teaching's fourteen years of experience working to improve teaching and learning in DC's public schools. During that time, Center for Inspired Teaching has always worked with the deepest respect for teachers, listening to their voices, and building strong and trusting relationships with every teacher and principal with whom we have worked in order to improve the lives of children and youth in DC.

The fourteen years of experience Center for Inspired Teaching brings to opening a charter school is an invaluable asset for the long-term success of the school. Our history of working with teachers in their classrooms has provided Center for Inspired Teaching staff with a deep understanding of the issues facing teachers and students in DC public schools. We have a strong understanding of the standards, the DC-CAS, and the educational landscape in DC. We have worked with thousands of students, witnessed their challenges and successes, and learned from parents and community members. Center for Inspired Teaching's support for teachers, professional development programs, and training materials have all been designed to meet the diverse needs of students across the city – and these materials and experiences drive the design of the Inspired Teaching Demonstration PCS.

The Founding Group represents a well-rounded team who have spent thousands of hours in DC classrooms working with many hundreds of teachers and their students. The group has worked with schools and children in DC from many angles: mentoring and support for individual teachers; professional development for whole faculties; coaching and collaboration with principals and assistant principals; research and observation in schools and classrooms; coordination with school business managers; partnership with DC community funders; and collaboration with DCPS senior administration. Founding Group members also bring significant expertise in finance, business management, and DC real estate. The Inspired Teaching Demonstration PCS is also supported by an Advisory Board comprised of stakeholders with expertise in all of the above areas.

Several Founding Group and Advisory Board members have been key employees in the organizational and business management of Center for Inspired Teaching, a non-profit with a 14 years of successful operation. The organization has grown every year for fourteen years, maintains an active and engaged Board of Directors, and has a proven track record of sound financial and operational management.

Founding Group Members

Aleta Margolis is the founder and Executive Director of Center for Inspired Teaching where she has trained hundreds of teachers in Washington, DC. She created the organization in 1995, and has grown it from a one-person volunteer organization to an almost $2 million organization with 15 employees. In 2001, Aleta was awarded a Fellowship from Ashoka: Innovators for the Public, in recognition of Inspired Teaching's work training

teachers to transform the way schoolchildren are taught. Aleta is a former professor of education at American University, specializing in authentic assessment, science and math education, and curriculum reform. Aleta was a public school teacher for 5 years in an urban environment, teaching in both elementary (grade 3) and middle school (grade 6); she also designed and ran alternative educational programs for court-referred high school students in Washington, DC in the early 1990s; and she has taught thousands of DC teachers. Aleta received her undergraduate degree at Brown University and her M.S. in Education and Social Policy at Northwestern University.

Kate Keplinger holds a Masters of Arts in Teaching from American University and received her certification to teach secondary social studies in Washington, DC. As Center for Inspired Teaching's Deputy Director, Kate has directed the organization's programs and business operations, leading the organization's financial management, human resources, and day-to-day operations. Kate has been responsible for facilitating the annual budgeting process; managing the flow of income and expenses including internal financial controls, recordkeeping and accounting, cash flow, and payroll; overseeing personnel and human resources including the hiring process, annual employee reviews, benefit and leave policies and records, and general office systems; and developing and maintaining a positive and productive organizational culture. Kate has also been a key leader in developing and implementing all of Inspired Teaching's programs with teachers and students, providing training to hundreds of DC teachers.

Deborah Danztler Williams has more than 30 years of experience in the field of progressive education. From 1978-2007, she taught at the primary, elementary, intermediate, high school, undergraduate and graduate school levels, and served as the director of a primary school and director of an intermediate school. Deborah obtained her undergraduate degree from the Honors Program of Howard University and graduate degrees from Howard University and Columbia University Teachers College. Deborah has participated in numerous professional development programs and classes including the Northeast Foundation for Children's Responsive Classroom, Lucy Calkins' Writers Workshop, and the Educational Research Bureau's Interpretation and Use of Standardized Testing Results for the Improvement of Teaching and Learning. Deborah is a resident of Washington, DC.

Gay Cioffi has been the Director of the Little Folks School since 1980 where she also works as a teacher of 2.5 – 5 year olds. She received her undergraduate degree in Kindergarten and Elementary Education from the Pennsylvania State University and earned her Masters Degree in Education and the Arts from Tufts University in Medford, Massachusetts. Gay has received outstanding teacher awards from The Wolf Trap Early Learning Institute in 2004 and 2002. She has presented papers on early literacy and art education at the Oxford Round Table at Oxford University in 2003 and 2005. Gay is a resident of Washington, DC.

Dr. Miriam Gonzales is a DC parent and has worked in the field of education as a teacher, researcher, policy analyst, and program evaluator. Her teaching experience includes teaching 5th grade from 1997 – 1999 in Alexandria, VA; playwriting to high school students at Bell Multicultural School in Washington, DC from 2004-2005; and playwriting and acting to 6-9 year olds in Annandale, VA from 2003-2006. She received her PhD in Education and MA in Sociology from Stanford University in 1995 where she researched the organizational support needed to teach effectively in culturally and academically diverse

classrooms. After graduate school, Miriam's work as a researcher at an education policy firm in Washington, DC took her into classrooms across the country to observe and evaluate national and federal programs. She turned to classroom teaching several years later, enjoying putting theory into practice with fifth grade public school students. More recently, Miriam has integrated her interest in the arts and education by teaching playwriting to elementary and high school students in Washington, DC public schools. Miriam is a resident of Washington, DC.

Dr. Julie Sweetland taught 4th, 5th, and 6th grades from 1997-2006 in a variety of urban contexts, including Our Lady of Perpetual Help in Washington, DC; she also has a background in curriculum design. She is a graduate of Georgetown University and holds an MS and PhD in Linguistics from Stanford University. Julie's doctoral research, funded by the National Science Foundation, evaluated the implementation of a writing curriculum that used children's literature to introduce themes of language variation in African American elementary classrooms. As the Director of Teaching and Learning and Research at Center for Inspired Teaching, Julie finds ways to use classroom-based research to help students, teachers, and schools reach their full potential. Julie is the key designer of Inspired Teaching's Teacher Certification Program. Julie is a resident of Washington, DC.

Dr. Sabrina Wesley-Nero is a graduate of Georgetown University and has a MEd in Curriculum and Instruction with a concentration in Multilingual and Multicultural Education and a PhD. in Education from George Mason University. She has 4 years of experience as a 1st, 3rd, and 4th grade public school teacher in diverse and urban communities, including Oakland, CA, teaching elementary general education, Spanish bilingual, and Spanish immersion classrooms. She has also worked as a field experience supervisor and an adjunct faculty member for George Mason University. Sabrina has presented at national conferences on issues related to second language learners and teacher preparation, worked as an educational consultant for Washington, DC, area schools, and designed teacher education curriculum. Her research focuses on the preparation of effective teachers for cultural and linguistically diverse students.

Carol Betts teaches Head Start at Miner Elementary in Northeast, DC. She has been a DC Public School teacher for 18 years. A former corrections officer for the Juvenile Justice System, Carol became an early childhood teacher in Washington, DC because she believed that teaching young children was the most powerful thing she could do to prevent them from ending up in the court system. Born and raised in Washington, DC, Carol has also worked for Head Start, in their community initiatives program, bringing high school students to volunteer in early childhood classrooms. Carol is a 2006 graduate of the Inspired Teaching Institute and the Inspired Teaching Mentoring and Teacher Empowerment Program and serves on the Inspired Teaching Teacher Advisory Board. She is on the National Advisory Board for the National Professional Development Center on Inclusion and is a candidate for national certification through the National Board for Professional Teaching Standards. Carol has a bachelor's degree in Psychology from Oakwood University and has pursued post-graduate studies through Trinity, Georgetown, and Catholic Universities.

Kaneia Mayo is a lifelong Washingtonian and taught 7th grade language arts and social studies from 2003-2006 at DC's Barbara Jordan PCS. She also has experience as an arts and academic instructor at the Akebulan Academy of the Anacostia Boys and Girls Club #1.

Kaneia earned a BA from Sweet Briar College in English and Creative Writing. She also studied English and drama at the University of London, Royal Holloway. She is now the primary program facilitator for Inspired Teaching and is responsible for the management and facilitation of our teacher training programs. Kaneia is a resident of Washington, DC.

Laurie Wingate is a development professional and former teacher. Laurie has significant development experience, having served on Hillary Clinton's National Finance Staff as Director of the National Lawyers Committee for the duration of Clinton's presidential campaign and then moved the organization over to the Obama campaign – raising over $5 million. She taught 4th – 7th grade from 1991-1997 in Oakland, California, during which time she received her teaching credential, joined a UC Berkeley/Stanford research team, and was a guest lecturer at the Stanford School of Education. She also worked at Washington, DC's Brent Elementary school from 1997-2000. Laurie received her BA from Dartmouth College and her teaching credential from UC Berkeley. Laurie is a resident of Washington, DC.

Sam Chaltain is a DC parent and the National Director of the Forum for Education and Democracy, a collaboration of the nation's leading thinkers on progressive education. Sam is an expert in democratic school design and school policies that make schools most effective. Prior to joining the Forum, Sam was the founding director of the Five Freedoms Project, a leadership development program that helps K-12 educators, parents and students create more democratic learning communities. He also spent five years at the First Amendment Center, where he co-directed the First Amendment Schools program, a national K-12 school reform initiative. Sam taught high school English and History in the New York City public schools and at a private school in Brooklyn. Sam has a Master's degree in American Studies from the College of William & Mary, and an M.B.A. from George Washington University, where he specialized in non-profit management and organizational theory. He received his undergraduate degree from the University of Wisconsin at Madison, where he graduated with a double major in Afro-American Studies and History. Sam is a resident of Washington, DC.

Michael Reed is a partner as DLA Piper, a leading international law firm that provides a wide array of legal services. Michael concentrates his practice on corporate governance, public and private mergers and acquisitions, corporate finance transactions, complex structured finance transactions, private investment fund transactions, joint venture and strategic alliance transactions, and securities regulation. He represents publicly and privately held companies and private equity firms, with an emphasis on financial institutions and diversified companies. Michael advises and represents boards of directors on a variety matters, including strategic transactions, corporate governance issues, and legal issues and fiduciary duties in the context of strategic transactions and corporate governance. Michael is joined by his colleagues at DLA Piper, Lisa Dewey and Randi MacDonald, to provide pro bono legal counsel on all legal matters related to the charter school including governance, organizational management, real estate, and human resources. See attached letter of support in *Section L*.

Advisory Board

Inspired Teaching has also assembled an Advisory Board comprised of individuals whose experience and expertise are providing significant support to the school. Members include:

Claire Bloch is a political and business strategist who has lived in the District for over twenty years. She is President of DC Strategy Group, a consulting firm helping businesses effectively navigate the DC government, its agencies, and its required procedures. An LSDBE company, DC Strategy Group is also partner on real estate development projects in the District, using its expertise to foster positive growth and development in the Nation's Capitol. Claire founded DC Strategy Group after a successful and award-winning career in communications, politics and television. A former executive at National Geographic Television, and a Peabody-Award winning documentary film producer, Ms. Bloch also worked for a decade as a communications and strategy consultant. Claire is a former Board Member of the National Child Research Center and lives in Washington, DC.

Carlos Garcia is an attorney, real estate professional, entrepreneur, and community leader. He currently heads Eng Garcia Real Estate Group and is a partner in Keller Williams Capital Properties, both of which provide real estate services in DC, Maryland, and Virginia. He previously practiced law at the U.S. Commerce Department, Gibson, Dunn & Crutcher, CounsciousMedia.com, and Pitney Bowes. He has served on numerous boards, including Higher Achievement Program, Greater Washington Urban League, and the E.L. Haynes PCS. He has significant experience supporting organizations with issues of sustainability and financial resources. Carlos and his family reside in Washington, DC.

Mike Cachine is CEO of Webiit Communications, a leading Google Apps Partner. Webiit specializes in developing Google and cloud computing strategies in the education, small business, non-profit and government markets. Mike also currently serves as Director of Cloud Strategies and member of the board of directors for Headroom Learning Strategies, a Redmond, WA based K12 software company that produces the Math Success Deluxe and SAT Success online education tutorial programs. Previous experience also includes serving as founder and CEO of Vistranet Communications and as Director of Corporate Information Technology at MCI Communications. Since 1998 Mike has served as technology advisor and trustee of the William G. McGowan Charitable Fund, a foundation which supports leading programs in medical research, education and improving the lives of disadvantaged youth. Since 2004 Mike has served as a founding member of the Zero To Three Council supporting educational programs for infants, toddlers and families in the United States Military. He is also an active elementary school volunteer in the Fairfax County School System in the areas of math and computer lab.

Fran Goldman has over 30 years of experience working in finance, administration, and human resources in government and the non-profit sector. After getting her MBA from the University of Chicago Graduate School of Business, she worked at the U.S. Office of Management and Budget and the New Zealand Treasury in Wellington, New Zealand. Upon returning to Washington, she shifted to the non-profit sector and was the Chief Financial Officer of the New Israel Fund from 1990 to 2002. Subsequently, she served as the CFO for several progressive, social change organizations, including the AFL-CIO Working for America Institute and Wal-Mart Watch. Fran is currently serving as the CFO of Center for Inspired Teaching as a part-time consultant and is a candidate for certification as a Certified Financial Planner®.

Jeff Keitelman is a Partner at DLA Piper where he practices in all areas of commercial real estate law. He represents local, national, and international owners, users, lenders, managers, and brokers in acquisition/disposition, leasing, development, financing, property

management, and related matters involving urban office buildings, suburban office and industrial parks, shopping centers, headquarters facilities, and mixed use developments. He also has experience with counseling clients in connection with real estate-related litigation and bankruptcy matters, as well as with public/private partnership and government-related transactions. He heads DLA Piper's Government Real Estate, Corporate Real Estate, and Green Real Estate teams.

Linda (Pax) Linson has over 30 years of experience in the fields of early childhood education, conflict resolution, special education, and advocacy in public schools. Her early career included staff training for the model program for the Georgia Appalachian Child Care Project; teaching in early childhood programs at the Detroit-based Merrill-Palmer Institute for the Study of the Young Child in the Urban Family; and work as a child therapist and developmental psychologist in Georgia and Alaska. Building on this work, she moved on to facilitating the design of appropriate special education programs with families and schools and has also worked as a director, teacher, and program evaluator for early childhood and afterschool programs in Maryland. For the last 7 years, she's concentrated on bringing her experience into her mentoring and professional development work with dozens of DC teachers, especially early childhood and special education teachers.

Monisha Karnani recently earned her Masters in Educational Administration and Policy at Howard University after having taught high school math in the Baltimore City Public Schools from 2003-2006, where she was a founding member of Baltimore Freedom Academy. Monisha is Maryland State Certified to teach Secondary Mathematics, and she holds a Bachelors Degree in Engineering from the University of Michigan. After a short career in the Juvenile Justice System, Monisha joined the New Teacher Project and made the switch to urban education. Her passion in the classroom is collaborative learning, while her research interests include gender differences in education and single-sex learning environments.

Jenna Fournel has dedicated her professional career to schools both as a teacher and in the non-profit realm. She began her foray into public education as a high school English teacher in rural North Carolina from 1999-2001 and went on to support school reform in Chicago through work with parent-led Local School Councils. She holds a BA in English from Bryn Mawr College and an MS from the Medill School of Journalism at Northwestern University. Her last few years have been dedicated to building her experience and expertise in media, marketing, and communications.

Christie Byers was a classroom teacher from 1993-2009, with experience at the early childhood, elementary, and middle school levels. Most recently she was the 5th and 6th grade science teacher at Green Acres School in Rockville, MD, where her focus was on inquiry-based learning, student-designed experiments, and collaborative knowledge construction. Christie has extensive experience mentoring new teachers, writing curricula, initiating and maintaining professional development programs, developing authentic assessment tools, and leading student problem-solving teams. An outspoken advocate for progressive ideals, Christie has given numerous workshops across the country on topics such as the use of reflection in constructivist classrooms, authentic assessment, democracy and choice in the classroom, and the basic tenets of progressive education. Christie earned a B.S. in Biology from Virginia Tech and an M.A. in Teaching from George Mason University. Christie has residences in Takoma Park, MD and Washington, DC.

Ilene Weinreich is a lifelong advocate for education whose professional and volunteer experience in classrooms spans from early childhood through high school. She started her professional career as a lawyer with Wiley, Rein & Fielding in Washington, DC. When she entered the education realm she explored every facet of the profession, starting out teaching ESL and most recently advising seniors at area high schools as they go through the college admissions process. Ilene has a bachelor's degree from Cornell, a law degree from Duke, and her master's in education from George Washington.

Lindsey Allard is an early childhood and equity specialist who works with teachers, administrators, and policymakers at the state and district levels on early education issues. She is the Director of School Readiness Consulting, a collaborative enterprise of Allard and Associates that provides relationship-based consulting, training, coaching, mentoring, leadership and organizational capacity building through a lens of cultural competence, with a particular focus on early childhood education. She holds a BS in Human Development and Early Childhood Education from Wheelock College and Master of Education in Education Policy from the Harvard Graduate School of Education. She has significant experience in the training and development of early childhood educators, including designing the early childhood curricula for several area public schools. She leads reviews of charter schools in the DC and serves as part of the research team for the Early Childhood Excellence-In-Teaching Professional Development Project in the DC, a Department of Education funded initiative. Lindsey is currently the President of her local affiliate chapter of NAEYC.

The following Founding Group members serve as directors or officers in the following organizations. If the organization has an annual report, it is attached in *Section L:*

Sam Chaltain	Five Freedoms Project
Gay Cioffi	Little Folks School
Kate Keplinger	JP Hoyer Montessori and Early Childhood Center PTA Cheverly Parent Resource Center
Aleta Margolis	Center for Inspired Teaching Live It Learn It
Laurie Wingate	DC Vote Little Folks School Endeavor Foundation
Kaneia Mayo	City at Peace

Parents', Teachers' and the Community's Interests and Involvement

Our Founding Group includes community members, parents, and teachers, and reflects years of work within the DC education community. Founding Group members have been deeply immersed in the needs and interests of the DC education community, and are committed to designing a school that meets the needs of the community and its families. Several Founding Group members are parents of potential students, and have contributed their perspective on the kind of school they wish their child(ren) to attend. Many additional parents with whom we have discussed the school are particularly excited about the opportunity for their students to benefit from the wisdom and expertise of Master Teachers *and* the fresh energy of new teachers. Additionally, all Founding Group members have been involved in and represent the needs of the Washington, DC community, working on issues including voting rights, social justice, youth empowerment, and education reform.

Center for Inspired Teaching's work is based in the premise that teachers are the leverage point for change in schools: the quality of a child's teacher is the most important school-based factor in determining how much a child learns. As discussed above, by understanding teachers' and parents' needs and interests, Center for Inspired Teaching knows how to create a model of teaching and learning in which teachers become fully invested—and in which students and their parents are excited and active in their school and learning.

Center for Inspired Teaching has drawn on its current staff, as well as the community of educators and parents with whom we have worked over the last fourteen years, to form our founding group. The experiences and knowledge we have gained from the teachers and principals with whom we have worked have informed – and will continue to inform – the decisions we make about our school. Inspired Teaching staff are all former educators who draw on their experiences as teachers, administrators, and mentors in designing a school that is not only good for students, but also good for teachers.

Center for Inspired Teaching will continue to work with teachers within traditional DC public and public charter schools, and the knowledge of current, experienced teachers and administrators in the system will regularly inform our work. The sharing of information about student needs, strategies that work in the classroom, and community relationships will help to build a strong community school.

As we determine the neighborhood where our school will be located, we intend to deliberately reach out to the community to include additional community members and parents. We anticipate attending community meetings (i.e. ANC), meeting with church leaders and community organizations, and connecting with existing parent groups to communicate about our school and recruit those who would like to become actively involved in it.

Additionally, in alignment with our mission and focus, we want to include teachers and school leadership in the organizing and planning process. We are working with various like-minded educational organizations (i.e. Coalition of Essential Schools; Progressive Educators Network) to identify individuals who would be interested in supporting the planning of the school, and eventually in becoming a Principal or Master Teacher.

b. Planning Process

Making the decision to open a charter school

Since 1995, Inspired Teaching has been dedicated to ensuring that Washington, DC's schools make the most of children's innate desire to learn. Over the course of these 14 years, Center for Inspired Teaching has evolved and grown, adding and adapting programs to achieve greater impact and improve instruction in classrooms across the city. We know our work has caused significant changes in individual classrooms. After analyzing and reflecting on our past work, we determined that we could have an even greater impact on student success when this kind of excellent teaching is concentrated in one school.

We have seen consistent outcomes from our programs which can be characterized broadly as changes in instruction, changes in climate, and changes in teachers' professional identity. Results of current programs include:

- Alumni of the Inspired Teaching Institute spent 66% LESS time on discipline than the average teacher.
- Inspired Teachers spend more time asking questions than comparison teachers, and a significantly higher proportion of their questions challenge students to use higher-order thinking skills rather than simple recall.
- Inspired Teachers are more than 3 times as likely to provide opportunities for hands on learning.
- Students in our partner schools do as well or better than their counterparts on measures of student achievement.
- Inspired Teaching's innovative approach to working with teachers enhances participants' self-efficacy: When analyzing classroom scenarios involving student failure, participants initially located the cause in the teacher's actions 55% of the time; after the course, this figure rose to 75%. In scenarios illustrating student success, responses indicating teacher responsibility increased from 70% to 90%

Despite the changes we have seen in individual classrooms, we remain dissatisfied: too many of our classrooms and schools continue to fail our city's children. Too often classrooms and instructional strategies do not meet the needs of children; teaching is not based on the research in how children learn; and schools are not designed to maximize learning by maximizing student engagement. While the research base supporting Inspired Teaching's holistic, constructivist philosophy of education is strong and compelling, there are simply too few examples of this approach in practice—especially if one is searching for models that have been proven successful with low-income or minority learners in urban schools. The relative lack of successful models has proven to be an obstacle to wide-scale implementation of Inspired Teaching's approach to classroom instruction. Too often, even educators who are open to our approach struggle with putting it into practice because they lack concrete examples of effective practice to emulate. For participants who are skeptical that student-centered teaching will work with "these kids," the need for proof positive is even more critical.

Therefore, Center for Inspired Teaching decided to create the first Inspired School. Reflecting Inspired Teaching's philosophy of how students learn and our passion for honoring and investing in teachers, the school will be a unique place among schools in this country. The Inspired Teaching Demonstration PCS will serve a student population that reflects the rich diversity of the nation's capital. Within its walls young people will learn to read and write and achieve at high levels without having to surrender their intellectual curiosity and passion for learning. Students will actively engage in a rigorous curriculum of problem solving, collaboration, exploration and discovery; develop habits of mind that foster a joy for learning; and become the leaders, thinkers, and doers of the 21st century.

Finding the right people

Inspired Teaching has spent 14 years embedded in the DC Public School system, working closely with hundreds of teachers, principals, and administrators; this experience allowed us to connect with and recruit founding group and advisory board members with the varied skills of educator, parent, business manager, community leader, real estate, and finance.

Our staff members, who comprise much of the founding group, have been committed to providing DC children with an effective and progressive education for years. Staff are hired into Center for Inspired Teaching after a rigorous hiring process that screens not only for

skill and experience in teaching and in education reform, but for those who have the commitment and philosophy to advocate for change in schools. Their work prior to coming to Center for Inspired Teaching, coupled with their years working directly in DC's schools with administrators, teachers, and students uniquely qualifies them to design a school for DC students that meets the particular challenges they face.

We have also built strong and meaningful networks with local organizations involved in the school system, including after school providers, arts organizations, mentoring organizations, and universities. We have tremendous connections to like-minded national education organizations such as the Forum for Education and Democracy, the Coalition for Essential Schools, and education reformers at Stanford University who have agreed to provide support and guidance in the creation of our school and some of whom are serving on the founding group.

As an established and well-run non-profit, we have built our own expertise in managing and growing a business, as well as developed strong partnerships with those with additional business, operational, and development expertise, such as the Non-Profit Business Roundtable, The Washington Regional Association of Grantmakers, Ashoka: Innovators for the Public, law firms who provide pro bono services, individuals who work in DC and federal government positions, and financial professionals. We used these networks to identify appropriate founding group and advisory board members.

The role of parents, teachers, and community members

Parents, teachers, and community members have been active voices in Inspired Teaching's work since its onset—with many teachers and parents over the years longing for Inspired Teaching to open its own school. This work has informed the development of our school mission, philosophy, and program design. Inspired Teaching has consistently maintained a forum for input from teachers through our Teacher Advisory Board. These teachers will continue to have an active voice throughout the process of opening and running a charter school.

Inspired Teaching's work includes significant time spent in traditional public and public charter schools, providing staff with deep knowledge about the design of all sorts of schools. We have worked intensively with dozens of DC public and public charter schools, learning about their philosophy, focus, goals, and school structure. All of these experiences have influenced our school design.

Specifically, since deciding to open a school, founding group members have visited many schools to learn from them and to gain knowledge from their experiences. We have visited and met with leaders of several DC charter schools, including Two Rivers, E.L. Haynes, Capital City, and YouthBuild. We have also visited and learned from like-minded school leaders in other areas such as Central Park East in Harlem, NY; The Learning Community in Central Falls, RI; The Park School in Baltimore, MD; Monadnock Community Connections in Swanzey, NH; and Shady Hill School in Cambridge, MA.

As described in the Educational Plan, one of the main tenets of the Inspired Teaching Demonstration PCS is teacher leadership. As such, teachers will be a crucial voice in the implementation of our school design. At least one teacher will sit on the school's Board of Directors, and the school will maintain a Teacher Leadership Council which will be a key

advisor to the school's official leadership (i.e. Principal and Executive Director). Teachers will be an integral part of the process of creating school policies and procedures and schedules, as well as in curriculum and assessment.

Parents will also serve as key players in the school's implementation and success. Our educational philosophy embraces the 'whole child,' and as a result, our work with teachers has always affirmed the importance of engaging parents. At least two parents will serve on the Board of Directors, and the school will maintain a Parent Advisory Council to provide advice and support on school policies and procedures. In addition, as outlined in the Educational Plan, numerous and varied opportunities will exist for regular input and involvement from parents.

One of the keys to successful parent input is communication. Using Inspired Teaching's successful parent-teacher workshop *Unlocking Student Potential: Teachers and Parents Solving the Puzzle Together*, the school will host a session prior to the opening of school during which teachers and parents create a school vision statement for home-school collaboration, articulate the barriers to that vision, identify strategies for overcoming the barriers, and develop new skills in communicating with each other and with children. The workshop will be the initial, signature experience that sets the stage for a year-long campaign to ensure parents and teachers understand that they are needed, valued, and trusted by each other.

We also anticipate maintaining a strong Advisory Board for the school, comprised of educators and community members who can provide ongoing support and guidance for the school.

c. Corporate Structure and Nonprofit Status of the School

The Inspired Teaching Demonstration PCS has been incorporated as a non-profit corporation in the District of Columbia. Articles of Incorporation can be found in *Section J*; draft bylaws are also in *Section J*. The school will shortly submit its application to the IRS to obtain its 501(c)(3) tax-exempt status. Our pro bono counsel at DLA Piper, including Founding Group Member Michael Reed, prepared and submitted the Articles of Incorporation, drafted our bylaws, and is in the process of preparing our application to the IRS.

2. Governance and Management

a. Board of Directors

The Board of Directors of the Inspired Teaching Demonstration PCS holds the key responsibility of ensuring that the school fulfills its mission. As the governing body of the school, the Board will provide strategic direction; engage in oversight of the school's performance, financial management, and legal compliance; cultivate and monitor effective school leadership; and engage in ongoing fundraising and outreach efforts to ensure adequate resources.

Composition of the Board

The school's Board will be comprised of an odd number of members, not to exceed a total of 15. The majority of the Board will reside in Washington, DC, and membership will include 2 parents of current students, at least one (with 2 preferred) teacher, three employees of Center for Inspired Teaching, and the school's Executive Director (ex officio). Additional areas of expertise to be represented on the Board include real estate, legal, finance, local

community/ neighborhood, and fundraising and development. Several members of our Founding Group have already agreed to serve on the Board of Directors (Board Agreement forms are attached). We are actively recruiting additional individuals who meet our requirements and needed expertise, and plan to have a full, active Board by January 2011.

The Board will have four officers: President, Vice President, Secretary, and Treasurer who will serve 2 year terms; officers may be re-elected after each term. As indicated in the bylaws, the Vice President will be assumed to succeed the President upon completion of his/her term.

The Board will have two Standing Committees:

- Governance, to oversee Board recruitment and nominations; Board effectiveness and Board evaluation; and evaluation of the Executive Director
- Finance and Business Oversight, to oversee financial management, the audit, and legal compliance

Additional committees may be established, as needed, by the President of the Board. We anticipate Committees in the following areas:

- Educational Oversight: academic goals; student performance; curriculum
- Development and Outreach: relationships with the community; media; fundraising
- Executive: as needed.

Board members are expected to serve on at least one Committee. The Governance Committee will always include the Board President, one of the Directors who is an employee of Center for Inspired Teaching, and one parent. Committees may include members of the general community who are not Directors, at the discretion of the Board.

Board Selection Process and Terms of Office

The Governance Committee will be responsible for working with other Board members, the school's Executive Director, the Parent Advisory Council, and Center for Inspired Teaching to identify potential new Board members. Potential Board candidates can be identified by a current Board member, the school's Executive Director, the Parent Advisory Council, the Inspired Teaching Executive Director, or any stakeholder in the school; self-nominations will also be considered.

The Governance Committee will review the qualifications of all nominations, and, if the candidate appears to meet the initial qualifications and needs of the Board, the Committee will officially interview potential candidates and make a recommendation to the full Board for membership. The full Board will vote on all prospective members.

Board members will serve a three-year term and may be re-appointed at the end of each term to an additional term. Terms will be staggered to ensure that new Directors serve alongside experienced Directors.

Parent Membership

Parents will provide an important voice on the Board of Directors. At least two parents of current students will serve on the Board of Directors. Interim parent members will come from our Founding Group; the first official parent members will be selected within six

months after the enrollment of students to ensure that a broad and diverse body of parents has the opportunity to serve on the Board.

The parent body of the school will have input into the selection of the parent Board members. The Board will ensure that one of the parent members is always serving on the Governance Committee which deals with Board recruitment and nominations. In addition, the Parent Advisory Council will have the specific task of identifying and nominating the parent members to the Board. The Council will work closely with the Board President and the school's Executive Director to facilitate this process. Finally, school leadership will make clear to all parents that they are welcome to nominate any parent, including self-nominations, as any key stakeholder in the school is welcome to identify Board candidates.

Board Meetings
As outlined in the bylaws, the Board will hold a minimum of six meetings each year. The Annual meeting of the Board will be in May of each year. At the Annual meeting, the Board will elect its officers and the calendar of meetings for the next year will be established.

Roles and Responsibilities of the Board
The Board has the role and responsibility to provide strategic direction; engage in oversight of the school's performance, financial management, and legal compliance; cultivate and monitor effective school leadership; and engage in ongoing fundraising and outreach efforts to ensure adequate resources. These responsibilities include school performance monitoring, succession planning for the Board and school leadership, holding school leadership accountable, and ensuring demand for the school.

Specific responsibilities of the Board include:

- **Provide Strategic Direction and Planning**: The Board is responsible for creating and overseeing the implementation of the school's short-term and long-term strategic planning, including the school's enrollment targets, growth plan, and performance goals . In addition to setting annual goals, the Board will develop and monitor a 2-5 year strategic plan that includes goals for academic performance, finance, operations/facilities, and governance.

- **Monitor School Performance**: The board will regularly review the school's progress toward goals and benchmarks, as outlined in the Performance Management Framework, and ensure positive progress towards these goals.

- **Oversee financial management**: To ensure that the school has and is using its resources effectively, the Board will review and approve an annual budget, review monthly financial reports, and provide for an annual audit by a certified public accountant in accordance with the rules and regulations of the DC Public Charter School Board. The Board will also create and monitor implementation of the school's Fiscal Policy Manual.

- **Select and evaluate the Executive Director**: The Board is responsible for hiring the Executive Director and completing his/her annual performance review. The Board will ensure clarity between the functions of the Board and the Executive Director, with a clear job description provided for the Executive Director; a clear rubric for the Executive Director's annual performance will be approved and followed by the Board. The Board is

responsible for providing the support the Executive Director needs in carrying out the mission of the school, as outlined in the Board's job description.

- **Ensure adequate resources**: The Board will set annual targets and goals necessary for the school to meet its mission and maintain financial stability. The Board is responsible for working closely with the Executive Director to achieve fundraising goals, including those related to the school's growth and facility needs.

- **Enhance the school's public standing and reputation**: The Board is responsible for representing the school publicly. As such, they must engage the public in all arenas to promote the school and its mission to serve students, train teachers, and serve as a demonstration school. Outreach should focus on the business community, local and national government, local and national education networks, and in the community with parent and families. This work will help ensure strong student enrollment, financial support, and broad community engagement.

- **Ensure a safe, respectful, and productive workplace:** The Board is tasked with providing the policies and procedures that will ensure a positive and productive work place with a strong professional learning community, and which will ensure legal compliance with health, safety, civil rights, and employment regulations.

- **Build and maintain an effective Board of Directors:** The Board is responsible for regularly evaluating its own performance to ensure that all Directors are adhering to their commitment to the Inspired Teaching Demonstration PCS. This includes ensuring succession planning for the Board, and building and maintaining a Board membership that fulfills all needed expertise.

Board's Function in Executive Decisions Related to the School's Operation

The governance and management structure we propose is designed to ensure that the school benefits from careful oversight and stable governance by the Board, yet also allows school leadership to maintain appropriate autonomy and flexibility in matters of day-to-day operations. While we anticipate a close working relationship between the Board of Directors and the Executive Director, the Board hires and evaluates the Executive Director, holding him/her accountable for his/her performance annually.

The Board of Directors is responsible for decisions related to setting school policy (i.e. the "what" of school operations) and the Executive Director and/or Principal are responsible for the implementation and day-to-day management of the school (i.e. the "how" of school operations). For example, the Board may set a non-discrimination policy and the Executive Director and Principal must ensure it is followed in their hiring decisions; the Board will set annual performance goals for the school and the Executive Director and Principal will determine how best to reach those goals. While the Board must have a strong understanding of the school's operations, the autonomy and flexibility of the Executive Director and Principal is critical to success in the dynamic context of a busy learning environment.

Several structures and systems are in place to maximize stability and continuity of vision and leadership. Expectations for Board Members—including monthly review of financial information, active participation in committees, and regular meetings—provide the time and space for questions to be raised and potential problems to be spotted sooner rather than

later. A thoughtful, inclusive process for identifying potential Board members will cultivate a dedicated, engaged Board. Placing Center for Inspired Teaching employees on the Board of Directors is an important mechanism for ensuring that the school operates according to a consistent, coherent, and clearly-articulated educational philosophy. Appointing Board Members to three-year terms enhances the likelihood of stable leadership.

Similarly, a clear structure is in place to ensure management is in the hands of the school's Executive Director and Principal. For example, personnel decisions regarding teachers and other school staff takes place at the school level, under the leadership of the Executive Director and Principal. The Principal is evaluated by the Executive Director, minimizing the Board's involvement in issues of instructional leadership at the level of individual classrooms or teachers.

By clearly separating the powers, responsibilities, and expectations for the Board of Directors and employees of the Inspired Teaching Demonstration PCS, our proposed structure provides the checks and balances essential to good governance.

Board Relationship with School Administrators, Staff, Parents, and Students

As discussed above, the Board of Directors will hire, supervise and evaluate the Executive Director. The Executive Director, in turn, is responsible for the management of the school, including hiring and evaluating the Principal, who will hire and evaluate the instructional staff. The Executive Director will be responsible for providing the Board with the information they need to adequately supervise and govern the school; this may sometimes include having teachers or staff present at Board meetings. At least one teacher will serve on the Board of Directors, allowing the Board to hear the voice of teachers as they determine strategy and policy.

As parental input is crucial to the school's success, the Board must regularly have the opportunity to hear from parents. In addition to the two members on the Board of Directors, a Parent Advisory Council will be established in the early months of the opening of the school. The Board will receive regular input from the Parent Advisory Council on matters related to school governance and policy.

Student voice is inherent to the school's mission and it is crucial that Board members interact regularly with students. It is expected that students will regularly present at Board meetings on topics relevant and important to Board decision-making. Board members will also be required to spend some time at the school every year – in classrooms, with students, and attending family events.

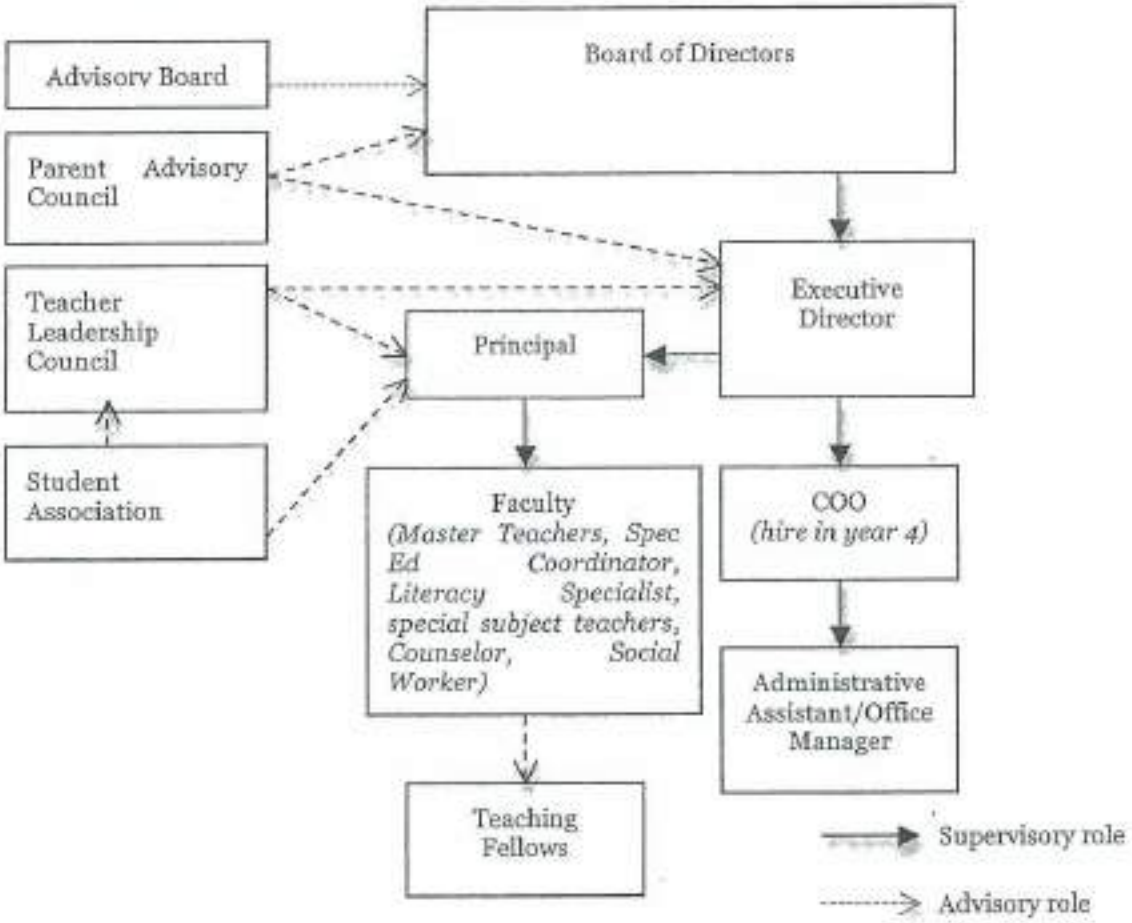
b. Rules and Policies

Many policies related to the governance of the school by the Board of Directors have been set forth in the bylaws, Conflict of Interest Policy, and the Board of Directors Job Description (See *Section J.*). In the first six months after receiving a charter, the Board of Directors will formally create a Board Manual that includes the policies of the bylaws, as well as those related to the rules governing meeting procedures, legal issues, strategic planning, financial policy and oversight, public relations and outreach, and human resources.

Further, the Board, in close collaboration with the school's Executive Director and Principal, will develop and approve a Fiscal Policy Handbook, a Personnel Manual, and a Parent/Student Handbook to ensure clear policies are established for the operation of the school, including financial management, personnel, academic program, student discipline, and other areas as required by District of Columbia or federal law. The goal will be to have all of these documents in place by January 2011.

c. Administrative Structure

The Inspired Teaching Demonstration PCS organizational structure is outlined below. The Board of Directors is the key governing body of the school with the primary responsibilities of providing strategic direction, financial and management oversight, and adequate financial resources for the school.



As noted above, the Executive Director will lead the school administrative team and report directly to the Board of Directors. The Executive Director is responsible for all aspects of the school, and serves as the liaison with the Board of Directors. The Executive Director will hire the Principal, who will be responsible for all areas related to instruction, including curriculum, student achievement, and teacher training and professional growth, as well as hiring and managing school faculty. In year 4, the school anticipates hiring a Chief Operating Officer to manage the business and operations of the school and who will report to the Executive Director. Before that time, the Executive Director will serve in the role of COO and manage the administrative assistant/office manager.

The following chart outlines the anticipated roles of key administrative staff:

Executive Director	• Nurture, support, and strengthen the school's mission • Communicate with Board of Directors; provide input and relevant information to Board about the operations of the school • Ensure an overall management culture of openness, collaboration, and high expectations in accordance with the school's mission and goals • Support the Board in ensuring adequate resources through aggressive fundraising, including community and corporate partnerships and in-kind donations • Effectively communicate with parents/Parent Advisory Council and community stakeholders • Engage in outreach to the local and national community to support and build the reputation of the school • Handle all public relations and marketing needs of the school • Support the Principal in hiring and managing of faculty, as needed • Work closely with the Board of Directors and Principal to ensure adequate student enrollment • Responsibilities of the COO until the position is filled in year 4.
Principal	• Build, lead, and sustain a professional learning community in accordance with the school's mission • Serve as the instructional leader, providing guidance, support, and input to ensure high quality instruction, high student achievement, and full implementation of the academic program in alignment with the school's mission and goals • Support teachers and allow them to contribute to the success of the professional learning community; collaborate with the Teacher Leadership Council • Efficiently manage and run the day-to-day functions of the school and instructional program • Oversee the collection and management of student data • Collaborate effectively with and actively reach out to families and the community • Collaborate and communicate effectively with the student body and Student Association • Participate in outreach efforts to educate key constituencies about the school's philosophy, mission, and successes • Work closely with the Board of Directors and Executive Director to ensure adequate student enrollment
Chief Operating Officer (hired in year 4)	• Manage the school's budget and financial accounting systems, including annual budgeting process, cash flow, and financial reporting • Manage human resources and personnel policies • Ensure compliance with all governing agencies • Manage and maintain school facility • Assist the Executive Director with the establishment of school policies and systems to ensure sound organizational management
Advisory Councils and Boards	• Regularly communicate needs, concerns, and ideas to key school staff in an open and collaborative manner

Teacher, Parent, and Student Involvement
As seen above, the administrative structure of the school is designed to allow teachers, students, and parents to have significant input into school decision-making.

The school is built on the premise of treating teachers as professionals and in the belief that teachers must be given the authority and trust to make decisions that are the best for students. Because teachers know their students, and because teachers have the power to make the greatest impact on student achievement, teachers must be a primary voice in school decision-making. In addition to teacher membership on the Board of Directors, the school will establish a Teacher Leadership Council. This Council will work in close collaboration with the Principal on all decisions that affect teaching and learning in the school. This includes such things as curriculum, assessment, use of data, school schedule, parent outreach, discipline policies and procedures, and individual plans for students. It is anticipated that the Principal and founding staff will develop the guidelines and procedures for the Council prior to the opening of the school.

As discussed above, parents provide crucial input into a school. There will be two parent seats on the Board of Directors. The school will also establish a Parent Advisory Council, open to all parents. This Council will be consulted regularly by school staff on issues including curriculum, student services, parent and family events, school-home communication, and school schedule and calendar. It is anticipated that school staff and enrolled parents will develop the guidelines and procedures for the Council prior to the opening of the school.

Students will also be provided an opportunity to share their voice in school decision-making. In the early years of the school, when students are all very young, the Board will provide opportunities for students to present on various topics to the Board. As the school grows, and as the learning community evolves, we anticipate developing a Student Advisory Council which, much like the Teacher Leadership Council and Parent Advisory Council, will provide insight and guidance on school decisions. We will also consider the possibility of creating a student seat on the Board of Directors, if deemed appropriate by school leadership.

3. Finance

a. Anticipated Sources of Funds

The planning for the Inspired Teaching Demonstration PCS has been completed so that expenses related to operating the school rely on almost exclusively on local and federal public funding available to charter schools. We have planned conservatively throughout the budgeting process to ensure adequate funding to meet the school's mission.

The budget assumes an opening year with 152 students, PreSchool through grade 3. Local funding sources include:

- Per pupil allotment and the facilities allowance. We have assumed a small increase in the per pupil allotment each year to match our proposed salary increases; should the per pupil not increase, it is likely salaries will also not increase. We have also adjusted the per pupil to accurately reflect the ages of students (i.e. additional funds for 3 and 4 year olds).

- Supplements for special education and LEP/NEP students. We have estimated that approximately 15% of our population will be special education students, a percentage that is in line with DC averages.

Federal funding sources include:
- Title V(b) funding in years one and two
- NCLB funding, Title I funding
- Federal lunch program supplement

Bank Line of Credit:
In order to protect against likely cash flow imbalance due to re-payment schedule from federal grants (i.e. Title Vb), we will secure a $100,000 line of credit from our bank as soon as possible after receiving the charter.

The table below explains anticipated sources of funds for the planning year and the first five years of operation; additional budget details can be found in *Section F*:

	Planning yr, 10-11	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16
Drivers						
Students		152	196	240	288	336
REVENUE						
Per Pupil						
Per Pupil allotment	-	$1,591,474	$2,100,709	$2,639,067	$3,195,302	$3,782,535
Facilities	-	$425,600	$548,800	$672,000	$806,400	$940,800
SpEd	-	$142,749	$197,703	$253,259	$314,615	$376,700
LEP/NEP	-	$28,227	$37,381	$51,336	$61,689	$72,617
TOTAL PER PUPIL	-	$2,188,049	$2,884,593	$3,615,662	$4,378,005	$5,172,652
Other Public Revenue						
NCLB/Title I funds	-	$82,800	$107,532	$152,770	$204,558	$259,317
Title Vb Planning grants	$190,000	$260,000	$260,000	-	-	-
National school lunch program	-	$71,087	$94,415	$119,079	$147,181	$176,863
TOTAL OTHER PUBLIC	$190,000	$413,887	$461,947	$271,848	$351,740	$436,180
PRIVATE REVENUE						
Meals	-	$47,473	$63,051	$79,522	$98,289	$118,111
TOTAL PRIVATE REVENUE	-	$47,473	$63,051	$79,522	$98,289	$118,111
TOTAL REVENUE	**$190,000**	**$2,649,409**	**$3,409,591**	**$3,967,032**	**$4,828,034**	**$5,726,943**

Grants and Loans
As soon as our charter is granted, we intend to apply for the Title Vb planning grant. We will apply for additional grants and entitlements (NCLB) for Year One and beyond at the appropriate times and in a timely fashion.

Contingency Planning
Center for Inspired Teaching, as a successful non-profit, is familiar with the processes and contingencies necessary when funding is dependent on outside sources. Should our income projections change dramatically due to a lower than expected per pupil allocation, or should the per pupil payment be delayed, we will consider the following contingency options:

- Staffing model: We will examine the staffing model to determine if filling certain positions can be delayed (if funds are delayed) or if positions can be eliminated (if funding is lower). First priority will be to keep core instructional staff intact, so we would look to non-teaching staff first: office manager, counselor, specials/resource teachers.
- Classroom composition: We will examine our enrollment levels to determine if class size can be adjusted, or if classroom groupings can be arranged to maximize every classroom. This would likely allow us to have fewer teaching staff.
- Financing: We anticipate having a strong relationship with a local bank, and will work with them to establish a line of credit. This option is possible if there is a delay in receiving the funds and would not likely be considered if the funds were simply lower.
- Contingency fund: During the planning year, we aim to establish a reserve fund for the school from Center for Inspired Teaching's current private donor base and from outreach to potential new donors. This will be invested wisely in hopes of providing a "cushion" for the school.
- Line of Credit: Immediately upon receiving a charter, we will secure a $100,000 line of credit from our bank to cover any cash flow imbalance.

Five-Year Financial Goals and Objectives
The current five-year projected budget includes hiring additional staff each year to meet student enrollment, anticipated student needs (i.e. special education staff, social worker), expanded educational programming (i.e. additional special subject teachers), and additional demands on financial and operational management (i.e. Chief Operating Officer). It also includes moving into a permanent space in Year Four. These additional expenses are met through the local and federal public funding sources for charter schools.

As discussed below (*Planned Fundraising Efforts*), we will engage in additional fundraising in anticipation of building a reserve and planning a capital campaign to purchase and renovate and/or construct our permanent location.

b. Planned Fundraising Efforts
The Inspired Teaching Demonstration PCS will have a yearly fundraising goal to supplement our operating budget with personnel and materials beyond those which we have carefully planned to cover with our per pupil allowance. Our main fundraising goals include building up the school's financial reserve, additional specialty teachers, afterschool programming, and a capital campaign to cover building improvement costs as well as the eventual purchase of a building.

Center for Inspired Teaching has a long-standing relationship with many local and national foundations and individual philanthropists. The school will draw upon these strong

relationships and understanding of the Inspired Teaching philosophy in reaching out to the same foundations and individuals, as well as developing new relationships with foundations and individuals who have a particular interest in charter schools.

Pre-Opening Period
We have already applied for and received initial planning money from the Walton Foundation that has allowed us to hire school design and financial planning consultants, including GoldStar, LLC. If granted a charter, our founding group will immediately apply for the Title V(b) funding of $190,000 as well as the Walton Family Foundation Charter School Startup grant of $250,000. This funding will provide the necessary resources during our planning year, including hiring the Executive Director and the Principal.

Both the Founding Group and the Advisory Board have members with significant records of fundraising success. We will rely on this group to continue fundraising and strategically identifying the best prospects for significant funding during the pre-opening year. They will work in concert with the Executive Director of the school once that position is filled, as well as the school's Board of Directors.

Year One and beyond
The school's Board of Directors, working closely with the school's Executive Director will have the primary responsibility of ensuring adequate resources for the school as it opens and continues operations. The Board will develop a fundraising strategy, including setting goals and developing a list of targeted donors (government, foundation, corporate, and individual); the Board and Executive Director will implement the plan jointly.

Examples of High-Potential Foundation Funding sources:

- Walton Family Foundation
- Morris and Gwendolyn Cafritz Foundation
- Eugene and Agnes Meyer Foundation
- Symantec Foundation
- William G. McGowan Foundation
- Cisco Foundation
- Hattie M. Strong Foundation
- Lois and Richard England Foundation
- Annie E. Casey Foundation
- Mott Foundation
- Kimsey Foundation
- Lumina Foundation
- World Bank
- CityBridge Foundation
- Tiger Woods Foundation

Examples of Federal Funding sources:

- Innovation/Stimulus Funding
- Charter School Planning Grants
- Social Innovation Fund

Individual Giving
Through 14 years of fundraising, Center for Inspired Teaching has a database of over 800 active donors, many of whom have expressed an interest in supporting the school. If the charter is granted, the founding group will begin drawing on these connections as well as reaching out to new funders who have expressed interest in charter school funding in DC and nationally.

Pro-Bono Work and In-Kind Giving
The Inspired Teaching Demonstration School is fortunate to have the pro-bono services of DLA Piper Worldwide for all of our legal services. Kern and Levine, LLC has agreed to provide pro-bono counsel on real estate matters as we search for the best home for the school. Both the Founding Group and Advisory Board will continue to give significant time and talent as the school is getting up and running (in curriculum, education, operations, fundraising, communication, etc.)

c. Financial Management and Accounting

Segregation of funds from Center for Inspired Teaching
The financial resources of the Inspired Teaching Demonstration PCS will be entirely segregated from Center for Inspired Teaching, with a clear firewall between the two organization's finances and resources. The school will maintain its own 501(c)(3), its own bank account(s), its own accounting and bookkeeping records and software, and its own business staff.

Financial Management and Internal Accounting Procedures
The school's financial management and internal accounting procedures will be designed to ensure fiscal control and accountability and will be maintained in accordance with generally accepted accounting principles (GAAP) as defined by the American Institute of Certified Public Accountants. We have already benefitted from the advice of Fran Goldman of Frango Financial, LLC and Josh Marks at GoldStar, LLC in developing initial financial management and accounting procedures.

An early task of the Board of Directors will be to create the school's Fiscal Policy Manual to ensure accountability of all financial transactions and to ensure the school's financial health. Using the Public Charter School Board's Fiscal Policy Handbook as a guide, the Fiscal Policy Manual will lay out the framework and policies for financial management within the school, including the processes for regular review of financial documents, monthly bank reconciliations, the appropriate recording of funds (restricted or unrestricted), creation of the annual budget, billing and collections, and internal controls over the flow of income and expenses. All policies and procedures will be designed to ensure segregation of duties, clear authorization and approval procedures, regular reconciliation and review of the school's finances, and high ethical standards. Financial reports, including profit & loss statements, balance sheets, and statements of cash flow, will be prepared on a monthly basis.

Examples of policies the Manual will likely include are:

- Procedures and timeline for the development of the school's annual budget. The Executive Director, with input from the Principal, will have the ultimate responsibility of preparing the proposed budget. The Board of Directors will have the responsibility of approving it.
- Procedures for check authorization, preparation, signatures, and disbursement. The Executive Director will be the primary designee to sign checks; checks greater than $5,000 will require an additional signature.
- Procedures for handling incoming funds and recording revenue. The Administrative Assistant/Office Manager will open and record all income into accounting software. The Executive Director will be responsible for preparing deposits.

- Procedures for written contracts and procurement, including purchases under $25,000 and $25,000 and over, following PCSB guidelines.
- Procedures for authorizing expenses and reimbursements, including appropriate forms for authorizing signatures and expense code categories.
- Establishment of guidelines for maintaining financial files, receipts, and records.
- Policies for monthly bank reconciliation.
- Ongoing review of cash flow.

At this time, we are considering contracting with GoldStar, LLC, a business management services provider to provide significant financial oversight and accounting support. GoldStar will likely support the preparation of the annual budget and statement of cash flows, monthly reporting on budget to actual, cash flow, and accounts payable and receivable. GoldStar will also assist with the preparation of financial reports to the Board of Directors, grant budgeting and reporting, and facility financing. GoldStar will work closely with the Administrative Assistant/Office Manager and Executive Director to provide weekly bookkeeping services including bill payment, payroll, bank reconciliations, and general banking services.

We understand that adequate cash flow that can be difficult due to the quarterly distribution of the per pupil allowance. To mitigate possible cash flow issues, we expect to develop a cash reserve prior to opening and to develop a revolving line or credit from our banker. We will also seek to negotiate our schedule of payments with vendors so that they are in line with our cash flow projections. Because we will have a monthly review of cash flow, we believe we will be able to anticipate and correct any cash flow imbalances.

d. Civil Liability and Insurance

The Inspired Teaching Demonstration PCS will obtain an insurance policy that meets or exceeds the minimum recommended by the DC Public Charter School Board. A final policy will be determined once we have our facility and greater detail on staffing and requirements from our Board of Directors. At a minimum, we will maintain coverage at the following levels:

General liability	$1,000,000 per occurrence; $2,000,000 aggregate
Director and Officers Liability	$1,000,000
Educators Legal Liability	$1,000,000
Umbrella Coverage	$3,000,000
Property/Lease Insurance	100 percent of replacement cost
Boiler and Machinery Insurance	$1,000,000
Auto Liability Insurance	$1,000,000
Workers compensation	As required by law

e. Provision for Audit

On an annual basis, and in accordance with the school's bylaws, the Board of Directors will engage an external auditing firm to conduct a full audit of the Inspired Teaching Demonstration PCS's finances. The audit will be completed by an independent certified public accountant in accordance with government auditing standards and in accordance with Generally Accepted Government Auditing Standards and DC Public Charter School Board's audit policies; the firm will be chosen from the Charter School Board's list of approved auditors. The School will provide all financial information and data to the auditor

in order to complete the audit in a timely fashion. Upon the completion of the audit, a copy will be submitted to the DC Public Charter School Board in accordance with published deadlines. The audit expenses set forth in the budget are based on actual audit expenses incurred by other DC charter schools.

4. Facilities

a. Identification of a Site

The Inspired Teaching Demonstration PCS intends to be centrally located so that it is accessible to students from all across the city. Recognizing that securing a facility is often a very difficult task, we will remain open to varying location possibilities that will meet our budget and facility needs.

We anticipate leasing a temporary space for 3 years, and then moving to a permanent site. This will help keep facility costs in line with student enrollment. We are exploring incubator space through Building Hope which would allow us to conserve resources in preparation for purchasing or constructing a permanent site. Upon finding a permanent site, which, in year 4, would still be much larger than needed, we anticipate leasing surplus space to another charter school or organization that would complement our mission.

For our temporary site, we are looking for a space that can accommodate up to 240 students, our projected enrollment for year 3. We have estimated needing a minimum of approximately 100 square feet per student (to account for classroom space, hallways, and common space), and are therefore looking for space that is approximately 24,000 square feet. Minimum space for Year 1 is 15,200 square feet. In identifying a space, we will also look for accessibility to public transportation, sufficient common space and meeting space for students and staff, minimal renovation needs, and appropriate access to outdoor space and play areas.

To begin the search for a facility (both temporary and permanent), we are engaged in the following:

Incubator space

- We are working with Building Hope, which has committed to exploring current incubator sites with Inspired Teaching. If existing incubator sites are not available, Building Hope will explore other facility options with us. A letter of support from Building Hope is attached in *Section L*.

Co-location or sublet

- We have begun conversations with existing charter schools that may be moving out of their temporary space in the future, or that may have extra space to sublet, such as Capital City PCS.

Commercial temporary and/or permanent space

- We have met several times with Josh Kern of Kern Levine, LLC to contract for real estate services. He has extensive experience in both finding space and financing purchase/renovation as the founder of Thurgood Marshall Academy, PCS.
- We have met with several real estate brokers, including Jones Lang LaSalle and begun to learn about the landscape for charter schools (including searches of vacant DC buildings).

- We have visited one site (at 1711 Florida Ave., NW) with Rick Gersten, a Washington, DC commercial real estate broker, owner, and developer.
- We have reached out to the Corcoran who purchased a building in Southwest DC (Half and I Sts, SW) to see if they have excess space they would be willing to lease.
- We have had initial meetings with DC Government employees, Nina Albert and Cory Lee, who work with city real estate properties.
- We have had initial conversations with Jane Shister of Cassidy and Pinker about a facility that is being vacated by another charter school near 7th and M in Southeast DC.
- We have consulted Jeff Keitelman, at DLA Piper, who specializes in Real Estate transactions. He will advise us on a pro-bono basis in this process – as well as keep us informed of relevant transactions.
- We have had initial conversations with Susan Pepper, a commercial broker with Grubb & Ellis, who has expressed interest in working with us.

Timeline
We anticipate three possible timeframes for finding and securing our initial facility, depending on the available incubator spaces.

In the first scenario, upon receiving our charter, we will immediately speak with Tom Porter at Building Hope and determine if an existing incubator site is available and meets our needs. Should this be the case, we hope to have a site secured and lease signed by spring or early summer 2010.

In the second scenario, should an existing incubator site not work out, we will continue to work with Building Hope to find a new incubator site through DCPS or co-location. This process will be facilitated by Building Hope, but the timeline will be driven largely by the Mayor's office. However, based on Building Hope's previous experiences, we anticipate we would be able to identify a site by April 2011, obtain site control in June, and complete renovation and move in by August 2011.

In a third scenario, we will need to lease a commercial space. As noted above, we have already begun to explore relationships and sites that would fall into this scenario to ensure all our options remain open. We will continue these efforts throughout the application review period. The following timeline will guide this process:

Site search:	Ongoing
Site Selection:	January 2011
Lease negation and finalization:	February 2011
Architectural design & renovation:	March – June 2011
Completion of renovation:	June 2011
Occupancy:	July 2011

b. Site Renovation
We hope to identify a temporary site that requires us to do little to no renovation, such as an incubator site through Building Hope. We have, however, budgeted funds for minimal renovations for our first 3 years. Before signing any lease, we will of course ensure that the building is in compliance with all building and safety codes.

For our permanent site, we anticipate contracting with an architect and general contractor to design and complete site renovation, and will select contractors in compliance with the applicable requirements for competitive procurements under the DC School Reform Act and requirements from the PCSB. We will ensure that all renovations will bring the facility into compliance with all building, zoning, and safety codes.

c. Financing Plans for Facilities

We anticipate leasing a facility in the first 3 years, with the ultimate goal of purchasing or constructing our permanent site to begin using in year 4. Our projected budget for the first 3 years includes rental space using the public funds available to the school. We will take the following steps in order to secure the funding needing to take on the lease prior to the release of the first per pupil and facilities allotments:

- Roll the renovation and space preparation costs into the lease
- Secure a line of credit from our bank to be repaid immediately upon receipt of the per pupil and facilities allotments.
- Raise additional funds in the funding year from private sources.

Center for Inspired Teaching, the partner organization starting the Inspired Teaching Demonstration PCS, has a strong track record of financial management and maintains strong credit with several banking institutions. We anticipate this history to serve as an asset in securing financing for the school.

d. Building Maintenance

Our first choice for building maintenance is to negotiate a lease such that building maintenance is included in the monthly rent. If this is not possible, we intend to hire custodial services to clean the facility daily and to be present for special events, as needed. In either case, our budget projections include maintenance costs. The Board's Facilities Committee will keep and maintain a checklist of tasks and inspections to ensure that applicable codes and standards are met.

5. Recruiting and Marketing

a. Outreach for the Community

We plan to publicize the Inspired Teaching Demonstration PCS to a wide audience within the Washington, DC community. Not only do we need to publicize the school for recruitment purposes, but we intend for the school to be a model of best practices in educating children and training teachers. Therefore, we will be engaged in a constant process of active and ongoing outreach to the community to visit our school.

Initially, the following types of activities will be used to publicize our school – designed to reach community members through various means of communication: face-to-face, print, radio, and the web:

Information Sessions open to the public: We intend to schedule a series of Open House Information sessions for parents and community members to learn about the school. We will make a short presentation about the school's mission and goals, and have staff available to answer questions. These will take place in targeted locations, and make use of community partners and organizations such as local non-profits, libraries, churches, and child care centers. At each of these events we will collect contact information so that we can keep community members updated on the school's progress.

Meetings with community leaders and community organizations: We have begun to meet with key individuals and organizations who can help with our outreach efforts to share our plans for the school and gain their input and feedback into how best to integrate our school into their community. This includes meetings with Council members, non-profit organizations providing services to families and children, neighborhood ANCs, church leaders, and other community groups with ties to various neighborhoods. See chart below for specific details on connections to the community and *Section L* for letters of support.

Flyers and brochures: We will create a short flyer and brochure to share with the community. We will post these at libraries, churches, grocery stores, markets, and community centers. These flyers will have basic information about the school, as well as contact information so that we can be contacted with questions.

Media outreach: Our school will be publicized through its website, which will be made available on all print and media materials. In addition, Inspired Teaching has an extensive online network of teachers, parents, and community members. We will spread the word about the school through our list serves, Facebook, and Twitter. We also intend to explore television and radio advertising and public service announcements.

Word of mouth: Over the years, Inspired Teaching has grown largely through word of mouth recommendation. Teachers, families, and those who work in education all over the city have become familiar with our work, our philosophy of teaching, and our dedication to excellence in schools. We anticipate that this network of allies will be of great assistance in publicizing our school.

Once we are settled in a community and have built strong relationships with various organizations and community leaders, we intend to ensure that at least one member of our Board of Directors is from the neighborhood in which we are located. This will ensure a regular voice for those in the immediate neighborhood of the school and open channels of communication.

Inspired Teaching has relationships with the following community organizations which will be of great help in our outreach efforts. We have already received letters of support (select letters are in *Section L*) from those organizations marked with an asterisk.

Organization	Key Contacts	Benefit to our school's community outreach
Teaching for Change/Tellin' Stories Project*	Deborah Menkart and Jill Wiler	Strong network to parents and families across the city
New Community for Children*	Reverend Jim Dickerson	Strong network to parents and families across the city
For Love of Children*	Tim Payne, Mike Young	Strong network to parents and families across the city
Live It Learn it*	Matthew Wheelock	Connection to schools and communities throughout Washington, DC
Serve DC*	Natalie Wasserman	Connection to Mayor's office and volunteer organizations throughout the city

DC Youth Investment Trust Corporation	Ellen London	Connection to after school programs
After School Alliance*	Jodi Grant	Connection to after school providers throughout the city
Georgetown Center on Social Justice	Jane Kirchner	Network to faith communities in DC
Downtown Cluster of Congregations	Terry Lynch	Network of faith communities in DC
Anacostia Coordinating Council	Philip Pannell	Connection to local leaders and organizations throughout Ward 8 and Congress Heights
DC City Council*	Kwame Brown, Mary Cheh, Michael Brown, Jack Evans, David Catania, Harry Thomas	Connection to local communities and stakeholders

A resource to the community

The Inspired Teaching Demonstration PCS will be a resource to both the immediate community in which it is located and to the broader Washington, DC community and its public schools. One of our goals is for the school to be a positive, peaceful place of learning that enhances the community it serves.

For the immediate neighborhood community, the school will serve as a gathering place to celebrate children, explore the possibilities of excellent schools, and build an expanded community of learners:

Student Exhibition and Performances: Neighbors and community members will be invited to student exhibitions and performances in celebration of their accomplishments. Because students will be required to present their work to the community, it will be important for individuals other than those already in the school to be present at these presentations.

Volunteer opportunities: We anticipate inviting community members to volunteer on a regular basis in our school. These opportunities will likely include reading to students, serving as tutors/mentors, providing office support, and assisting at special school events.

Meeting space: We intend to make space in our school available for community organizations to hold meeting and special events.

After school and out-of-school programs: We intend to make the school a site for after school programs and out-of-school programs (for children and adults), including those who do not attend our school.

For the larger DC community, our school will be training teachers who will teach in schools across Washington, DC. The Inspired Teaching Fellows will be well-trained in effective teaching methods, and upon receiving their certification, will secure full-time teaching positions in Washington, DC public and public charter schools – improving education for children throughout the city. In addition, experienced educators teaching throughout the city will regularly visit the school when they are participating in professional development

courses offered by Center for Inspired Teaching. These experienced teachers will learn new methods and strategies for reaching every child, and take that knowledge back to their students and their peers across the city.

b. Recruitment of Students

The recruitment of students requires a comprehensive and well-thought out plan in order to ensure adequate enrollment. The first step is develop a succinct, clear marketing message that clearly defines the mission and goals of our school, defining how and why the Inspired Teaching Demonstration PCS is a good choice for parents. While some DC public and public charter schools have begun to show improvements for students, there is continued evidence of dissatisfaction with the schooling options in Washington, DC. Inspired Teaching's network of teachers and families is evidence that a demand for this kind of school exists.

Using Inspired Teaching's broad network, as well as our experiences recruiting teachers and students to our existing programs over the last 14 years, our initial recruiting plan includes the following activities:

Recruitment and information sessions: We have learned that the best way to recruit parents and students is to have the opportunity to speak with them directly. We will schedule and advertise information sessions throughout the community, to take place in locations easily accessible and already familiar to families such as libraries, churches, and community centers. These sessions will provide clear information about the mission, goals, and philosophy of the school, as well as the enrollment and lottery processes. We will have information available in both English and Spanish, and staff will be available to answer questions.

Presentations at community meetings through partnerships with community organizations: Another important access point to parents and families is through the networks they already know and trust. As such, we will develop relationships with community organizations and service providers so that we can present to their constituencies during their regularly scheduled meetings and events. Targeted groups include: Advisory Neighborhood Commissions; churches and synagogues; Boys and Girls Clubs; after-school programs and providers; and social service providers (health care, housing, etc.). These groups will likely be particularly important as we are working to recruit 1st, 2nd, and 3rd graders who will already be enrolled elsewhere, and whose parents may be less likely to attend an information session on a new school. We will have information available in both English and Spanish, and staff will be available to answer questions.

Charter School allies: Inspired Teaching intends to work closely with the few existing schools that offer a curriculum similar to that we intend to offer, but who currently cannot meet the demand: Capital City PCS (letter of support in *Section L*), Two Rivers PCS, and E.L. Haynes PCS. We believe our school will be attractive to those families who are unable to gain admission to these schools.

Door-to-door canvassing: Once we narrow down possible school sites, we will begin a process of going door-to-door in targeted neighborhoods to share information about the school. Ideally we will have identified community members who will join us in these efforts.

Website and list serves: The school will have its own website and application materials will be available on-line. Using our email networks and community list serves, we will share our recruitment materials with a wide audience. Specific efforts will target the neighborhood list serves where our school is located, as well as larger parent list serve groups such as MOTH (Moms on the Hill) and DC Urban Moms. These efforts can be of particular help in recruiting older students who are already enrolled elsewhere.

Charter School recruitment fairs: We intend to have an information booth at the DC Charter School recruitment fairs.

Day care centers: Because we will be recruiting 3 and 4 year olds, we will work with area day care centers to share information with families about our school. Flyers will be made available to hand out to families at day care centers, and we will work to schedule information sessions at specific day care centers.

Media and Print: We will explore all possibilities of mass outreach through media and print sources. In order to reach the entire city, we will look into radio and television advertising and public service announcements and advertisements on Metro and MetroBus. We also plan to make flyer and/or postcards that can be posted in libraries, stores, churches and other public spaces.

Word of Mouth: As mentioned above in community outreach, we believe our strong and existing network of teachers will be an invaluable recruitment tool. We have relationships with teachers across they city – teacher who know many, many families and children – and we believe they will connect with families who need a different opportunity for their children. Our relationships with existing community organizations (as discussed above), will also connect us with large numbers of families who may be looking for something new and better for their children.

The members of our founding group have joined the group with the explicit understanding that student recruitment is a significant part of their responsibility as founding group members. Therefore, they will be the key implementers of our recruitment strategy. This is particularly crucial for the parents of potential students on our founding group who will have the most compelling case to make to other parents. All founding group members, and the parents in particular, will use their relationships and networks in the community to set up information sessions across the city; make the presentations at meetings; work to build new allies and networks on behalf of the school; and prepare and disseminate recruitment materials.

Reaching a broad group of parents and students, including students who are homeless or wards of the state

Our recruitment and marketing materials will focus on the belief that school can provide so much more for children – and that school can and should be a place where children find joy and thrive. We believe a powerful message such as this will cause parents to reconsider how their current school is meeting their children's needs.

This message will reach a broad group of parents through several of the recruitment strategies listed above which are designed to reach out and connect with families who do not initially come to us. These include advertising the general information sessions widely;

presenting at meetings and events of community organizations; posting information on list serves; and advertising to a broad audience through media and print.

Outreach to community organizations will also include speaking with and providing information to social service agencies and homeless shelters, as well as those organizations (such as For Love of Children and Hope and Home) that specifically work with children who are homeless.

Recruitment, Enrollment, and Lottery procedures

Should applications exceed spaces available, a public lottery will be held. We will collect applications up to the application deadline, at which time we will determine if a lottery is necessary. All families will be notified that a lottery will occur and of the lottery's date and time (see section C.1.a, *Timetable for Registering and Admitting*). Immediately following the lottery, families being offered enrollment will be notified and will be required to return an Intent to Enroll form, as well as important demographic and educational information. Families not selected through the lottery will be notified that they are on the school's wait list.

Timeline

Now through August	Connect with local organizations and networks to build interest and create partnerships for recruitment
June-July	Develop and print recruitment materials
Complete Student Application	September 2010
Present at community organizations, churches, etc.	September – February 2011
Information sessions, print and radio advertising, community outreach	September – March 2011
Engage partners in widely disseminating application and recruitment materials	October - March 2011
Applications accepted	December – March 25, 2011
Application deadline	March 25, 2011

Sibling Enrollment

Siblings will complete an application on the same timeframe as other applicants. The application will include a section to indicate siblings already attending the school, and siblings will be given a preference for enrollment. Once siblings have been placed, all others will be admitted or placed in the lottery.

Ensuring Adequate Enrollment

Our school will offer the opportunity for students to experience more than what the average school provides: students will excel in traditional academic subjects; students will use imagination and inquiry to build their critical thinking; *and* the school will be a place where students thrive and are joyful academically, socially, and emotionally. We believe our aggressive recruitment strategy, discussed above, will help us to ensure adequate enrollment, and because we will be recruiting widely and broadly, we do not anticipate all students coming from schools near to our location.

In the case of significant under-enrollment, we will first need to analyze the grade levels in which we are under-enrolled; we recognize that recruitment for grades 1-3 are likely to be the most challenging. Depending on where the gaps are, we can organize classrooms into multi-age groupings in order to have full classrooms and reduce faculty. Our philosophy and curriculum are easily applicable to multi-age groups of students, and therefore the curriculum and academic goals will not be compromised with such an arrangement.

c. Future Expansion and Improvements

We plan to open our school PreSchool – grade 3, and expand upward to eighth grade. The table below shows our enrollment targets for the first five years; we anticipate achieving full enrollment in ten years.

	2011-12	2012-13	2013-14	2014-15	2015-16
PreSchool	40	40	40	40	40
PreK	20	40	40	40	40
K	20	20	40	40	40
1	24	24	24	48	48
2	24	24	24	24	48
3	24	24	24	24	24
4		24	24	24	24
5			24	24	24
6				24	24
7					24
8					
# of SpEd	21	28	35	42	49
# of ELL	7	9	12	14	16
TOTAL	152	196	240	288	336

We intend to spend our first 3 years in a temporary facility (see Section 4.a. *Identification of a Site,* on current research into location), planning to move to a permanent location in year 4. Immediately upon receiving a charter, we will begin plans for a capital campaign to locate, secure, and build and/or renovate a permanent location.

Our staffing model includes the cultivation of our own teachers. The Inspired Teaching Fellows who will train at our school will be prime candidates to fill new teaching positions as the school grows. Fellows will be well-trained and fully steeped in our teaching philosophy, approach, and curriculum. In addition, Inspired Teaching will continue to offer programs to experienced teachers throughout the DC area. These teachers may also become candidates to fill new teaching positions each year.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Below is the calendar for registering and enrolling students:

Recruitment, Selection, and Enrollment Calendar	
Development of Student Application	August – October 2010
Implementation of Recruitment plan and Dissemination of applications (including required family information sessions)	November 2010 – March 25, 2011
Application deadline	March 25, 2011
Lottery date, if needed	April 6, 2011
Notification of families	April 8, 2011
Intent to Enroll deadline	May 6, 2011
Collect verifications of DC Residency and any additional information related to student educational needs	Begin immediately upon enrollment, April 2011
Family Orientation	July/August 2011
First Day of School	August 22, 2011

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

Enrollment

Any student of appropriate age/grade level who is a resident of the District of Columbia is eligible to enroll in the Inspired Teaching Demonstration PCS. The only limitation is the number of spaces available at each grade level. No child will be discriminated against because of aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, or on any other basis prohibited by law. Should spaces exist after all DC residents have been enrolled, non-residents will be required to pay tuition at the level established by OSSE and to follow the same enrollment process as residents.

Students wishing to enroll will be required to complete an application and to attend a one-on-one or small group informational meeting session during the enrollment process. Upon acceptance and the return of the Intent to Enroll form, families will attend a Family Orientation during which they will complete all required documentation for enrollment, and during which families and school personnel can communicate fully with each other about their commitment to the student's success at the school. The school will require proof of DC Residency and student immunization records; where an Individual Education Plan (IEP) already exists, the school will ask for a copy for the student's records. This process represents an entirely open enrollment process and no information gathered will be used to differentiate between applicants.

Withdrawal
Students may withdraw at any time. School staff will make every effort to engage the family in a formal withdrawal process that will include an exit interview with the Principal and a written survey so that school staff can gather important information that will help the school moving forward. Feedback will be collected and analyzed for any significant trends that can be addressed by school leadership.

Discipline policies, including Suspension and Expulsion
As outlined in the Education Plan, the Inspired Teaching Demonstration PCS will embrace a relationship-based and asset-based approach to discipline that relies on and builds students' intrinsic motivation and self-discipline. Relationship-based discipline is a student-centered approach that depends on teacher-student collaboration to maintain a safe, positive learning environment. In such an environment, students behave not because they are afraid of punishment or because they seek a reward, but because they know they are valued members of the classroom community. We intend to draw on the resources of Safer Saner Schools and the International Institute for Restorative Practices which support teachers and schools with best practices in helping students take responsibility for their actions and repair any damage they have caused.

School-wide expectations will be established by the school faculty, and students will engage in a deep and specific exploration of these expectations in developmentally appropriate ways – both in their classrooms and as a whole school community. These expectations will be widely distributed to students and families as part of the Student and Family Handbooks. Revisions based on student input will be made once the school year begins. These will be the first steps in ensuring a strong, open, and democratic community in which all expectations are fully understood by the student and adults.

It is understood, however, that circumstances will arise in which students do not meet expectations for behavior. In most classroom situations, it is expected that teachers will have processes in place to handle discipline challenges. Teachers may use the following kinds of strategies in the classroom:

- Simple noticing of the behavior and redirection of the student through non-verbal cues (i.e. eye contact, proximity) or verbal redirection
- One-on-one conversation with the student
- "Problem Solving Corner" or "Peace Pillow" where conflict resolution strategies are facilitated
- Conversation and problem solving with parents

However, when student behavior is physically or emotionally harmful to others or the school community or has a negative impact on the health and well being of others, school administration and families will become involved. Interventions will include some or all of the following, with a strong emphasis on the use of conflict resolution strategies within each context:

- Conversation and problem solving with parents – via phone call or in-person conference
- Individual contracts or plans for changed behavior
- "You broke it, you fix it" rule: students determine how they can "fix" whatever they have broken. This may include a wide range of possibilities such as an apology,

community service back to the school, writing a letter, replacing a broken or damaged piece of furniture, etc.

We believe that suspension and expulsion of students is rarely a solution to a student's discipline problems. Suspension and expulsion remove a student from the learning community, thereby preventing that student from repairing damaged relationships and from engaging in the learning process. Therefore, we are committed to using every means necessary to keeping students in school. However, in extreme cases, and when all other means have been exhausted, suspension and expulsion may be considered. The school will follow all guidelines under IDEA with regard to the potential suspension or expulsion of a student with an IEP or identified as in need of a review for an IEP.

Non-resident Enrollment
Once all DC residents who desire to attend have enrolled, any remaining spaces will be made available to non-DC residents. Non-residents will be required to pay tuition at the level established by OSSE and to follow the same enrollment process as residents.

Tuition will be charged as follows, as set forth in the District of Columbia Nonresident Tuition Act:

Grade	Yearly Rate	Half-Yearly Rate	Daily Rate
PreSchool	$11,987	$5,994	$67
PreKindergarten	$11,629	$5,815	$65
Grades 1-3	$8,945	$4,473	$50
Grades 4-5	$8,945	$4,473	$50
Grades 6-8	$9,214	$4,607	$51

2. Human Resource Information

a. Key Leadership Roles

Inspired Teaching has not yet identified and hired those who serve in the key leadership roles of the school. As soon as the charter is approved, Inspired Teaching will begin an extensive and rigorous hiring process to ensure the right persons are hired to fulfill these crucial roles.

In the interim, Center for Inspired Teaching's current Executive Director will serve in the role of Chief Administrative Officer for the school, with the primary responsibility of preparing all aspects for the school's opening in fall 2011, including establishing the Board of Directors, and overseeing the process of hiring the permanent Executive Director and Principal. Kate Keplinger, Center for Inspired Teaching's Deputy Director, will fulfill all responsibilities as the school's business officer, and Center for Julie Sweetland, Inspired Teaching's Director, Teaching & Learning and Research, will be serve as the school's curriculum leader. DLA Piper has agreed to continue to provide pro bono legal counsel. Resumes can be found in *Section G*.

b. Qualifications of School Staff

Standards, Qualifications, and Backgrounds of School Staff

We will have extremely high standards for hiring school staff. We will review applicants for the standards, qualities, and characteristics we have identified as necessary for successful employment at the school.

Standards are as follows:

For Teachers

Our standards for teachers will exceed No Child Left Behind requirements for Highly Qualified Teacher status in the District of Columbia. They include:

- Minimum of a Bachelor's degree (for middle school, preference for degree in academic subject to be taught).
- Proof of content and pedagogical expertise as demonstrated on the appropriate Praxis II (Content Knowledge) and Praxis II (Pedagogy) exams.
- 3 or more years of classroom teaching experience or equivalent relevant work with children will be preferred.

Teaching specialists, such as the Literacy Coordinator/Coach and Special Education Coordinator will be required to meet the above standards, as well as demonstrate expertise in their specific area. The Literacy Coordinator will be an expert in the field of reading, with academic training and practical experience in literacy instruction.

For Principal

Our standards for school administrators will include:

- Minimum of a Bachelor's degree
- 3-5 years experience as a classroom teacher with a track record of progressive, inquiry-based teaching
- 3-5 years experience as a principal in a progressive, inquiry-based school and leading a strong professional learning community or equivalent relevant work experience
- Successful completion of the School Leaders Licensure Assessment (SLLA)

For Executive Director

The Executive Director will need to demonstrate significant knowledge and experience in the fields of organizational leadership and management, business, finance, human resources, and communications. Qualifications will include:

- Demonstrated knowledge, degree, or work experience in management, accounting and finance; Masters of Business Administration will be preferred
- Significant experience in coalition building and community outreach
- Demonstrated commitment to progressive, inquiry-based teaching and learning
- Significant experience in building strong allies through media and public relations
- Successful track record of building relationships with and securing donations from a variety of public and private sources

For other School Staff

Standards for other school staff positions will depend on the specific position. For example, office support staff will be required to have experience in office management, database management, and administrative support, with a Bachelor's degree preferred.

In addition, for all positions, Inspired Teaching will look for evidence that applicants possess beliefs, skills, and accomplishments that predict the ability to ensure that all students achieve at high levels. To establish a true professional learning community, all adults in the building will be considered educators, as they will all interact regularly with students. As such, a firm belief and grounding in the philosophy and values of the school's mission is crucial for every employee. Using rubrics (sample attached in *Section L*) that allow multiple raters to reliably score candidates, selection teams will assess candidates on the following criteria:

- Willingness to embrace teaching the whole child
- Potential for leadership in and beyond the classroom
- Holistic, asset-based approach to problem solving
- Commitment to reflective practice
- Commitment to the teaching profession
- Fit with the school's organizational culture and mission

In addition to the criteria described above, the Principal and Master Teachers must be deeply committed to creating a school that not only provides an excellent education for the student, but that creates an open, trusting learning environment for the teachers. The teachers and principal must have a demonstrated ability to implement the school's philosophy of teaching and pedagogy – and be willing and able to share their experiences, ideas, and strategies with all colleagues.

Master Teachers must be skilled in teaching and supporting adults as well as children, as they will serve as Mentors to the Teaching Fellows. They must demonstrate a deep commitment to reflective practice, an ability to give and receive feedback openly and without defensiveness, and a desire to constantly question and improve their teaching practice.

We will also look for teachers who have significant experience in teaching reading and writing to students of all ages. Because it is highly likely that students will come to our school behind in literacy skills, it will be important for all educators in the school to have experience accelerating and supporting struggling readers and writers.

Finally, everyone on staff must have a strong ability to persevere in the face of ongoing challenges. Teaching anywhere – but even more so in an urban setting – is a demanding profession, regularly requiring one to go above and beyond, to solve problems quickly and in the moment, and to find the positive in difficult situations. We will look for these qualities in all of our staff.

Staff Recruitment Strategies

Staff recruitment for the school will utilize all the strengths of Inspired Teaching's communications department and a strong history of successful recruitment for programs over the past 14 years. Our recruitment strategy is intended to attract passionate, accomplished, achievement-oriented individuals who are committed to teaching and to the children of the District of Columbia.

Inspired Teaching has worked in-depth with hundreds of teachers in Washington, DC, many of whom have already expressed interest in serving as Master Teachers in our school. Through our relationships with the Coalition of Essential Schools and the Progressive

Educators Network, we will have direct access to a pool of established, successful, and philosophically-aligned teachers. Further, through our relationships with Teach For America, DC Teaching Fellows, and colleges and universities nationwide, we will be able to identify and recruit teachers who are fairly early in their teaching careers, but who have a demonstrated record of success in the classroom. We will also employ a wide variety of media and outreach techniques, including print, radio, personal contact, and word-of-mouth strategies to attract applicants. In all of these efforts, Inspired Teaching will make every effort ensure that the applicant pool is diverse in terms of age, race, gender, and professional background.

We will have a strong and consistent hiring process by which we are able to recruit and hire candidates that meet the standards and qualities outlined above. For each position, a hiring committee will be identified comprising the position's supervisor, and at least two others who will have significant interaction with the position. The process will include the following:

- Written hiring process so all candidates go through the same rigorous screening process.
- Review of a resume and writing sample.
- Three interviews during which the candidate meets with at least three current employees.
- An assignment or 'test" that reflects the expected work for each positions – for teachers, this will likely include an observation of them teaching.
- Reference check with at least three professional references, with questions designed to find out new and additional information about the candidate.
- Extensive, national background check, including sex offender registry.

Background Checks

Employment at the Inspired Teaching Demonstration PCS will be contingent upon a clean background check. Inspired Teaching currently uses American Background to conduct extensive, national background checks on all staff prior to the beginning of their employment and the school will continue that practice. This check includes extensive searches of criminal and court records, as well as sex offender registries. Records of the background check will be kept in personnel files.

All volunteers at the school will be required to complete a DC Metropolitan criminal background check prior to their work in the school. Proof of the check will be kept on file at the school. If volunteers are likely to be left alone with children, they may be required to complete the same background check as employees.

c. Staffing Plan

As detailed in the following chart, the Inspired Teaching Demonstration PCS has developed a staffing plan that grows over time as the school's enrollment increases. The staffing plan includes hiring a Principal and Executive Director in the year prior to the school's opening, Master Teachers in the spring prior to opening, and all additional staff in July of our opening year.

Pre-Opening

The plan for staff includes hiring the permanent Executive Director and Principal as soon as possible. We intend to ensure significant time for them to lead academic and business

preparations for the school's opening, including hiring staff, community outreach, financial management systems, and student recruitment. A minimum of three Master Teachers will be hired in April 2011 in order to allow them time to study and fully participate in final curricular decisions. It is expected that members of the Board of Directors and Center for Inspired Teaching will continue to provide significant support in these areas throughout the pre-opening year.

Opening Year
In July 2011, the remainder of the first year staff will begin. This includes the Special Education Coordinator, Literacy Specialist, Counselor, special subjects teachers, and the Administrative Assistant/Office Manager.

Years 2-5
As detailed below, additional instructional and support staff will be added as the school grows.

Teaching Fellows
The Inspired Teaching Fellows will be selected by Center for Inspired Teaching in spring 2011. Once Master Teachers are hired, Fellows will be appropriately paired with the Master Teachers. During the summer prior to opening, Fellows will participate in many of the same planning and preparation activities as the Master Teachers, as well as in their teacher preparation coursework through Center for Inspired Teaching.

	Pre-Opening	Year 1	Year 2	Year 3	Year 4	Year 5
Academic Staff						
Master Teachers	1.5 *(3 teachers for 3 months)*	7	9	11	13	15
Teaching Fellows	0	7	9	11	13	15
Special Educ. Coord.	0	1	1	1	1	1
Literacy Specialist	0	.5	1	1	1	1
Special Educ. teachers	0	2	3	4	5	5
Special Subj. teachers	0	1	2	3	3	4
Administrative Staff						
Principal	1	1	1	1	1	1
Executive Director	1	1	1	1	1	1
Administrative Assistant	0	1	1	1	1	2
Business Manager	0	0	0	0	0	1
Wrap Around Staff						
Counselor	0	.5	1	1	1	1
Social Worker	0	0	0	1	1	1
TOTAL STAFF	3.5	22	29	36	41	48
TOTAL STUDENTS	0	152	196	240	288	336

A key component of the school's mission is to create a school led by a professional learning community of Master Teachers and Teaching Fellow Residents. Regular and ongoing collaboration and communication among all adults in the building will be crucial to ensure the needs and academic goals of all students are met.

As such, every classroom of 20-24 students will have a permanent Master Teacher and a Teaching Fellow Resident. The Master Teacher will serve as a primary mentor and coach for the Residents in his/her classroom, and the team will work together to ensure excellent instruction for every student in the classroom. They will engage in purposeful reflection on a daily basis, providing feedback and suggestions to each other, sharing observations of students, and planning together.

As outlined in the Education Plan's Professional Development section, all educators in the school will have significant and regular blocks of time to work collaboratively toward the goals of the school. Teachers will work together in grade level teams, as well as across grade levels, to maximize knowledge of the students and best teaching practices through Lesson Study/Inquiry Group, Kid Talk, Data Days, and daily collaborative meeting times. The Principal will serve a key role in ensuring that the schedule allows ample time for teacher learning and collaboration.

Specialists, the counselor and special subject teachers will be used for both in-classroom and pull-out services and support for students. Working closely with the Master Teachers, specialists and/or the counselor will determine the best support plan for students in need, and coordinate with the classroom teachers to provide those services directly, or to support the teachers in methods best suited for the student. Special subject teachers (i.e. art, library, music, and/or PE) will be expected to coordinate their instruction with curriculum in classrooms. They will be included as much as possible in collaborative professional development opportunities, though the scheduling of specialists and special subject teachers will also be utilized to provide time during the school day for Lesson Study/Inquiry group and other classroom teacher meetings.

The school will be steeped in the belief that every adult in the building is an educator for the students. Non-instructional support staff will be included, as much as the schedule allows, in staff meetings and conversations about progress toward the goals and mission of the school. Twice a year a whole staff retreat will be held to bring together all the adults and ensure focus on the school's mission – and to identify and support the work everyone must engage in to achieve the mission.

d. Employment Policies

An official Personnel Manual will be created in partnership with legal counsel and approved by the school's Board of Directors prior to hiring any employee of the school. School staff evaluation timelines, criteria, and rubrics will be developed prior to the opening of the school, with significant input from the Principal and teaching staff. Criteria are discussed above.

The policies outlined in the Personnel Manual will be based on the following principles:

1. Employees will be selected on the basis of skill, training ability, attitude, and character without discrimination with regard to race, color, religion, national origin or ancestry, sex, age, marital status, personal appearance, sexual orientation, gender identity or

expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or veteran status.

2. Employee's wages, benefits, and working conditions will be reviewed continuously with the objective of providing optimum benefits in these areas, consistent with sound business practices and to be competitive in the charter school market.
3. All eligible employees will be provided with paid vacations and holidays.
4. Employees will have access to a range of fringe benefits which may include: participation in a retirement plan; access to medical, dental, and vision insurance; participation in a flexible spending account; parking; and access to Metro SmartBenefits, a pre-tax transportation expense plan.
5. The school will work to develop and support competent employees who understand and meet our objectives, and who accept with open minds the ideas, suggestions and constructive criticisms of fellow employees.
6. The school will respect individual rights and treat all employees with courtesy and consideration.
7. The school will provide a work environment that is attractive, comfortable, orderly, safe, and drug-free.

Hiring, Salaries, and Benefits

Once candidates have gone through the selection and hiring process outlined in section 2.b., they will sign one-year, at-will contracts. The school will offer salaries and benefits that are competitive with traditional DC public schools and DC charter schools for educators with the experience level we seek, as well as for the longer school day for teachers. As finances allow, we provide additional compensation for summer training and professional development. A condition of hiring will include a clean background check and verification of permission to work in the U.S. and accompanying documentation.

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he/she may request a two year leave of absence from DCPS, renewable for an unlimited number of two year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

Evaluations

Regular and ongoing feedback will be a hallmark of the Inspired Teaching Demonstration PCS. Teachers will be observed on a regular basis by the Principal and his/her colleagues in order to engage in frequent conversations about successes and challenges in the classroom. Professional development will be structured around the instructional issues faced by teachers throughout the school.

In addition to regular, non-evaluative feedback, once a year every employee will participate in a formal review process. The annual employee review will be structured as an opportunity for staff to reflect on their work and progress, as well for supervisors to evaluate employee performance. The annual performance evaluation will include a 360-degree review, with each employee receiving feedback from, and providing feedback to, supervisors, subordinates, and peers.

This thorough process allows the organization's leadership to identify areas where new staff is needed or where existing staff could benefit from professional development. The

interactive, transparent process also contributes vitally to the organizational culture by ensuring that every member of the team feels valued and challenged. By maintaining high expectations while also providing support to meet those expectations, the school will attract and retain the sort of highly skilled, highly dedicated staff that is essential to a high impact school.

Executive Director Evaluation

The Board of Directors holds the responsibility of evaluating the Executive Director. The 360-degree review process allows for input into the Executive Director's evaluation from the Principal and from administrative and business support staff. The Executive Director Evaluation Rubric will be developed once the charter is approved. It will include evaluating performance on the following responsibilities:

- Nurture, support, and strengthen the school's mission
- Ensure an overall management culture of openness, collaboration, and high expectations in accordance with the school's mission and goals
- Communicate effectively with Board of Directors; provide input and relevant information to Board about the operations of the school
- Work closely with the Board of Directors and Principal to ensure adequate student enrollment
- Support the Board in ensuring adequate resources through aggressive fundraising, including community and corporate partnerships and in-kind donations
- Effectively communicate with parents/Parent Advisory Council and community stakeholders
- Engage in outreach to the local and national community to support and build the reputation of the school
- Effectively manage the school's budget and financial accounting systems
- Effectively ensure the school's compliance with the Charter School Board and all governing agencies
- Maintain the school facility effectively for instructional and non-instructional uses, and comply with all facility regulations
- Handle all public relations and marketing needs of the school
- Support the Principal in hiring and managing of faculty, as needed

Principal Evaluation

The Executive Director holds the responsibility of evaluating the Principal. The 360-degree review process allows for input into the Principal's evaluation from instructional staff. Drawing on the resources of the Council of Chief State School Officers and others, the principal evaluation will include the following responsibilities:

- Articulate and implement the school's vision and mission
- Build, lead, and sustain a professional learning community in accordance with the school's mission
- Serve as the instructional leader, providing guidance, support, and input to ensure high quality instruction, high student achievement, and full implementation of the academic program in alignment with the school's mission and goals
- Support teachers and allow them to contribute to the success of the professional learning community; collaborate with the Teacher Leadership Council
- Efficiently manage and run the day-to-day functions of the school and instructional program
- Oversee the collection and management of student data

- Collaborate effectively with and actively reach out to families and the community
- Collaborate and communicate effectively with the student body and Student Association
- Participate in outreach efforts to educate key constituencies about the school's philosophy, mission, and successes
- Work closely with the Board of Directors and Executive Director to ensure adequate student enrollment

Teacher Evaluation
The Principal holds the responsibility of evaluating school instructional staff. As with the Principal, the 360-degree review process will allow for input from colleagues, Teaching Fellows, and other school staff. Once the school has hired a Principal, it is expected that he/she, with input from teachers and the Board of Directors, will develop the final Teacher Evaluation rubric. It is anticipated that the school will draw on the same criteria used in the hiring process, as well as the work of the National Board for Professional Teaching Standards, Danielson's Framework for Teaching, The Council of Chief State Officers, and the National Council for Accreditation of Teacher Education in the creation of the Teacher Rubric, and will include the following kinds of criteria:

- Demonstration of deep, research-based understanding of how children learn, develop, and thrive.
- Demonstration of a thorough understanding of the subjects they teach.
- Ability to draw on an extensive repertoire of effective instructional strategies to ensure that students are engaged, challenged, and achieve at high levels.
- Consistent and effective differentiation of instruction and assessment for diverse learners.
- Creation of a positive and safe learning community within the classroom.
- Possession of the knowledge, skills, and professional dispositions necessary to sustain a career as a highly effective teacher and educational change-maker.

Employee termination
As stated above, all employees will serve under at-will contracts. Should it become clear that a person's employment must be terminated, the school will work with the employee as much as possible to make it an amicable separation. Depending upon the circumstances of the termination, the employee may be eligible for unemployment compensation.

Substitutes
In addition to its full-time staff, the school will assemble a pool of qualified substitute teachers prior to the school opening. Building on Inspired Teaching's network of teachers, we will identify former and retired teachers who we hope will comprise the majority of possible substitutes. All substitutes will be required to complete a background check.

Equal Employment Opportunities and Drug-Free Workplace
The school will be an equal employment opportunity workplace and will proactively work to hire a diverse faculty and staff. The school will be a drug-free workplace.

Provision for Current DCPS Employees
The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he/she may request a two year leave of absence from DCPS, renewable for an unlimited number of two year terms. During

their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

e. Use of Volunteers

Inspired Teaching recognizes that volunteers can be an incredible resource in supporting the mission and building community investment in the school. As such, we will draw on the resources of the community for volunteering in the following capacities:

Individual volunteers (parents and community members)

- Serving as classroom helpers (i.e. read with students, work with small groups, prepare supplies, etc.)
- Mentoring and/or tutoring for students (once a formal mentoring or tutoring program is in place with appropriate focus and training for volunteers)
- Serve breakfast to students
- Provide additional support to after school programs
- Support office and faculty with particular needs, such as translation for bilingual families
- Help staff special events or projects (i.e. student exhibitions and performances)
- Provide professional services or expertise such as graphic design, photography, or technology support

Corporate and organizational volunteers

- The school will continue to rely on pro bono services for legal advice, public relations, marketing, and technology needs

To recruit and identify volunteers, the school will develop a pamphlet that describes volunteer opportunities at and for the school. In order to maximize the skills of volunteers, Inspired Teaching has found that it is important to set clear expectations and guidelines for volunteers. Identifying the areas in which the school specifically needs support will minimize time staff spends finding work for volunteers.

In addition, all volunteers will attend a volunteer orientation and training. The orientation and training will be designed to ensure that all volunteers have a full understanding of the school's mission and goals, curriculum, and policies and procedures. Depending on the volunteer's role, it may also include specific training in expectations for interactions and instruction of students.

All volunteers will be required to complete a background check and copies will be kept on file.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

The Inspired Teaching Demonstration PCS will adhere to all applicable health and safety laws and regulations, pursuant to §38-1802.02 (11) and §38-1802.04 of the DC School Reform Act, and will comply with all required or requested health and safety inspections by government officials. This includes ensuring all the required student immunizations. The school also plans to train all staff in First Aid and CPR.

b. Safety and Fire Codes for Buildings

The school will comply with all requirements of the Americans with Disability Act and all requirements of the DC Fire Code, sec. 5-501 et seq. The school will also consult with fire code requirements from the International Fire Code Council and the DC Fire Marshall's office.

c. Transportation

The school will comply with §38-1802.08 of the DC School Reform Act with respect to student transportation. The school will communicate with families the availability and eligibility for reduced rates on Metrorail and MetroBus and help families obtain tokens, as needed. The school will arrange for the transportation of students with disabilities through the DCPS Special Education Transportation Liaison.

d. Enrollment Data

The school will comply with all requirements of §38-1802.04(c)(12) of the DC School Reform Act with respect to student enrollment data. We will maintain accurate enrollment and attendance records for all students, and report data using DCPS student ID numbers. Enrollment data will include residency verification of all students.

e. Maintenance and Dissemination of Student Records

The school will use a computerized student information system for maintenance of student data and records. The SIS will be compatible with the DC Charter Board's school performance management systems. Prior to enrollment and when applicable, the school will obtain student records and assessment results from a student's previous school. Enrollment forms will include the opportunity for parents to authorize the release of the student's records from a previous school. All data collection will be used for internal purposes, as well as to record and disseminate student information as required by the DC School Reform Act, Parts B and D, and other applicable laws, including DC Code sec. 31-401 et seq. (Compulsory School Attendance); DC Code sec. 31-501 et seq. (Immunization of School Students); DC Code sec. 31-601 et seq. (Tuition of Nonresidents); and DC Code sec. 29-501 et seq. (Non-profit Corporations).

f. Compulsory Attendance Laws

The school will keep careful and accurate attendance records each day using the On-line Attendance Management Software. We will make every effort to ensure families are in compliance with the DC Compulsory Attendance Act (DC Code 31-401) and will take steps to remedy persistent violations of the requirements.

g. Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1972

The school will comply with all federal regulations concerning special education [Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794)]. Special education services will be developed by professionals who are thoroughly familiar with the requirements of federal law pertaining to students with special needs.

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

We anticipate that the Inspired Teaching Demonstration PCS will qualify for Title I funding. As such, we will ensure that we are in compliance with all No Child Left Behind regulations regarding teacher qualifications, adequate yearly progress, and parent notification.

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

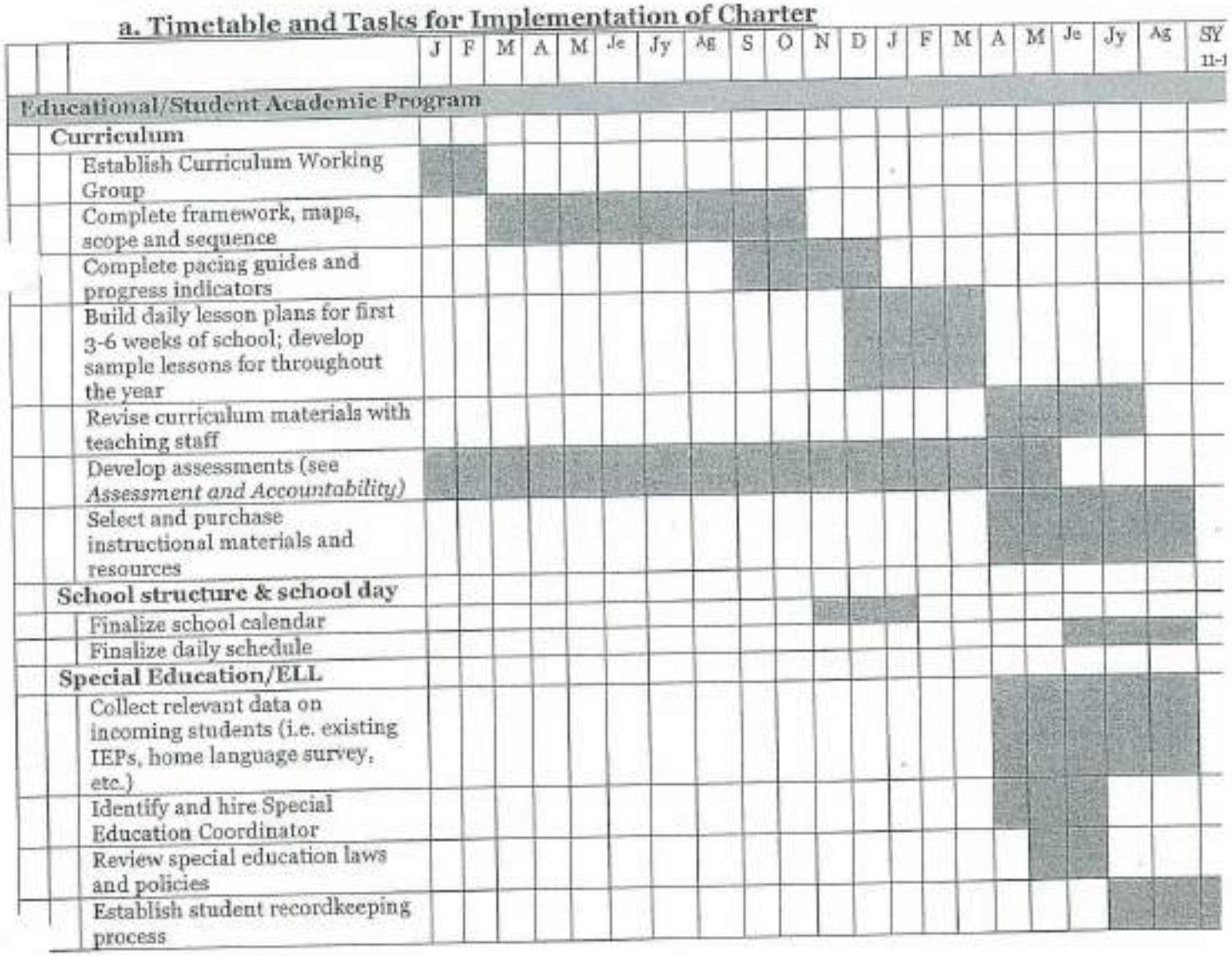
The Inspired Teaching Demonstration PCS will adhere to all federal and District civil rights regulations [§38-1802.02(11) and 38-1802.04(c)(5) of the DC School Reform Act] to ensure that students, employees, and volunteers will not be discriminated against in any unlawful manner.

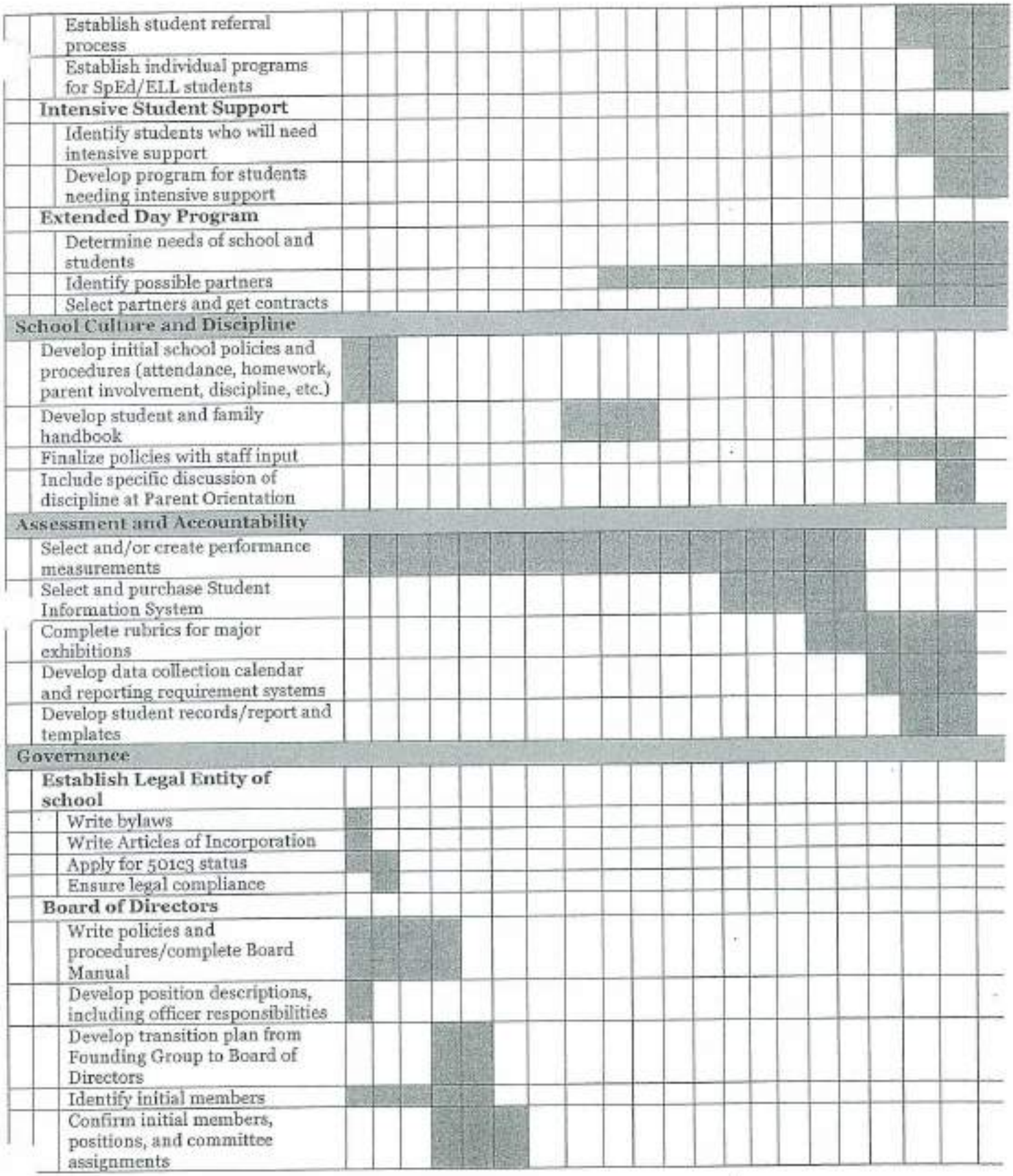
j. Other

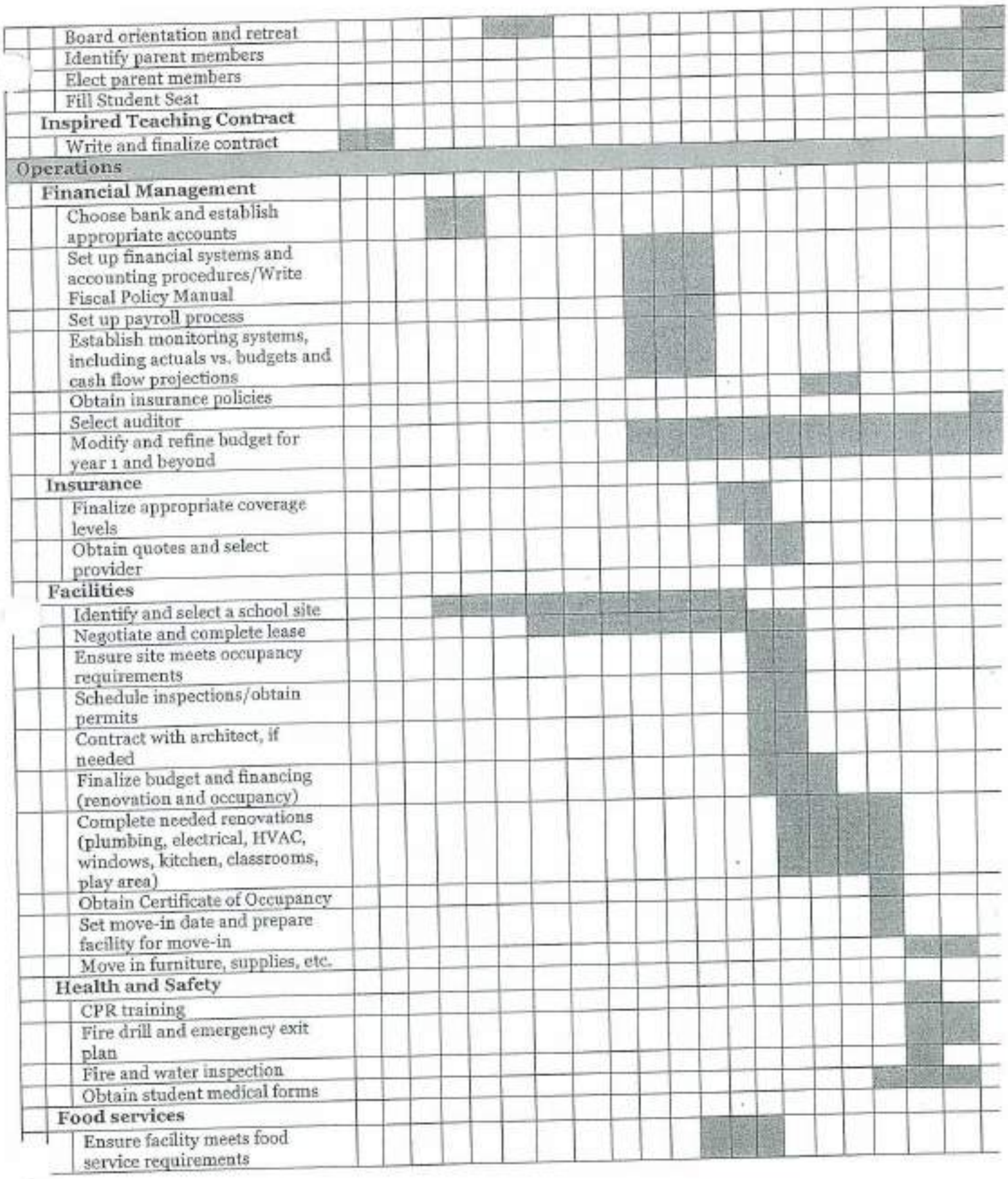
The Inspired Teaching Demonstration PCS will ensure that all other applicable laws and regulations are followed.

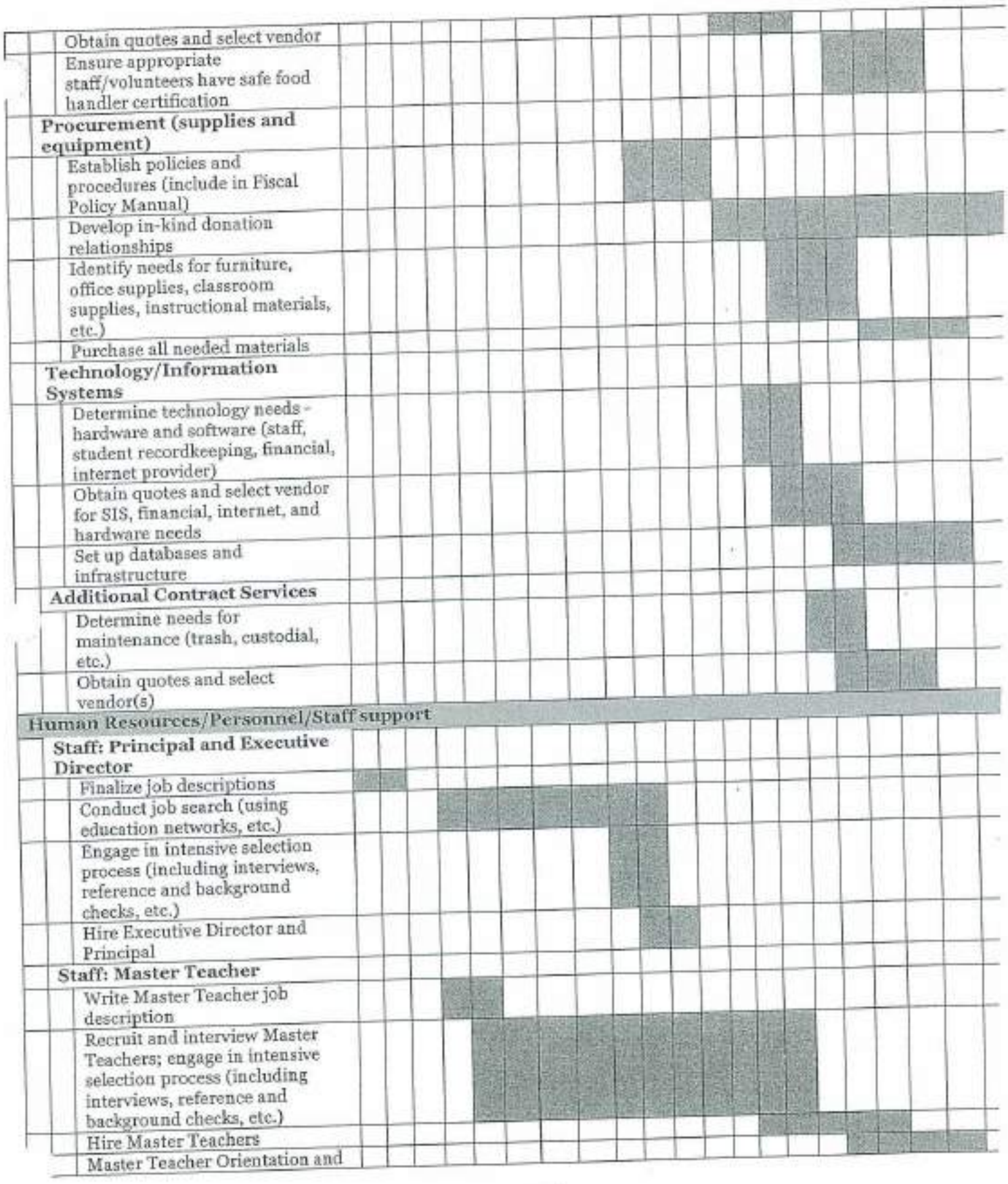
4. Implementation of the Charter

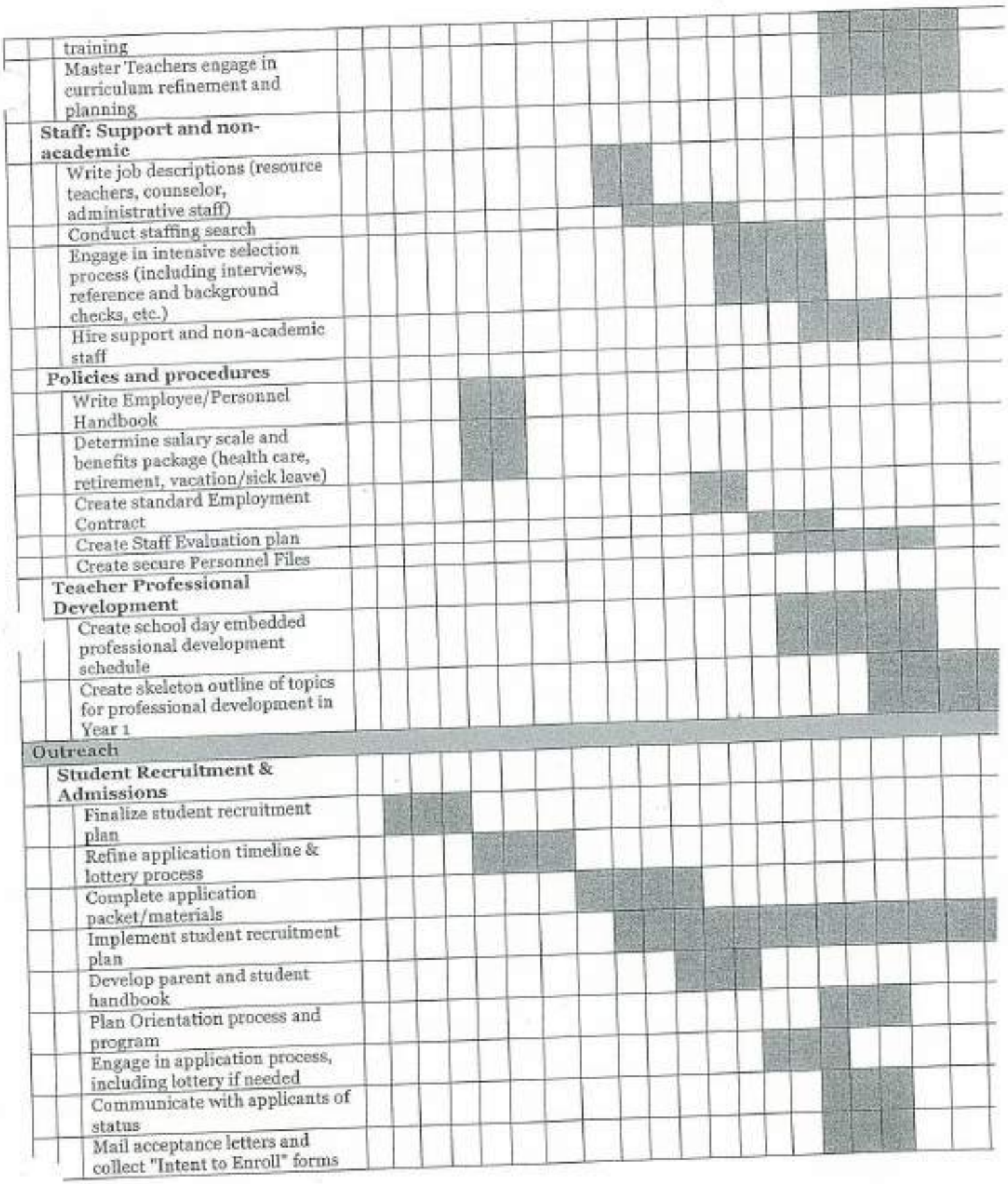
a. Timetable and Tasks for Implementation of Charter

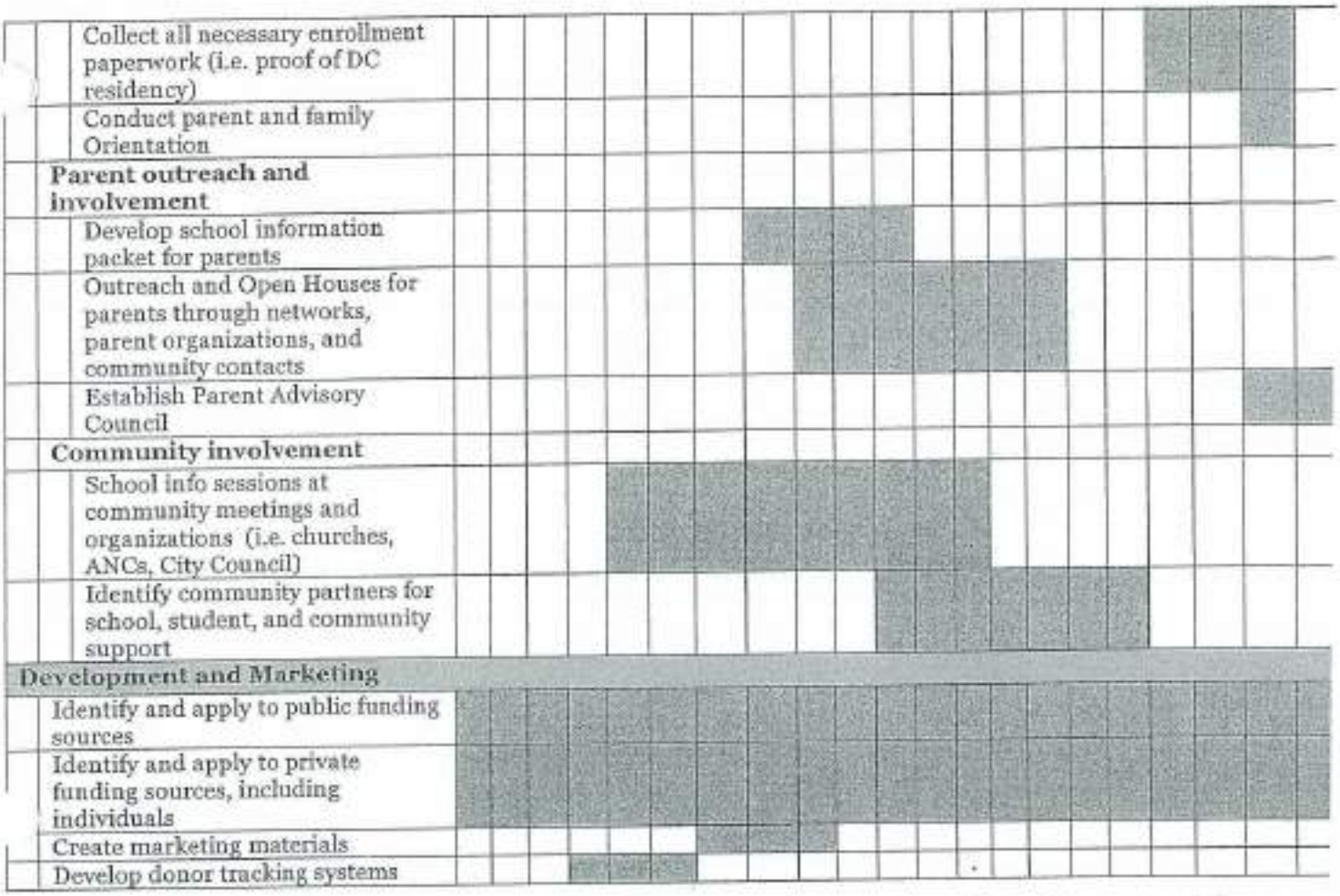



Establish student referral process
Establish individual programs for SpEd/ELL students
Intensive Student Support
Identify students who will need intensive support
Develop program for students needing intensive support
Extended Day Program
Determine needs of school and students
Identify possible partners
Select partners and get contracts
School Culture and Discipline
Develop initial school policies and procedures (attendance, homework, parent involvement, discipline, etc.)
Develop student and family handbook
Finalize policies with staff input
Include specific discussion of discipline at Parent Orientation
Assessment and Accountability
Select and/or create performance measurements
Select and purchase Student Information System
Complete rubrics for major exhibitions
Develop data collection calendar and reporting requirement systems
Develop student records/report and templates
Governance
Establish Legal Entity of school
Write bylaws
Write Articles of Incorporation
Apply for 501c3 status
Ensure legal compliance
Board of Directors
Write policies and procedures/complete Board Manual
Develop position descriptions, including officer responsibilities
Develop transition plan from Founding Group to Board of Directors
Identify initial members
Confirm initial members, positions, and committee assignments


Board orientation and retreat
Identify parent members
Elect parent members
Fill Student Seat
Inspired Teaching Contract
Write and finalize contract
Operations
Financial Management
Choose bank and establish appropriate accounts
Set up financial systems and accounting procedures/Write Fiscal Policy Manual
Set up payroll process
Establish monitoring systems, including actuals vs. budgets and cash flow projections
Obtain insurance policies
Select auditor
Modify and refine budget for year 1 and beyond
Insurance
Finalize appropriate coverage levels
Obtain quotes and select provider
Facilities
Identify and select a school site
Negotiate and complete lease
Ensure site meets occupancy requirements
Schedule inspections/obtain permits
Contract with architect, if needed
Finalize budget and financing (renovation and occupancy)
Complete needed renovations (plumbing, electrical, HVAC, windows, kitchen, classrooms, play area)
Obtain Certificate of Occupancy
Set move-in date and prepare facility for move-in
Move in furniture, supplies, etc.
Health and Safety
CPR training
Fire drill and emergency exit plan
Fire and water inspection
Obtain student medical forms
Food services
Ensure facility meets food service requirements


Obtain quotes and select vendor
Ensure appropriate staff/volunteers have safe food handler certification
Procurement (supplies and equipment)
Establish policies and procedures (include in Fiscal Policy Manual)
Develop in-kind donation relationships
Identify needs for furniture, office supplies, classroom supplies, instructional materials, etc.)
Purchase all needed materials
Technology/Information Systems
Determine technology needs - hardware and software (staff, student recordkeeping, financial, internet provider)
Obtain quotes and select vendor for SIS, financial, internet, and hardware needs
Set up databases and infrastructure
Additional Contract Services
Determine needs for maintenance (trash, custodial, etc.)
Obtain quotes and select vendor(s)
Human Resources/Personnel/Staff support
Staff: Principal and Executive Director
Finalize job descriptions
Conduct job search (using education networks, etc.)
Engage in intensive selection process (including interviews, reference and background checks, etc.)
Hire Executive Director and Principal
Staff: Master Teacher
Write Master Teacher job description
Recruit and interview Master Teachers; engage in intensive selection process (including interviews, reference and background checks, etc.)
Hire Master Teachers
Master Teacher Orientation and


training
Master Teachers engage in curriculum refinement and planning
Staff: Support and non-academic
Write job descriptions (resource teachers, counselor, administrative staff)
Conduct staffing search
Engage in intensive selection process (including interviews, reference and background checks, etc.)
Hire support and non-academic staff
Policies and procedures
Write Employee/Personnel Handbook
Determine salary scale and benefits package (health care, retirement, vacation/sick leave)
Create standard Employment Contract
Create Staff Evaluation plan
Create secure Personnel Files
Teacher Professional Development
Create school day embedded professional development schedule
Create skeleton outline of topics for professional development in Year 1
Outreach
Student Recruitment & Admissions
Finalize student recruitment plan
Refine application timeline & lottery process
Complete application packet/materials
Implement student recruitment plan
Develop parent and student handbook
Plan Orientation process and program
Engage in application process, including lottery if needed
Communicate with applicants of status
Mail acceptance letters and collect "Intent to Enroll" forms



b. Maintenance & Reporting of Academic and Non-Academic Performance Data

The Inspired Teaching Demonstration PCS will develop a technology infrastructure that allows for the effective use of a Student Information System (i.e. PowerSchool) that can be used to keep accurate data on students and provide important information to school staff, parents, and the Public Charter School Board. The SIS will keep comprehensive records on students, including data such as attendance, demographics, contact information, discipline, and assessments. The accurate maintenance of such a system will facilitate clear communication among the staff and with families, helping to ensure all those involved in supporting student growth have accurate information.

While we understand that not all families will have access to the latest technology (i.e. email and internet access), the school will make available important information via the school's website and e-newsletters. Teachers will have school email accounts which will be made available to families, and families will be asked to provide email addresses, if available.

We anticipate the availability of computers and internet access in classrooms to be used in developmentally appropriate ways for students. Computers may be used as to complement classroom learning activities.

Upon choosing a facility for the school, we will ensure that the space either already has, or can be fitted with, a high speed internet connection (T-1 or better). This will ensure sufficient capability to maintain and report academic and non-academic performance data internally and with the Public Charter School Board.

The Principal will have the ultimate responsibility for ensuring the data is collected, maintained, and reported. It is anticipated that one Master Teacher will be hired who can support the collection of data, as well as the Administrative Assistant/Office Manager who will be required to have significant experience with technology and data management.

c. Major Contracts Planned

The Inspired Teaching Demonstration PCS intends to engage in an arms-length contractual relationship with Center for Inspired Teaching to provide educational services, including support in the creation and implementation of the academic design, curriculum, assessments, personnel, and the professional learning community. The draft contract is attached in *Section L*.

Up until the time the school's Executive Director and Principal are hired, Center for Inspired Teaching will be responsible for all services described in the contract. Once the Executive Director and Principal are hired and begin executing their responsibilities, Inspired Teaching's responsibilities and fees will decrease accordingly. Center for Inspired Teaching intends to negotiate a fair and reasonable price for the services outlined in the contract during the planning year, provided that the school receives planning and start-up grants to cover the costs. Should the school not receive any funds during the planning year, Inspired Teaching will volunteer its services. Beginning in the school's first year of operation, the budget includes fees for Center for Inspired Teaching. The school will follow the rules and guidelines of the Charter School Board for approval of this contract.

The Inspired Teaching Demonstration PCS also expects, that in order to enhance the goals of the school, we are likely to choose to contract for the following services:

- Facility lease, construction and/or renovation
- Food service
- Insurance
- Bookkeeping and accounting (possible contractor is GoldStar)

We will continue conversations with existing charter schools for recommendations in each of these areas.

Before entering into any contract equal to or exceeding $25,000, the school will submit a copy of the contract to the DC Public Charter School Board for review. The Inspired Teaching Demonstration PCS will advertise major contracts in accordance with the rules established by the DC Public Charter School Board.

d. Orientation of Parents, Teachers and Other Community Members

In order to ensure effective participation in the school by teachers, parents, students, and the community, a carefully planned orientation process is required. The Inspired Teaching Demonstration PCS's orientation plans will include the following elements:

Parent/Family Orientation

One of the most crucial audiences for orientation are parents and families of students. It is vital that parents and families are full partners in their children's education and they cannot do so without a complete understanding of the school and its philosophy, mission, goals, and policies. Parent and family orientation will include:

- During the student recruitment process, the school will offer multiple information sessions to provide information about the school and its purpose.
- Parents will be required to attend one-on-one or small group information sessions during the enrollment process that help them to understand the school's mission, philosophy, goals, and curriculum.
- Pre-Opening Orientation: prior to the beginning of each school year, the school will hold at least two formal Orientation sessions. This sessions will again review the school's mission, philosophy, goals, and curriculum, and will also provide information on school policies (particularly related to attendance, culture, and discipline), the school calendar, school tour, and volunteer opportunities. Parents will also be provided with a Parent Handbook and Staff Directory. Orientation sessions will be offered at least twice (i.e. one during the day, one during the evening) so that families with different scheduling needs can attend; translators will be available, as needed.
- Student exhibitions and performances will occur at multiple times throughout the year, providing additional opportunities for parents and families to come to the school and interact with school staff and see student work. These events will also be open to the public, and specific invitations will be extended to the surrounding community.
- The school will have a general "Open Door Policy" for parents and families to reach out to teachers and staff.

Teacher and Staff Orientation

The success of the school is dependent on the success of the teachers, who must have a firm grounding and commitment to the school's mission, philosophy, and instructional approach. The school's teachers must be a key voice in the school's decision-making around curriculum, assessment, and daily operations. Further, in order to develop a true professional learning community, teachers and staff must know and trust one another so that the give and take of feedback is a welcome, safe, and productive process.

To jumpstart the creation of the professional learning community — and to strengthen it year after year — we plan the following:

- Each year's teaching staff will be selected and hired in a timeframe so that they will have ample time to work on the implementation of revisions to the curriculum and assessments, as determined based on the students enrolled at the school. Teachers will reflect on the previous year and offer suggested improvements to the school community.
- Every summer teachers will participate in a 2-3 week Summer Institute to build camaraderie as well as their teaching skills in preparation for the coming year.
- At least twice each year, the school will hold an all-staff retreat, to be attended by every adult who works in the building. The goal will be to build community among all adults and focus on each individual's contribution to the school's mission.

Student Orientation

Orientation will be important for students as well. For our youngest students, this will be their first school experience. Others will have attended another school and will need to

become familiar with the culture and expectations of the Inspired Teaching Demonstration PCS, which is likely to have a different approach to instruction and discipline from their previous school.

To help students be successful, a carefully planned orientation will be part of the first weeks of school, and thereafter as determined by the teaching staff. The initial student orientation will include a series of whole school events to build the school community. In addition to familiarizing everyone with all the faces in the school, activities will focus on multiple ways for students to engage with the school-wide expectations so that they are meaningful to students. These kinds of activities will help to establish the school culture as a place where teachers and students are respected and important voices in the school.

Community Orientation

New schools in a community can sometimes cause anxiety or suspicion. To combat this, we intend to actively reach out to the community as soon as we know the location of our school. As we prepare to open, we will hold information sessions in the community for both student recruitment purposes and to provide general information to the local community. Once the school year begins, the local community will be invited to school events such as student exhibitions and performances, and, as space and scheduling allows, we will offer school space for use by the community.

e. Services Sought from the District of Columbia Public Schools

We do not intend to seek any services from DCPS.

D. Public Charter School Mission Accomplishment Plan

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

The goals of the Inspired Teaching Demonstration PCS stem from the school's mission to ensure all students will become accomplished learners and imaginative and inquisitive problem solvers. Because the school's design places a significant focus on teachers – who are the key leverage point for student success – we have established goals not only for our students, but for our teaching staff as well.

Student Goals

The goals for our students are centered around four principles that incorporate both academic and non-academic goals: Intellect, Inquiry, Imagination, and Integrity. Of these, we view Inquiry and Imagination as unique characteristics of our school and propose that these two areas figure prominently in the assessment of progress toward our mission.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Professional Goals for Teachers

Inspired Teaching has a well-documented history of training and supporting excellence in teaching. Our school will not only serve as a learning site for students, but also for teachers. As such, we will hold our teachers to a high standard of excellence and professionalism. Unique goals for our teachers that are central and specific to our mission are:

- Teachers successfully implement Center for Inspired Teaching's approach to instruction, drawing upon an extensive repertoire of authentic and engaging strategies for instruction and assessment, steeped in the knowledge of how children learn.
- The school is a vibrant and active professional learning community — including all adults in the school — constantly reflecting and improving in order to achieve the school's mission.

These mission-specific goals will provide a framework for teachers, administrators, and support staff to judge the quality of our instructional program and teacher education initiatives. In staff meetings, on Data Days, and at other appropriate venues, faculty and staff will consider observations and experiences that speak to whether and how our efforts are aligned with these objectives. Ongoing collaborative efforts will also allow members of the school community to offer ideas for furthering our progress or correcting for weaknesses. Through this process of regular, ongoing reflection, we will build a school-wide culture of accountability and commitment to these goals. In this context, formal annual assessments of the relevant constructs should largely serve to confirm the findings of ongoing informal assessment and reflection, and allow the school community an opportunity to celebrate its achievements.

2. Assessment Measures

Mission-Specific Goal #1: Inquiry

The **Measure of Questioning Skills**, published by Scholastic, Inc., is an instrument that assesses the quantity and quality of students' questions, using pictures to elicit questions from students. It is appropriate for students in grades 3-10, and has been adopted by states such as North Carolina and New Mexico to assess gifted students. To assess the school's progress toward its mission of developing students' skills of inquiry, the Measure of Questioning Skills will be administered to all students in grades 4, 6, and 8. We anticipate that this test will be scheduled in the final quarter of each academic year.

Mission-Specific Goal #2: Imagination

Torrance Tests of Creative Thinking is the world's most widely used and respected battery of norm-referenced creativity tests. These instruments have been used for identification of the creatively gifted and as a part of gifted matrices in states and districts in the USA, especially in multicultural settings, and for special populations around the world. Published by Scholastic Testing Services, Inc. in two equivalent forms, Forms A and B, the **Figural** and **Verbal TTCT** can be used for pre- and post-testing. TTCT consists of nonverbal and verbal sections, Thinking Creatively with Pictures and Thinking Creatively with Words, which are suitable for grades kindergarten though graduate school. The nonverbal forms consist of three sets of activities which require subjects to draw lines to elaborate on a single shape, to draw lines to complete a picture, and to draw as many different pictures as possible using the same shape. The verbal forms consist of six activities that require subjects to generate questions, alternative uses, and guesses. Each of the activities in each of the nonverbal and verbal forms is timed and scored for:

- **Fluency.** The total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus.
- **Flexibility.** The number of different categories of relevant responses.
- **Originality.** The statistical rarity of the responses among the test subjects.
- **Elaboration.** The amount of detail in the responses.

To assess the school's progress toward its mission of developing students' imagination, the nonverbal form of the TTCT will be administered annually to all students in grades K-2, and the verbal form will be administered to all students in grades 3, 5, and 7.

Data Analysis of Student Assessments

The data will be thoroughly analyzed to maximize its usefulness as a tool to drive continuous improvement. The following comparisons and questions will inform our exploration of the results:

- School results vs. benchmark target: Are our students developing the desired skills at high levels?
- School results vs. normed results: Do our students demonstrate greater skill on this construct than other, similar students?
- Grade level comparisons: Do our students develop greater skills over time at our school?
- Sub-group comparisons: Are our students achieving comparably, or are some groups of students (e.g. boys, girls, African Americans, ELLs, special education students) lagging behind?

- Test results vs. classroom-based data: Does our students' performance on this test confirm or contradict teachers' assessments?
- Classroom comparisons: Are students in various classrooms performing at comparable levels?
- Grade-level averages vs. individual results: Are there any students whose performance is unusually high or low when compared to that of their peers?
- Current year's results vs. previous results: Have students shown growth on this measure from one administration to the next? When cohorts are compared, does the trend suggest school-wide improvement over time?

Mission-Specific Goal #3: Instructional Quality

To ensure that classrooms observations are scored reliably and assessed on aspects of teaching that affect student achievement, Inspired Teaching will use the Classroom Assessment Scoring System, or CLASS. The CLASS observation tool was developed by researchers at the University of Virginia, in conjunction with the National Institute of Child Health and Development, and has been validated in over 3,000 classrooms. The CLASS measures 3 broad domains of classroom quality: (1) Emotional Support; (2) Classroom Organization, and (3) Instructional Support. These domains are common across grades and include multiple dimensions of classroom quality, each of which focuses on a particular aspect of student-teacher interactions that have been shown to correlate directly with student achievement. Inspired Teaching has relied on this tool for program evaluation since 2007, and we find that it aligns closely with our own philosophy, values, and preferred instructional approaches.

Our minimum benchmark for success is that 80% of classrooms will be rated '6' or higher (on a scale of 1-7) on each of the three domains of classroom quality. The data will be carefully analyzed to maximize its usefulness as a tool to drive continuous improvement. The following comparisons and questions will inform our exploration of the results:

School results vs. benchmark target: As a whole, is the instructional quality of the school meeting our expectations?
Grade level comparisons: Is instructional quality comparable across grades?
Examination of outliers: Are there particular teachers, dimensions, or domains that are rated much higher or lower than the school overall?
Current year's results vs. previous results: Is instructional quality improving over time?

Mission-Specific Goal #4: Professional Learning Community

Our mission cannot be accomplished without excellent teachers, and the school will be organized to reflect the belief that the best way to effect positive change in schools is to invest in teachers. In order to assess whether the school is providing an exceptional level of support for our teaching staff, we intend to administer the Teacher Working Conditions Survey on an annual basis. This questionnaire is adapted from the Teacher Working Conditions survey developed by The Center for Teaching Quality, and has been used in more than twenty states to drive improvements in teacher support. Core areas of assessment include: time; leadership; professional development; teacher empowerment; and facilities. These are among the areas that research has shown to be most relevant to teacher job satisfaction and teacher retention, and in our experience, they are also critical factors in whether or not a vibrant professional learning community can emerge in a school. Scoring is done on a scale of 1 to 5, with 5 being most favorable. Research conducted by Center for Teaching Quality has

established benchmark averages for each domain that distinguishes between schools that are at high risk for teacher burnout and turnover and those that can expect to experience only normal levels of teacher mobility. These cut-points are as follows:

Teacher Working Conditions Area	High-Risk Schools[30]	Average Schools	Inspired Teaching PCS Goal
Leadership/School Culture	3.02	3.54	4.04
Professional Development	3.08	3.34	3.84
Facilities and Resources	3.24	3.56	4.06
Empowerment	2.91	3.39	3.89
Time	2.73	3.22	3.72

Based on these data, we believe that setting our own benchmark at ½ point higher than the average for each domain is ambitious yet realistic. The following comparisons and questions will inform our exploration of the results:

- School results vs. benchmark targets: As a whole, is the quality of support for teachers meeting our expectations?
- Examination of outliers: Are there particular items or domains that are rated much higher or lower than the school overall?
- Current year's results vs. previous results: Is the quality of the school's support for teachers improving over time?

Assessment Planning

The assessment system described here has been developed by Inspired Teaching's research department. Dr. Julie Sweetland serves as the Director of Research and has led Inspired Teaching's research and program evaluation for over three years. Dr. Sweetland is a Stanford-trained researcher with considerable experience as a classroom teacher, curriculum designer, and teacher educator who has managed academic and non-academic assessments in research projects involving hundreds of school-age subjects. Dr. Sweetland was part of a team who received the 1999 Ohio Board of Regents Best Practices Award in recognition of their work in establishing authentic assessment and data-driven interventions for at-risk students at a redesigned high school in Cincinnati, Ohio. She is ably assisted by Research Associate Dr. Sabrina Wesley-Nero, who manages Inspired Teaching's program evaluation and has particular expertise in assessment for ELLs and early childhood students.

3. Performance Indicators

For Measure of Questioning Skills, benchmarks will be set using the national population norms provided in the test's technical manual. For the TTCT, benchmarks will be set using the local population norms provided in the test's technical manual. Upon conditional approval of the charter, Inspired Teaching will procure the requisite test manuals and set specific targets for scale scores at each tested grade or age level. Our research team needs to become intimately familiar with the scoring and norming procedures for each instrument before establishing appropriate measurable benchmarks and performance targets, but we are

[30] Average scores for High-Risk Turnover Schools and Average Schools are taken from a study of over 300 schools. Source: Hirsch, Eric, and Scott Emerick. 2006. Teacher Working Conditions in Turnaround Team Schools. Hillsborough, NC: Center for Teaching Quality.

committed to setting performance goals that are realistic yet ambitious. At this time we are disposed toward using growth formulas that account for the length of time that a child has been enrolled in calculating progress: for instance, we might expect a 5% increase in percentile rank for each year that a child attends the school.

4. Collecting, Storing, and Reporting Performance and Progress Data

Data Collection

Data intended for external reporting will typically be collected early in the final academic advisory of the school year. Formative data intended to drive any necessary improvement initiatives may be collected and analyzed earlier.

The school will place a high priority on the reliability, validity, and fidelity of data. For each of the four mission-specific measures, data will be collected by individuals who have been adequately trained in the appropriate protocols for administering the instrument. For instance, training for reliable use of CLASS tool involves a norming process using videotaped teaching episodes and a master rating guide, provided by the University of Virginia. Once inter-rater reliability is established, regular refresher trainings are used to prevent and correct for rater 'drift.' Likewise, administration protocols for other mission-specific measures will be established according to the technical manual accompanying each instrument.

Data Storage

The school will develop intra-office systems and acquire appropriate technology to meet the needs for data storage, benefiting greatly from the experience and existing infrastructure developed over the years by Inspired Teaching, yet maintaining ownership and control over school data.

In terms of technology, we have found that using advanced functions in spreadsheet software such as Microsoft Excel is sufficient to manage medium-sized data sets and perform relatively sophisticated analyses and statistical tests. This software should be sufficient to handle data storage and management needs until a Student Information System is identified and adopted. We will examine a variety of comprehensive Student Information Systems (SIS), including Pearson PowerSchool and Lumen WebSIS. In selecting our SIS, we will look for the following functionalities:

- User-friendly interface that can be managed easily and accurately by office staff, teachers, support staff, and administrators
- Ability to manage and integrate multiple types of student data (e.g. contact information and demographics, course schedule, teacher grades, standardized assessment data, discipline data)
- Ability to easily export data to the DCPCSB, OSSE, and other regulatory bodies
- Ability to easily export data to Excel and other commonly-used data analysis packages
- Built-in fail-safes to maintain data integrity (e.g. automatic protection from duplicate entries)
- Web-based, to allow secure remote access
- Ability to interface with handheld mobile devices
- Ability to provide parents with access to student information such as grades and assignments

School policies and practices will include measures to protect the confidentiality of individuals and appropriately restrict staff access to sensitive data. For instance, faculty and staff who handle student information will be trained in an ethical code of conduct regarding data use and privacy.

Data Reporting
Results of school-wide, mission-specific measures will be reported to all relevant stakeholders in a timely, easily-understood manner, relying on the best practices common to schools in DC to create 'school report cards,' data walls, and other means of communicating results. In addition, families will receive students' individual results on the TTCT and Measure of Questioning Skills.

5. Timeline for implementation

The first task that needs to be completed for a full mission accomplishment plan is the establishment of specific performance targets for the Measure of Questioning Skills and Torrance Tests of Creativity. Upon full or conditional approval of the charter application in mid April 2010, Inspired Teaching will procure the necessary testing materials and technical manuals, and our Research Department will propose appropriate performance targets within twelve weeks.

A second major task is to select a SIS. We anticipate that this task will be underway by January of 2011, and completed by April of 2011.

A third important task is to ensure that founding teachers and instructional staff have a thorough understanding of the constructs assessed by the mission-specific instruments, so that they can make instructional and program decisions that are aligned with the mission and mission accomplishment plan. The overall framework for assessment will be a major topic for planning-year working groups and for professional development early in the first year of the school's operation.

Finally, we must identify the specific staff members who will be responsible for administering, analyzing, and reporting data, and ensure that they have the appropriate training and preparation. We anticipate that these individuals will be identified no later than 3 months prior to the opening of the school, and that the relevant training will be provided at least six months in advance of data collection. In the meantime, Dr. Julie Sweetland will supervise these important aspects of the school's functioning, and will play a critical role in establishing systems and school-wide expectations for the regular use of data in creating a professional learning community of reflective practitioners who respond to student needs.

Assurances Form

(This form must be submitted with the application)

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

Inspired Teaching Demonstration Public Charter School

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

[redacted] Signature of Authorized Certifying Official	Exec. Director Title Founding Member
Inspired Teaching Demonstration PCS Applicant Organization	1/29/10 Date Submitted

Inspired Teaching Demonstration PCS
Pre-Opening Projected Revenue and Expenses

		Pre-Opening
DRIVERS		
	Students	-
REVENUE		
	04 · Per-Pupil Revenue	-
	05 · Other Public Revenue	190,000
	06 · Private Revenue	-
	TOTAL INCOME	190,000
ORDINARY EXPENSE		
	07 · Staff-Related Expense	147,030
	08 · Occupancy Expense	-
	09 · Additional Expense	36,000
	9900 · Unforeseen expenses	1,960
	TOTAL EXPENSE	185,030
NET ORDINARY INCOME		4,970
	11 · Depreciation	-
	12 · Interest	-
NET INCOME		4,970
ADDITIONAL CASH FLOW ADJUSTMENTS		
	Plus Depreciation	-
	(Incr) / Decr in Accounts Receivable	-
	(Incr) / Decr in Other Current Assets	-
	(Incr) / Decr in Net Fixed Assets	(3,000)
	Incr / (Decr) in Current Liabilities	-
	Incr / (Decr) in Long-Term Liabilities	-
	Incr / (Decr) in Restricted Net Assets	-
	TOTAL ADJUSTMENTS	(3,000)
NET CASH FLOW		1,970
CASH BALANCE		
	Beginning Cash Balance	-
	Change in Cash	1,970
END CASH BALANCE		1,970

Inspired Teaching Demonstration PCS
Monthly Cash Flow Projection: Pre-opening Year

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)		-	-	-	-	-	-	-	(41,847)	(70,693)	(52,040)	(33,387)	(14,733)	
2. Cash receipts														
Per Pupil Charter Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Per Pupil Facilities Allowance		-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Entitlements		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Government Funding/Grants		-	-	-	-	-	-	-	-	47,500	47,500	47,500	47,500	190,000
Grants and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income		-	-	-	-	-	-	-	-	-	-	-	-	-
3. Total Receipts	$0	$0	$0	$0	$0	$0	$0	$0	$0	$47,500	$47,500	$47,500	$47,500	$190,000
4. Total Cash Available	$0	$0	$0	$0	$0	$0	$0	$0	($41,847)	($23,193)	($4,540)	$14,113	$32,767	$190,000
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary		-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher Aides/Assistance Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Education Professionals Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Business/Operations Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Contract Staff		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development Costs		-	-	-	-	-	-	35,155	22,155	22,155	22,155	22,155	22,155	145,930
Direct Student Costs								192	192	192	192	192	192	1,150
Textbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Supplies and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Library and Media Center Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Instructional Equipment		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Assessment Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Instructional/Student Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Student Costs		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expenses								1,667	1,667	1,667	1,667	1,667	1,667	10,000
Office Supplies and Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Furnishings and Equipment		-	-	-	-	-	-	500	500	500	500	500	500	3,000

We will secure a $100,000 line of credit from our bank to cover any cash flow imbalance. We will also apply for federal Title V(b) reimbursement in a timely fashion.

Inspired Teaching Demonstration PCS
Monthly Cash Flow Projection: Pre-opening Year

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunications		-	-	-	-	-	-	500	500	500	500	500	500	3,000
Legal, Accounting and Payroll Services		-	-	-	-	-	-	3,083	3,083	3,083	3,083	3,083	3,083	18,500
Printing and Copying		-	-	-	-	-	-	333	333	333	333	333	333	2,000
Postage and Shipping		-	-	-	-	-	-	167	167	167	167	167	167	1,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Occupancy Expenses														
Rent		-	-	-	-	-	-	-	-	-	-	-	-	-
Mortgage Interest Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs		-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services		-	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses														
Insurance		-	-	-	-	-	-	250	250	250	250	250	250	1,500
Interest Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Unforeseen Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
6. Total Expenses	-	-	-	-	-	-	-	41,847	28,847	28,847	28,847	28,847	1,950 30,797	1,950 188,000
7. Fund Balance (end of month)	-	-	-	-	-	-	-	(41,847)	(70,693)	(52,040)	(33,387)	(14,733)	1,970	1,970

We will secure a $100,000 line of credit from our bank to cover any cash flow imbalance. We will also apply for federal Title V(b) reimbursement in a timely fashion.

Inspired Teaching Demonstration PCS
Two-Year Operating Budget Worksheet: Year ONE

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	1,762,449		1,762,449	
2	Per Pupil Facilities Allowance	425,600		425,600	
3	Federal Entitlements	342,800		342,800	
4	Other Government Funding/Grants	71,087		71,087	
5	Total Public Funding	2,601,937		2,601,937	
6	Private Grants and Donations	-		0	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	47,473		47,473	
10	Total Non-Public Funding	47,473		47,473	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	$2,649,409			

	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	185,400		185,400	7%
16	Teachers Salaries	430,000		430,000	17%
17	Teacher Aides/Assistance Salaries	245,000		245,000	9%
18	Other Education Professionals Salaries	238,227		238,227	9%
19	Business/Operations Salaries	0		-	0%
20	Clerical Salaries	45,000		45,000	2%
21	Custodial Salaries	0		-	0%
22	Other Staff Salaries	0		-	0%
23	Employee Benefits	176,485		176,485	7%
24	Contracted Staff	0		-	0%
25	Staff Development Costs	78,538		78,538	3%
26					0%
27	Subtotal: Personnel Costs	$1,398,650	$0	$1,398,650	54%
28					
29	*Direct Student Costs*				
30	Textbooks	38,000		38,000	1%
31	Student Supplies and Materials	33,440		33,440	1%
32	Library and Media Center Materials	0		-	0%
33	Computers and Materials	20,000		20,000	1%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	56,000		56,000	2%
36	Student Assessment Materials	11,400		11,400	0%
37	Contracted Student Services	45,600		45,600	2%
38	Miscellaneous Student Costs	7,600		7,600	0%
39					0%
40	Subtotal: Direct Student Costs	$212,040	$0	$212,040	8%
41					
42	*Occupancy Expenses*				
43	Rent	432,000		432,000	17%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	9,600		9,600	0%
47	Renovation/Leasehold Improvements	25,000		25,000	1%
48	Utilities	21,600		21,600	1%
49	Janitorial Supplies	6,000		6,000	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	30,400		30,400	1%
52					0%
53	Subtotal: Occupancy Expenses	$524,600	$0	$524,600	20%

Inspired Teaching Demonstration PCS
Two-Year Operating Budget Worksheet: Year ONE

54					
55	*Office Expenses*				
56	Office Supplies and Materials	28,880		28,880	1%
57	Office Furnishings and Equipment	33,438		33,438	1%
58	Office Equipment Rental and Maintenance	16,200		16,200	1%
59	Telephone/Telecommunications	5,400		5,400	0%
60	Legal, Accounting and Payroll Services	107,141		107,141	4%
61	Printing and Copying	3,800		3,800	0%
62	Postage and Shipping	2,280		2,280	0%
63	Other	6,840		6,840	0%
64					0%
65	**Subtotal: Office Expenses**	$203,978	$0	$203,978	8%
66					
67	*General Expenses*				
68	Insurance	15,200		15,200	1%
69	Interest Expense	0		-	0%
70	Transportation	29,121		29,121	1%
71	Food Service	118,560		118,560	5%
72	Administration Fee (to PCSB)	10,940		10,940	0%
73	EMO Management Fee	0		-	0%
74	Other General Expense	0		-	0%
75	Unforeseen Expenses	45,230		45,230	2%
76	**Subtotal: General Expenses**	$219,051	$0	$219,051	8%
77					
78	TOTAL EXPENSES	$2,558,320			
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	$91,090			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	152
Facility Size (square footage)	24,000
Average Teacher Salary	53,750
Teachers	8
Student/Teacher Ratio	19 to 1

NOTES:

Inspired Teaching Demonstration PCS
Two-Year Operating Budget Worksheet: Year TWO

	DESCRIPTION	BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
	REVENUES	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	2,335,793		2,335,793	
2	Per Pupil Facilities Allowance	548,800		548,800	
3	Federal Entitlements	367,532		367,532	
4	Other Government Funding/Grants	94,415		94,415	
5	Total Public Funding	3,346,540		3,346,540	
6	Private Grants and Donations	-		0	
7	Activity Fees	-		0	
8	Loans	-		0	
9	Other Income (please describe in footnote)	63,051		63,051	
10	Total Non-Public Funding	63,051		63,051	
11	EMO Management Fee (= line 73, col. G)			0	
12					
13					
14	TOTAL REVENUES	$3,409,591			
	EXPENSES	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
	Personnel Salaries and Benefits				
15	Principal/Executive Salary	190,962		190,962	6%
16	Teachers Salaries	602,550		602,550	18%
17	Teacher Aides/Assistance Salaries	324,450		324,450	10%
18	Other Education Professionals Salaries	368,629		368,629	11%
19	Business/Operations Salaries	0		-	0%
20	Clerical Salaries	46,350		46,350	1%
21	Custodial Salaries	0		-	0%
22	Other Staff Salaries	0		-	0%
23	Employee Benefits	237,589		237,589	7%
24	Contracted Staff	0		-	0%
25	Staff Development Costs	77,400		77,400	2%
26					0%
27	Subtotal: Personnel Costs	$1,847,930	$0	$1,847,930	55%
28					
29	*Direct Student Costs*				
30	Textbooks	11,330		11,330	0%
31	Student Supplies and Materials	44,414		44,414	1%
32	Library and Media Center Materials	0		-	0%
33	Computers and Materials	7,725		7,725	0%
34	Other Instructional Equipment	0		-	0%
35	Classroom Furnishings and Supplies	16,480		16,480	0%
36	Student Assessment Materials	15,141		15,141	0%
37	Contracted Student Services	60,564		60,564	2%
38	Miscellaneous Student Costs	2,266		2,266	0%
39					0%
40	Subtotal: Direct Student Costs	$157,920	$0	$157,920	5%
41					
42	*Occupancy Expenses*				
43	Rent	444,060		444,060	13%
44	Mortgage Principal Payments	0		-	0%
45	Mortgage Interest Payments	0		-	0%
46	Building Maintenance and Repairs	9,600		9,600	0%
47	Renovation/Leasehold Improvements	0		-	0%
48	Utilities	22,248		22,248	1%
49	Janitorial Supplies	6,180		6,180	0%
50	Equipment Rental and Maintenance	0		-	0%
51	Contracted Building Services	40,376		40,376	1%
52					0%
53	Subtotal: Occupancy Expenses	$523,364	$0	$523,364	16%
54					

Inspired Teaching Demonstration PCS
Two-Year Operating Budget Worksheet: Year TWO

55	*Office Expenses*				
56	Office Supplies and Materials	38,367		38,367	1%
57	Office Furnishings and Equipment	4,323		4,323	0%
58	Office Equipment Rental and Maintenance	16,686		16,686	0%
59	Telephone/Telecommunications	5,562		5,562	0%
60	Legal, Accounting and Payroll Services	120,236		120,236	4%
61	Printing and Copying	5,047		5,047	0%
62	Postage and Shipping	3,028		3,028	0%
63	Other	9,066		9,066	0%
64					0%
65	**Subtotal: Office Expenses**	$202,325	$0	$202,325	6%
66					
67	*General Expenses*				
68	Insurance	20,188		20,188	1%
69	Interest Expense	0		-	0%
70	Transportation	66,952		66,952	2%
71	Food Service	157,466		157,466	5%
72	Administration Fee (to PCSB)	14,423		14,423	0%
73	EMO Management Fee	0		-	0%
74	Other General Expense	0		-	0%
75	Unforeseen Expenses	46,115		46,115	1%
76	**Subtotal: General Expenses**	$294,144	$0	$294,144	9%
77					
78	TOTAL EXPENSES	$3,025,683			
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	$383,909			
82	Excess (or deficit) retained by EMO				

ASSUMPTIONS	
Student Enrollment	196
Facility Size (square footage)	24,000
Average Teacher Salary	54,777
Teachers	11
Student/Teacher Ratio	18 to 1

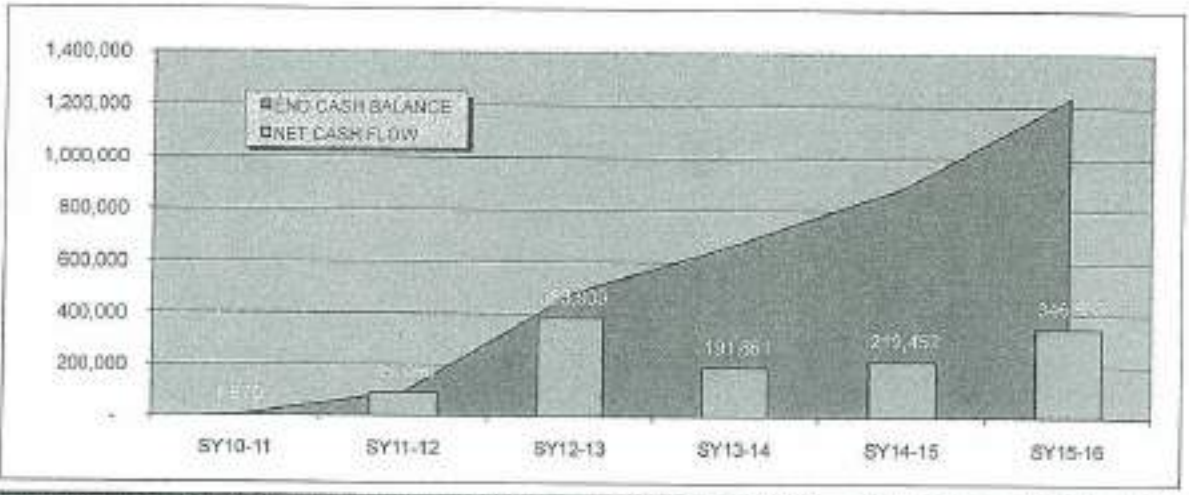
NOTES:

Inspired Teaching Demonstration PCS
Five-Year Estimated Budget Projections

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	2,188,049	2,884,593	3,815,662	4,378,005	5,172,652
Federal Entitlements	413,887	461,947	271,848	351,740	436,180
Income from Grants and Donations	-	-	-	-	-
Activity Fees	-	-	-	-	-
Other Income	47,473	63,051	79,522	98,289	118,111
TOTAL REVENUES	**2,649,409**	**3,409,591**	**3,967,032**	**4,828,034**	**5,726,943**
EXPENSES					
Personnel Salaries and Benefits	1,398,650	1,847,930	2,323,956	2,698,382	3,291,824
Direct Student Costs	212,040	157,920	222,259	273,250	275,400
Occupancy	524,600	523,364	620,889	906,637	944,185
Office Expenses	203,978	202,325	238,017	270,831	324,170
General Expenses	219,051	294,144	370,051	459,481	544,801
TOTAL EXPENSES	**2,558,320**	**3,025,683**	**3,775,171**	**4,608,582**	**5,380,380**
EXCESS (OR DEFICIENCY)	**91,090**	**383,909**	**191,861**	**219,452**	**346,563**

Five-Year Snapshot

Inspired Teaching Demonstration PCS



	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
DRIVERS						
Students	-	152	196	240	288	336
REVENUE						
04 · Per-Pupil Revenue	-	2,168,049	2,884,593	3,615,662	4,378,009	5,172,662
05 · Other Public Revenue	190,000	413,887	461,947	271,848	351,740	436,160
06 · Private Revenue	-	47,473	63,051	79,522	98,269	118,111
TOTAL INCOME	**190,000**	**2,649,409**	**3,409,591**	**3,967,032**	**4,828,034**	**5,726,943**
ORDINARY EXPENSE						
07 · Staff-Related Expense	147,050	1,401,931	1,852,403	2,329,661	2,705,090	3,300,067
08 · Occupancy Expense	-	499,600	523,384	570,889	906,637	944,185
09 · Additional Expense	36,000	477,121	575,273	706,373	848,795	1,005,079
9900 · Unforeseen expenses	1,950	45,230	46,115	57,279	73,693	81,471
TOTAL EXPENSE	**185,030**	**2,423,882**	**2,997,154**	**3,664,201**	**4,534,215**	**5,330,803**
NET ORDINARY INCOME	**4,970**	**225,527**	**412,437**	**302,831**	**293,819**	**396,140**
ADDITIONAL CASH FLOW ADJUSTMENTS						
(Incr) / Decr in Net Fixed Assets	(3,000)	(134,438)	(28,528)	(110,970)	(74,367)	(49,577)
NET CASH FLOW	**1,970**	**91,090**	**383,909**	**191,861**	**219,452**	**346,563**
CASH BALANCE						
Beginning Cash Balance	-	1,970	93,060	476,968	668,830	888,282
Change in Cash	1,970	91,090	383,909	191,861	219,452	346,563
END CASH BALANCE	1,970	93,060	476,968	668,830	888,282	1,234,845

Five-Year Forecast (Detailed)

Inspired Teaching Demonstration PCS

	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
REVENUE						
04 · Per-Pupil Revenue						
400 · Per-Pupil Operating Revenue						
4000 · Per-pupil alloc	-	1,581,474	2,100,709	2,639,067	3,195,302	3,782,535
4010 · Per-pupil special ed funding	-	142,749	197,703	253,259	314,615	376,700
4020 · Per-pupil LEP/NEP funding	-	28,227	37,381	51,336	61,689	72,617
4030 · Per-pupil summer alloc	-	-	-	-	-	-
Total 400 · Per-Pupil Operating Revenue	-	1,752,449	2,335,793	2,943,662	3,571,606	4,231,852
410 · Per-Pupil Facility Revenue						
4100 · Per-pupil facility alloc	-	425,600	548,800	672,000	806,400	940,800
Total 410 · Per-Pupil Facility Revenue	-	425,600	548,800	672,000	806,400	940,800
Total 04 · Per-Pupil Revenue	**-**	**2,188,049**	**2,884,593**	**3,615,662**	**4,378,005**	**5,172,652**
05 · Other Public Revenue						
500 · Public Grants						
5000 · NCLB grants	-	82,800	107,532	152,770	204,558	259,317
5010 · Title Vb grants	190,000	260,000	260,000	-	-	-
Total 500 · Public Grants	190,000	342,800	367,532	152,770	204,558	259,317
510 · Public Programs						
5100 · National food program	-	71,087	94,415	119,079	147,181	176,863
Total 510 · Public Programs	-	71,087	94,415	119,079	147,181	176,863
Total 05 · Other Public Revenue	**190,000**	**413,887**	**461,947**	**271,848**	**351,740**	**436,180**
06 · Private Revenue						
630 · Activity Fees						
6300 · Supplemental program fees	-	-	-	-	-	-
Total 630 · Activity Fees	-	-	-	-	-	-
640 · School Sales						
6400 · Paid meals sales	-	47,473	63,051	79,522	98,289	118,111
6430 · Student uniform sales	-	-	-	-	-	-
Total 640 · School Sales	-	47,473	63,051	79,522	98,289	118,111
Total 06 · Private Revenue	**-**	**47,473**	**63,051**	**79,522**	**98,289**	**118,111**
TOTAL REVENUE	**190,000**	**2,649,409**	**3,409,591**	**3,967,032**	**4,828,034**	**5,726,943**
ORDINARY EXPENSE						
07 · Staff-Related Expense						
700 · Curricular Salaries						
7000 · Leadership salaries	-	92,700	95,481	98,345	101,296	104,335
7010 · Teacher salaries	-	430,000	602,550	785,066	928,818	1,131,136
7020 · Teacher aides salaries	-	245,000	324,450	408,447	497,191	590,892
Total 700 · Curricular Salaries	-	767,700	1,022,481	1,291,858	1,527,305	1,826,363
710 · Supplemental Service Salaries						
7100 · Student support salaries	-	238,227	368,629	502,007	582,264	657,431
7120 · Front office staff salaries	-	45,000	46,350	47,741	49,173	101,296
7130 · Business, operations salaries	-	-	-	-	-	78,786
Total 710 · Supplemental Service Salaries	-	283,227	414,979	549,747	631,437	837,513
730 · Management/Development Salaries						
7300 · Executive salaries	-	92,700	95,481	98,345	101,296	104,335
Total 730 · Management/Development Salaries	-	92,700	95,481	98,345	101,296	104,335
740 · Employee Benefits						
7400 · Retirement plan contrib	-	34,309	45,999	58,199	67,802	83,047
7410 · Health insurance	-	49,219	67,092	85,575	100,620	123,644

Five-Year Forecast (Detailed)

Inspired Teaching Demonstration PCS

	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
Total 740 · Employee Benefits	-	83,528	113,080	143,774	168,422	206,692
750 · Payroll Taxes						
7500 · Social security & medicare	-	87,489	117,272	148,408	172,695	211,771
7510 · State unemployment tax	-	5,469	7,238	8,963	10,231	12,206
Total 750 · Payroll Taxes	-	92,957	124,509	157,371	183,126	223,977
760 · Professional Development						
7600 · Staff development (non-travel)	-	65,959	71,174	76,341	80,597	85,334
7610 · Staff development travel	-	-	-	-	-	-
Total 760 · Professional Development	-	65,959	71,174	76,341	80,597	85,334
770 · Contracted Staff						
7710 · Temporary contract help	145,930	-	-	-	-	-
Total 770 · Contracted Staff	145,930	-	-	-	-	-
780 · Other Staff Expense						
7800 · Staff recruiting	1,000	10,938	3,538	3,450	2,538	3,950
7810 · Staff background checks	150	1,641	2,689	3,069	3,662	3,662
7830 · Staff travel (non-development)	-	3,281	4,473	5,705	6,708	8,243
Total 780 · Other Staff Expense	1,150	15,859	10,699	12,224	12,907	15,855
Total 07 · Staff-Related Expense	**147,080**	**1,401,931**	**1,852,403**	**2,329,661**	**2,705,090**	**3,300,067**
08 · Occupancy Expense						
800 · Occupancy Rent Expense						
8000 · Rent	-	432,000	444,960	460,000	782,800	806,284
Total 800 · Occupancy Rent Expense	-	432,000	444,960	460,000	782,800	806,284
810 · Occupancy Service Expense						
8100 · Utilities & garbage removal	-	21,600	22,248	24,000	39,140	40,314
8110 · Contracted building services	-	30,400	40,376	50,923	52,941	75,634
8120 · Maintenance and repairs	-	9,600	9,600	9,600	15,200	15,200
8130 · Janitorial supplies	-	6,000	6,180	6,365	6,556	6,753
Total 810 · Occupancy Service Expense	-	67,600	78,404	90,889	123,837	137,901
Total 08 · Occupancy Expense	-	**499,600**	**523,364**	**570,889**	**906,637**	**944,185**
09 · Additional Expense						
900 · Direct Student Expense						
9000 · Student supplies, snacks	-	33,440	44,414	56,016	69,235	83,198
9010 · Student assessment materials	-	11,400	16,141	19,096	23,603	28,363
9020 · Student textbooks	-	38,000	11,330	11,670	13,113	13,506
9030 · Student uniforms	-	-	-	-	-	-
9050 · Contracted instruction fees	-	45,600	60,564	78,385	94,412	113,451
9060 · Food service fees	-	118,560	157,466	198,600	245,470	294,973
9070 · Student travel / field trips	-	26,840	51,479	64,927	80,250	96,434
9080 · Student recruiting	10,000	7,600	2,266	2,334	2,623	2,701
9090 · Other student expenses	-	-	-	-	-	-
Total 900 · Direct Student Expense	10,000	280,440	342,660	429,028	528,705	632,626
910 · Office Expense						
9100 · Office supplies	-	26,880	38,357	48,377	59,794	71,852
9110 · Equipment rent & maintenance	-	16,200	16,686	22,915	23,603	30,389
9120 · Telephone & telecommunications	3,000	5,400	5,562	5,729	5,901	6,078
9130 · Postage, shipping, delivery	1,000	2,280	3,028	3,819	4,721	5,673
9140 · Printing & duplication	2,000	3,800	5,047	6,365	7,868	9,454
Total 910 · Office Expense	6,000	58,560	68,680	87,206	101,886	123,446
920 · Business Expense						
9200 · Business insurance	1,500	15,200	20,188	25,462	31,471	37,817

Five-Year Forecast (Detailed)

Inspired Teaching Demonstration PCS

	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15	SY15-16
9210 · Authorizer fees	-	10,940	14,423	18,078	21,890	25,883
9230 · Accounting, auditing, payroll	18,500	72,141	84,186	87,261	90,295	93,670
9240 · Legal fees	-	35,000	36,050	47,880	60,388	74,639
9260 · Computer support fees	-	6,840	9,065	11,468	14,162	17,016
Total 920 · Business Expense	20,000	140,121	163,932	190,139	218,205	249,008
980 · Operating Contingency						
9900 · Unforeseen expenses	1,950	45,230	46,115	57,279	73,693	81,471
Total 990 · Operating Contingency	1,950	45,230	46,115	57,279	73,693	81,471
Total 09 · Additional Expense	37,950	522,351	621,387	763,652	922,488	1,086,550
TOTAL ORDINARY EXPENSE	185,030	2,423,882	2,997,164	3,664,201	4,534,215	5,330,803
NET ORDINARY INCOME	4,970	225,527	412,437	302,831	293,819	396,140
11000 · Depreciation Expense	-	-	-	-	-	-
12000 · Interest payments	-	-	-	-	-	-
NET INCOME	4,970	225,527	412,437	302,831	293,819	396,140
CASH FLOW ADJUSTMENTS						
(Incr) / Decr in Net Fixed Assets						
(Incr) / Decr in Operating Net Fixed Assets						
1600 · FF&E - Classroom	-	(56,000)	(16,480)	(16,974)	(17,484)	(18,008)
1610 · FF&E - Administration	-	(6,563)	(2,186)	(2,196)	(1,664)	(2,667)
1620 · Computers - Classroom	-	(20,000)	(7,725)	(38,784)	(52,782)	(16,172)
1630 · Computers - Administration	(3,000)	(25,875)	(2,137)	(2,016)	(2,437)	(12,730)
Total (Incr) / Decr in Operating Net Fixed Ass	(3,000)	(109,438)	(28,528)	(60,970)	(74,367)	(49,577)
(Incr) / Decr in Facilities Net Fixed Assets						
1630 · Leasehold Improvements	-	(25,000)	-	(50,000)	-	-
Total (Incr) / Decr in Facilities Net Fixed Ass	-	(25,000)	-	(50,000)	-	-
Total (Incr) / Decr in Net Fixed Assets	(3,000)	(134,438)	(28,528)	(110,970)	(74,367)	(49,577)
TOTAL CASH FLOW ADJUSTMENTS	(3,000)	(134,438)	(28,528)	(110,970)	(74,367)	(49,577)
Beginning Cash Balance	-	1,970	93,060	476,968	668,830	888,282
NET CASH FLOW	1,970	91,090	383,909	191,861	219,452	346,563
END CASH BALANCE	1,970	93,060	476,968	668,830	888,282	1,234,845

Inspired Teaching Demonstration PCS
Capital Budget

CAPITAL BUDGET	Year 1	Year 2	Year 3	Year 4	Year 5
1600 · FF&E - Classroom	56,000	16,480	16,974	17,484	18,008
1610 · FF&E - Administration	6,563	2,186	2,196	1,664	2,667
1620 · Computers - Classroom	20,000	7,725	39,784	52,782	16,172
1630 · Computers - Administration	26,875	2,137	2,016	2,437	12,730
1830 · Leasehold improvements	25,000	-	50,000	-	-
TOTAL	**134,438**	**28,528**	**110,970**	**74,367**	**49,577**

Inspired Teaching Demonstration PCS
Monthly Cash Flow Projection: Year ONE

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)		-	297,901	153,164	(42,590)	559,557	386,451	227,788	504,899	341,400	177,902	435,015	291,516	
2. Cash receipts														
Per Pupil Charter Payments		440,612	-	-	440,612	-	-	440,612	-	-	440,612	-	-	1,762,449
Per Pupil Facilities Allowance		106,400	-	-	319,200	-	-	-	-	-	-	-	-	425,600
Federal Entitlements		-	-	-	38,089	38,089	38,089	38,089	38,089	38,089	38,089	38,089	38,089	342,800
Other Government Funding/Grants		-	-	7,899	7,899	7,899	7,899	7,899	7,899	7,899	7,899	7,899	-	71,087
Grants and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Activities Fees		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income		-	-	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	5,275	-	47,473
3. Total Receipts	$0	$547,012	$0	$13,173	$811,075	$51,262	$51,262	$491,875	$51,262	$51,262	$491,875	$51,262	$38,089	$2,649,409
4. Total Cash Available	$0	$547,012	$297,901	$166,338	$768,485	$610,819	$438,713	$719,663	$556,161	$392,663	$669,778	$486,277	$329,606	$2,649,409
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary		-	-	16,540	16,540	16,540	16,540	16,540	16,540	16,540	16,540	16,540	16,540	165,400
Teachers Salaries		-	-	43,000	43,000	43,000	43,000	43,000	43,000	43,000	43,000	43,000	43,000	430,000
Teacher Aides/Assistance Salaries		-	-	24,500	24,500	24,500	24,500	24,500	24,500	24,500	24,500	24,500	24,500	245,000
Other Education Professionals Salaries		-	-	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	23,823	238,227
Business/Operations Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries		-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000
Custodial Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries		-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits		7,746	7,746	16,099	16,099	16,099	16,099	16,099	16,099	16,099	16,099	16,099	16,099	176,485
Contract Staff		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development Costs		12,008	56,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	1,048	78,538
Direct Student Costs														
Textbooks		38,000	-	-	-	-	-	-	-	-	-	-	-	38,000
Student Supplies and Materials		2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	33,440
Library and Media Center Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials		20,000	-	-	-	-	-	-	-	-	-	-	-	20,000
Other Instructional Equipment		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and Supplies		56,000	-	-	-	-	-	-	-	-	-	-	-	56,000
Student Assessment Materials		11,400	-	-	-	-	-	-	-	-	-	-	-	11,400
Contracted Instructional/Student Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Student Costs		633	633	5,067 633	5,067 633	5,067 633	5,067 633	5,067 633	5,067 633	5,067 633	5,067 633	5,067 633	- 633	45,600 7,600
Office Expenses														
Office Supplies and Materials		2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	2,407	28,880
Office Furnishings and Equipment		33,438	-	-	-	-	-	-	-	-	-	-	-	33,438
Office Equipment Rental and Maintenance		1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	1,350	16,200
Telephone/Telecommunications		450	450	450	450	450	450	450	450	450	450	450	450	5,400
Legal, Accounting and Payroll Services		5,553	5,553	5,553	5,553	11,053	5,553	11,387	11,387	11,387	11,387	11,387	11,387	107,141
Printing and Copying		317	317	317	317	317	317	317	317	317	317	317	317	3,800

Inspired Teaching Demonstration PCS
Monthly Cash Flow Projection: Year ONE

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Postage and Shipping		190	190	190	190	190	190	190	190	190	190	190	190	2,280
Other		-	622	622	622	622	622	622	622	622	622	622	622	6,840
Occupancy Expenses														
Rent		36,000	36,000	36,000	36,000	36,000	36,000	36,000	36,000	36,000	36,000	36,000	36,000	432,000
Mortgage Interest Payments		-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs		800	800	800	800	800	800	800	800	800	800	800	800	9,600
Leasehold Improvements		-	25,000	-	-	-	-	-	-	-	-	-	-	25,000
Utilities		1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
Janitorial Supplies		500	500	500	500	500	500	500	500	500	500	500	500	6,000
Equipment Rental and Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services		2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	30,400
General Expenses														
Insurance		15,200	-	-	-	-	-	-	-	-	-	-	-	15,200
Interest Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation		-	-	3,236	3,236	3,236	3,236	3,236	3,236	3,236	3,236	3,236	-	29,121
Food Service		-	-	13,173	13,173	13,173	13,173	13,173	13,173	13,173	13,173	13,173	-	118,560
Administration Fee		-	-	-	-	10,940	-	-	-	-	-	-	-	10,940
Other General Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Unforeseen Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
6. Total Expenses	-	249,112	144,736	209,928	209,928	225,368	208,928	214,761	214,761	214,761	214,761	214,761	45,230	45,230
7. Fund Balance (end of month)	-	297,901	153,164	(42,590)	550,557	385,451	227,766	564,899	341,400	177,902	455,015	291,516	91,090	91,090

Inspired Teaching Demonstration Public Charter School

Board Member Agreement

I, Aleta Margolis understand that as a member of the Board of Directors of the Inspired Teaching Demonstration Public Charter School, I have a legal and moral responsibility to ensure that the Board of Directors does the best work possible in pursuit of its goals. I believe in the purpose, mission, and goals of the school, and I will act responsibly and prudently as its steward.

I have read and understand the bylaws governing the Board of Directors, and have read the Board of Directors Job Description and the Individual Director Performance Expectations that govern my work on the Board. I will perform my duties as a Board member by fulfilling my responsibilities as an individual Director and by partnering with other Directors to fulfill the responsibilities of the collective Board.

If I neglect these commitments to the Inspired Teaching Demonstration Public Charter School, I will expect the Board Chair to call me and discuss my responsibilities with me. After discussion, if I still feel unable to fulfill these expectations I will resign from the Board.

In turn, the Inspired Teaching Demonstration Public Charter School will be responsible to me in several ways:

1. I will be sent, without request, quarterly financial reports and an update of organizational activities that allow me to met my official duties.
2. The school will help me perform my duties by keeping me informed about issues in the field, such as those related to curriculum, finance and development, applicable law, and by offering me opportunities for professional development as a Board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my responsibilities as a member of the Board and of the Committees on which I serve.
4. Board members and the Executive Director will work in good faith with me towards achievement of our goals.
5. If the Inspired Teaching Demonstration PCS does not fulfill its commitments to me, I can call on the Board Chair and Executive Director to discuss these responsibilities.

[redacted] Date: 1/27/10
Member, Board of Directors

_____ Date: _____
Chair, Board of Director

_____ Date: _____
Executive Director

Inspired Teaching Demonstration Public Charter School

Board Member Agreement

I, Sam Chaltain understand that as a member of the Board of Directors of the Inspired Teaching Demonstration Public Charter School, I have a legal and moral responsibility to ensure that the Board of Directors does the best work possible in pursuit of its goals. I believe in the purpose, mission, and goals of the school, and I will act responsibly and prudently as its steward.

I have read and understand the bylaws governing the Board of Directors, and have read the Board of Directors Job Description and the Individual Director Performance Expectations that govern my work on the Board. I will perform my duties as a Board member by fulfilling my responsibilities as an individual Director and by partnering with other Directors to fulfill the responsibilities of the collective Board.

If I neglect these commitments to the Inspired Teaching Demonstration Public Charter School, I will expect the Board Chair to call me and discuss my responsibilities with me. After discussion, if I still feel unable to fulfill these expectations I will resign from the Board.

In turn, the Inspired Teaching Demonstration Public Charter School will be responsible to me in several ways:

1. I will be sent, without request, quarterly financial reports and an update of organizational activities that allow me to met my official duties.
2. The school will help me perform my duties by keeping me informed about issues in the field, such as those related to curriculum, finance and development, applicable law, and by offering me opportunities for professional development as a Board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my responsibilities as a member of the Board and of the Committees on which I serve.
4. Board members and the Executive Director will work in good faith with me towards achievement of our goals.
5. If the Inspired Teaching Demonstration PCS does not fulfill its commitments to me, I can call on the Board Chair and Executive Director to discuss these responsibilities.

[redacted] Date: 1/26/10

Member, Board of Directors

_____ Date: _____

Chair, Board of Director

_____ Date: _____

Executive Director

Inspired Teaching Demonstration Public Charter School

Board Member Agreement

I, Carol Denise Betts understand that as a member of the Board of Directors of the Inspired Teaching Demonstration Public Charter School, I have a legal and moral responsibility to ensure that the Board of Directors does the best work possible in pursuit of its goals. I believe in the purpose, mission, and goals of the school, and I will act responsibly and prudently as its steward.

I have read and understand the bylaws governing the Board of Directors, and have read the Board of Directors Job Description and the Individual Director Performance Expectations that govern my work on the Board. I will perform my duties as a Board member by fulfilling my responsibilities as an individual Director and by partnering with other Directors to fulfill the responsibilities of the collective Board.

If I neglect these commitments to the Inspired Teaching Demonstration Public Charter School, I will expect the Board Chair to call me and discuss my responsibilities with me. After discussion, if I still feel unable to fulfill these expectations I will resign from the Board.

In turn, the Inspired Teaching Demonstration Public Charter School will be responsible to me in several ways:

1. I will be sent, without request, quarterly financial reports and an update of organizational activities that allow me to met my official duties.
2. The school will help me perform my duties by keeping me informed about issues in the field, such as those related to curriculum, finance and development, applicable law, and by offering me opportunities for professional development as a Board member.
3. Board members and the Executive Director will respond in a straightforward fashion to questions I have that are necessary to carry out my responsibilities as a member of the Board and of the Committees on which I serve.
4. Board members and the Executive Director will work in good faith with me towards achievement of our goals.
5. If the Inspired Teaching Demonstration PCS does not fulfill its commitments to me, I can call on the Board Chair and Executive Director to discuss these responsibilities.

[redacted] Date: 1-26-10

Member, Board of Directors

_____ Date: _____

Chair, Board of Director

_____ Date: _____

Executive Director

ALETA MARGOLIS
[redacted]

EMPLOYMENT HISTORY

Center for Inspired Teaching, Washington, DC **1995-Present**
Founder and Executive Director (www.inspiredteaching.org)
Center for Inspired Teaching invests in teachers to ensure that schools make the most of children's innate desire to learn.

- Grown Inspired Teaching from a one-person volunteer organization to a $1.6 million organization with 15 employees.
- Train teachers (pre-service and experienced), parents, administrators, and education activists in Inspired Teaching instructional methods.
- Develop forums to raise public awareness about the importance of quality teaching in education reform.
- Selected national conference presentations: Association for Supervision and Curriculum Development; National Staff Development Council; Rotary International Conference on Children; Association for Childhood Education International; Coalition of Essential Schools Fall Forum.

American University School of Education, Washington, DC, Instructor **1995-1997**
Courses Taught: Schools and Society; Classroom Management; Principles of Effective Instruction; The Teaching of Science in the Elementary School; Authentic Instruction and Assessment

- Created practicum component in which AU students design and teach lessons to children from inner-city DC with an emphasis on self and peer-evaluation and analysis of the teaching process.
- Created interactive curriculum for "Schools and Society," utilizing Socratic Seminars for all classes & exams.
- Member, Teacher Education Committee; Merit Committee; Grievance Committee.
- University Supervisor for undergraduate and graduate student-teachers.
- Advisor for independent studies, honors supplements, and Community Service Learning Projects.
- Presented seminars on drug and alcohol abuse awareness and mathematics and science instruction.
- Co-Chair of Faculty-Student Review Committee for the School of Education Strategic Plan.
- Presented "Diversity in the Classroom: Creative Teaching Methods" at Ann. S. Ferren Teaching Conference.

The National Faculty, Washington, DC **1995-1996**
Executive Associate for Teacher Practice and Assessment

- Designed organization-wide initiative addressing impact of student assessment on teacher practice.
- Implemented long term professional development programs with K-12 teachers and university faculty.

Greeley Elementary School, Winnetka, IL, Third Grade Teacher **1993-1994**

- Developed integrated curriculum in language arts, math, science, social studies, & personal development.
- Developed and implemented School Improvement Plan containing learning outcomes, content standards, and student assessments for State of Illinois School Accreditation Process.
- Researched and developed authentic assessment strategies on Portfolio and Assessment Committee.

McCracken Middle School, Skokie, IL, Sixth Grade Teacher (Tenured) **1991-1993**

- Developed curricula in language arts, math, science, social studies, human sexuality, and personal development, with goals and assessment instruments in each content area.

- Designed and implemented sixth grade experiment-based biology curriculum.
- Received grant for in-class research in mathematics instruction and assessment.
- Created drug and alcohol abuse prevention program for sixth graders integrating science and drama.
- Developed content standards and assessments on Reading/Language Arts Curriculum Committee.
- Developed Educational Improvement Plan as member of School Improvement Steering Committee.
- Facilitated Community Meetings for parents, teachers, and students.

Sasha Bruce Youthworks and For Love of Children, Washington, DC **1989-1990**
Program Director and Teacher for At-Risk and Court-Assigned Youth

- Designed and directed program of educational alternatives for K-12 students.
- Taught teenagers referred by DC Juvenile Court and at-risk children; students addressed problems such as drug abuse and gang violence and proposed solutions through the medium of playwriting.

PROFESSIONAL ACTIVITIES

Board of Directors, Live It Learn It **2006-Present**

Board of Advisors, Carnegie Academy for Science Education **2003-2007**

Board of Directors, DC Arts and Humanities Education Collaborative **1995-2004**

Board of Directors, The Maya Angelou Public Charter School **1997-2003**

Member, Mayor's Advisory Committee on Board of Education Appointments **Fall 2000**

SELECTED MEDIA APPEARANCES and MEDIA CONTRIBUTIONS

- Education Week, 11/9/09, letter to the editor, "Teachers Work Harder When They See Success"
- WAMU, 88.5 FM, numerous appearances
- Kojo Nnamdi Show, 88.5 FM, 01/28/08, "Cash Incentives for Students"
- Washington Times, 3/3/08, "Inspiring students to learn"
- Washington Business Journal, 2/01/08, "Nonprofit Shares Lessons Former Teacher Learned"
- Washington Post, 9/10/07, "Center Focuses on Teachers, Not Test Scores"
- Washington Post, 7/07/07, "Let Teachers Use Their Minds"
- Hope Magazine Sept./Oct. 2003, "Master Teacher"
- Christian Science Monitor, 1/7/03, "Education Innovators Make Their Mark"
- *The Georgetowner*, 4/27/00 "Beyond Excellence: The Art of Teaching"
- NBC-4 News, 11/15/99 and 11/16/99, "Making the Grade"
- *The Common Denominator*, 3/22/99, "This Academic Program Makes Teaching an Art"
- NBC-4 News, 8/21/98, feature story on the Center's Workshop in the Art of Teaching
- ABC-7 News, 12/1/97, feature story on the Center's Reading Works! program
- *The Washington Post*, 8/13/96, "The Revolution in the Classroom"

SELECTED PRESENTATIONS ON EDUCATION REFORM

Brown University Alumni Association, recurrent speaker

Booz Allen Multinational Forum, panelist

District of Columbia Public Schools, expert presenter on teacher evaluations; recurrent presenter on social entrepreneurship in education

District of Columbia City Council, recurrent expert witness on teacher quality

Imagine Schools Conference, presenter

Network on Education and the Workforce, speaker on education reform

Rotary Club of Washington, DC, speaker on education in DC

Women's Information Network, speaker on women in education

Coalition for Essential Schools, Fall Forum, recurrent presenter

AWARDS

Gelman, Rosenberg & Freedman **2006; 2009**
EXCEL Award for Nonprofit Management
Honorable Mention

Washingtonian Magazine "Women to Watch" **2006**

Ashoka Fellow, Ashoka: Innovators for the Public **2001**
Ashoka awards this fellowship to leading social entrepreneurs with the vision, creativity, and determination to redefine their fields. The fellowship supports Center for Inspired Teaching's work to transform teachers and schools.

Paul Harris Fellow, Rotary Foundation of Rotary International **2000**
Awarded for leadership and service to the education community

EDUCATION

Northwestern University School of Education and Social Policy
Master of Science in Education and Social Policy, 1991
Merit Scholarship Recipient, Certified Teacher in Illinois (K - 9)

Brown University
Bachelor of Arts in Theatre, Speech, and Dance, 1989
Teaching Assistant and CAP (Curricular Advising Program) Fellow

Aleta Margolis
[redacted]

January 27, 2010

District of Columbia Public Charter School Board
3333 14th St., NW, Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,
I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

I am the founder and Executive Director of Center for Inspired Teaching where I have trained thousands of teachers in Washington, DC. In 2001, I was awarded a Fellowship from Ashoka: Innovators for the Public, in recognition of Inspired Teaching's work training teachers to transform the way schoolchildren are taught. I am a former professor of education at American University, specializing in authentic assessment, science and math education, and curriculum reform. As a faculty member at American University, I taught courses on classroom management, principles of effective instructions, and authentic instruction and assessment. I was a public school teacher for 5 years in an urban environment, teaching in both elementary and middle school. I have designed curricula for multiple subjects and grade levels, as well as school improvement plans for the State of Illinois. I have also designed and ran alternative educational programs for court-referred high school students in Washington, DC. My work in DC has focused on developing innovative training programs for K-12 teachers in the District, and solidifying relationships with public, public charter, and independent schools across the District of Columbia in leading the work of Center for Inspired Teaching. I have been directly involved with the DC educational and philanthropic communities over the course of the past 14 years, and have extensive fundraising and organizational leadership experience through growing and directing a successful nonprofit organization dedicated to improving educational opportunities for all children in the District of Columbia.

Sincerely,

[redacted]
Aleta Margolis

KATE KERLINGER
[redacted]

PROFESSIONAL EXPERIENCE

Center for Inspired Teaching, Washington, DC February 1997 – present
Center for Inspired Teaching exists to ensure schools make the most of children's innate desire to learn. Inspired Teaching's programs work directly with teachers and students to make learning active, engaging, and challenging.

Deputy Director (January 2008 – present)/Director of Operations (January 2004 - September 2006)
- Serve as the Executive Director's partner in determining strategic direction of organization, including program expansion and financial growth; includes overseeing significant organizational growth (3 to 15 employees; $360,000 to $1.5 million annual budget)
- Facilitate annual budgeting process, including implementing a new process to decentralize budget management for more efficient and effective oversight
- Supervise all department heads toward outcomes and performance goals; provide support and guidance in all areas
- Oversee and manage organization's move to increase focus and employee expectations on outcomes, impact, and performance goals
- Manage flow of income and expenses, including income and expense recordkeeping, cash flow, donor acknowledgements, and payroll
- Oversee staff and build organization's office culture and internal operations, including personnel/human resources, hiring process, annual employee reviews, and general office systems

Director of Programs (June 1998 – present)
- Manage and oversee the implementation and development of all programs, including teacher trainings, courses, teacher mentoring, and comprehensive school partnerships to ensure the highest program quality and impact
- Supervise all program staff, including full-time and part-time employees, and independent contractors
- Serve as a regular facilitator, leader, and curriculum creator of Inspired Teaching's courses, trainings, and workshops
- Serve as primary grant writer and manager of organizational grants process
- Oversee extensive program evaluation and organizational research; compile annual program reports for internal evaluation and public dissemination
- Prepare program updates and reports for all staff, Board of Directors, and outside stakeholders
- Establish and maintain relationships with school personnel, educational and community groups, and the funding community
- Contribute to the organization's publications, including quarterly newsletter and course catalog

Program Officer, Reading Works! Tutoring program (February 1997 – June 1998)
- Created volunteer tutoring program at Anthony Bowen Elementary School, Washington DC
- Recruited, trained and coordinated 80 volunteer tutors for every 3rd grader at Bowen
- Maintained relationships with school principal, literacy coordinator and third grade teachers

Reading Works! Tutor (February 1997 – June 2002)
- Tutor 1st and 3rd grade students in basic literacy skills at Anthony Bowen Elementary

Montgomery Blair High School, Student Teacher Montgomery County, MD Jan. – May 1998
- Planned and taught Government/U.S. History to 10th grade ESOL and special needs students
- Created interactive, relevant lessons to emphasize skills and content to below grade-level students
- Experienced block scheduling

Alice Deal Junior High School, Practicum Washington, DC October – December 1997
- Taught, assisted, and observed 8th grade U.S. history and 9th grade geography classes

American University, School of Education, August 1996 – May 1998
Graduate Assistant for Dr. Sarah Irvine, September 1997 – May 1998
Graduate Assistant and Teaching Assistant for Aleta Margolis, September 1996 – May 1997

Office of Congresswoman Louise M. Slaughter, August 1993- August 1996
Legislative Assistant
- Conceptualized, drafted and tracked legislation and special projects, including education issues
- Researched and wrote constituent correspondence

Office Manager/Systems Manager
Intern Coordinator

Kenyon College, Assistant Teacher, Gambier, OH, Academic year 1992-1993
- Instructed students of Russian; formulated, planned and taught daily supplementary language class

EDUCATION

American University, School of Education, Washington, DC
M.A.T., Secondary Social Studies, May 1998
NASDETC approved social studies teacher certification program
Masters Scholar Award / Graduate Fellowship, School of Education: 1996-1997; 1997-1998
Kappa Delta Pi, member

Kenyon College, Gambier, Ohio
B.A. International Studies, Area: Russia, Magna Cum Laude, *Phi Beta Kappa*, May 1993

CONFERENCE PRESENTATIONS

New Teacher Center at Santa Cruz Annual Symposium
January 2005, San Jose, CA — Mentoring for Change

Coalition of Essential Schools Fall Forum
November 2005, Boston MA — Thinking Freely - Unlocking Student Understanding through Questions
November 2001, Seattle, WA — The Teacher as Reformer: Changing the Role of the Teacher from Follower to Leader

National Association of Elementary School Principals
April 2001, San Diego, CA — The Art of Mentoring

Association for Supervision and Curriculum Development
March 2002, San Antonio, TX — The Art of Teaching: Putting the Teacher Back Into Teaching
March 2000, New Orleans, LA — The Art of Discipline
March 1999, San Francisco, CA — The Teacher as Artist: Building on student strengths to create a positive learning environment

American Alliance for Theatre and Education
August 2000, Washington, DC — The Art of Teaching
August 1999, Denver, CO — What are you willing to fight for?

National Staff Development Council
December 1999, Dallas, TX — Shake Up Your Classroom: A unique arts-based professional development model

PROFESSIONAL ORGANIZATIONS

- Kappa Delta Pi
- Association for Supervision and Curriculum Development
- Affiliate, Coalition for Essential Schools

SPECIAL SKILLS

- Experience with graphic design, web design, and database management

January 26, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

Shortly after deciding to become a teacher and receiving my teaching credential to teach in Washington, DC, I began working at Center for Inspired Teaching. In my time here, I have been involved in every aspect of running and growing the organization: designing and implementing teacher training; creating and running a summer school program for students and teachers; managing the organization's finances; serving as a general manager for all staff; overseeing all aspects of the operations, including personnel, human resources, budgeting, strategic planning, and Board relations; writing and managing grants from private and public sources; supporting communications and outreach; and serving as our founder and Executive Director's key partner in the organization's growth. I look forward to bringing all of my skills and experience to the design and implementation of the Inspired Teaching Demonstration Public Charter School.

Sincerely,

Kate Nepinger
1800 64th Ave.
Cheverly, MD 20785

Deborah Dantzler Williams

[redacted]

Professional Experience

Instruction and Leadership Coach, Center for Inspired Teaching, Washington, DC 2008-present

- Consultant, Instruction and Leadership Coach
  - Provide strategic advice for administrators and educators in support of NCLB, state and local requirements and best practices, give advice and counsel on instructional methodologies to improve school performance
  - Write grants and proposals for funds in support of instructional programs, curricular innovation, professional development for educators and parent education
  - Review teacher performance, evaluate instructional methods, design and present training and support in areas of need, teach graduate level education courses
  - Evaluate teacher effectiveness, design and implement performance improvement plans
  - Design and implement professional development; prepare and lead inquiry groups for educators and administrators on topics ranging from curriculum design and mapping to analysis and use of test data toward improving instruction
  - Conduct research and strategic planning including setting benchmarks and criteria for evaluation

Director, Lower School, Holton-Arms, Bethesda, MD 2005-2007

- Senior Administrative Team: Comprehensive responsibility for 190 students, 30 faculty, 1 staff
- Develop and manage complex $2.5 million budget
- Maintain Regulatory and Legal Compliance with national, state and local laws and regulations
- Conduct research, assemble and analyze data on testing, quantitative and qualitative assessments of students
- Oversee Director and staff of Child Development Center with a budget of $350,000
- Lead multifaceted faculty with diverse perspectives and levels of experience
  - Direct Enrichment and Resource Team, including Counselor, Learning Specialist, Math Specialist, and Reading Specialist
  - Manage, monitor and document the process through which students with special needs are assessed and availed of the full range of support services to facilitate their academic, social and emotional growth
  - Maintain currency with national standards and practices in education through ongoing research
- Build a rich and rigorous academic program
  - Comprehensive curriculum reviews and revision based on an interdisciplinary strategic vision
  - Focus on individual development through design and implementation of student profiles
  - Integrate technology throughout the curriculum to enhance teaching and learning
- Board of Trustees Committees:
  - Finance Committee (Research on Alternative Revenue Sources, Review of Reciprocal Tuition Prospects, Comparison of Teacher Salaries and Benefits)
  - Buildings and Grounds Committee (Conduct of Energy Audit, Construction of Turf Field, Campus Upgrades, Proposing and Prioritizing of Building Projects

Director, Primary Division, Beauvoir, National Cathedral Elementary School, Washington, DC 2002-2005

- Senior Administrative Team: Responsible for Primary Division of 240 students, 34 faculty, and 1 staff
- Develop and manage $2.2 million budget
- Design and implement faculty evaluation procedure including distinct categories recognizing new, mid-career and experienced teachers; provided specialized interventions for low performers based on individual needs
- Lead and coordinate the inquiry, determination and implementation of specialized resources to support students with special needs
- Lead and build a cohesive faculty team
- Facilitate faculty discussions to develop annual goals in keeping with the mission and philosophy of the school as well as the specific needs of the student population for a given year
- Foster a productive, powerful academic program, which resulted in documented increases in ERB scores
  - Comprehensive curriculum reviews and revision based on an interdisciplinary strategic vision
  - Leveraged technology to empower teachers and customize learning for individual students
  - Partner with parents via innovations, such as Curriculum Meetings and Math Explorations
- Develop Alternative Revenue Sources

Director of Technology, Specialist and Teacher, Lower School, Sidwell Friends, Washington, DC 1994-2002

- Designed and implemented interdisciplinary program integrating computer technology for K-fourth grade
- Designed and managed computer curriculum, including pioneering use of Internet in teaching across the curriculum. Supported program with workshops for parents on Internet opportunities and hazards. Recommended software for home use to support skill development and topic exploration
- Designed and provided in-service technology training for faculty and staff including grade level and student specific initiatives
- Managed Lower School technology budget
- Led design and implementation of school-wide computer network; select hardware, software, and reconfigure spaces to house Technology Labs across the PK - 12 school. Identify staffing resources, Interview candidates for the campus Network Administrator. Define and implement collaboration between the library and technology programs.
- Designed the Lower School Computer Lab and maintained all computer resources across the Lower School (computers in all classrooms, offices and other spaces).
- Assess and upgrade administrative processes and methods, provide change management in-service training
- Establish methodology and criteria for development and implementation of learning profiles
- Chair, Faculty-Staff Council, advisory group for the Head of School
- Member, Interdivisional Curriculum Committee
- Board of Trustees
    - Faculty and Staff Representative
    - Member -Benefits Working Committee, Lower School Personnel Committee and Diversity Committee

Teacher, Classroom and Resource, Beauvoir, National Cathedral Elementary School, Washington, DC 1991-1994

- Led Social Studies curriculum review and modification
- Design and develop computer instruction for pre-K through third grade
- Created Advanced Math Program
- Revised third grade History curriculum to focus on the history of the District of Columbia, develop supporting materials and identify external resources
- Design and implement enrichment and remediation strategies for primary grade students
- Coordinate provision of support services according to needs assessment and learning profiles of students
- Summer Academic Program: Designed individual programs for remedial instruction based on needs identified in school reports and testing. Focus on academic and social needs. Document curriculum and student progress. Meet with parents to provide recommendations for home support. Serve as resource for sending schools
- Member, Governing Board Strategic Planning Committee

Teacher, Upper School, Stone Ridge, Bethesda, MD 1987-1991

- Revised History curriculum, refocusing approach from Western Civilization to World History
- Developed innovative teaching methods for Social Studies/History department
- Developed interdisciplinary curricula including quantitative methods in Social Sciences
- Developed, coordinated and monitored department projects and activities
- Member, Governing Board Long Range Planning Committee
- Member, Governing Board Faculty Compensation and Benefits Committee

Assistant Professor, College of Education, University of the District of Columbia, Washington, DC 1978-1987

- Taught Graduate and Undergraduate courses
- Research Associate, University Center for Applied Research in Urban Policy
- Chair, Department Evaluation Committee
- Member, Department Accreditation Committee
- Member, Thesis Panel
- Faculty Senate Representative

Education

- MA - 2005, Leadership in Education, Klingenstein Center, Department of Organization and Leadership, Teachers College Columbia University, New York, NY
- MCP - 1977, Community Planning, Howard University, Washington, DC
- BA, Honors Program - 1975, Political Science and Sociology, Howard University, Washington, DC

Highlights of Professional Development

- Bell Leadership Institute, University of North Carolina Chapel Hill, 2007
- Heidi Hayes Jacobs, Curriculum Mapping for Instructional Leaders, 2005
- Benjamin Rush Strategic Leadership Seminar, National War College, 2004
- Weschler Intelligence Scales for Children (WISC)
    - WISC IV Analysis Training 2004
    - WISC III Analysis Training 2002
- Educational Records Bureau (ERB) Professional Development Workshop: Using Comprehensive Testing for Instructional and Individual Assessment, 2002
- Northeast Foundation for Children: Responsive Classroom Institute, 2004
- National Security Agency: Education, Mathematics and NSA, Long-Term Partnership, 6-Week Class, 1992

References Available Upon Request

January 22, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011 and beyond.

My work in the field of education extends over more than thirty years and includes direct experience at every level from early childhood through university. I am a native Washingtonian, a parent and advocate for bringing the best possible education to the children of Washington DC. Although the bulk of my experience has been with independent schools in the Washington metropolitan area, it has long been my passion to share my talents, expertise and energy toward the expansion of educational opportunity. I have seen firsthand the benefit of receiving an outstanding education and I stand firm in my belief that the children of our city deserve more than the best that we can offer today. They deserve an array of options that make it possible for each child to thrive, discovering and developing intellectually, physically, socially and emotionally. In short I believe that every child in the District of Columbia should receive an education that equals what is offered in area independent schools. I am pleased to work in support of the design and implementation of the Inspired Teaching Demonstration PCS. I bring substantial expertise to this effort having worked with governing boards, as a senior level school administrator, classroom and specialist teacher. I have led teams designing and mapping curricula, building and sustaining school community, budgeting (capital and operating as well as financial analysis of endowments), developing strategies and marketing and maintaining regulatory and legal compliance. As a member of senior management teams I have been responsible for developing and monitoring academic and behavioral standards, developing criteria for evaluation of curricula, developing criteria, analyzing and reporting processes for student achievement, ongoing research and analysis of best practices in education, educational law, national, state and local educational policy and children's rights. In addition I have held primary responsibility for maintaining liaison with parents and parent organizations, professional

organizations and school communities at large. I have designed faculty evaluation and development programs and have been the senior hiring official with responsibility for recruiting, hiring, retaining and assigning faculty. I have enjoyed this work and am excited to bring my experience to this endeavor.

Sincerely,

Deborah Dantzler Williams
1364 Iris Street, NW
Washington, DC 20012
202.829.3894

GAY CIOFFI

[redacted] [redacted]

Employment

1981 – present	Director Little Folks School	Washington, DC
1980 – 1981	Kindergarten Teacher All Saints School	US Virgin Islands
1979 – 1980	Teacher Little Folks School	Washington, DC
1973 – 1978	Fifth Grade Teacher Somerville PS	Somerville, MA
1972 – 1973	Sixth Teacher Mt. Lebanon PS	Mt. Lebanon, PA

Education

1982 Summer	Rosary College Graduate School of Fine Arts	Florence, Italy
1976	Tufts University MEd	Medford, MA
1973 – 1976	Museum School of Fine Arts	Boston, MA
1972	Pennsylvania State University BS Elem. and K Education	

Published Work

2008 "The Right Place, Nursery School in the 21st Century"
Choosing the Right Educational Path for Your Child
Rowman and Littlefield

Awards

2004 Wolf Trap Foundation Outstanding Teacher Award
2002 Wolf Trap Foundation Outstanding Teacher Award

Presentations

2008 State Early Childhood Conference Oklahoma City, OK
2007 Conference on Play Syracuse Museum of Play NY
2006 NAEYC Conference Atlanta, GA
"The Importance of Play"
2005 Oxford Round Table Oxford University
"Literacy and the Performing Arts"
2004 NAEYC Conference Los Angeles, CA
"Wolf Trap Education Early Learning Program"
2003 Oxford Round Table Oxford University
"Literacy and the Visual Arts – the Learning Link"

Workshop Leader "Discipline, A Proactive Approach" 2006, 2007, 2008, 2009
"A United Front, Strategies for Effective Co-parenting" 2008, 2009

Film and Video

"Around the Bend" Still Photographer
"Developing a Prosocial Environment" Director, Producer
"Little Folks: The Movie" Director, Producer

Community Service

Refugees International Photographer, Fundraising volunteer
Georgetown Ministry Volunteer for Homeless
Whitman Walker Clinic Food Drive Volunteer
Martha's Table Holiday Box Project Coordinator, Day Care Center Volunteer
Friends of Montrose & Dumbarton Oaks Park former Board Member

Little Folks School

January 20, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

As a teaching Director at the Little Folks School for the past 30 years, I have had the unique opportunity to design and implement a program for children ages two and a half through five. I essentially grew the school from an enrollment of 15 students and two teachers in 1979, to the institution it is today, serving 55 students and a staff of 12. In addition to teaching four mornings a week, my administrative responsibilities include creating and implementing an annual budget of over $800,000, supervising and supporting teachers and staff, overseeing classroom design, managing equipment and supply orders, and annual fundraising. It is my hope that I may apply the information that I have learned over these many years to the Inspired Teaching Demonstration Public Charter School

Sincerely,

[redacted]

MIRIAM GONZALES, Ph.D.

[redacted]

EDUCATION

Ph.D. **Stanford University School of Education, 1995**
Social Sciences in Education
Awards:
American Educational Research Association (AERA) Dissertation Fellowship
Stanford University Education Dissertation Research Award

M.A. **Stanford University, 1993**
Sociology

Northwestern University School of Education, 1989-90
Graduate course work in education and social policy

B.A. **Brown University, 1987**
Psychology

PROFESSIONAL EXPERIENCE IN EDUCATION

Teaching Artist 2004–2005; 2007-present
For Young Playwrights' Theater, teaching weekly in-school playwriting workshops to public elementary and high school students. Student plays are selected for professional production,in local DC theaters. Once plays are selected, teaching artists work as dramaturges with students to prepare the plays for production.

Instruction and Leadership Coach 2008 – present
Washington, DC
For the Center for Inspired Teaching, providing instructional coaching to help public elementary school teachers meet individual goals for professional growth.

Teacher 2003 - 2006
Annandale, VA
Co-taught drama summer camp to six-to nine-year-old students at the Montessori School of Northern Virginia (MSNV). Developed a play-building curriculum to guide students through the entire creative process, from playwriting to final production. Improvisational methods and activities were used throughout the program to build playwriting and acting skills. Also, co-taught school drama club 2005-06.

Education Consultant 2004 - 2005
Alexandria, VA
For Promoters of Educational Concepts (PEC), wrote a teacher implementation manual for PEC's early childhood phonics-based language arts curriculum.

Senior Education Researcher 2002 - 2003
Alexandria, VA
For New American Schools, assisted in the conceptualization of the research and development component of a professional teacher training program to improve student learning. Developed a field guide of protocols and evaluation instruments for external school and teacher reviews. Conducted an internal assessment of New American School's capacity to operate a research and development arm within the organization.

Education Consultant
Alexandria, VA 1999 - 2002

Provided consulting services to research firms, foundations and other educational organizations. Clie and projects included:

Annie E. Casey Foundation (March - April 2002). Documented conference meetings on the Foundation's "Making Connections" community development program. Contributed analytical summaries for final Foundation report.

SRI International (1999 - 2001). For the Council of Basic Education, designed and conducted a case study evaluation of the Schools Around the World Program, a professional development model based on student work analysis and standards. Evaluation focused on Arlington, VA schools and included collecting data through focus group interviews, classroom observations, workshop observations and individual interviews with teachers and administrators. Analyzed data and wrote final case study report.

For the World Bank, co-authored a monitoring and evaluation report for a World Bank educational technology initiative implemented across 15 countries. Wrote chapter outlining recommendations on professional development and organizational change.

Policy Studies Associates (PSA) (1999 - 2000).
For the U.S. Department of Education, co-wrote a chapter in a Department resource guide on professional development, organizational support and instructional strategies for teachers in schools serving Hispanic students.

Teacher, Fifth Grade
Patrick Henry Elementary School - Alexandria, VA 1997 - 1999

Taught all major subject areas in fifth grade classroom serving academically, linguistically and culturally diverse students. Created and implemented cooperative learning activities for heterogeneous classrooms. Specialized in language arts and social studies interdisciplinary curricula and instruction. Taught year-long creative writing workshop. Designed a school-wide teacher survey to reform the language arts program and develop a climate for professional collaboration at the school.

Policy Studies Associates (PSA)
Washington, DC 1992 - 1997

Senior Research Associate 1995 - 1997

Conducted evaluations of education programs and initiatives, and researched and analyzed public policy issues in education. Directed research teams and participated in studies that addressed all parts of the education process, including professional development, curriculum, instructional methods, assessment, school organizational reform, standards, parent involvement, college-school partnerships, large-scale systemic reform and community efforts to support student learning. More specific areas of research expertise include teaching strategies for culturally, linguistically and academically diverse classrooms. Responsibilities included study design, development and implementation of data collection instruments, as well as data analyses, managing research teams and report writing. Research studies involved surveys of students, parents, teachers and administrators, and site visits to conduct observations and interviews. Data analyses typically focused on the relationship between program interventions and outcomes, with special attention to the implication of findings for local, state and national policy. Clients included the U.S. Department of Education and National Foundations.

Education Consultant to PSA 1992 - 1993

For the U.S. Department of Education, conducted site visits to California to evaluate a dropout prevention program. Conducted interviews of local education administrators, teachers and parents. Submitted data analysis reports to PSA.

For the BellSouth Foundation, assisted in the design of a study of school practitioners using instructional methods to affirm cultural and academic diversity. Designed interview guides, conducted telephone interviews and conducted a literature review on teaching diverse student populations.

Ph.D. Program - Stanford University School of Education **1990 - 1994**
Stanford, CA
Dissertation Research 1992 - 1994
Conducted six-month qualitative study on multicultural education in practice. Profiled fourteen teachers in four inner-city elementary schools in Northern California. Data collection involved more than 70 interviews, daily classroom observations and the retrieval and analysis of relevant school documents. Analysis involved identifying and coding data and conducting cross-case analyses of the four schools and the profiled teachers within them. Received American Educational Research Association Dissertation Fellowship and a Stanford School of Education Research Award. Dissertation Advisors: Drs. Larry Cuban, Milbrey McLaughlin and David Tyack.

Research Assistant 1990 - 1993
Graduate assistant to Dr. Elizabeth Cohen's Program for Complex Instruction. Conducted field research on a cooperative learning education reform developed by Dr. Cohen for academically diverse classrooms. Used observation instruments to evaluate teacher implementation of new instructional techniques and provided teachers with feedback. Analysis involved coding data and assisting in statistical analysis. Presented at summer workshops and served as a curriculum consultant to workshop participants. In addition, developed a cooperative learning social studies unit for middle schools in the Bay Area.

Teaching Assistant 1992 - 1993
Assistant to Dr. David Tyack and Dr. Michael Kirst for their course, "American Education and Public Policy." Taught weekly class sections and evaluated exams and student papers.

Assistant to Dr. Tyack for his course, "Social Diversity and Education." Presented whole-class lecture on multicultural education.

Northwestern University Graduate School of Education **1989-1990**
Evanston, IL
Research Assistant
Helped prepare grant proposal to conduct research on the Head Start Program.

Gulf Coast Council of La Raza **1984 - 1986**
Corpus Christi, TX
Program Director
Directed the Summer Employment Program for Handicapped Youth. Recruited and placed 75 handicapped, minority adolescents in job sites throughout the city. Trained program counselors on administrative procedures and program objectives. Organized and led bi-monthly job training and parent participation workshops.

SELECTED REPORTS AND PUBLICATIONS

Gonzales, M., Eiler, D., and Adelman, N. "A Case Study of the Schools Around the World Program in Arlington, VA." Prepared for the Council for Basic Education, Arlington, VA: SRI International, June 2001.

Building Teacher and Organizational Capacity to Serve Hispanic Students. In Weiner, L (et al.). Idea Book: Helping Hispanic Students Reach high Academic Standards (pp. 55-67). Washington, DC: Policy Studies Associates, September 2000.

"Professional Development Recommendations." In McGhee, R (et al). World Links for Development: Accomplishments and Challenges Monitoring and Evaluation Report. Arlington, VA: SRI International, 2000.

Gonzales, M. (et al.). "Idea Book: Even Start Programs Serving Mobile and Migrant Populations." Washington, DC: Policy Studies Associates, 1998.

"Preparation and Development of Teachers Serving English-Language Learners." In August, D. & Hakuta, K. (Eds.), Improving Schooling for Language-Minority Children: A Research Agenda (pp. 253-276). Washington: D.C.: National Academy Press, January 1997.

"Learning to Collaborate: Lessons from School College Partnerships in the Excellence on Education Program." Prepared for the Knight Foundation, 1996.

Walking-Eagle, K., Gonzales, M., and Pechman, E. "Analysis of LEA Plans for Addressing the Needs of Indian Students." Washington, DC: Policy Studies Associates, 1995.

Reisner, E. R., Gonzales, M., and Walking Eagle, K. "Achieving Education Reform Through School College Collaboration: Evaluation of the Excellence in Education Program." Washington, DC: Policy Studies Associates, November 1995.

Anderson, L. M. and Gonzales, M. "Interim Review of the National Initiative to Strengthen and Sustain Community Service-Learning and Internship Programs in Secondary Schools." Washington, DC: Policy Studies Associates, May 1995.

Dissertation: "Multicultural Education in Practice: Teachers' Social Constructions and Classroom Enactments." Stanford University, December 1994.

CONFERENCE PRESENTATIONS

American Association for Higher Education Annual Conference on School-College Collaboration. "Learning to Collaborate: Perspectives on Evaluation." (November 1996)

American Educational Research Association. "Multicultural Education in Practice: Teachers' Social Constructions and Classroom Enactments." (April 1995)

COMMUNITY SERVICE

Member, Board of Directors, GALA Hispanic Theater, (2005-2009)
Member, Board of Directors, Duke Ellington School for the Arts (1997-1999)
Member, Development Council, Duke Ellington School for the Arts (1996-1997)
Volunteer, Latin American Youth Center (1996-1997)

January 23, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

I received my Ph.D. in Education from Stanford University and have worked as a researcher, program evaluator, teacher and consultant over the last 15 years. I am hopeful that my background in the areas of school change, curriculum design, arts education, professional development and multicultural education, as well as my extensive experience with cooperative learning initiatives at Stanford, will be useful as we prepare to open our Charter School.

Thank you for your consideration, and please feel free to contact me should you have any further questions.

Sincerely,

Washington, DC 20016

JULIE SWEETLAND

EDUCATION

2006 Ph.D. in Linguistics, Stanford University, Stanford, CA
Dissertation: *Teaching writing in the African American classroom: A sociolinguistic approach*
Committee: John R. Rickford (Chair), Penelope Eckert, Arnetha Ball, Ray McDermott.

2001 M.A. in Linguistics, Stanford University, Stanford, CA

1997 B.S. in Linguistics, Georgetown University, Washington, DC
Graduated *magna cum laude*; minor in Teacher Preparation
Completed student teaching practicum at Hine Jr. High

1993 Mt. Healthy High School, Cincinnati, OH

SELECTED RESEARCH & TEACHING EXPERIENCE

Center for Inspired Teaching (2006-Present)

Director of Research (August 2008-present)

Senior Research Associate (2006-2008)

- Design and direct comprehensive, mixed-methods program evaluation for multiple teacher education programs
- Conduct scholarly classroom-based research in DC public and charter schools
- Counsel administrators and teachers on implications of needs assessment findings
- Develop and teach innovative, graduate-level seminars for in-service teachers. Courses taught include *Science across the Curriculum, Science in Motion, Teachers as Researchers, Teaching Self-Discipline,* and *Linguistics for Teachers*
- Hire, supervise, and evaluate full-time and part-time research staff
- Support ongoing professional learning of Inspired Teaching staff by leading internal workshops on theory of education, current educational research, and data analysis
- Develop external communications on a wide variety of issues in educational policy and curriculum

Georgetown University (2007-Present)

Professorial Lecturer in Linguistics

- Teaching one graduate level (400-level) course per semester
- Courses taught include *General Linguistics* and *Linguistics and Education*
- Advising students in the Masters in Language and Communication program

Center City Consortium (School Year 2005-2006)

Fifth Grade Teacher, Our Lady of Perpetual Help Catholic School

- Maintained a positive classroom culture emphasizing academic excellence.
- 91% of students made significant gains on standardized tests of literacy skills.
- Year-end Author's Café showcased student anthology, "Starfish and Pencils."
- Literacy leadership was recognized by a classroom visit from the First Lady.

School of the Madeleine Elementary (School Year 2002-2003)

Resource Teacher, Grades 4-6

- Taught science and writing to students grades 4-6 in regular classroom setting.
- Provided mentoring and instructional support for team of 2 first-year teachers.
- Led school's effort to align science curricula to state standards.
- Student writing received community recognition and numerous awards.

Upward Bound (School Years 1999-2002)

English Instructor and Summer Residential Director

- Taught English literature and writing to diverse groups of students grades 9-12
- Supported new Upward Bound instructors in curriculum design and instruction
- Developed positive, long-term relationships with at-risk youth & parents
- Managed day-to-day operations of summer residential program for 75 students

Center City Consortium (School Year 1998-1999)

Fifth Grade Teacher, Our Lady of Perpetual Help Catholic School

- Taught self-contained class of 21 learners in an inclusive setting.
- Developed positive relationships with parents and students.
- Classroom writing anthology received community recognition.

Mt. Healthy High School/University of Cincinnati (School Year 1997-1998)

'Writers on the Margins' Intervention Specialist & High School English Teacher

- Developed and taught innovative curriculum for at-risk writers.
- Supervised team effort to gain over $250,000 in grants.
- Collected and analyzed data on intervention effectiveness.
- Program won 1998 Best Practice Award from Ohio Board of Regents.

PUBLICATIONS & MANUSCRIPTS

2008. Seeking--and finding--good teaching. *Education Week*, October 22, 2008, 29-30.

2008. Making dissatisfaction 'divine': Creating professional learning communities in challenged schools. *International Journal of Whole Schooling* 4 (1).

2008. Prove It! Engaging teachers as learners to enhance conceptual understanding. *Teaching Children Mathematics* 15 (2):68-73. Co-author Meghann Fogarty.

2006. Preparing teachers for dialectally diverse classrooms. *Educational Researcher* 35 (8):30-37. Co-authors Amanda Godley, Rebecca Wheeler, Angela Minnici, and Brian Carpenter.

2004. "African American English and Other Vernaculars in Education: A Topic-Coded Bibliography." *Journal of English Linguistics* 32:230-320. Co-authors John and Angela Rickford.

2002. "Unexpected but Authentic Use of an Ethnically-Marked Dialect." *Journal of Sociolinguistics* 6 (4): 514-536.

2002. *Gendered practices in language*. Stanford, CA: CSLI Publications. Co-editors Sarah Benor, Mary Rose, Devyani Sharma, and Qing Zhang.

INVITED PRESENTATIONS

2008. "The role of professional learning in supporting teacher quality." Invited testimony for public hearing on educator quality, convened by the State Superintendent of Education, Washington, DC.

2008. "Sociolinguists as social entrepreneurs: Making an impact on classroom instruction." Invited speaker, Georgetown University Department of Linguistics.

2008. "Defining and supporting teacher quality in the District of Columbia." Invited testimony for public hearing on educator quality, convened by the State Superintendent of Education, Washington, DC.

2007. "Inspired Teaching in the District of Columbia." Discussant for keynote speaker Lisa Delpit, Alliance for Quality Urban Education, American University, Washington DC.

2004. "Rethinking race." Invited guest lecture, University of California, Santa Cruz.

2003. "Effective teaching practices for sociolinguistic diversity." Invited guest lecture, University of San Francisco.

REFEREED PRESENTATIONS

2009. "Engaging teachers as learners." Panel on Linguistics in the School Curriculum. Linguistic Society of America Annual Meeting, San Francisco, CA.

2007. "Learning from teaching: Effective professional development for sociolinguistic diversity." Paper presented at American Educational Research Association (AERA) Annual Meeting, Chicago, IL.

2006. "Teaching Standard English: A sociolinguistic approach." Paper presented at New Ways of Analyzing Variation 35, Ohio State University, Columbus, OH.

2006. "Dialect awareness in the elementary classroom." Paper presented for Symposium on Literacy Instruction for African American Learners at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA.

2005. "Fostering teacher change: Practical and theoretical considerations." Presented at New Ways of Analyzing Variation (NWAV-34), New York University, New York.

2004. "Starting a metalinguistic conversation in the elementary classroom." Paper presented for Panel on Minority Dialects and Classroom Instruction at the National Council of Teachers of English Annual Convention, Indianapolis, IN.

2004. "Using children's literature to support dialect-based language arts instruction." Poster presented at New Ways of Analyzing Variation (NWAV-33), University of Michigan, Ann Arbor. Co-presented with John R. Rickford.

2002. "Crossing Over, Going Back, and Staying Put: Style, Ideology and AAVE." Presented at New Ways of Analyzing Variation (NWAV-31), Stanford University, Stanford, CA.

2000. "Prosodic conditioning of the copula: A second opinion." Presented at New Ways of Analyzing Variation (NWAV-29), Michigan State University, East Lansing, MI.

1998. "Beyond 'crossing': AAVE in informal interactions between White and Black friends." Presented at New Ways of Analyzing Variation (NWAV-27), University of Georgia, Athens, GA.

1998. "Shrinking the Margins: A project to improve high school writing." Paper presented at Ohio Conference on Teaching and Learning, Columbus, OH. Co-presented with Teri Phillips.

AWARDS AND GRANTS

2006 Authored successful grant proposal to the Laura Bush Foundation for America's Libraries.
2004 National Science Foundation Dissertation Improvement Grant, $14,400
2004 Stanford University Graduate Research Opportunity Grant
1999 Stanford University Graduate Fellowship, providing full funding for doctoral studies.
1998 Co-recipient of Ohio Board of Regents Best Practice Award, prestigious recognition of innovation and excellence in public education.
1998 Co-author of successful large grant proposal to High Schools that Work.
1997 Phi Beta Kappa
1997 Dean Robert Lado Award, given to the Georgetown University senior most likely to make a significant contribution to teaching.
1997 Katherine Kraft Award, given to the Georgetown University senior whose collegiate career has best exemplified Jesuit ideals of education.
1996 Harry S. Truman Scholar, $30,000 federal award given to outstanding undergraduates with demonstrated commitment to public service.

ACADEMIC SERVICE

Truman Scholarship Alumni Association: 2004 Senior Scholar; Truman Fellow Mentor, 2006-2008.

Member, Linguistics in Schools Committee, Linguistic Society of America

Abstract reviewer for New Ways of Analyzing Variation (annual sociolinguistics conference)

Peer reviewer for grant proposals to the Spencer Foundation

Manuscript reviewer for several academic journals, including *Language and Linguistics Compass* and *African American Review*

Graduate admissions committee member, Stanford University Department of Linguistics, 2003

Graduate Student Representative, Stanford University Department of Linguistics, 2001 and 2004

International Gender and Language Association: Served on Organizing Committee for IGALA 1

New Ways of Analyzing Variation: Served on Organizing Committee for NWAV 31 (2002)

Julie Sweetland
[redacted]

January 29, 2010

District of Columbia Public Charter School Board
3333 14th St., NW, Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am thrilled to declare my commitment to support the Inspired Teaching Demonstration Public Charter School. I believe that my experience and qualifications have prepared me to help the school fulfill its important mission.

I have worked at Center for Inspired Teaching since 2006, initially conducting research and program evaluation, and most recently, designing and supervising the organization's state-approved teacher certification program. I am serving on the school's founding group, and I am proud to have been centrally involved in the creation of the application. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

I began my teaching career in DC, teaching fifth grade at a parochial school in Anacostia. Since then, I have taught in a variety of urban contexts, working with students from fourth grade through graduate school. I also currently hold a position as a Professorial Lecturer at Georgetown University, where I teach upper-level courses in the Department of Linguistics and serve on committees for master's theses and doctoral dissertations.

As a researcher and scholar, I find satisfaction and purpose in each phase of the inquiry cycle, from defining the problem, to drawing conclusions, and sharing findings with relevant audiences. I've used data to identify problems and create solutions at the student, classroom, teacher, and school level, and I'm very much looking forward to applying my experience to benefit the Inspired Teaching Demonstration School.

I first became involved in schools in Washington, DC in 1993. My relationships and experiences have led me to believe that the type of education that Inspired Teaching promotes is the best way to ensure that our city's students, teachers, and schools reach their full potential.

Sincerely,

[redacted]
Dr. Julie Sweetland

Sabrina L. Wesley-Nero

[redacted]

Experience

2008 - present | Center for Inspired Teaching | Washington, DC
Education researcher
Collaboratively design and implement high quality quantitative and qualitative program evaluation, research projects, and research analyses on teacher selection, preparation, and professional development for internal program development and external dissemination.

2000-2001, 2008- present | George Mason University | Fairfax, VA
Adjunct Professor
Adjunct professor for courses on multicultural education, foreign/second language methods, second language acquisition, and bilingual education.

2003-2005 | New York, NY
Director of Curriculum
The New Teacher Project
Collaboratively plan and design a high quality teacher education program of study, a mid-program assessment, and a culminating assessment tailored to prepare teachers to meet the individual learning needs of all learners, including students with exceptional learning needs and English Language Learners.

2001-2003 | Washington, DC
Education Consultant
Designer and implementer of teacher development in-service workshops with a focus on the education of English language learners.

2000 | George Mason University | Fairfax, VA
Field Experience Supervisor
Supervisor for pre-service teachers at internship sites. Contributor to grant supporting recruitment of diverse teachers.

1997 -1999 | Lake Anne Elementary | Reston, VA
First Grade Spanish Immersion Teacher
Spanish Immersion Team Chair.

1998 | Teach for America | Houston, Texas
Corps Member Advisor
Supervisor for twelve pre-service teachers.
Instructor for Teach for America's teacher preparation curriculum.
Instructor for weekly workshops on literacy development.

1995-1997 | Hoover Elementary | Oakland, CA
Third-Fourth Grades ESL/Spanish Bilingual Teacher
Member of Hoover Leadership Team and Curriculum Development Committee. Bilingual Coordinator and Grade Level Chair. Grant co-author for Bilingual Family Literacy Program.

Sabrina L. Wesley-Nero

[redacted]

Education/Certifications

1999-2008 George Mason University Fairfax, VA
Ph.D. Education. Concentration in Teacher Education.

1998-1999 George Mason University Fairfax, VA
M. Ed. Curriculum and Instruction. Concentration in Multilingual/Multicultural Education.

1997-2007 Virginia Department of Education
Teaching certification: English as a Second Language grade PreK-12; Primary and elementary education grades PreK-6; Middle education grades 6-8.

1996-2001 California State University Hayward, California
Teaching certification in Bilingual Cross-cultural Language and Academic Development.

1991-1995 Georgetown University Washington, DC
B.A. Latin American International Relations

Presentations/Professional Service

2008-present NCATE/TESOL program reviewer.
2008-present District of Columbia State Education Teacher Certification program reviewer.
Co-presented workshop at 2005 AERA Annual Meeting, 2001 ACTFL conference, 2000 NECTFL conference.

Publications

Wesley-Nero, S. (2007). A study of the effectiveness of an alternative licensure program for urban elementary teachers of English language learners. (Doctoral Dissertation, George Mason University).

Haley, M. and Wesley-Nero, S. (2002). Dialogic Construction and Reflective Practice: A Teacher Educator's Action Research Study of Teacher as Learner. *Texas Papers in Foreign Language Education* 7(1): 131-150.

References

Dr. Gary Galluzzo
George Mason University
Graduate School of Education
4400 University Drive, MS 6D2
Fairfax, VA 22030
(703) 993-2567 ggalluzz@gmu.edu

Dr. Marjorie Haley
George Mason University
Graduate School of Education
4400 University Drive, MS 4B3
Fairfax, VA 22030
(703) 993-8710 mhaley@gmu.edu

Ms. Fiona Lin
The New Teacher Project
304 Park Avenue South, 11th Floor
New York, NY 10010
(212) 590-2484 x1031 flin@tntp.org

Dr. Julie Sweetland
Center for Inspired Teaching
1436 U Street, NW
Washington, DC 2009
(202) 462-1956 julie@inspiredteaching.org

January 22, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

Serving as a member of the school's founding group will allow me to leverage my experiences as a former classroom teacher, teacher educator, teacher education curriculum designer, and education researcher for the benefit of the youth of Washington, DC. I appreciate the opportunity to use the knowledge and skills I've developed in the field of the education of second language learners in both the application for charter and opening of the school. My skills as a researcher and expertise in the education of second language learners allow me to contribute to the school's creation in multiple ways including, but not limited to, the development and selection of research-based curricula and assessments; the development of school wide practices and policies that value the linguistic and cultural diversity present in the Washington, DC, public school student population; and the definition of a vision for teacher training, preparation, and professional growth that aligns with national standards and supports effective instruction for diverse student populations.

Sincerely,

[redacted]

Sabrina Wesley-Nero

CAROL DENNIS BETTS

[redacted]

OBJECTIVE

A position with a child and family centered educational organization.

PROFILE

- Skilled early childhood professional
- Able to learn new skills, reflective, creative and willing to troubleshoot complex issues
- Focused, loyal to the cause and very hard working
- Effective team player with good communication and interpersonal skills

SUMMARY OF QUALIFICATIONS

- District of Columbia Public School Certification in Early Childhood Education /Pre-K-K-15 years
- Special Education training through St. John's Community Services and DCPS partnership 3 years
- Currently on the Teacher Advisory Board for Center for Inspired Teaching
- Currently on the National Advisory Board for National Professional Development Center on Inclusion
- Currently a candidate for National Board for Professional Teaching Standards certification

PROFESSIONAL EXPERIENCE

Early Childhood Teacher
District of Columbia Public Schools - 1991-Present, **National Child Day Care** -1988-1991

- Provided academic and social curriculum for 2-5 year olds
- Supervised teacher's assistants and other school staff
- Responsible for Head Start Federal Performance Standards

Special Education Teacher / Special Education Mentor /Disabilities Specialist/Program Coordinator
District of Columbia Public Schools - 1993 - 2005

- Provided academic and social curriculum for 2-6 year olds in multiple therapeutic classrooms
- Assisted teacher's and other school staff in developmentally appropriate and best school practices
- Two years re-deployed as Administrative Assistant to the Executive Director
- One year Program Coordinator of the Youth Mentoring Initiative grant through the Head Start Bureau

Correctional Officer/Department of Corrections - 1984-1986
D.C. Detention Facility

- Helped to provide safe, secure and orderly confinement for individuals incarcerated at the D.C. Jail
- Training and work with special needs detainees

EDUCATION

- **Post Graduate Studies**- General and Special Education - 1988 to Present
  Trinity University, UDC, Georgetown University and Catholic University
- **Bachelors Degree** -Psychology-Sociology-Communications - 1982
  Oakwood University, Southern College(year one)

PERSONAL

Youth Leader Dupont Park and Pennsylvania Avenue SDA Church - 1982 -Present

- Mentoring 20 to 40 youth ages 13-25
- Teaching biblical studies
- Planning and leading in community service outreach activities

*References available upon request

January 24, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

As an Early Childhood Teacher with The District of Columbia Public School for the past 18 years, I've become increasingly concerned with the state of the student in Washington, D.C. This concern has created a passion for closing the achievement gap that has led me to work several grant programs for children at risk;

1. The Transition and Inclusion Program – Training teachers to be advocates for inclusion of children with special needs and
2. The Youth Mentoring Initiative – Mentoring high school students and teaching them to mentor pre-school students.

Now, I am compelled to bring any expertise my experiences have afforded me to assist the Inspired Teaching Demonstration Public Charter School, in closing the achievement gap. I will work diligently and with expectancy toward this and all other purposes of the school.

Sincerely,

Washington, DC 20020

KANEIA E. MAYO

[redacted]

Education

1999-2003 **Sweet Briar College**, VA 24595
BA in English Literature and Creative Writing
Minor: Dance GPA: 3.25

2001-2002 **Royal Holloway, University of London**, J.Y.A (Junior Year Abroad Student)

1996-1999 **Duke Ellington School of the Arts**, Washington, DC, Discipline: Literary Media

Related Experience

Present **Center for Inspired Teaching, Washington, DC**
Teacher Education Coordinator
Manages school partnerships; facilitates most partnership school professional development; manages all Inspired Teaching Courses, including participant recruitment, finding space, finding facilitators; manages University partnerships; mentors DCPS teachers

2003-2006 **Barbara Jordan Public Charter School, Washington, DC**
Creative Arts Teacher
7th Grade Language Arts & Social Studies Teacher
Instructed students, ages 11-14, in theater, creative writing and creative movement, organized students' presentation of the *Taming of the Shrew*, at The Folger Shakespeare Theater's Annual Children's Festival; Organized fieldtrips to various ethnic restaurants and invited guest speakers into the classroom, to share their experiences with students

2000, 2001 **Akebulan Academy, Washington, DC**
Senior Camp Counselor
Supervised 20-30 children ages 3-12, exposed students to the arts, through educational fieldtrips, as a result the children put on a play, exhibiting all they learned throughout the summer

Related Training

1. Participated in 2008 **Summer Institute of Academic Diversity, Curry School of Education, University of Virginia,** with Carol Ann Tomlinson
2. Participated in monthly in-house professional development workshops at Barbara Jordan Public Charter School
3. Earned 92 seat hours in professional development with The Center for Inspired Teaching
4. Facilitated colleagues in BEST (Beginning Teacher Experience) professional development workshops

Leadership:

- Facilitated BEST Practices Workshops, in conjunction with American University & DC Public Charter School Student Support Services
- Active member on the Teacher Advisory Board for The Center For Inspired Teaching
- Headed the A.A.S.C. (Awards Assembly Student Committee), Barbara Jordan Public Charter School's first student run committee
- Spearheaded Barbara Jordan Public Charter School's 1st Annual Career Week
- Organized BJPCS' first open mic/poetry reading & student exhibit
- Developed summer poetry workshop for high school students, in conjunction with MLK Memorial Library, in Washington, DC

Honors/Publications

BJPCS' 2004-2005 SY *Indiana Jones In Teaching Award*, 2003 Who's Who Among American Universities and Colleges, 3rd place winner of NE Place's AIDS Poetry Awareness Contest, Published in the National Books Foundation's Summer Writing Anthology, *Vinyl Doughnuts*, Published in the National Museum for Women in the Arts 1999 Anthology, *Urban Ink Slingers*

Skills

Proficient in WordPerfect, familiar with Excel, PowerPoint and good communication skills

28 January 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

Since 2003 I have taught, here, in Washington, D.C. From 2003-2006, I taught at Barbara Jordan Public Charter School, where I also facilitated BEST Practices Workshops, in conjunction with American University & DC Public Charter School Student Support Services. I have experience as an arts and academic instructor at the Akebulan Academy of the Anacostia Boys and Girls Club #1. I earned a BA from Sweet Briar College in English and Creative Writing. I also studied English and drama at the University of London, Royal Holloway. In the summer of 2004, I participated in Inspired Teaching's Workshop in the Art of Teaching and remained strongly connected to the organization in the following year as a member of our Teacher Advisory Board. I am now the primary program facilitator for Inspired Teaching and am responsible for the management and facilitation of our teacher training programs. I have also served on the Board of Directors of City at Peace, a non-profit youth-serving organization, in Washington, D.C., since 2007. I look forward to contributing these skills and experiences to the development and growth of the Inspired Teaching Demonstration Public Charter School.

Sincerely,

[redacted]

Kaneia Mayo

[redacted]

Laurie Wingate

[redacted]

Development Experience

Center for Inspired Teaching *2009-current*
Senior Advisor
Develop and implement organizational fundarising plan – current budget $1.6 million. Cultivate and maintain contacts with foundations, corporations and individuals. Manage Development and Communications departments. Provide strategic expansion advice as Center for Inspired Teaching launches new programs and begins national outreach. Serve on Executive Committee.

Obama for America *2008*
National Lawyers Unity Project
Oversaw the transition of the only national fundraising group that moved intact from the Clinton Campaign to the Obama campaign. Forged relationships in the Obama campaign that allowed for a seamless acceptance and embrace of the Clinton group. Raised over $2 million. Organized two national policy for donors to encourage continued involvement.

Hillary Clinton for President *2007-2008*
Director, National Lawyers for Hillary
Cultivated fundraising contacts both nationally and locally in the legal community. Recruited GC from Fortune 500 companies (Cisco Systems, E&Y, WalMart, Intel, Google, NewsCorp). Raised over $3million. Organized large scale fundraising events in Washington and around the country. Managed 3 employees. Responsible for all donor maintenance.

All America PAC (Senator Evan Bayh, D – IN) *2006*
Director, National Lawyers Committee
Designed fundraising model that combined policy expertise and outreach, maximizing participation of lawyers across the country. Organized regular policy/fundraising conferences with candidate. Donor maintenance.

Shakespeare Theatre, Family Programming Board *2008, 2009*
Raise money and awareness to expand family programming at the theatre.

Education Experience

The New Teacher Project *2006-2007*
Mentor Teacher and Applicant Reviewer
Provided classroom support to new teachers (to supplement what was provided by DCPS) with ongoing visits, written reviews, conferences. Assessed applicants to the New Teacher Project applying for teaching jobs in DCPS.

Moscow State University *2000-2002*
Political Science Instructor
Designed course for Russian students to develop critical thinking and writing skills that hadn't been encouraged in Soviet system. Worked with Russian professors to develop same in their own classes.

DC Public Schools *1997-2000*

Teacher, Robert Brent Museum Magnet School

With a $300,000 US Department of Education grant, worked with Smithsonian Office of Education to develop a museum magnet school in DCPS. Collaborated with Smithsonian educators to develop an art and content based curriculum that used available museums. Looped with my 4th, 5th then 6th grade I Have a Dream class at the request of parents and IHAD sponsor. Designed summer, weekend and afterschool mentoring and tutoring program funded by I Have a Dream to bolster students' and parents' academic and life skills. Supervising teacher for student teachers from George Washington's Masters in Museum Education program.

Oakland Unified School District (Oakland, CA) *1991-1997*

Teach For America Teacher

Taught 4th – 7th grade in self contained classroom. ESL certified. Recipient of UC Berkeley Presidential Grant for Teacher Research – a $75000 grant to fund development of a History/Writing curriculum based on the life of Pocahontas. Supervising teacher for student teachers from University of San Francisco, Mills College and UC- Berkeley. OUSD mentor teacher. Took students on yearly week-long camping trip. Organized and managed an off-site "strike school" during the 40 day Oakland teacher strike -- 90% of students attended, 100% of teachers worked.

Stanford University, School of Education *1994-1997*

Teacher Collaborator, Guest Lecturer

Head Teacher Collaborator on multi-year UC Berkeley/ Stanford research project -- Fostering a Community of Learners which studied distributed expertise in the classroom, Reciprocal Teaching (a method of decoding difficult text) and writing development. Regular guest lecturer in collaborating professors' teacher education classes.

California Academy of Sciences *1996-1997*

Teacher in Residence

Developed classroom curriculum to extend the learning potential of museum visits. Worked with exhibit designers to ensure exhibits were friendly for classroom sized groups. Organized and taught teacher workshops on 'How to Use the Museum' as well as content specific workshops.

Board Memberships

Little Folks School, Board of Directors *2002-current*

Ongoing review of teachers and Director. Set yearly compensation levels, tuition and budget. Develop growth plans for school. Organize and implement school-wide events to raise funds for building acquisition and teacher benefits. Manage building acquisition plans.

DC Vote, Board Member, Treasurer *March 2009 - current*

Executive Committee member. Appointed board member (with a three year term) to DC Vote to work on expanding fundraising strategy and educational outreach.

Education

University of California, Berkeley (1992-1994)
M. Ed, California Clear Teaching Credential

University of San Francisco (1991-1992)
Provisional California Teaching Credential

Dartmouth College – Hanover, NH (1985-1989)

26 January, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

Having spent 10 years as a teacher in urban public-school classrooms (Oakland, CA and DCPS), I bring the experience of a seasoned educator to the process of creating the school. I was deeply involved in creating a Museum Magnet School in coordination with the Smithsonian Institution at Robert Brent ES in DC-- funded by a US Department of Education grant. I taught at that school for its first three years in existence and was able to see first-hand many of the challenges a "new" school can face – even with the most careful planning. My fundraising work with both Hillary for President and then Obama for America bolstered my contacts and development expertise – both of which will be helpful to the school. Most recently, I have worked with Center for Inspired teaching in a Development and Strategic Planning role. I assume the skills required in these functions will be useful to the Inspired Teaching Demonstration School, PCS both in its start-up phase as well as over time.

Sincerely,

[redacted]

Laurie Wingate

[redacted]

SAM CHALTAIN

PROFESSIONAL EXPERIENCE

THE FORUM FOR EDUCATION & DEMOCRACY, Washington, DC
National Director, September 2008-present
Provide organizational and strategic leadership for DC-based education think tank. Represent organization publicly via panel discussions, keynote addresses, articles, online communications and Op-Eds, and education conferences. Oversee federal policy outreach and national grassroots efforts, communications strategies, and overall organizational plan to build public will, understanding and advocacy on behalf of a progressive education agenda for the 21st century.

FIVE FREEDOMS PROJECT, Washington, DC
Founding Director, June 2006-December 2008
Led and facilitated leadership development workshops and organizational change strategies in schools and non-profit organizations nationwide; researched and wrote books, curricular materials and opinion pieces; monitored and analyzed national education policies; spoke nationally and internationally about how to use democratic principles to create more equitable environments in which to work and learn.

FREEDOM FORUM FIRST AMENDMENT CENTER, Arlington, VA
Co-Director, First Amendment Schools, February 2001-May 2006
Directed national school reform initiative for major foundation; formulated multiyear school and community implementation strategies; conducted on-site trainings and professional development workshops; wrote and edited legal guides, history books, opinion pieces and magazine articles; represented project on national media outlets, at conferences and on expert panels; organized and facilitated annual conferences for project grantees.

MURRY BERGTRAUM HIGH SCHOOL, New York, NY
Teacher, August 2000-January 2001
Taught modern American History and English courses to over 100 students, ages 14-18; wrote curricula for American Social History and African-American Literature courses.

THE BERKELEY CARROLL SCHOOL, Brooklyn, NY
Teacher, August 1996-June 2000
Taught modern American History and English courses to over 100 students, ages 14-18; wrote course curricula; supervised high school journalism program, including production of bi-monthly newspaper; established and ran Chinese-language after school program; coached varsity boys basketball and middle school co-ed soccer teams.

BEIJING NORMAL UNIVERSITY, Beijing, People's Republic of China
Instructor, Foreign Languages Department, January-July 1994
Taught American Literature course to third-year undergraduate English majors; wrote course curricula; tutored both adults and children for all levels of English in preparation for TOEFL exam.

EDUCATION

THE GEORGE WASHINGTON UNIVERSITY, Washington, D.C.
Masters in Business Administration, June 2007
Concentration in non-profit management and organizational behavior.

COLLEGE OF WILLIAM & MARY, Williamsburg, VA
Masters in American Studies, December 1999
Concentration in 20th century American social & cultural history.

UNIVERSITY OF WISCONSIN, Madison, WI
Bachelor of Arts, December 1993
Double Major in Afro-American Studies & History

ADDITIONAL EXPERIENCE

PUBLICATIONS:

- BOOKS: *Rethink Learning Now: 50 Powerful Stories of Teaching & Learning in America* (Wiley, 2010); Co-author with Ron Collins, *We Must Not Be Afraid to be Free* (Oxford University Press, 2010); *American Schools: The Art of Creating a Democratic Learning Community* (Rowman & Littlefield, 2009); Co-author with Charles Haynes and Susan Glisson, *First Freedoms: A Documentary History of First Amendment Rights in America* (Oxford University Press, 2006); Co-author with Charles Haynes et al, *The First Amendment in Schools* (ASCD, 2003).
- ARTICLES: "Degrees of Freedom: A Five-Part Framework for School Leadership," *Social Education*, November/December 2007; "Teaching About Religion", *ABA Insight*, Spring 2007; "Does the First Amendment Have a Future?" *Social Education*, April 2005; Co-Author with Molly McCloskey, "From Policy to Practice", *The State Education Standard*, October 2004; Co-Author with Charles C. Haynes, "Laboratories of Democracy", *The School Administrator*, May 2004; Co-Author with Charles C. Haynes, "Lessons in Liberty", *Social Education*, October 2003; "Is Freedom Safe?" *Teaching Tolerance*, Spring 2002; "Who Should Decide What Kids Read?" *Learning Magazine*, April 2002; "A New Vision for the First Amendment in Schools", *Educational Leadership*, December 2001/January 2002.
- OP-EDS: "Rethink Learning NOW." *Huffington Post*, September 17, 2009; "What Would Theo Do?" *Huffington Post*, July 31, 2009; "Why Send My Son to Public School?" *Huffington Post*, July 17, 2009; "Our Children Deserve Democratic Schools." *Huffington Post*, July 2, 2009; "Will We Do What it Takes to Improve Public Education?" *Education Week*, June 26, 2009; "Why Are We Pursuing the Wrong Set of National Standards?" *Huffington Post*, June 25, 2009; "After 55 Years, Doesn't Every Child Deserve a High-Quality Public Education?" *Politics Daily*, May 17, 2009; Balancing Freedom and the Greater Good," *The Philadelphia Inquirer*, September 17, 2007; To Make Schools Safe, Make All Children Visible," *Education Week*, October 27, 2006; Co-Author with Molly McCloskey, "Red Lake Shooting: No More Quick Fixes", *USA Today*, March 30, 2005 (reprinted in *The Miami Herald*, April 2, 2005); "Honor King and Our Ideals", *The Philadelphia Inquirer*, January 17, 2005.

HONORS & APPOINTMENTS:

- Keynote addresses: Texas School Counselors Conference (September 14, 2009); Vermont ASCD Spring Conference (March 28, 2007); Iowa Council of Social Studies Annual Meeting, Des Moines, IA (October 17, 2006); Vermont Bar Association Annual Meeting, Montpelier, VT (November 16, 2005); National Conference of State Legislatures, Seattle, WA (August 19, 2005); Professional Development Schools National Conference, Orlando, FL (March 18, 2005); National Youth Leadership Council, Washington, DC (July 24, 2004); Berkeley Carroll School Commencement Address, Brooklyn, New York (June 13, 2003).
- Official Selection, 2007 NCSS-CBC Notable Social Studies Trade Books for *First Freedoms*; Member, Advisory Board, Virginia Law-Related Education Center (2004 & 2005); Member, Board of Visitors, Lincoln School, Providence, RI; Finalist, 2004 AEP Distinguished Achievement Award for *The First Amendment in Schools*.

References and writing samples available upon request.

January 25, 2010

District of Columbia Public Charter School Board
3333 14th St., NW
Suite 210
Washington, DC 20010

RE: Statement of Interest and Qualifications for Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I am serving on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing and editing, reaching out to my networks, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group on the tasks necessary to prepare for the school's opening in fall 2011.

I believe the experiences I have had up to this point have prepared me well to be of assistance. Since beginning my career as a high school teacher in New York City, I have spent the past decade working intimately with schools and school districts across the country – first as the co-director of a national school reform initiative, and then as the founding director of a leadership development program for K-12 principals. Along the way I went to business school, where I concentrated on organizational behavior and non-profit management. And I currently serve as the National Director of an education "action tank" in D.C. that strives to connect the insights and experiences of educators and young people on the ground with the federal policy conversations that take place at 30,000 feet – the logic being that without clearer alignment between national/state policies and local practices, our public education system will continue to flounder.

Because of these opportunities, I have had extensive experience as a staff developer, school change consultant, organizational leader and public speaker. I have observed the factors that are most common to schools and communities that succeed (and fail). I have spent considerable time and energy translating promising practices on the ground into responsible policy decisions. And I have written and published widely on all issues relevant to K-12 education reform – including my most recent book, *American Schools: The Art of Creating a Democratic Learning Community*, which I wrote to help K-12 educators create the optimal learning conditions for all children. I will do whatever I can to bring all of these experiences to bear in a way that will best serve the needs of the Inspired Teaching Demonstration PCS.

Sincerely,

Michael P. Reed

Business: DLA Piper LLP (US)
500 8th Street, N.W.
Washington, D.C. 20004-1404
(202) 799-4234 – Phone
(202) 799-5234 - Fax
Michael.p.reed@dlapiper.com

Professional Experience

- DLA Piper LLP, Washington, D.C. (a 3,700 lawyer and 8,000 employee global legal services firm with offices in 29 countries). Partner, Corporate and Securities Group (October 2007 to present). Member, Hiring Committee.
- Alston & Bird LLP, Washington, D.C. (an 800 lawyer and 1,800 employee law firm). Partner, Financial Services Group (2000 to 2007).
- Shaw Pittman LLP, Washington, D.C. Associate (1999 to 2000)
- Winthrop, Stimson, Putnam & Roberts LLP, New York, New York. Associate (1999)
- Beard, Winter, Toronto, Ontario. Associate (1996 to 1997)
- Practice is focused on public and private mergers and acquisitions, corporate finance transactions, complex structured finance transactions, private investment fund transactions, joint venture and strategic alliance transactions, corporate governance, and securities regulation. Represent publicly and privately held companies and private equity firms, with an emphasis on financial institutions and diversified companies.
- Advise and represent boards of directors on a variety matters, including strategic transactions, corporate governance issues, and legal issues and fiduciary duties in the context of strategic transactions and corporate governance. Speaker on a variety of topics including mergers and acquisitions, fiduciary duties, and securities laws issues.
- Member: State Bar of New York; District of Columbia Bar; Law Society of Upper Canada (the Ontario Bar); American Bar Association; US-Canada Law Institute

Education

- LL.M., Banking and Securities Law, Boston University 1998 John Sorvino Award Outstanding Student Award
- LL.B., University of Western Ontario Law School 1996
- B.A., Wilfrid Laurier University 1993 with *honors*

January 28, 2010

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

Re: Statement of Interest and Qualifications for
Inspired Teaching Demonstration PCS

Dear Members of the Board,

I am pleased to declare my commitment and support to the Inspired Teaching Demonstration Public Charter School.

I currently serve on the school's founding group, and am pleased to have worked collaboratively with other founding members during the creation of the charter application. I have had the opportunity to support the preparation of the application by providing research, generating ideas, writing, editing, and meeting with members of the group to discuss progress and next steps. If our charter is granted, I look forward to continuing to work with the founding group as we prepare for the school's opening in fall 2011.

The experience and expertise that I bring to the founding group are primarily in the areas of law, finance, and business. I have a strong connection to the community, having lived in the District of Columbia for approximately 10 years and having a child in elementary school here. I have been a practicing lawyer in Washington for the past 14 years and have sat on the board or have been part of management of a number of businesses and organizations. Currently, I do not have an affiliation with these businesses and organizations which allows me to be free of conflicts while working with the founding group.

Sincerely,

Michael P. Reed

[redacted]

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

[redacted] Signature of Authorized Applying Official	Founding Member Title
Inspired Teaching Demonstration PCS Applicant Organization	1/27/10 Date Submitted

6. I am an employee of Center for Inspired Teaching. Center for Inspired Teaching intends to enter into a contractual relationship with the Inspired Teaching Demonstration PCS to provide teacher professional development and support, as outlined in the application.

[redacted]

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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7. Did you or your spouse provide any start up funds to the proposed charter school? Yes___ No✓
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1–7? No
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10. Do you currently serve as a member of the board of any public charter school? Yes___ No✓
11. Do you currently serve as a public official? Yes___ No✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No✓

[redacted] Signature of Authorized Certifying Official	Title 1/26/10
Inspired Teaching Demonstration PCS Applicant Organization	Founding Member Date Submitted

6. I am an employee of Center for Inspired Teaching. Center for Inspired Teaching intends to enter into a contractual relationship with the Inspired Teaching Demonstration PCS to provide teacher professional development and support, as outlined in the application.

Deborah Willis

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

[redacted]	Founding Member
Signature of Authorized Certifying Official	Title
Inspired Teaching Demonstration School	1/27/2010
Applicant Organization	Date Submitted

6. I am an employee of Center for Inspired Teaching. Center for Inspired Teaching intends to enter into a contractual relationship with the Inspired Teaching Demonstration PCS to provide teacher professional development and support, as outlined in the application.

Gag Cioff

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Signature [redacted]	Title: Founding Member
Applicant Organization: Center for Inspired Teaching Demonstration, PCS	Date Submitted: 1/26/2010

Miriam Gonzalez

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No✓
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Signature [redacted]	Title: Founding Member
Applicant Organization: Inspired Teaching Demonstration, PCS	Date Submitted: 1/26/2010

Julie Sweetlan

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes___ No✓
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[redacted]	Founding Member Title
Inspired Teaching Demonstration PCS Applicant Organization	1/27/2010 Date Submitted

6. I am an employee of Center for Inspired Teaching. Center for Inspired Teaching intends to enter into a contractual relationship with the Inspired Teaching Demonstration PCS to provide teacher professional development and support, as outlined in the application.

Sabrina Wesley-Ne

Conflict of Interest Form

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

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[redacted]	Founding Members Title
Inspired Teaching Demonstration PCS Applicant Organization	1/27/2010 Date Submitted

6. I am an employee of Center for Inspired Teaching. Center for Inspired Teaching intends to enter into a contractual relationship with the Inspired Teaching Demonstration PCS to provide teacher professional development and support, as outlined in the application.

Carol Betts

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

[redacted]	Founding Member Title
Inspired Teaching Demonstration PCS Applicant Organization	1/25/10 Date Submitted

Kancia Mayo

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

[redacted]	Title Founding Member
Inspired Teaching Demonstration Public Charter School Applicant Organization	28 Jan 2010 Date Submitted

6. I am an employee of Center for Inspired Teaching. Center for Inspired Teaching intends to enter into a contractual relationship with the Inspired Teaching Demonstration PCS to provide teacher professional development and support, as outlined in the application.

LAURIE WINGATE

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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

Sign [redacted]	Title founding member
Center for Inspired Teaching Applicant Organization	1/25/2010 Date Submitted

6. I am an employee of Center for Inspired Teaching. Center for Inspired Teaching intends to enter into a contractual relationship with the Inspired Teaching Demonstration PCS to provide teacher professional development and support, as outlined in the application.

Sam Chaltain

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

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2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes___ No✓
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11. Do you currently serve as a public official? Yes___ No✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes___ No✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes___ No✓

[redacted]	Title 1/26/10
Inspired Teaching Demonstration DCS Applicant Organization	Fdg. Member Date Submitted

Michael Reed

Conflict of Interest Form

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

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes__ No✓
2. Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school? Yes__ No✓
3. Did or will you or your spouse lease or sell property to the proposed charter school? Yes__ No✓
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10. Do you currently serve as a member of the board of any public charter school? Yes__ No✓
11. Do you currently serve as a public official? Yes__ No✓
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school? Yes__ No✓
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently of behalf of the proposed charter school? Yes__ No✓

[redacted]	Title Founding Member
Inspired Teaching Demonstration PCS Applicant Organization	1/26/10 Date Submitted

District of Columbia Public Charter School Board

Demographic Analysis Form

2010 Application Review Process

Name of Proposed School: Center for Inspired Teaching Demonstration PCS

Proposed Location: NW or SW
(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.)*

Projected Age Range and Number of Students Expected to Enroll:

a. In 2011-2012 From age/grade PreSchool to age/grade 3 Number of Students: 152

b. At Full Capacity From age/grade PreSchool to age/grade 8 Number of Students: 504

1. Please provide the following information for schools that serve the same age/grades as you propose and are located in the neighborhood where you propose to establish your charter school:

Option A: Northwest, Ward 1/Ward 4 (Columbia Heights)

Name	Projected Enrollment/ Capacity	Actual Enrollment	Type	% Low Income	DCCAS Performance (% Proficient) Reading/Math	Percentage of Highly Qualified Teachers
Bruce-Monroe ES		361	DCPS	73%	39/49	46%
CHEC – Lincoln MS		366	DCPS	75%	40/45	50%
Tubman ES		488	DCPS	63%	43/63	33%
Apple Tree Early Learning PCS	108		Public charter	81%	---	
Capital City PCS – Lower School	244		Public charter	43%	72/63	96%
Capital City PCS – Upper School	128		Public charter	43%	55/42	
Cesar Chavez Prep PCS	240		Public charter	90%	54/58	87%
DC Bilingual PCS	220		Public charter	80%	44/33	77%

Option B: Upper Northwest, east of Rock Creek Park; Ward 4 (Petworth, Brightwood, Lincoln Hill, Shepherd Park)

Name	Projected Enrollment/ Capacity[1]	Actual Enrollment[2]	Type	% Low Income[3], [4]	DCCAS Performance (% Proficient) Reading/Math[5]	Percentage of Highly Qualified Teachers[6]
Bancroft ES		460	DCPS	86%	38/47	60%
Barnard ES		378	DCPS	68%	85/80	46%
Brightwood ES		429	DCPS	87%	47/48	36%
MacFarland MS		295	DCPS	63%	24/31	41%
Powell ES		123	DCPS	83%	26/43	98%
Raymond ES		302	DCPS	78%	58/46	84%
Takoma EC		308	DCPS	54%	68/52	27%
Truesdell EC		385	DCPS	76%	50/57	29%
West EC		231	DCPS	63%	62/54	100%
Whittier EC		410	DCPS	63%	45/52	74%
CAPCS, Amos I Campus	444		Public charter	66%	48/57	79%
CAPCS, Amos II Campus	136		Public charter	66%	---	
Center City PCS - Brightwood Campus	225		Public charter		43/27	
Center City PCS – Petworth Campus	235		Public charter		39/34	
EL Haynes PCS	440		Public charter	59%	66/80	77%
LAMB PCS	175		Public charter	30%	--	--
Paul PCS	573		Public charter	64%	63/65	91%

[1] Source: Friends of Choice in Urban Schools (FOCUS): Public Charter School Directory. Accessed online at www.focusdc.org
[2] Source: 21st Century School Fund. "DCPS Feeder Patterns for 2009-2010" Data accessed at http://www.21csf.org/csf-home/datashop.asp
[3] Source: Mary Levy, personal communication. Original figures rounded to the nearest whole number.
[4] Source: DC Public Charter School Board. *School Performance Reports: Performance Reports for Each DC Public Charter School Operating in SY2007-2008*. Report accessed online at www.dcpubliccharter.com
[5] Source: Great Schools database.
[6] Source: Office of the State Superintendent of Education. District of Columbia Statewide Highly Qualified Teacher Plan, dated Oct 13, 2008. Original figures rounded to the nearest whole number.

Option C: Southwest, Ward 6 (Waterfront/Stadium)

Name	Projected Enrollment/ Capacity	Actual Enrollment	Type	% Low Income	DCCAS Performance (% Proficient) Reading/Math	Percentage of Highly Qualified Teachers
Amidon-Bowen ES		284	DCPS	71%	33/21	94%
Brent ES		213	DCPS	57%	39/64	37%
Jefferson MS		606	DCPS	69%	48/53	45%
Patterson ES			DCPS	74%	29/25	30%
Tyler ES			DCPS	92%	55/49	19%
Walker-Jones EC			DCPS	79%	37/39	67%
Watkins ES			DCPS	22%	69/67	58%
AppleTree Early Learning PCS	36		Public charter	81%	---	
Center City PCS – Capitol Hill Campus	235		Public charter			
Eagle Academy PCS	331		Public charter	47%	---	
Friendship PCS - Chamberlain	721		Public charter	70%		49%
KIPP DC: KEY Academy PCS	321		Public charter	70%	77/94	80%
Two Rivers PCS – Elementary School	437		Public charter	25%	59/51	96%

2. Please check the ONE statement that best describes your recruitment strategy and provide a rationale for the chosen strategy:

_____ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

_____ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods. _____

_____ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e. youth placed at risk, special needs, non-native English speakers, etc.) _____

__X__ I will conduct a citywide recruitment effort for my school.

Rationale:

We hope to attract students from diverse backgrounds and to be a desirable option for all DC residents, attracting students from across the city. We believe that this goal is compatible with our philosophy. The design of the Inspired Teaching Demonstration PCS, which relies on student-centered, differentiated instruction, is appropriate for a wide range of learners.

Comparable schools, such as Two Rivers PCS and Capital City PCS, rely on a citywide strategy and have waiting lists of over 1000 students.

2. Based on the information provided above, provide the following information:
   a. *Describe how your proposed charter school will compete with existing schools as it relates to the recruitment of students and highly qualified teachers and securing an adequate facility.*

We recognize that we will need to compete with DC's numerous traditional and charter school options for students, teachers, and facilities. However, given our unique philosophy, strong reputation, and connections and history in the city, we feel we can be successful in attracting both students and teachers. Likewise, we believe that our organizational capacity will allow us to successfully negotiate the competitive landscape for school facilities.

We believe our school will be uniquely attractive to a wide group of families and students. Our school will offer the opportunity for students to experience more than what the average school provides: students will excel in traditional academic subjects *and* use imagination and inquiry to build their critical thinking; *and* the school will be a place where students thrive and are joyful academically, socially, and emotionally. Further, the school offers the opportunity for students to benefit from the wisdom and expertise of Master Teachers *and* the fresh energy of new teachers. By strategically advertising this desirable combination of characteristics, we are confident that we can reach a diverse group of parents who will be eager to enroll their children at our school.

In terms of teachers, Inspired Teaching's strong reputation for having a deep respect for teachers will help draw teachers to our school. The school is designed as a place to build, support, and strengthen the teaching profession, respecting the teacher's voice as the crucial component in a child's education; this philosophy of teachers is not prevalent throughout the city and we believe will make our school a sought after school of employment. Finally, few schools in the city provide a truly student-centered and progressive school experience for students, where students voice and interests drive the curriculum, and where teachers are expected to teach based in the research in how children learn. Our school is designed to be the best for teachers — so that it can be the best for students.

While the search for a facility can often be the biggest challenge for a new charter school, we believe the networks and relationships Inspired Teaching has built over the last 14 years will help us to find the space we need. In addition to networks within the real estate community and DC government, we have also already begun reaching out to existing schools who have space available to sublet. We are also working with Building Hope, a nonprofit organization which has helped numerous charter start-ups to meet their needs for suitable school facilities. Lastly, we believe that because our school is the outgrowth of an organization with a long history of strong financial and organizational management, potential supporters, investors, and real estate developers will feel confident in the school's potential for careful and thorough fiscal and operational management.

b. *Provide a description of the proposed charter school's student recruitment strategies should the school initially locate in an area other than the intended location. Specifically, explain if students will be recruited from the area where you intend to locate or where the school will initially be located, and the short and long term impact of such a strategy.*

As noted above, no matter where we locate, our recruitment strategies will be designed to attract families and students from neighborhoods throughout the city. Because we plan to have students from across the city, we hope we can secure a location that is near public transportation – both in our temporary and permanent sites.

Even with a citywide recruitment strategy, it is likely that our school will draw a majority of its students from the neighborhood in which it is originally located. We will be open and honest with neighborhood families about our plans for moving in year four, yet do all we can to retain those families. The primary strategy will be to create such a compelling school community that families will move with us. Another strategy is to work to secure a permanent site as close as possible to the original, temporary site. Yet, any change will undoubtedly result in changes in the student population. We will develop an aggressive recruitment plan for year four, working to regain the student population that will be lost if some families do not move with us. We will also prepare appropriately for the rebuilding of school culture and climate that will be needed in the face of student turnover.

c. *Provide a justification for the intended location if a strong presence of charter schools currently exists or will do so in the future. Describe how your proposed charter school will be successful given the surrounding schools.*

The continued growth of charter school enrollment indicates that there is high demand – citywide – for schools of choice. Moreover, there is a dearth of schools that offer innovative, unconventional approaches to teaching and learning. Of the 135 public elementary schools in DC in school year 2006-2007, only 31 (or 23%) offered a non-traditional approach to education[7]. Long wait lists at schools such as Capital City PCS and Two Rivers PCS represent clear evidence that there is a significant, unmet demand for schools steeped in the progressive tradition of schooling. Citywide, parents and students want and need more options for an innovative approach to teaching and learning. Should we need to locate near a school with a similar approach, these data give us confidence that we will be able to meet our enrollment targets.

At the same time, we recognize that recruitment and enrollment will be more challenging if we should locate near a charter school with a similar approach. There is the possibility that we will locate in Columbia Heights, taking advantage of a Building Hope incubator. Before committing to such a space, we will weigh the financial benefits of incubator space against the financial risks of low enrollment, carefully considering the enrollment trends in these areas and conducting initial community outreach efforts to determine whether there is sufficient demand for our school.

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[7] Source: 21st Century School Fund Data Shop. The Quality Schools Healthy Neighborhoods – Appendix B, "Public School Resources – Elementary- 2006-2007." Accessed online at www.21csf.org/csf-home/datashop.asp.

Board of Directors Job Description

The Board of Directors' key responsibility is to ensure that the school is fulfilling its mission. As the governing body of the Inspired Teaching Demonstration School, the Board will provide strategic direction; engage in oversight of the school's performance, financial management, and legal compliance; cultivate and monitor effective school leadership; and engage in ongoing fundraising and outreach efforts to ensure adequate resources.

Specific Responsibilities:

- **Provide Strategic Direction and Planning**: The Board is responsible for creating and overseeing the implementation of the school's short-term and long-term strategic planning. In addition to setting annual goals, the Board will develop and monitor a 2-5 year strategic plan that includes goals for academic performance, finance, operations/facilities, and governance

- **Monitor School Performance**: The board will regularly review the school's progress toward goals and benchmarks, as outlined in the Performance Management Framework, and ensure positive progress towards these goals.

- **Oversee financial management**: To ensure that the school has and is using its resources effectively, the Board will review and approve an annual budget, review monthly financial reports, and provide for an annual audit by a certified public accountant in accordance with the rules and regulations of the DC Public Charter School Board. The Board will also create and monitor implementation of the school's Fiscal Policy Manual.

- **Select and evaluate the Executive Director**: The Board is responsible for hiring the Executive Director and completing his/her annual performance review. The Board will ensure clarity between the functions of the Board and the Executive Director, with a clear job description provided for the Executive Director; a clear rubric for the Executive Director's annual performance will be approved and followed by the Board. The Board is responsible for providing the support the Executive Director needs in carrying out the mission of the school, as outlined in the Board's job description.

- **Ensure adequate resources**: The Board will set annual targets and goals necessary for the school to meet its mission and maintain financial stability. The Board is responsible for working closely with the Executive Director to achieve fundraising goals, including those related to the school's growth and facility needs.

- **Enhance the school's public standing and reputation**: The Board is responsible for representing the school publicly. As such, they must engage the public in all arenas to promote the school and its mission to serve students, train teachers, and serve as a demonstration school. Outreach should focus on the business community, local and national government, local and national education

networks, and in the community with parent and families. This work will help ensure strong student enrollment, financial support, and broad community engagement.

- **Ensure a safe, respectful, and productive workplace:** The Board is tasked with providing the policies and procedures that will ensure a positive and productive work place with a strong professional learning community, and which will ensure legal compliance with health, safety, civil rights, and employment regulations.
- **Build and maintain an effective Board of Directors:** The Board is responsible for regularly evaluating its own performance to ensure that all Directors are adhering to their commitment to the Inspired Teaching Demonstration PCS. This includes ensuring succession planning for the Board, and building and maintaining a Board membership that fulfills all needed expertise.

Board of Directors Individual Director Performance Expectations

Every individual on the Inspired Teaching Demonstration PCS is responsible for actively working for the success of the school and its mission. Board members are expected to fulfill each of the expectations as outlined below:

1. Demonstrate a genuine commitment in the mission of the Inspired Teaching Demonstration School and an understanding of its programmatic and educational goals; serve as an ambassador for the school's mission and goals.

2. Work collaboratively with the other Board members and the Executive Director to fulfill the obligations of Board membership, as outlined in the Board of Directors Job Description.

3. Attend all Board meetings and actively participate on at least one Committee.

4. Keep informed about the school and its issues by reviewing materials, participating in discussions, and visiting the school at least once a year.

5. Display the qualities and behaviors that contribute to an effective Board of Directors, including displaying professionalism and respect for colleagues; mastering complex issues and making regular, substantive contributions to the Board's deliberative process; participating in an honest appraisal of one's own performance as a Board member; understanding and adhering to the Board's role of governance and policy-making rather than administration and management; supporting Board decisions once they are made; and abiding by the Board's Code of Ethics.

6. Contribute personal and professional expertise and/or contacts for the benefit of the school distinct from, but complementary to, that of other Board members.

7. Actively participate in fundraising activities every year (i.e. identifying and meeting with potential donors; hosting and/or attending events; providing support or guidance with grant writing; generating creative ideas for fundraising) and give an annual contribution at a level that is personally meaningful to ensure the Board meets its annual fundraising goal.

8. Understand and keep apprised of the fiscal and legal responsibilities of a charter school Board of Directors.

9. Inform the Board of Directors of any potential conflicts of interest, real or perceived, and abide by the decision of the Board related to the situation.

10. Hold a strong belief in the power of education to create social change.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **27th** day of **January, 2010.**

LINDA K. ARGO
Director

Business and Professional Licensing Administration

[redacted]

Corporations Division

Adrian M. Fenty
Mayor

ARTICLES OF INCORPORATION
OF
INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

TO: Department of Consumer and Regulatory Affairs, Corporations Division, PO Box 92300, Washington, D.C. 20090

We, the undersigned natural persons of the age of eighteen years or more, acting as incorporators of a corporation under the District of Columbia Nonprofit Corporation Act (D.C. Code, Title 29 Chapter 3 as amended) , adopt the following Articles of Incorporation:

FIRST: The name of the corporation is the Inspired Teaching Demonstration Public Charter School (the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The purpose for which the Corporation is organized is to provide an excellent education for students, and to provide excellent preparation and professional development for teachers and teacher leaders. The Corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"), or the corresponding section of any future federal tax code.

FOURTH: The Corporation shall not have members.

FIFTH: The affairs of the Corporation shall be carried on through its board of directors and the manner of the election or appointment of the members of the board of directors, other than the initial members of the board of directors provided for herein, shall be as provided in the Bylaws. In furtherance, and not in limitation, of the powers conferred by statute, the Corporation is expressly authorized to carry on its business and to hold annual or special meetings of its Board of Directors either within or out of any of the states, territories, or possessions of the United States, or the District of Columbia.

SIXTH: (1) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not have any purposes nor carry on any other activities (other than as an insubstantial part of its activities) not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code.

(2) Upon dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the

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Corporation exclusively for the purposes of the Corporation (a) to an organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code, or (b) to states, territories, or possessions of the United States, any political subdivision of any of the foregoing, or to the United States or the District of Columbia, but only for charitable purposes.

Except as required by law, the directors and officers of the Corporation shall not be personally liable for any debt, liability, or obligation of the Corporation. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Corporation.

The Corporation shall, to the extent legally permissible, indemnify each of its present and former directors, officers, employees, and agents and any persons who serve or have served at the Corporation's request as a director, officer, employee or agent of another organization or in a capacity with respect to any employee benefit plan (and the heirs, executors, and administrators of the foregoing) (the "Agent") against all expenses and liabilities which he or she has reasonably incurred in connection with or arising out of any actual or threatened action, suit, or proceeding in which he or she may be involved by reason of his or her being or having been an Agent, such expenses and liability to include, but not be limited to, judgments, court costs, attorney fees, the cost of reasonable settlements, and penalties imposed under the Code.

SEVENTH: The address of the initial registered office is ~~1436 U Street, NW, Suite 400,~~ 3215 Newark St., NW, Apt Washington, DC ~~20009~~. The name of the initial registered agent at such address is the ~~Corporation Service Company.~~ Laurie Wingate

EIGHTH: The number of directors constituting the initial board of directors is three, but the number of directors may be increased or decreased in the manner set forth in the Bylaws, provided that the number shall not be less than three. The names and addresses of the persons who are to serve as the initial directors of the Corporation until the first annual meeting or until their successors are elected are as follows:

[redacted]

[redacted]

[redacted]

NINTH: The name and address of each incorporator are as follows:

[redacted]

[redacted]

[redacted]

{Signatures on following page.}

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation, acknowledging the same to be our acts, on January 27, 2010.

[redacted]
Name: Aleta Margolis

The undersigned, a Notary Public in and for the District of Columbia, does hereby certify that on this 27th day of January, 2010, personally appeared Aleta Margolis who, being by me first duly sworn, declared that he signed the foregoing Articles of Incorporation as an incorporator of the proposed corporation named therein, and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on the date aforesaid.

[redacted]
Notary Public
My commission expires: June 30, 2014

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation, acknowledging the same to be our acts, on January 27, 2010.

[redacted]

Name: Carol Betts

The undersigned, a Notary Public in and for the District of Columbia, does hereby certify that on this 27 day of January, 2010, personally appeared Carol Betts who, being by me first duly sworn, declared that he signed the foregoing Articles of Incorporation as an incorporator of the proposed corporation named therein, and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on the date aforesaid.

[redacted]

Notary Public

My commission expires: June 30, 2014

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation, acknowledging the same to be our acts, on January 27, 2010.

[redacted]

The undersigned, a Notary Public in and for the District of Columbia, does hereby certify that on this 27 day of January, 2010, personally appeared Sam Chilton who, being by me first duly sworn, declared that he signed the foregoing Articles of Incorporation as an incorporator of the proposed corporation named therein, and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on the date aforesaid.

[redacted]

Notary Public
My commission expires: June 30, 2014

COPY
1-27-10

DCRA

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division
PO Box 92300
Washington DC 20090

RA-1. Registered Agent Written Consent

Use this form to appoint a Registered Agent for an entity. Choose Option A or B, but not both. There is no filing fee for this form.

Under DC Official Code (DCOC) Titles 29 and 47, a Registered Agent (RA) must be:

1. A bona fide resident of the District of Columbia (DC);

OR

2. A for-profit corporation, authorized to conduct business in the District by the issue of certificate of incorporation or certificate of authority;

OR

3. Another non-profit corporation, authorized to conduct business in the District by the issue of certificate of incorporation. Trusts may not act as their own RAs.

Limited Liability Companies (LLCs) and Limited Liability Partnerships (LLPs) and Limited Partnerships (LPs) may not act as RAs.

Registered Agent Address may never be outside the District of Columbia. Address must be a physical street address, never a PO Box.

A. By a District Of Columbia resident: I, a bona fide District resident, consent to act as a RA for the entity below.

Name of Resident	Address of Resident
Laurie Wingate	3215 Newark St. NW Washington DC 20008
Entity Name	**Signature**
Inspired Teaching Demonstration Public Charter School	[redacted]

B. By a legally authorized corporation: The authorized corporate Registered Agent in the District, by the signatures of its President/Vice-President and Secretary/Assistant Secretary, agrees to act as RA for the entity below.

Name of RA Corporation	Address

Entity Name

☐ President	☐ Vice-President	Signature
☐ Secretary	☐ Assistant Secretary	Signature

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to $1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

AMENDED AND RESTATED
BYLAWS
OF
INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

ARTICLE I
NAME

The corporation shall be known as the "Inspired Teaching Demonstration Public Charter School" and is referred to in these Bylaws as the "Demonstration School."

ARTICLE II
PRINCIPAL OFFICE

The principal office of the Demonstration School shall be at Center for Inspired Teaching, 1436 U Street, NW, Suite 400, Washington, DC 20009.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Powers and Duties. The business and affairs of the Demonstration School shall be managed by or under the direction of the Board of Directors, except as may be otherwise provided by law. The primary functions of the Board of Directors shall be the establishment of policy and the sound management of the resources of the Demonstration School. The Board of Directors shall have all the powers to carry out any other functions which are permitted by these Bylaws or by the Articles of Incorporation, except as limited by law. Notwithstanding the foregoing, the powers of the Board of Directors shall include, but shall not be limited to, the power to engage qualified public accountants to carry out annual audits of the books of the Demonstration School and its systems of financial controls and report to the Board of Directors as a result of such audits. The Board of Directors may delegate certain of their duties to one or more committees in accordance with these Bylaws and as permitted by law, but such delegation shall not relieve the Board of Directors of their responsibility for any action taken for and on behalf of the Demonstration School.

Section 2. Number of Directors. The Board of Directors shall consist of such number of Directors (which in no case shall be less than three or more than 15) as the Board of Directors may designate from time to time. The number of Directors comprising the Board may be increased or decreased (but not more than 15 or less than three) from time to time by the Board of Directors, provided, however, that no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director. Once the Demonstration School receives its charter and begins operating, the Board of Directors shall consist of the following:

(a) A majority of Directors shall be residents of the District of Columbia;

(b) At least two Directors shall be parents of students attending the Demonstration School;

(c) At least one Director shall be a teacher of the Demonstration School; and

(d) At least three Directors shall be employees of Center for Inspired Teaching, and shall be selected by the Board of Directors after consultation and agreement with Center for Inspired Teaching.

Section 3. Appointment and Term of Office. The Governance Committee shall review and recommend to the Board of Directors nominees for the Board of Directors. The Directors shall be elected by the affirmative vote of a majority of the Directors then in office. Initially, the Directors shall be elected to one, two or three year terms as designated by the Board of Directors at the time of election of each Director. Thereafter, each Director shall be elected to a three-year term. As nearly as may be possible, the terms of each Director shall be staggered so that an equal number of terms shall begin and end at each annual meeting. Each Director shall serve for the term to which he or she is elected and until his or her successor is duly elected and qualified or until his or her earlier resignation, removal from office or death.

Section 4. Officer of the Board of Directors. The Chairperson of the Board shall be elected by the Board to a one-year term at its annual meeting and may serve successive terms, but shall not serve for more than six consecutive terms. The Chairperson shall preside at all meetings of the Board of Directors and shall have the power on behalf of the Demonstration School to perform all acts and execute all documents to make effective the actions of the Board of Directors. The Chairperson shall be the primary representative of the Board of Directors in cooperating with the Executive Director of the Demonstration School, and shall see that orders and resolutions of the Board of Directors are carried into effect. The Chairperson shall, upon the advice and recommendation of the Board of Directors, also appoint the members of all committees except the Executive Committee, shall be an ex-officio member of each committee, and shall perform such other duties as may be assigned from time to time by the Board of Directors. The Chairperson shall report to the full Board of Directors at each of its meetings on all matters that require Board consideration and advice.

Section 5. Regular Meetings. Regular meetings of the Board of Directors shall be held on such dates and at such times as the Board of Directors may designate. At each regular meeting of the Board of Directors, the Board of Directors may transact such business as may be properly brought before the meeting. Written notice of each regular meeting of the Board of Directors shall be given either by hand, facsimile or electronic mail ("e-mail") to each Director at least five days before such meeting. Such notice need not specify the business to be transacted at the meeting.

Section 6. Special Meetings. Special meetings of the Board of Directors may be called by any Director upon written demand of not less than 25% of the Board of Directors, by the Executive Director or by the Chairperson. Written notice of each special meeting of the Board of Directors shall be given either by hand, facsimile or e-mail to each Director at least 24 hours before such meeting. Such notice shall state the purpose or purposes for which the meeting is called, provided, however, that the Board of Directors may transact any other business properly brought before the meeting.

Section 7. Waiver of Notice. Whenever any notice of a meeting of the Board of Directors is required to be given to the Directors under any provision of law, the Articles of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice and filed with the records of such meeting, whether before or after the time stated therein, shall be deemed equivalent to notice. Neither the business transacted or to be transacted at, nor the purpose of, any meeting of the Board of Directors need be specified in any written waiver of notice. Attendance of a Director at a meeting shall constitute a waiver of notice

of such meeting, except when such Director attends the meeting for the express purpose of objecting, at the beginning of the meeting or promptly upon arrival at the meeting, to the transaction of any business because the meeting is not lawfully called or convened.

Section 8. Place and Conduct of Meetings. All meetings of the Board of Directors shall be held at the principal office of the Demonstration School or at such other places, within or without District of Columbia, as may be specified in the notice of such meetings. At all meetings of the Board of Directors, any Director present there at and appointed by a majority of the Directors present shall preside.

Section 9. Quorum and Adjournment. At any meeting of the Board of Directors, a majority of the total number of Directors shall constitute a quorum for the transaction of business. Directors participating in a meeting by means of telephonic conference communication, videoconferencing, or equivalent means, may be counted as present for the purpose of constituting a quorum, so long as all other notice and meeting requirements are either met or duly waived. If a meeting cannot be constituted because a quorum is not present, the Directors present may adjourn the meeting from time to time until a quorum is present, whereupon the meeting may be held without further notice. Any business which might have been transacted at the meeting as originally called may be transacted at any adjourned meeting at which a quorum is present.

Section 10. Voting. The affirmative vote of a majority of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors unless the vote of a greater number of Directors is required by law, the Articles of Incorporation or these Bylaws.

Section 11. Action by Consent. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth such action, is signed by all of the Directors, and such written consent is filed with the minutes of proceedings of the Board of Directors. Each such consent may be signed in counterparts and may contain facsimile signatures, and shall have the same force and effect as a unanimous vote of the Board of Directors.

Section 12. Action by Conference Call. Any and all Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation by such means shall constitute presence in person at such meeting, except as provided in these Bylaws. When such a meeting is conducted by means of a conference telephone or similar communications equipment, a written record shall be made of the action taken at such meeting and shall be filed with the minutes of proceedings of the Board of Directors.

Section 13. Vacancies. Any vacancy created on the Board of Directors may be filled by the affirmative vote of a majority of the Directors then in office at a meeting which has been duly called for that purpose and at which a quorum is present. All persons chosen to fill any such vacancies shall serve for the unexpired term of his or her predecessor and until his or her successor is duly elected and qualified or until his or her earlier resignation, removal from office or death.

Section 14. Resignation of Directors. Any Director may resign at any time. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the time of its transmittal to the Board of Directors. The acceptance of a resignation shall not be necessary to make it effective.

Section 15. Removal of Directors. Any Director or the entire Board of Directors may be removed, at any meeting of the Board of Directors duly called at which a quorum is present, by the affirmative vote of a majority of the Directors entitled to vote.

Section 16. Nondiscrimination. The Board of Directors shall ensure that the Demonstration School complies with all nondiscrimination and civil rights statues of the District of Columbia and the federal government.

Section 17. Compensation and Reimbursement. Each Director shall be entitled to reimbursement for any reasonable expenses incurred in attending meetings of the Board of Directors, but shall not otherwise be compensated for his Board service.

Section 18. Ethics and Conflicts of Interest. The Board of Directors expects each Director to act ethically at all times. The Board of Directors expects all Directors, as well as officers and employees, to act ethically at all times and to acknowledge their adherence to the policies comprising Demonstration School's Conflict of Interest Policy. If an actual or potential conflict of interest arises for a Director, the Director shall promptly inform the Chairman. The Governance Committee shall resolve any such conflicts in accordance with the requirements of the Demonstration School's Conflict of Interests Policy. All Directors will recuse themselves from any discussion or decision affecting their personal, business or professional interests. Any discussion by Board of Directors involving an agreement with or the performance of services by Center for Inspired Teaching, shall not take place until all Directors that are employees of, or otherwise nominated for appointment by, Center for Inspired Teaching, excuse themselves from the meeting.

ARTICLE IV
OFFICERS

Section 1. Designation, Appointment, and Term of Office. The executive officers of the Demonstration School shall be an Executive Director, a Vice President (if elected by the Board of Directors), a Secretary, and a Treasurer. Such officers of the Demonstration School shall be elected by the Board of Directors at its annual meeting, to hold office for two years and until successors have been duly elected and qualify or until earlier death, resignation or removal. Any person may hold two or more offices, except that the Executive Director shall not also be the Secretary.

Section 2. Executive Director. The Executive Director shall have the power on behalf of the Demonstration School to perform all acts and execute all documents to make effective the actions of the Board of Directors. The Executive Director shall also perform such other duties as may be assigned from time to time by the Board of Directors. The Executive Director shall be the President for purposes of the District of Columbia Corporations Code.

Section 3. Vice President. If elected by the Board of Directors, the Vice President, or if there be more than one, the Vice President designated by the Board of Directors as the Executive Vice President, shall exercise, during the absence or disability of the Executive Director all of the functions of the Executive Director and, when so acting, shall have all of the powers and duties of the Executive Director. Each Vice President shall have such other or additional powers, and shall perform such other or additional duties, as may be conferred or delegated from time to time by the Board of Directors.

Section 4. Secretary. The Secretary of the Demonstration School shall send appropriate notices for all meetings of the Board of Directors and shall make and keep accurate minutes of all such meetings and records and of other proceedings of the Demonstration School, regularly distributing such information to the Directors of the Demonstration School, and shall execute such other documents as may be required. In general, the Secretary shall perform all the duties incident to the office of Secretary of a corporation and such other duties as may be assigned by the Executive Director, the Chairperson, or the Board of Directors.

Section 5. Treasurer. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of the Demonstration School. The Treasurer shall render to the Board of Directors of the Demonstration School, whenever requested, an account of the financial condition of the Demonstration School and, in general, shall perform all duties incident to the office of Treasurer of a corporation and such other duties as may be assigned by the Executive Director, the Chairperson, or the Board of Directors.

Section 6. Other Officers. The Board of Directors may elect or appoint such other officers and assistant officers as they may deem necessary, who shall have authority to perform such duties as from time to time may be prescribed by the Board of Directors or the Executive Director.

Section 7. Removal of Officers. Any officer may be removed by the Board of Directors whenever, in their judgment, the best interests of the Demonstration School will be served by such removal.

Section 8. Vacancies. In case any office of the Demonstration School becomes vacant by death, resignation, retirement, removal or any other cause, the Board of Directors may fill such vacancy and the person so selected shall serve for the unexpired portion of the term, provided that the filling of any vacancy in the office of the Executive Director shall be subject to the approval of the Board of Directors.

ARTICLE V
COMMITTEES

Section 1. General. The Board of Directors may designate one or more committees, each consisting of two or more Directors, and may designate one or more Directors as alternate members of any such committee to act at any meeting of such committee in the stead of any absent or disqualified member of such committee. Such designation shall be made by the affirmative vote of a majority of the Directors present at a meeting of the Board of Directors duly called at which a quorum is present. Notwithstanding the foregoing, the standing committees of the Board of Directors shall include, but not be limited to, the committees specified in this Article.

Section 2. Governance Committee. The primary responsibility of the Governance Committee is to develop and review on an ongoing basis the adequacy of governance principles applicable to the Demonstration School. Such principles shall include, at a minimum, Director qualification standards, Director responsibilities, annual performance evaluation of the Board, and annual performance evaluation of the Executive Director. The Governance Committee shall also review and recommend to the Board of Directors nominees for the Board of Directors. The Governance Committee shall meet as often as it deems necessary to fulfill its responsibilities, and may meet with management or individual Directors at any time it deems appropriate to discuss any matters before it.

Section 3. Finance and Business Oversight Committee. The Finance and Business Oversight Committee shall, in cooperation with the Executive Director, review annual operating and capital budgets, and periodically appraise the financial control and accounting systems of the Demonstration School. The Finance and Business Oversight Committee shall engage firms of appropriately qualified public accountants to carry out annual audits of the books of the Demonstration School and the adequacy of its systems of financial controls. The Finance and Business Oversight Committee shall have oversight of the internal audit system of the Demonstration School. No less than annually, the Finance and Business Oversight Committee shall report to the full Board of Directors on the results of the annual audit and the accountant's review of the Demonstration School's management of its fiscal affairs. The Finance and Business Oversight Committee shall meet regularly with the Treasurer to review the systems of financial controls in place within the Demonstration School and shall report to the Board of Directors on the effectiveness of those systems.

Section 4. Procedures. All committees designated by the Board of Directors shall serve at the pleasure of the Board of Directors. Each such committee may make its own rules of procedure and shall meet where and as provided by such rules or by resolution of the Board of Directors. A majority of the members of any committee shall constitute a quorum at all meetings of such committee. When a quorum is present at a meeting of a committee, the affirmative vote of a majority of the members of such committee shall be the act of the committee.

ARTICLE VI
PERSONAL LIABILITY; INDEMNIFICATION

Section 1. No Personal Liability. Except as required by law, the Directors and officers of the Demonstration School shall not be personally liable for any debt, liability, or obligation of the Demonstration School. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Demonstration School may look only to the funds and property of the Demonstration School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Demonstration School.

Section 2. Indemnification. The Demonstration School shall, to the extent legally permissible, indemnify each of its present and former Directors, officers, employees, and agents and any persons who serve or have served at the Demonstration School's request as a Director, officer, employee or agent of another organization or in a capacity with respect to any employee benefit plan (and the heirs, executors, and administrators of the foregoing) (the "Agent") against all expenses and liabilities which he or she has reasonably incurred in connection with or arising out of any actual or threatened action, suit, or proceeding in which he or she may be involved by reason of his or her being or having been an Agent, such expenses and liability to include, but not be limited to, judgments, court costs, attorney fees, the cost of reasonable settlements, and penalties imposed under the Internal Revenue Code of 1986, as amended (the "Code").

The Demonstration School may purchase directors' and officers' liability insurance policies for the benefit of any Agent.

ARTICLE VII
DISSOLUTION – PROHIBITION ON INUREMENT

Section 1. Dissolution. Upon dissolution of the Demonstration School, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Demonstration School, dispose of all of the assets of the Demonstration School exclusively for the purposes of the Demonstration School (a) to an organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code, or (b) to states, territories, or possessions of the United States, any political subdivision of any of the foregoing, or to the United States or the District of Columbia, but only for charitable purposes.

Section 2. Prohibition on Inurement. No part of the net earnings of the Demonstration School shall inure to the benefit of, or be distributable to, its Directors, officers, or other private persons, except that the Demonstration School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third of the Articles of Incorporation. No substantial part of the activities of the Demonstration School shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Demonstration School shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Demonstration School shall not have any purposes nor carry on any other activities (otherwise than as an insubstantial part of its activities) not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code.

ARTICLE VIII
MISCELLANEOUS

Section 1. Amendments. These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted, by an affirmative vote of the majority of the votes cast at any meeting of the Board of Directors of the Demonstration School called for such purpose.

Section 2. Fiscal Year. The fiscal year of the Demonstration School shall begin on the first day of July of each year and end on the last day of June.

Section 3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Demonstration School shall be signed by such officer or officers, agent or agents of the Demonstration School as shall be designated by the Board of Directors from time to time by resolution.

Section 4. Books and Records. The corporate officers agents and employees of the Demonstration School shall maintain such books, records and accounts of the Demonstration School's business and affairs as defined and deemed necessary by the Board of Directors or as required by the laws of the laws of the District of Columbia.

CODE OF BUSINESS CONDUCT AND ETHICS

Our Code of Business Conduct and Ethics encourages individual and peer integrity, ethical behavior and responsibility, and includes:

- *Protecting our confidential and proprietary information*
- *Treating our employee fairly*
- *Encouraging full, fair, accurate, timely and understandable disclosure*
- *Protecting and properly using School assets*
- *Complying with laws, rules and regulations*
- *Encouraging the reporting of any unlawful or unethical behavior*

A Message About the Code:

To All Officers, Directors and Employees:

One of our School's most valuable assets is its integrity. Protecting this asset is the job of everyone in the School. To that end, we have established a Code of Business Conduct and Ethics. The Code applies to every officer, director and employee. We also expect that those with whom we do business (including our agents, consultants and suppliers) will also adhere to the Code. Our Code is designed to help you comply with the law and maintain the highest standards of ethical conduct. The Code does not cover every issue that may arise, but it sets out basic principles and a methodology to help guide you in the attainment of this common goal.

All of the School's officers, directors and employees must carry out their duties in accordance with the policies set forth in this Code and with applicable laws and regulations. To the extent that other School polices and procedures conflict with this Code, you should follow this Code. Any violation of applicable law or any deviation from the standards embodied in this Code will result in disciplinary action up to and including termination. Disciplinary action also may apply to an employee's supervisor who directs or approves the employee's improper actions, or is aware of those actions but does not act appropriately to correct them. In addition to imposing its own discipline, the School may also bring suspected violations of law to the attention of the appropriate law enforcement personnel.

[Signature]

President

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

CODE OF BUSINESS CONDUCT AND ETHICS

1. Policy Statement

The School is committed to being a good corporate citizen. The School's policy is to conduct its business affairs honestly and in an ethical manner. That goal cannot be achieved unless you individually accept your responsibility to promote integrity and demonstrate the highest level of ethical conduct in all of your activities. Activities that may call into question the School's reputation or integrity should be avoided. The School understands that not every situation is black and white. The key to compliance with the Code is exercising good judgment. This means following the spirit of this Code and the law, doing the "right" thing and acting ethically even when the law is not specific. When you are faced with a business situation where you must determine the right thing to do, you should ask the following questions:

- Am I following the spirit, as well as the letter, of any law or School policy?
- Would I want my actions reported on *60 Minutes*?
- What would my family, friends or neighbors think of my actions?
- Will there be any direct or indirect negative consequences for the School?

Managers set an example for other employees and are often responsible for directing the actions of others. Every manager and supervisor is expected to take necessary actions to ensure compliance with this Code, to provide guidance and assist employees in resolving questions concerning the Code and to permit employees to express any concerns regarding compliance with this Code. No one has the authority to order another employee to act contrary to this Code.

2. Compliance with Laws and Regulations

The School seeks to comply with both the letter and spirit of the laws and regulations in all countries in which it operates.

The School is committed to full compliance with the laws and regulations of the cities, states and countries in which it operates. You must comply with all applicable laws, rules and regulations in performing your duties for the School. Numerous federal, state and local laws and regulations define and establish obligations with which the School, its employees and agents must comply. Under certain circumstances, local country law may establish requirements that differ from this Code. You are expected to comply with all local country laws in conducting the School's business. If you violate these laws or regulations in performing your duties for the School, you not only risk individual indictment, prosecution and penalties, and civil actions and penalties, you also subject the School to the same risks and penalties. If you violate these laws in performing your duties for the School, you may be subject to immediate disciplinary action, including possible termination of your employment or affiliation with the School.

3. Full, Fair, Accurate, Timely and Understandable Disclosure

It is of paramount importance to the School that all disclosure in reports and in other public communications made by the School is full, fair, accurate, timely and understandable. You must take all steps available to assist the School in these responsibilities consistent with your role within the School. In particular, you are required to provide prompt and accurate answers to all inquiries made to you in connection with the School's preparation of its reports and disclosure.

4. Special Ethics Obligations For Employees With Financial Reporting Responsibilities

Senior Officers each bear a special responsibility for promoting integrity throughout the School. Furthermore, the Senior Officers have a responsibility to foster a culture throughout the School as a whole that ensures the fair and timely reporting of the School's results of operation and financial condition and other financial information.

Because of this special role, the Senior Officers are bound by the following Senior Officer Code of Ethics, and by accepting the Code of Business Conduct and Ethics each agrees that he or she will:

- Perform his or her duties in an honest and ethical manner.
- Handle all actual or apparent conflicts of interest between his or her personal and professional relationships in an ethical manner.
- Take all necessary actions to ensure full, fair, accurate, timely, and understandable disclosure in reports and documents that the School files with, or submits to, government agencies and in other public communications.
- Comply with all applicable laws, rules and regulations of federal, state and local governments.
- Proactively promote and be an example of ethical behavior in the work environment.

5. Confidentiality

All confidential information concerning the School obtained by you is the property of the School and must be protected.

Confidential information includes all non-public information that might be of use to competitors, or harmful to the School or its customers, if disclosed. You must maintain the confidentiality of such information entrusted to you by the School, its customers and its suppliers, except when disclosure is authorized by the School or required by law.

Examples of confidential information include, but are not limited to: the School's trends and projections; information about financial performance; new product or marketing plans; research and development ideas or information; significant personnel changes; existing or

potential major contracts, orders, suppliers, customers or finance sources or the loss thereof; and [_____].

Your obligation with respect to confidential information extends beyond the workplace. In that respect, it applies to communications with your family members and continues to apply even after your employment or director relationship with the School terminates.

6. Fair Dealing

Our goal is to conduct our business with integrity.

You should endeavor to deal honestly with the School's customers, suppliers, competitors, and employees. Under federal and state laws, the School is prohibited from engaging in unfair methods of competition, and unfair or deceptive acts and practices. You should not take unfair advantage of anyone through manipulation, concealment, abuse of privileged information, misrepresentation of material facts, or any other unfair dealing.

Examples of prohibited conduct include, but are not limited to:

- bribery or payoffs to induce business or breaches of contracts by others;
- acquiring a competitor's trade secrets through bribery or theft;
- making false, deceptive or disparaging claims or comparisons about competitors or their products or services; or
- mislabeling products or services.

7. Protection and Proper Use of School Assets

You should endeavor to protect the School's assets and ensure their proper use.

School assets, both tangible and intangible, are to be used only for legitimate business purposes of the School and only by authorized employees or consultants. Intangible assets include intellectual property such as trade secrets, patents, trademarks and copyrights, business, marketing and service plans, designs, databases, School records, salary information, and any unpublished financial data and reports. Unauthorized alteration, destruction, use, disclosure or distribution of School assets violates School policy and this Code. Theft or waste of, or carelessness in using, these assets have a direct adverse impact on the School's operations and profitability and will not be tolerated.

The School provides computers, voice mail, electronic mail (e-mail), and Internet access to certain employees for the purpose of achieving the School's business objectives. As a result, the School has the right to access, reprint, publish, or retain any information created, sent or contained in any of the School's computers or e-mail systems of any School machine. You may not use e-mail, the Internet or voice mail for any illegal purpose or in any manner that is contrary to the School's policies or the standards embodied in this Code.

You should not make copies of, or resell or transfer copyrighted publications, including software, manuals, articles, books, and databases being used in the School, that were created by another entity and licensed to the School, unless you are authorized to do so under the applicable license agreement. In no event should you load or use, on any School computer, any software, third party content or database without receiving the prior written permission of the [_____] to do so. You must refrain from transferring any data or information to any School computer other than for School use. You may use a handheld computing device or mobile phone in connection with your work for the School, but must not use such device or phone to access, load or transfer content, software or data in violation of any applicable law or regulation or without the permission of the owner of such content, software or data.

8. Reporting Violations of School Policies

You should report any violation or suspected violation of this Code to the appropriate School personnel.

The School's efforts to ensure observance of, and adherence to, the goals and policies outlined in this Code mandate that you promptly bring to the attention of the [_____], any material transaction, relationship, act, failure to act, occurrence or practice that you believe, in good faith, is inconsistent with, in violation, or reasonably could be expected to give rise to a violation, of this Code.

- Use common sense and good judgment; Act in good faith. You are expected to become familiar with and to understand the requirements of the Code. If you become aware of a suspected violation, don't try to investigate it or resolve it on your own. Prompt disclosure to the appropriate parties is vital to ensuring a thorough and timely investigation and resolution. The circumstances should be reviewed by appropriate personnel as promptly as possible, and delay may affect the results of any investigation. A violation of the Code, or of applicable laws and/or governmental regulations is a serious matter and could have legal implications. Allegations of such behavior are not taken lightly and should not be made to embarrass someone or put him or her in a false light. Reports of suspected violations should always be made in good faith.

- Internal investigation. When an alleged violation of the Code, applicable laws and/or governmental regulations is reported, the School will take appropriate action. You are expected to cooperate in internal investigations of alleged misconduct or violations of the Code or of applicable laws or regulations.

- No fear of retaliation. It is School policy that there be no intentional retaliation against any person who provides truthful information to a School or law enforcement official concerning a possible violation of any law, regulation or School policy, including this Code. Persons who retaliate may be subject to civil, criminal and administrative penalties, as well as disciplinary action, up to and including termination of employment. In cases in which you report a suspected violation in good faith and are not engaged in the questionable conduct, the School will attempt to keep its discussions with you confidential to the extent reasonably possible. In the

course of its investigation, the School may find it necessary to share information with others on a "need to know" basis. No retaliation shall be taken against you for reporting alleged violations while acting in good faith.

9. Compliance Procedures

The School has established this Code as part of its overall policies and procedures. To the extent that other School policies and procedures conflict with this Code, you should follow this Code. The Code applies to all School directors and School employees, including all officers.

The Code is based on the School's core values, good business practices and applicable law. The existence of a Code, however, does not ensure that directors, officers and employees will comply with it or act in a legal and ethical manner. To achieve optimal legal and ethical behavior, the individuals subject to the Code must know and understand the Code as it applies to them and as it applies to others. You must champion the Code and assist others in knowing and understanding it.

- Compliance. You are expected to become familiar with and understand the requirements of the Code. Most importantly, you must comply with it.

- Access to the Code. The School shall ensure that each current employee will be provided with a copy of the Code. New employees will receive a copy of the Code as part of their new hire information. From time to time, the School will sponsor employee training programs in which the Code and other School policies and procedures will be discussed.

CONFLICTS OF INTEREST POLICY
OF
INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

Section 1. **Purpose**. The purpose of the conflict of interest policy is to protect Inspired Teaching Demonstration Public Charter School's (the "Demonstration School") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Demonstration School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Section 2. **Definitions**

(a) **Interested Person.** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has financial interest if the person has, directly or indirectly, through business, investment or family: (a) an ownership or investment interest in any entity with which the Demonstration School has a transaction or arrangement; (b) a compensation arrangement with the Demonstration School or with any entity or individual with which the Demonstration School has a transaction or arrangement; or (c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Demonstration School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial. A financial interest is not necessarily a conflict of interest. Under Section 3, Paragraph (b), a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 3. **Procedures**

(a) **Duty to Disclose.** In connection with any actual or possible conflicts of interest, an interested person must disclose the existence and nature of his or her financial interest and all material facts to the directors and members of the committees with board delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) **Procedures for Addressing the Conflict of Interest.** An interested person may make a presentation at the governing board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of the interest.

The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the Demonstration School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Demonstration School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) **Violation of the Conflicts of Interest Policy.** If the governing board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted in the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Proceedings. The Minutes of the Board and all committees with Board-delegated powers shall contain: (a) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed; and (b) the names of persons who were present for discussion and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 5. Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Demonstration School for services is precluded from voting on matters pertaining to that member's compensation. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Demonstration School, either individually or collectively, is prohibited from providing information to any committee regarding compensation. The Governance Committee is currently responsible for all compensation related matters.

Section 6. Annual Statements. Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms such person: (a) has received a copy of the conflicts of interest policy; (b) has read and understands the policy; (c) has agreed to comply with the policy; and (d) understands that the Demonstration School is a charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews. To ensure that the Demonstration School operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining; and (b) whether partnerships, joint ventures, and arrangements with management conform to the Demonstration School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Section 8. Use of Outside Experts. When conducting the periodic reviews provided for in Section 7, the Demonstration School may, but need not, use outside advisors. If outside experts are used their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Description of Curriculum to be used beyond Year Five

The Inspired Teaching Demonstration PCS will add grade 8 in year six of the school's operation. The curriculum for eighth grade is included in the main body of the application as part of the discussion of curriculum for grades 6-8, and is included here as well.

Grades 6-8

Language arts

We will implement Readers' and Writers' Workshop for teaching language arts to all of our students. The approach is in line with our mission and goals that require a student-driven, differentiated approach that builds students' intellect, imagination, inquiry, and integrity. In addition to the continued development of literacy skills through Readers' and Writers' Workshop, at the middle school level an integrated approach to language arts and social studies will provide a transition from learning to read and write to using reading and writing as tools for learning. Additional attention will be paid to academic vocabulary at the middle school level as well.

Readers' Workshop is an instructional model for differentiated teaching of reading that combines explicit instruction in reading strategies with purposeful student interaction with teacher, peers, and text. Students learn through small group instruction, independent practice, partner and small group work. The goal of Readers' Workshop is to produce independent, self-directed readers.

Writers' Workshop is an instructional model for differentiated teaching of writing that combines explicit instruction in writing mechanics and creative use of language with the ongoing practice of writing. Instruction is designed around student-generated subject matter and incorporates specifically identified conventions of writing logically sequenced according to the readiness displayed in each student's writing. Students learn the skills of prewriting, drafting, revising, editing and publishing; and the approach itself includes a constant process of assessment by both the student and the teacher. The goal of Writers' Workshop is to produce independent writers who are able to write across the curriculum for the full range of purposes both to inform and to express themselves creatively.

Materials must approach teaching reading, writing, and communicating by engaging students in an authentic process of reading and writing, requiring students to read a variety of real text and to write their own material. Teacher will use the resources listed below as guides in the creation and implementation of their readers and writers workshop. In addition, we will purchase leveled readers, trade books, and children's literature to establish multi-leveled classroom libraries for use with Readers' Workshop. We will use the Fountas and Pinnell system of leveled books along with content-based trade books that accompany selected curriculum for both social studies and science.

- Atwell, N. In the middle.
- Atwell, N. The reading zone: how to help kids become skilled, passionate, habitual, crucial readers.
- Calkins, L. The art of teaching of readings.
- Calkins, L. The art of teaching of writing.
- Fountas, I. and Pinnell, G. Guiding readers and writers: Teaching comprehension, genre, and content literacy
- Keene, E. and Zimmermann, S. Mosaic of thought.

- Pinnell, G. and Fountas, I. The continuum of literacy learning Grades K-8: A guide to teaching
- Bear, D., Invernizzi, M., Templeton, S., and Johnston, F. Words their way: word study for phonics, vocabulary, spelling instruction.

Social studies

Social studies is more than memorizing key dates, events, and biographies. Students should develop the skills to study (explore, investigate, analyze, and examine) the past (the events, people, and context) and relate it to their present lives, ultimately leading to the ability to participate in a democracy as informed citizens. Seamlessly integrated with language arts, our middle school social studies curriculum will be a literature based curriculum guided by content area standards and student interest and built upon inquiry-based thematic units.

Inquiry-based thematic units will allow our students to develop skills in analysis, interpretation, and evaluation and continue the development of literacy skills as our students engage in historical fiction, biography, artifacts, multi-media resources, oral histories, historical documents, and geographic resources. Our curriculum will ensure that our students master the content knowledge (the what happened?, where?, when?, and to whom? of history) and the skills of a historian (the processes of doing historical research).

For grades 6-8, objectives, learning standards, content and skill development will primarily focus on oral and written expression and critical analysis of various kinds of text. Each year sixth, seventh, and eighth grade students will design and conduct their own research projects in social studies guided by the Vermont state social studies standards which require students to:

- Initiate inquiry;
- Develop a hypothesis;
- Design a research plan;
- Conduct research; and,
- Communicate research findings.

In addition to examining the facts about the people, places, and specific events that occurred during specific time periods, students will explore history through thematic lenses that span across time periods, examining issues such as immigration and migration, labor (forced/free; skilled/unskilled), the impact of environment and geography on people, and people's impact on the environment. Essential questions that guide thematic units may include:

- What does it mean to be free?
- What does it mean to be a citizen?
- How do people deal with conflict?
- How do societies organize themselves?
- What is the difference between rights and responsibilities?
- What is the role of government?

Our inquiry-based approach to teaching will take full advantage of the richness of our nation's capitol as the primary social studies "text." Using Washington, DC as a living textbook, teachers will create inquiry-based units that ensure students develop the knowledge, skills, and dispositions necessary for effective citizenship and mastery of the content related to local, national, and world histories and cultures and economics. Teacher created curricular materials will adhere to content area standards, build upon student needs and interests, and integrate the resources here in Washington, DC.

We anticipate using the wide array of museums (Smithsonian Museums, National Geographic Museum, Frederick Douglas Historical Site, etc.) and cultural resources to allow our students to experience, examine, and explore history, culture, geography, and citizenship. As stated above, we will use commercially available curricular materials to complement teacher created curriculum. Instructional materials for teaching social studies must engage students in understanding the process of the development of human history and the stories of people, nations, and civilizations. Additional criteria for selecting resources include:

- Allowing room for student input, voice, and choice
- Assessing students through authentic and performance measures

Instructional materials for teaching social studies must center around engaging students in understanding the process of the development of human history; the stories of people, nations, and civilizations; the interaction among people, place, and time; and the relationship of the study of the past with the students' present. We are currently considering the following commercially available curricular materials as complements to teacher created instructional units:

- History Alive (6-8)
- Harcourt Brace Social Studies (6)
- Holt McDougal World History
- Holt McDougal US History

Proposed social studies scope and sequence:

Grade 6	Grade 7	Grade 8
Ancient Civilization • Egypt and Ghana • Maya and Aztec • China and India • Rome and Greece	US History Part 1 • Native American culture • European exploration & colonization • Colonial America • Slavery • Revolutionary Period • The New Nation • Western Expansion • Civil War	US History Part 2 • Reconstruction • Industrialism • World War I • Great Depresssion • WWII • Civil Rights Era • Modern Era - present

Math

Middle school math will be grounded in problem solving while allowing students to solidify their fluency in all four operations with integers and fractions. Through teacher created instructional units and guided by curricular standards and student interest, students will work collaboratively and independently on standards-based investigations that integrate math and science. For example, students may build various types of bridges and use math to determine how much weight each structure can support. In a study on space exploration, students may develop skills in graphing and working with ratios when examining the differential effects on gravity on various planets. Students will learn to connect math to their lives outside of school and communicate their mathematical thinking and document their mathematical reasoning. Our differentiated instructional approach will ensure that by the end of 8th grade students will be prepared for Algebra I in 9th grade at a minimum.

In line with our mission and in support of our student goals, mathematics materials must engage students in the process of solving authentic problems and reasoning. Instructional materials must place at least as much emphasis on the understanding of mathematical concepts and processes as on memorization of basic math facts and operations.

For grades 6-8, objectives, learning standards, content and skill development will primarily focus on algebra and geometry, with increased complexity from the earlier grades. Materials must incorporate a high use of manipulative to build student understanding. In alignment with our inquiry-based, student-centered approach to teaching and learning, we are considering curricular materials that emphasize problem solving, inquiry-based learning, and critical thinking. Currently, we are considering:

- Progress in Mathematics (6-8)
- Connected Mathematics (6-8)
- Holt McDougal Mathematics (6-8)
- Connected Math Program (6-8)

We recognize that no single math curriculum perfectly matches the needs of a school. We anticipate supplementing the chosen curriculum with teacher created materials and commercially available supplements. Specifically, we are considering the supplemental math curricular materials:

- Mathematics...a Way of Thinking (3-6)
- Everyday Counts (PreK-8)

Science

Middle school science is an exploration of all areas of science guided by student inquiry. Students use in-class laboratory experiences and the natural world to investigate topics in life science, physical science, and chemical science. Teachers will guide student led inquiry to ensure that students develop skills in the scientific process and mastery of scientific concepts. Since inquiry undergirds our entire instructional approach, students will become experts in the process of formulating questions and hypotheses, designing experiments, documenting and analyzing data, and communicating their results. The science curriculum will build upon the wide variety of resources available in Washington, DC, including, but not limited to:

- Anacostia Park
- Kenilworth Park and Aquatic Gardens
- Air and Space Museum
- U S Botanical Gardens
- Rock Creek Park
- National Zoo
- National Academies of Sciences

To complement inquiry based instructional units, commercially available instructional materials must focus on teaching science by engaging students in the scientific process: wondering and the creation of a hypothesis; observation; experimentation; collection and analysis of data; drawing and defending a conclusion; and asking follow-up questions for further investigations. These kinds of materials will move students to achieve our goals in intellect, inquiry, and imagination. In addition, curricular resources will help students develop content area literacy skills and provide natural gateways to integrate science and math.

We are considering commercially available curricular materials that focus on hands-on exploration and student led inquiry. Currently, we are considering the following curricula:

- Full Options Science Systems (FOSS) (K-8)
- Delta Science (K-8)
- BSCS Science & Technology (6-8)

For grades 6-8, objectives, learning standards, content and skill development will again deepen the understanding of scientific thinking and inquiry, as well as broaden the study of earth science (i.e. solar system, weather and climate, plate tectonics), physical science (i.e. structure of matter, energy, force), and life science (i.e. cell biology, genetics, human body, ecology).

Assessments

As fully discussed in *Section A.2.c.1. Formative and Summative Assessments*, all student progress will be monitored using both formative and summative assessments of student learning. In additional to the school-wide standardized assessments, teachers will rely on classroom-based assessments that will include portfolios, analysis of student work samples, student exhibitions and project presentations. These assessments will be used to assess student learning and understanding, and to help teachers plan appropriate instructional experiences for each student.

Inspired Teaching Demonstration School – Standards for Student Learning

Adapted from Vermont's *Framework*

The Vital Results

Communication

Reading
Strategies
Accuracy
Comprehension
Range of text

Writing
Traits of effective writing
Conventions
Responses to literature
Reports
Narratives
Procedures
Persuasive Writing
Personal essays
Poetry

Listening
Clarification & restatement
Critique

Expression
Speaking
Artistic dimensions
Notation and representation

Information Technology/ Information Literacy
Information technology
Research
Communication of data selection
Simulation & modeling

Reasoning and Problem Solving

Questioning/Problem Solving
Types of questions

Problem Solving
Problem solving processes
Types of problems
Improving effectiveness
Mathematics dimensions

Approach
Application
Information
Taking risks
Persevering

Abstract & Creative Thinking
Fluency
Elaboration
Flexibility
Product/service
Planning/organization

Personal Development

Worth & Competence
Goal-setting
Learning strategies
Respect

Healthy Choices
Development
Healthy choices
Physically active lifestyle choices

Making Decisions
Informed decisions
Personal economics
Sustainability

Relationships
Teamwork
Interactions
Conflict resolution
Roles & responsibilities

Civic and Social Responsibility

Service
Service
Democratic processes

Human Diversity
Cultural expressions
Effects of prejudice

Change
Continuity and change
Understanding place

The Fields of Knowledge

Arts, Language, and Literature

Critical Response
Eras and styles
Times and cultures
Universal themes
Aesthetic judgment
Point of view
Critique and revision
Audience response

Literature and Media
Types of literature
American literature
Diverse literary traditions
Literary elements and devices
Literate community
Responding to text
Responding to media
Design and production

The English Language
Changes in language
Dialects
Structures

Artistic Process
Intent
Critique
Artistic problem solving
Exemplary works
Analysis
Perspective

Elements, Forms, and Techniques in the Arts
Artistic proficiency
Visual arts
Music
Theater
Dance

History and Social Sciences

Investigation and Critical Evaluation
Causes and effects in human societies
Uses of evidence and data
Analyzing knowledge

History
Historical connections
Traditional and social histories
Being a historian

Geography
Geographical knowledge
Movements and settlements

Citizenship
Meaning of citizenship
Types of government
Institutional access
Human Rights

Diversity and Unity
Concepts of culture
Forces of unity and disunity

Economics
Knowledge of economic systems

Conflicts and Conflict Resolution
Nature of conflict

Identity and Interdependence
Identity and interdependence

Science, Mathematics, and Technology

Inquiry, Experimentation, and Theory
Scientific method
Investigation
Theory
History of science, mathematics, and technology
Roles and responsibilities

Mathematical Understanding
Number sense and operations
Geometry
Measurement
Algebra and patterns
Data analysis, statistics, and probability
Applications

Space, Time, and Matter
Matter, motion, forces, and energy

The Living World
Organisms, evolution, and interdependence
The human body

The Universe, Earth, and Environment
Theories, systems, and forces

Technology and Design
Natural resources
Technological systems
Outputs and impacts
Designing solutions

Curriculum Sample
3RD Grade Mathematics
Excerpt from Pacing Guide

Focus Standard for Unit

Standard M3: 14 Demonstrates conceptual understanding of perimeter of polygons, and the area of rectangles on grids using a variety of models or manipulatives. Expresses all measures using appropriate units.

M(G&M)–3–6

Clustered Standards

M3:6. Mentally adds and subtracts whole-numbers facts through twenty with accuracy.

M3:7. Estimates and evaluates the reasonableness of solutions appropriate to grade level.

M3: 15. Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.

M3:30. Demonstrate understanding of mathematical problem solving and communication through:

- Approach & Reasoning—The reasoning, strategies, and skills used to solve the problem;
- Connections—Demonstration of observations, applications, extensions, and generalizations;
- Solution—All of the work that was done to solve the problem, including the answer;
- Mathematical Language—The use of mathematical language in communicating the solution;
- Mathematical Representation—The use of mathematical representation to communicate the solution; and
- Documentation—Presentation of the solution.

Prerequisite Skills

-Students will recognize and identify regular polygons, including squares, rectangles, triangles, hexagons, and octagons.

-Students will use a ruler to measure line segments in inches and centimeters.

-Students will mentally add numbers 1-20 with fluency and accuracy

NB: All students, regardless of prior achievement, should receive instruction in grade-level content. Teachers should use student data to determine which, if any, students have not yet mastered pre-requisite skills, and plan accordingly to provide those students with additional support and scaffolding in the course of this unit.

Unit Plan

Time Frame	Learning Objective	Instructional Strategies	Instructional Materials	Assessments
Day 1	-Students will define *perimeter* -Students will accurately measure the perimeters of rectangles and squares	-Problem-Based Learning: How could you predict the amount of tape you would need to put a 'racing stripe' around outside of your desk? -Mini-Lesson: Definition and examples of perimeter -Guided practice: Students work in pairs to determine perimeter of square and rectangle manipulatives	-Colored tape -Rulers and yardsticks -Tagboard cutouts of rectangles and squares of various sizes	-Exit slip: Students individually measure illustrations of one rectangle and one square
Day 2	-Students will recognize and understand the formula for finding the perimeter of rectangles and squares	-Warm up: Touch something in the room that has a rectangle shape. Trace its perimeter with your hand. (Repeat 3-5 times.) -Problem-Based Learning: How can you find the perimeter of a rectangle or square making as few measurements as possible? -Mini-Lesson: Demonstration of formula for perimeter of a rectangle -Guided practice: Students draw two numbers and create rectangles with the specified length and width. Illustrations are labeled with captions giving the formula for finding the figure's perimeter.	-Rulers -Tagboard cutouts of rectangles and squares of various sizes -Cards or paper slips marked with whole numbers 1-20	-Brief Constructed Response: Why does the formula for finding the perimeter of a rectangle make sense?
Day 3	-Students will accurately measure the perimeter of triangles, hexagons, and octagons	-Warm up: Jumping jacks, skip-counting by 3s, 6s, and 8s -Think-Pair-Share: Given what you know about finding the perimeter of rectangles, how might you find the perimeter of other	-Rulers -Tagboard cutouts of triangles, hexagons, and octagons	-Brief Constructed Response: How are the formulas for finding the perimeter of squares and triangles

		shapes like triangles, hexagons, and octagons? -Guided practice: Students work in pairs to determine perimeter of manipulatives		similar? How are they different?
Day 4	-Students will accurately solve word problems involving perimeter of polygons	-Brainstorm: When might you need to measure the perimeter of something in your everyday life? Who in the world might need to know how to do this for their jobs? --Mini-Lesson: Demonstration of word problems involving perimeter, with focus on language cues used to indicate perimeter -Guided practice: Students solve 3-5 word problems in pairs.	-6-10 word problems of varying difficulty, using customary and metric measurements	-Independent practice: Students solve 3 word problems on their own.
Day 5	-Students will demonstrate mastery of learning objectives covered in Days 1-4	-Learning Centers: In small groups, students cycle through centers applying perimeter a) Interactive online quizzes/games b) String-and-glue perimeter art project c) Sorting activity: From a set of non-congruent shapes, identify those with a perimeter of 6", 8", 9", and 10" d) Music activity: Compose a rap or chant explaining something you learned about perimeter this week	-Classroom computer(s) -Yarn in various colors, glue, construction paper -Tagboard cutouts of rectangles and squares of various sizes	-Quiz on concepts covered so far -Teacher observes and documents obsevations students at work in centers
Day 6	-Students will define *area* -Students will form hypotheses about the relationship between perimeter and	-Warm-Up: Standing shoulder to shoulder, how many students can we fit on the perimeter of the rug? How many can we fit to fill the space of the rug? -Problem-based learning: Students use tagboard		Brief constructed response: How are area and perimeter related? How are they different?

	are of a rectangle	rectangles and square-inch pieces of paper to generate hypotheses about the relationship between perimeter and area -Direct Instruction: Definition of area		
Day 7	-Students will apply a mathematical formula to determine area of squares and rectangles	-Warm up: Touch something in the room that has a rectangle shape. Trace its area with your hand. (Repeat 3-5 times.) -Guided practice: Students draw two numbers and create rectangles with the specified length and width. Illustrations are labeled with the figure's perimeter and area.	-Cards or paper slips marked with whole numbers 1-20	Exit slip: Students answer two questions requiring them to calculate the area of a rectangle
Day 8	-Students will accurately solve word problems involving area of rectangles	-Brainstorm: When might you need to measure the area of something in your everyday life? Who in the world might need to know how to do this for their jobs? --Mini-Lesson: Demonstration of word problems involving area, with focus on language cues used to indicate area -Guided practice: Students solve 3-5 word problems in pairs.	-6-10 word problems of varying difficulty, using customary and metric measurements	-Independent practice: Students solve 3 word problems on their own.
Day 9	-Students will demonstrate mastery of learning objectives covered in Days 5-8	-Learning Centers: In small groups, students cycle through centers applying area a) Interactive online quizzes/games b) Math exploration: Students use plastic tiles to discover/create tessellations c) Sorting activity: From a set of non-congruent	-Classroom computer(s) -Plastic polygon tiles in various shapes and colors -Tagboard cutouts of rectangles and squares of various sizes -1" and 1cm	-Teacher observes students at work in centers -Quiz on concepts covered so far

		shapes, identify those with an area of 12", 16", etc. d) Art activity: Create mosaic designs using paper tiles to cover a plane. Label the area of the resulting figure.	paper squares in various colors, construction paper, glue	
Day 10	-Students will apply knowledge of perimeter and area to create a finished product -Students will explain the idiom, 'Measure twice, cut once.'	-Make and Take: Students have choice to make one of the following: a) A small quilt b) A curtain c) Monogrammed napkins or handkerchiefs	Cloth Chalk Scissors Stitching tape Fabric markers	Students will create a 'museum label' for their project that indicates the object's dimensions as part of its description

Center for InspiredTeaching

Effective Professional Development for Teaching Excellence: Building Capacity, Not Conformity

Substantive Investment in Educators: Designed to Create Lasting Change	***Counterproductive Professional Development***
Teachers are in action: on their feet, talking, debating, and engaging.	*Teachers are seated in chairs, secretly grading papers and doing lesson planning.*
Teachers grapple with tough questions about the teaching/learning process.	*Teachers are expected to accept new approach/ information without question.*
Presenters invite teacher input and customize the session to meet the needs of teachers and their students.	*Presenters follow a rigid, pre-programmed course of instruction.*
Teachers are challenged to articulate and defend their educational philosophies and to have the opportunity to listen to and learn from the philosophies of their colleagues.	*The session addresses teaching as a technical process only and does not include any exploration of personal philosophies of education or children.*
Teachers leave with lessons they themselves have created to meet the needs of their students and curriculum requirements. Teachers have developed the knowledge and confidence to continue to create effective lessons.	*Teachers leave with pre-scripted lessons created by an outside "expert."*
Teachers leave wanting more: asking questions, engaging in lively discussion, and realizing they have a lot of hard work ahead of them.	*Teachers leave feeling they have all the answers.*
Teachers leave with new skills that they will adapt to their classrooms and which require them to *think* about teaching.	*Teachers leave with hand-outs which tell them what to do, thereby bypassing their thinking processes.*
Teacher and student input shape the way the approach is implemented.	*"Guaranteed," predictable results.*
Presenters provide supportive, consistent follow-up.	*Little or no follow-up is provided.*
Presenters treat teachers as professionals with expertise.	*Teacher-proof.*

© Center for Inspired Teaching, 2008

The two rubrics below are excerpts from Center for Inspired Teaching's Teaching Fellow Selection rubric. Hiring for the PCS will use similar tools for evaluating candidates.

EMBRACES WHOLE CHILD APPROACH

5!

4 ***There is clear, consistent, and convincing evidence that the applicant is open to embracing a child-centered teaching philosophy.***

- It is clear that the applicant has experience in observing and appreciating what children bring; an authentic love and appreciation for the unique nature and concerns of children is expressed.
- The applicant has high expectations for children; believes that children possess much greater capacity than they're typically given credit for.
- The applicant's ideas reflect an awareness that children are developing in multiple, equally important ways: physically, emotionally, socially, and cognitively.
- The applicant seems to appreciate child development as a fascinating and complex process.
- The applicant demonstrates the capacity to think about school, learning, and other topics from the child's point of view.
- The applicant believes that play and learning are intimately connected.

3 ***There is clear evidence that the applicant is open to embracing a child-centered teaching philosophy.***

- The applicant has high expectations of children and believes that schools can do much more to help them develop appropriately.
- The applicant's ideas reflect an awareness that children are developing in multiple, equally important ways: physically, emotionally, socially, and cognitively.
- The applicant demonstrates the capacity to think about school and learning from the child's point of view.
- The applicant thinks about children as developing, but not as 'underdeveloped.'
- The candidate demonstrates the understanding that children may have a different point of view than adults, and is willing to take the child's perspective into account in decision-making.
- The applicant believes that play is important to learning.

2 ***There is limited evidence that the applicant will embrace a child-centered teaching philosophy.***

- The applicant has generally positive things to say about children and families, but examples or ideas lack specificity or the authenticity of experience.
- Common misperceptions about children, schooling, etc. may be present, but there is also evidence that the applicant is open to new ideas and points of view.
- The applicant has a positive regard for play in learning, but may place limits on the belief--for instance, thinks that play is appropriate for young learners but not older learners, or perhaps believing it is appropriate for some subjects but not others.

1 ***There is no evidence that the applicant will embrace a whole-child philosophy, or, evidence suggests that the applicant will resist adopting student-centered beliefs.***

- The applicant espouses strong behaviorist beliefs about teaching and clearly views children as 'blank slates' that bring little of value to the learning process.
- Evidence in the assessment suggests that the applicant strongly believes in the efficacy of teacher-directed instruction.
- Evidence suggests that the applicant views play as meaningless, inessential, or frivolous.

Commitment to Reflective Practice

5!

4 ***There is clear, consistent, and convincing evidence that the applicant has a commitment to reflective practice.***

- The applicant eagerly seeks out feedback and receives it with curiosity.
- The applicant is highly attuned to verbal and nonverbal feedback from others and adapts body language, communication style, or approach to maximize impact.
- The applicant spontaneously engages in self reflection or otherwise indicates a high degree of self-awareness; can accurately identify his/her impact on a situation.
- The applicant exhibits a clear sense of his/her strengths as well as weaknesses, and generates ideas for maximizing strengths and minimize weaknesses.
- The applicant eagerly engages with tough questions and approaches problems with a drive and passion.

3 ***There is clear evidence that the applicant has a commitment to reflective practice.***

- The applicant seems generally attuned to verbal and nonverbal feedback and attempts to adapt accordingly; may miss cues at times, or some adjustments may be ineffective.
- The applicant engages in self reflection when prompted and demonstrates skills of self-awareness; can usually identify his/her impact on a situation.
- The applicant exhibits some sense of their strengths as well as areas for development, and generates ideas for maximizing strengths and minimize weaknesses.
- The applicant is not discouraged by tough questions and approaches problems with confidence.

2 ***There is limited evidence that the applicant has a commitment to reflective practice.***

- The applicant responds positively to overt or direct feedback, but often misses more subtle cues; or, adjustments based on feedback are often ineffective.
- The applicant attempts self-reflection when prompted but attempt is not very effective. May accurately identify own impact on a situation, but focuses equal energy on external factors.
- The applicant exhibits a limited sense of personal strengths and weaknesses, or may not consistently own up to weaknesses.
- The applicant appears discouraged by tough questions and approaches problems with minimal confidence and/or enthusiasm.

1 ***There is no evidence that the applicant has a commitment to reflective practice, or, evidence suggests that the applicant is resistant to being reflective.***

- The applicant seems unaware of subtle feedback, or, responds to constructive feedback with defensiveness.
- The applicant avoids engaging in self-reflective processes, even when prompted.
- The applicant appears unaware of their strengths and areas for development, or does not believe there is room for personal growth.
- The applicant appears discouraged or turned off by tough questions and disengages from problem solving.

SERVICES AGREEMENT

THIS SERVICES AGREEMENT ("Agreement") is entered into this [•] day of [•], 2010 between Inspired Teaching Demonstration Public Charter School (the "School"), a District of Columbia not-for-profit corporation and Center for Inspired Teaching, a District of Columbia not-for-profit corporation ("Inspired Teaching").

BACKGROUND

Inspired Teaching established a founding group for the School and sought to establish the School to provide a better education for children in the District of Columbia by using the teaching philosophies of Inspired Teaching in the School and with teachers who will promote and use the teaching philosophies of Inspired Teaching. As such, Inspired Teaching has committed to providing many services to the School both during its implementation phase and after the School opens in order for the School to achieve its mission and the objectives as established by the founding group.

The School desires to utilize many of the services that Inspired Teaching can make available to it to allow the School to assist its students with learning and achieving at high levels and getting the best education possible and available to them. In addition to compensation for such Services, the School will agree to provide certain services to Inspired Teaching. Both parties desire to reflect these agreements in this Agreement, and both parties intend to be legally bound hereby.

AGREEMENTS

1. Services to be Provided by Inspired Teaching. Inspired Teaching agrees to provide the following services (the "Inspired Teaching Services") to the School:

(a) Recruit, select and prepare Teaching Fellows (as defined below) for employment with the School. Inspired Teaching shall provide educational and other services to the Teaching Fellows prior to, during and after their employment with the School. Inspired Teaching shall consider the recommendations of the School's representatives, including the School's Executive Director and Principal, as to which Teaching Fellows shall be placed at and employed by the School, prior to making the final determination as to which Teaching Fellows shall be placed at and employed by the School. A "Teaching Fellow" shall mean an individual who is enrolled in the Center for Inspired Teaching's Teacher Certification Program.

(a) Recruitment and selection services with respect to the School's recruitment and selection of its Executive Director, Principal and Master Teachers (as defined below). During fiscal years 2010 and 2011 for the School, Inspired Teaching shall provide to the School a sufficient number of qualified individuals to be members of the School's hiring committee in order that such qualified individuals provided by Inspired Teaching shall constitute at least 50% of the total number of members of the School's hiring committee. Beginning in fiscal year 2012 for the School and beyond, Inspired Teaching shall provide to the School at least one qualified individual to be a member of the School's hiring committee. In all instances, if requested by the School, Inspired Teaching shall provide additional qualified individuals to be members of the School's hiring committee. Inspired Teaching, in its reasonable judgment, shall determine if an individual is qualified to be a member of the School's hiring committee. A "Master Teacher" shall mean an individual who is hired by the School to have primary instructional responsibility for the students in his/her classroom.

(b) Inspired Teaching shall, in partnership with the School, develop the annual professional development plan (the "PD Plan") for the School. The School initially designates its Principal to be the

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primary contact for Inspired Teaching to work with to develop the PD Plan. The School may, from time to time, designate an additional or different person to work with Inspired Teaching on its PD Plan and shall notify Inspired Teaching in writing of such changes. Each year, after approval by the School's Board of Directors and prior to implementation by the School, Inspired Teaching shall determine whether the proposed PD Plan is appropriate for the School and shall approve, or modify and approve, such PD Plan. Inspired Teaching shall also be responsible for approving any modifications proposed by the School to be made to the PD Plan during the school year.

(c) Inspired Teaching shall be the primary provider to the School of all professional development services for the School. Inspired Teaching shall approve any other providers of professional development services that the School intends to use. Inspired Teaching shall use its reasonable judgment in assessing whether to approve any other such providers.

(d) Inspired Teaching shall provide the School with a performance evaluation system for the School to use in evaluating its Principal, Master Teachers, and Teaching Fellows. Inspired Teaching shall periodically update or revise, as Inspired Teaching determines is appropriate, the performance evaluation system for the School to ensure that the performance evaluation system provides the School with the tools it needs to appropriately evaluate its Master Teachers and Teaching Fellows. Each year, or more frequently if agreed to by the School and Inspired Teaching, Inspired Teaching shall use the performance evaluation system to evaluate the School's Teaching Fellows and shall provide the School with the results of the evaluation as it deems appropriate.

(e) During school year 2010-2011 and 2011-12 for the School, Inspired Teaching shall provide to the School a sufficient number of qualified individuals to be members of the School's curriculum committee in order that such qualified individuals provided by Inspired Teaching shall constitute at least 50% of the total number of members of the School's curriculum committee. Beginning in school year 2012-13, Inspired Teaching shall provide to the School at least one qualified individual to be a member of the School's curriculum committee. In all instances, if requested by the School, Inspired Teaching shall provide additional qualified individuals to be members of the School's curriculum committee. Inspired Teaching, in its reasonable judgment, shall determine if an individual is qualified to be a member of the School's curriculum committee.

(f) Each calendar quarter, beginning in the school year 2011-12, Inspired Teaching shall conduct a program quality review of the School's instruction and professional learning community. Inspired Teaching shall provide a written report of each quarterly program quality review it conducts to the School's Board of Directors within the time period agreed to by the School and Inspired Teaching.

(g) Inspired Teaching shall provide communication and community outreach services to the School as requested by the School. The primary objective of the communication and community outreach services to be provided by Inspired Teaching are to positively promote, on behalf of the School, Inspired Teaching's approach to instructing students and training teachers.

(h) Inspired Teaching agrees to meet at least on a monthly basis with the Executive Director and Principal of the School to, among other matters, discuss and assess the School's performance and progress on issues such as instruction, school climate, professional development, fundraising, communications and community outreach and to ensure that Inspired Teaching is providing the Services in a manner that the School has the ability to fulfill its mission and objectives.

2. Services and Agreements of the School. The School agrees to provide the following services (the "School Services") to the Inspired Teaching and additionally agrees to the following:

(a) The School shall employ Teaching Fellows from Inspired Teaching following such Teaching Fellows' training year with Inspired Teaching. The School shall provide employment and training for each such Teaching Fellow for a minimum of one school year. At least [•] months prior to the beginning of each school year, the School and Inspired Teaching shall meet to discuss and mutually agree upon the number of Teaching Fellows that the School shall employ for the upcoming school year. The School agrees that Inspired Teaching shall make the final determination of which Teaching Fellows shall be placed at and employed by the School each school year.

(b) The School shall provide its Executive Director and Principal, and at the request of Inspired Teaching, additional personnel to participate in Inspired Teaching's recruitment and selection of Teaching Fellows for Inspired Teaching's program. The School agrees that Inspired Teaching shall make the final determination as to which Teaching Fellows shall be placed at and employed by the School each school year; provided, that Inspired Teaching makes such determinations in compliance with its obligations pursuant to the Inspired Teaching Services.

(c) The School shall hire individuals for the positions of Executive Director, Principal, Master Teacher and other management or management-related positions that are trained in, or highly skilled in, the philosophies and teachings of Inspired Teaching.

(d) The School agrees that it shall work in partnership with Inspired Teaching to develop the Professional Development Plan for the School each school year. Each year, the School shall submit its proposed Professional Development Plan to its Board of Directors for approval. The School further agrees that it shall not implement any proposed Professional Development Plan until Inspired Teaching has approved such proposed Professional Development Plan and provided such approval to the School in writing. The School also agrees that it shall not make or implement any modifications to the Professional Development Plan after its approval by Inspired Teaching unless and until Inspired Teaching has approved such modifications.

(e) The School agrees that Inspired Teaching shall be the primary provider to the School of all professional development services for the School. The School further agrees that Inspired Teaching shall approve any other providers of professional development services that the School intends to use prior to their use by the School.

(f) The Executive Director and Principal of the School shall meet at least on a monthly basis with Inspired Teaching to, among other matters, discuss and assess the School's performance and progress on issues such as instruction, school climate, professional development, fundraising, communications and community outreach and to ensure that Inspired Teaching is providing the Services in a manner that the School has the ability to fulfill its mission and objectives.

(g) The School shall, on at least an annual basis, conduct performance evaluations of each Master Teacher and other personnel member of the School using the performance evaluation system provided to the School by Inspired Teaching. Based on the results of the performance evaluations, the School shall provide remediation counseling and training for each Master Teacher and other School personnel member that is not performing at the appropriate levels set forth in the performance evaluation system.

(h) The School shall form a curriculum committee that shall set the curriculum for each class at the School. The School shall include as members of the curriculum committee the individuals provided by Inspired Teaching in accordance with this Agreement. The School shall designate the Principal and any other Master Teachers designated by the Principal to monitor and ensure the correct implementation

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of the curriculum for each class in the School as established by the curriculum committee. The School shall design and develop the curriculum for each class in the School based on the principles set forth in Exhibit A to this Agreement.

(i) The School shall, with the assistance of Inspired Teaching, develop and implement action plans to improve the quality of its instruction and professional learning community based on the quarterly program review reports provided to the School by Inspired Teaching. The School shall provide regular updates to Inspired Teaching regarding the implementation and success of such action plans.

(j) The School shall design, develop and implement, in cooperation with Inspired Teaching as set forth in this Agreement, a communications and community outreach program that is designed to positively promote Inspired Teaching's approach to instructing students and training teachers as implemented by the School, and to educate potential students and their families, as well as the community at large, about the School's mission and methods of teaching and education. The School agrees that its communication and community outreach strategy shall ensure that it appropriately communicates that the School is a demonstration site for Inspired Teaching's approach to educating students and training teachers.

3. Fundraising. The School and Inspired Teaching agree that each party shall be responsible for and shall conduct their own fundraising activities. To ensure that each party is able to maximize their fundraising obligations without detriment to the other party, the parties shall meet from time to time at the request of the other party to discuss their respective fundraising activities.

4. Relationship between the Parties. Inspired Teaching is and shall remain an independent contractor of the School with respect to the performance of the Inspired Teaching Services and nothing contained in this Agreement shall be construed to make either Inspired Teaching or the School a partner, joint venturer, principal, agent or employee of the other. No officer, director, employee, agent, affiliate or contractor retained by Inspired Teaching to perform work on the School's behalf hereunder shall be deemed to be an employee, agent or contractor of the School. Neither party shall have any right, power or authority, express or implied, to bind the other.

5. Term of Agreement. This Agreement will have a term of five years, commencing on the date of this Agreement (the "Initial Term"), which shall automatically renew for an additional three year term on each anniversary date of this Agreement after the expiration of the Initial Term (each, a "Renewal Term" and together with the Initial Term, the "Term"). After the Initial Term, either party may terminate this Agreement during any Renewal Term upon at least 180 days written notice to the other party.

6. Termination.

(a) Repeated Breaches. If a party breaches in any material respect one or more of the representations, warranties, covenants or agreements under this Agreement more than two times during any period of 12 consecutive months, which breach is not cured within 30 days after the breaching party receives notice of such failure or breach, then the non-breaching party may terminate this Agreement upon giving 30 days written notice to the breaching party.

(b) Effect of Termination. Upon expiration or termination of this Agreement pursuant to this Section 6 (the effective date of any termination under the applicable Section, the "Termination Date"), Inspired Teaching shall no longer be obligated to perform any of the Inspired Teaching Services and the School shall no longer be obligated to perform any of the School Services and the School shall have no liability for payments accruing for the Inspired Teaching Services performed by Inspired Teaching after the Termination Date other than as set forth in this Section 6. Notwithstanding the expiration or

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termination of this Agreement (i) the School shall comply with its obligations relating to the payment of fees in respect of the Inspired Teaching Services performed by Inspired Teaching on and prior to the Termination, and (ii) if the School terminates this Agreement by providing 180 days written notice after the Initial Term to Inspired Teaching or Inspired Teaching terminates this Agreement for cause pursuant to this Agreement, the School will reimburse Inspired Teaching after termination of this Agreement for the remaining portion of those agreements entered into by Inspired Teaching with third party vendors in connection with this Agreement and for termination charges, if any, that may apply, provided that the School shall have no reimbursement obligation for those costs that may be allocated to other Inspired Teaching customers.

7. Fees for Services. In consideration of the performance of the Inspired Teaching Services, the School will pay Inspired Teaching the fees set forth on the pricing schedule attached hereto as Exhibit B. Inspired Teaching hereby agrees to send the School a monthly invoice for the Inspired Teaching Services rendered within five days after the end of each calendar month during the Term in order for the School to properly track and record such fees and pay such fees to Inspired Teaching retroactively (including in installment payments satisfactory to Inspired Teaching), once the School has received funds from its fundraising activities; provided, that until July 1, 2010, Inspired Teaching shall provide all such Inspired Teaching Services without compensation; provided, further, that on July 1, 2010 and thereafter, Inspired Teaching shall provide all such Inspired Teaching Services for compensation. The School agrees that if any payment of fees to Inspired Teaching have been deferred due to the School's lack of funds from fundraising activities, upon receipt of any such funds it shall pay the fees due and owing to Inspired Teaching prior to making any other third party payments except such payments which are essential for the day to day operations of the School (e.g., rent, utilities, salaries for School personnel).

8. Pre-Employment Phase. The parties agree that until such time as the School has hired and employed an Executive Director and a Principal, Inspired Teaching shall perform both the Inspired Teaching Services and, as appropriate, the School Services on behalf of the School.

Sections to follow with standard language regarding:
Representations and Warranties
Indemnification
Notices
Governing Law
Assignment
Complete Agreement
Waiver
Severability
Counterparts
Third Party Beneficiaries
Amendment
Signatures

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COUNCIL OF THE DISTRICT OF COLUMBIA
THE JOHN A. WILSON BUILDING
1350 PENNSYLVANIA AVENUE, N.W.
WASHINGTON, D.C. 20004

January 27, 2010

DC Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, DC 20010

Dear Members of the DC Public Charter School Board,

It is our pleasure to express confidence in and support for the ***Inspired Teaching Demonstration Public Charter School***. This innovative educational center, which will open in fall 2011pending charter approval, will offer a unique educational concept with quality programs to help improve the teaching and learning experiences of young school age children in the District of Columbia.

This Demonstration Public Charter School is the brainchild and innovation of the Center for Inspired Teaching, a DC-based nonprofit organization with a 14 year history of investing in teachers as agents of positive change in schools. The Center is comprised of a well respected and committed group of teacher alumni and staff with a strong track record for supporting teachers and students in our city. The Center has earned the trust of teachers, principals, city officials, and, most importantly, parents and students throughout the District of Columbia. It has consistently demonstrated that quality educational programs improve the effectiveness of teaching for our children. The Center's staff is often called upon to provide expert testimony on a range of topics from teacher quality to teacher evaluation to excellence in instruction for students. Members of the DC Council have benefited from their unique expertise at various levels.

As elected officials of the Council, who are duly responsible for the educational well-being of District children, we firmly believe that our children and their families will benefit from a Pre K-8 school that offers excellent instruction to build intellectual capacities and creativity. Master teachers and teaching fellows of the Inspired Teaching Demonstration School will provide students with the opportunity to gain knowledge from a myriad of learning experiences.

Moreover, with a strong learning environment, quality instruction and meaningful experiential-based learning, we also believe that students who attend The Inspired Teaching Demonstration School will excel beyond standard academic measures. These students will be uniquely engaged in a collaborative environment in which adults and children will be linked in continuous learning. The city's overall school system will benefit from the school's on-site residency program that will prepare DCPS and DCPCS teachers to meet the urgent demand for well-prepared and committed educators.

After your thorough review of The Inspired Teaching Demonstration School, we are confident that you will agree that a charter school of this caliber and high quality presents an unprecedented opportunity for our children to succeed. We are sure that you will share our enthusiasm about this exciting new educational opportunity for our students, teachers and our public school system at-large.

Thank you for your consideration of the Inspired Teaching Demonstration School and for your service to our city.

Sincerely,

[redacted]

Councilmember David Catania

[redacted]

Councilmember Mary Cheh

[redacted]

Councilmember Kwame Brown

[redacted]

Councilmember Jack Evans

COUNCIL OF THE DISTRICT OF COLUMBIA
THE JOHN A. WILSON BUILDING
1350 PENNSYLVANIA AVENUE, NW
ROOM 107
WASHINGTON, DC 20004

★ ★ ★

Harry L. Thomas, Jr.
Councilmember Ward 5
Chairman
Committee on Libraries, Parks
and Recreation

TEL: 202-724-8028
FAX: 202-724-8076
HTHOMAS@DCCOUNCIL.US

January 27, 2010

Members of the District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Members of the DC Public Charter School Board,

Center for Inspired Teaching, a DC-based nonprofit organization with a 14 year history of investing in teachers as agents of positive change in schools, is a well respected, committed group with a strong track record of supporting teachers and students in our city. This letter indicates my strong support for the Inspired Teaching Demonstration Public Charter School, which Center for Inspired Teaching proposes to open in fall 2011.

Inspired Teaching has earned the trust of teachers, principals, city officials, and, most importantly, parents and students throughout the city, including Ward 5, by offering programs that are consistently high in quality and that improve the quality of teaching our children experience. Members of Inspired Teaching's staff are frequent expert witnesses at City Council hearings on topics including teacher quality, teacher evaluation, and high quality instruction for students.

Our city's children deserve the best educational opportunities available, and this school will meet the needs of our community directly. Students attending the Inspired Teaching Demonstration School will not only benefit from excellent preK-8 instruction but will also have the opportunity to learn from seasoned Master Teachers and from Teaching Fellows who are studying to become teachers. As the Inspired Teaching Demonstration School will also serve as a residency site to prepare DCPS and DCPCS teachers, the school will meet an urgent need—to prepare and support more high quality teachers for our city. It is my sincere hope that this school will find a home in Ward 5, but I know it will provide a model of good teaching and learning for the entire District.

I encourage you to give favorable consideration to the Inspired Teaching Demonstration PCS.

Sincerely,

[redacted]

Councilmember, Ward 5

GOVERNMENT OF THE DISTRICT OF COLUMBIA
EXECUTIVE OFFICE OF THE MAYOR

Serve DC
The Mayor's Office on Volunteerism

January 13, 2010

Dear Members of the DC Public Charter School Board,

I am writing to express my strong support for Center for Inspired Teaching, a DC-based nonprofit organization that invests in teachers as agents of positive change in schools, as they launch their first Inspired Teaching Charter School. I have been involved with Center for Inspired Teaching for one year, and they are a well respected, committed group with a strong track record of supporting teachers and students in Washington, DC. Given my experience with Inspired Teaching through our AmeriCorps partnership, I look forward to sharing information about the Inspired Teaching Charter School with our networks in helping them recruit students and forge greater community connections.

I know that the Inspired Teaching Charter School will provide a terrific asset to the community. After fourteen years, Inspired Teaching has proven their commitment to ensuring our city's children get the best education possible. It would be a pleasure to partner with Inspired Teaching as they provide an extraordinary opportunity for DC families and students, as well as a model of what good teaching and learning looks like for DC and beyond.

Please don't hesitate to contact me for further information.

Sincerely,

[redacted]

Natalie Wasserman
AmeriCorps Program Officer, Serve DC

441 4th Street, NW Suite 1140 North Washington, DC 20001 ph (202) 727-7925 fax (202) 727-9198

serve.dc.gov

Capital City
Public Charter School

January 25, 2010

Mr. Tom Nida, Chair
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

Dear Chairman Nida and Members of the Board:

I am pleased to offer this letter of support for the Center for Inspired Teaching as they look to launch a charter school. I have met with members of this school's planning team and been extremely impressed with their vision for the school, their strong commitment to providing the best education for DC students and their expertise to get the job done.

The school will implement many of the instructional practices that we use at Capital City. We are very excited to see schools with a similar instructional approach in the District. It broadens our community of practice and provides more opportunities for students to participate in authentic community-based learning. In 2009 Capital City had over 1,000 student applications for PK-8th grades for fewer than 40 spaces. This demonstrates strong interest among parents and students for this type of educational program and a desire for more schools like Capital City.

We have established a partnership with Inspired Teaching to support the development of our teachers and teaching fellows and to assist Inspired Teaching with their teacher education program. The creation of a lab school where teachers can observe best practices in action is an excellent concept. We know that our teachers would benefit from being able to observe in Inspired Teaching classrooms and believe it is an ideal model for training teachers.

Our Upper School currently occupies the building at 3220 16th Street where we hold a 5-year lease. We anticipate relocating our Upper School in 2011 and have discussed the possibility of subletting this space to Inspired Teaching. With the cultural diversity of Mount Pleasant, the proximity to Metro and the community interest in such a school, this could be a great location for Inspired Teaching.

I am looking forward to personally supporting the school with their start-up and development. We hope you give favorable consideration to Inspired Teaching's charter school.

Sincerely,

[redacted]

Karen Dresden
Head of School

3220 16th St., NW Washington, DC 20010 tel: 202.387.1102 fax: 202.387.1104

January 26, 2010

Dear Members of the DC Public Charter School Board,

I am writing to express Teaching for Change's strong support for Center for Inspired Teaching, a DC-based nonprofit organization that invests in teachers as agents of positive change in schools, as they launch their first Inspired Teaching Charter School.

Teaching for Change is a non-profit organization with the mission to provide teachers and parents with the tools to transform schools into centers of justice where students learn to read, write and change the world. Our programs are in the categories of professional development, parent organizing, and publications. Our parent organizing has been adopted as a nation-wide model by the National Education Association. We operate a bookstore in the very popular DC based Busboys and Poets. One of our books, *Beyond Heroes and Holidays: A practical guide to K-12 anti-racist, multicultural education and staff development* has been adopted as the core text for teacher education courses across the country. We were selected in 2004 for the National Association of Multicultural Education (NAME) Organization of the Year Award and in 2010 are celebrating our 20th anniversary.

We recognize the important role Center for Inspired Teaching plays in the DC area, supporting teachers to structure learning opportunities for students of all ages to reach their full academic, social and emotional potential in a joyful and empowering learning environment. Unlike many of the current national and local initiatives, Center for Inspired Teaching posits the teacher at the center of school reform and builds on the assets of student, family and school staff to improve student achievement. For this reason, our own parent engagement project, Tellin' Stories at Teaching for Change, has collaborated with Inspired Teaching for the past ten years. Center for Inspired Teaching staff has provided energizing workshops for our parent and community leaders, and together, our staffs have brainstormed more authentic ways to involve parents in their children's education.

Teaching for Change is enthusiastic about and supportive of Center for Inspired Teaching's proposal to establish a charter school. We believe the new school will provide a terrific asset to the community as a learning ground for new and veteran teachers to practice the most effective teaching strategies under the wisdom and passion of experienced mentors. We hope to deepen our collaboration with Center for Inspired Teaching once the charter application has been approved. Prioritizing meaningful family and community engagement, we will work together to implement a research-based and field-tested approach to building partnerships that enhance the academic and social achievement of all children.

We look forward to contributing to what promises to be an extraordinary initiative, providing an exciting and much-deserved new opportunity for DC families, students and educators. After fourteen years, Center for Inspired Teaching has proven its commitment to ensuring our city's children get the best education possible. It would be a pleasure to partner with Center for Inspired Teaching as they build upon their model of what good teaching and learning looks like for DC and beyond.

Please don't hesitate to call if you need additional information.

Sincerely,

[redacted]

Deborah Menkart, Executive Director

www.teachingforchange.org
PO Box 73038
Washington, DC 20056
800-763-9131 202-588-7205

1816 12th Street, NW • Washington, DC 20009 • 202/462-6686 • Fax: 202/462-8369 • www.flocdc.org

January 20, 2010

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

Dear Members of the DC Public Charter School Board:

I am writing this letter to express my strong support for Center for Inspired Teaching, a DC-based nonprofit organization that invests in teachers as agents of positive change in schools, as they launch their first Inspired Teaching Charter School. Center for Inspired Teaching is a well-respected, committed group with a strong track record of supporting teachers and students in Washington, DC.

For Love of Children (FLOC) is a community-based nonprofit organization that has worked with high-risk children and teens in Washington, DC since 1965. From its inception, FLOC has created innovative programs that address the needs of our city's most vulnerable children and families. FLOC's mission is to provide these youth with the resources they need to achieve educational and personal success through programs that prepare them to become confident, life-long learners and contributing members of their communities. FLOC uses education to empower young people and their families to close society's advantage gap and break the cycle of poverty.

We have been involved with Center for Inspired Teaching in a variety of ways over the past 10 years, including participation in their coursework, workshops, and presentations, as well as benefiting by partnering with several schools that have invested in their programs. During this time, we've seen stronger and better equipped teachers and administrators make for better partners in high quality after-school programs. With our history of partnership, we wholeheartedly endorse their charter school application and look forward to supporting the organization with both their recruitment and programming efforts.

For Love of Children hopes to contribute further to this effort by supporting educational outreach through potential in-school or after-school programming, and by forging greater community connections. We are looking forward to strengthening what promises to be an extraordinary initiative that will provide an exciting opportunity for DC families and students. I know that the Inspired Teaching Charter School will be a terrific asset for the community.

We believe that one of FLOC's key strengths is its 44+ year commitment to Washington's children, where we teach, empower and transform lives, and we enthusiastically support the Center for Inspired Teaching as they provide a model of what good teaching and learning looks like for DC and beyond.

Sincerely,

[redacted]

Tim Payne
Executive Director

PLAYWORKS
EDUCATION ENERGIZED

January 24, 2010

Playworks Washington DC
1455 21st St. NW
Washington D.C. 20036
(202) 462-0007

playworks.org

Dear Members of the DC Public Charter School Board,

I am writing to express my strong support for Center for Inspired Teaching, a DC-based nonprofit organization that invests in teachers as agents of positive change in schools, as they launch their first Inspired Teaching Charter School. Center for Inspired Teaching is a well respected, committed group with a strong track record of supporting teachers and students in Washington, DC. Given the Center for Inspired Teaching and Playworks shared goal of improving educational experiences for young people in Washington DC, I wholeheartedly support their charter school application and look forward to supporting the organization with both their recruitment and programming efforts.

Playworks hopes to further contribute to this effort by supporting educational programming through in-school/after-school/summer school programming, and forging greater community connections. We are looking forward to strengthening what promises to be an extraordinary initiative providing an exciting new opportunity for DC families and students. I know that the Inspired Teaching Charter School will provide a terrific asset to the community and anticipate a valuable partnership with Inspired Teaching as they provide a model of what good teaching and learning looks like for DC and beyond.

Sincerely,

[redacted]

Vanita Bhargava
Interim Executive Director
Washington DC

EDGEWORKS
DANCE THEATER

HELANIUS J. WILKINS, Founder & Artistic Director

January 21, 2010

Dear Members of the DC Public Charter School Board,

It is with great pleasure that I write to express my strong support for Center for Inspired Teaching, a DC-based nonprofit organization that invests in teachers as agents of positive change in schools, as they launch their first Inspired Teaching Charter School. Center for Inspired Teaching is a well respected, committed group with a strong track record of supporting teachers and students in Washington, DC. I have been involved with Center for Inspired Teaching since 2005, through conducting professional development workshops and mentoring. I wholeheartedly support their charter school application and look forward to supporting the organization with both their recruitment and programming efforts.

As the Founding Artistic and Executive Director of EDGWORKS Dance Theater, DC's premier all male contemporary dance company of predominately African-American men, I hope to further contribute to this effort by supporting educational programming through in-school/after-school/summer school programming, and forging greater community connections. We are an arts-centered organization built on a foundation of collaboration and partnerships; and believe that a collaboration with Center for Inspired Teaching will be a rich opportunity to positively impact the lives of families, especially youth. We are looking forward to strengthening what promises to be an extraordinary initiative providing an exciting new opportunity for DC families and students. I know that the Inspired Teaching Charter School will provide a terrific asset to the community and anticipate a valuable partnership with Inspired Teaching as they provide a model of what good teaching and learning looks like for DC and beyond.

Center for Inspired Teaching is an organization that is truly making a difference in the greater DC area.

Sincerely,

[redacted]

Helanius J. Wilkins
Founding Artistic & Executive Director

PO Box 73396 • Washington DC, 20056-3396 • P (202) 483-0606 F (202) 483-0555 • www.hjwEdgeworks.org

DC ARTS & HUMANITIES EDUCATION COLLABORATIVE INCORPORATED

January 20, 2010

Dear Members of the DC Charter School Board,

On behalf of the DC Arts & Humanities Education Collaborative, it is with great pleasure that I extend our strong support for Center for Inspired Teaching, a DC-based nonprofit organization that invests in teachers as agents of positive change in schools, as they launch their first Inspired Teaching Charter School. The DC Collaborative is a membership organization of arts and cultural organizations in DC, working together to ensure equitable access to arts education for DC public school students (DCPS and Public Charter.). Our organization works extensively with District schools, and I can think of no better organization to establish a charter school than Center for Inspired Teaching. Center for Inspired Teaching is a well respected, committed group, with a strong track record of supporting teachers and students in Washington, DC.

We have been involved with Center for Inspired Teaching for several years, through our Arts for Every Student Professional Development Initiative (PDI). The PDI provides workshops for teachers to learn innovative and arts-infused teaching strategies for the classroom. The professional development workshops provided by Center for Inspired Teaching are well attended by our partner schools and teachers, and are considered to be highly effective in enriching classroom practice. We wholeheartedly support their charter school application and look forward to supporting the organization with both their recruitment and programming efforts. Additionally, we are committed to working with the Inspired Teaching Charter School as a link to the DC arts community, and as a resource and support for best practices in arts integration through our Arts for Every Student (AFES) program.

We look forward to strengthening what promises to be an extraordinary initiative providing an exciting new opportunity for DC families and students. I know that the Inspired Teaching Charter School will be a terrific asset to the community, and anticipate a valuable partnership with Inspired Teaching as they provide a model of what good teaching and learning looks like for DC and beyond.

Please do not hesitate to contact our office with any questions, 202-204-7752.

Sincerely,

[redacted]

Cynthia Gertsen
Acting Executive Director

1835 14th Street, NW * Washington, DC 20009 * (p) 202.204.7750 * (f) 202.204.7803
www.dccollaborative.org * info@dccollaborative.org

Jodi Grant
4525 Jamestown Road
Bethesda, MD 20816
202-347-2030

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

January 21, 2010

Dear Members of the DC Public Charter School Board,

I am writing to express my strong support for Center for Inspired Teaching, a DC-based nonprofit organization that invests in teachers as agents of positive change in schools, as they launch their first Inspired Teaching Charter School. Center for Inspired Teaching is a well respected, committed group with a strong track record of supporting teachers and students in Washington, DC.

I have had the great honor of working with the Center for years and have even served on its Board. Evidence clearly shows that their model will help children succeed both academically and socially and at the same time make learning fun for the students. As a parent, I would be thrilled to send my daughters to their new school.

I am particularly excited about the Center's plans to partner with local afterschool programs to enhance student learning opportunities and make it easier for working parents. In my professional life I serve as the Executive Director of the Afterschool Alliance, the nation's leading advocacy organization to improve both the quality and quantity of afterschool programs. Afterschool programs bring together a multitude of community partners and resources to students before and after school as well as during the summer. They also provide a platform for a variety of services including access to a snack or supper, help with homework, mentors, tutors, enrichment, job training and in some cases even access to health care. Because of my personal relationship with the Center and my high regard for their work, I plan to personally introduce the Center to some of the strongest afterschool programs here in Washington and the best practices around the country and look forward to partnerships that will make both the school and the afterschool programs even stronger.

I am proud to be part what promises to be an extraordinary initiative providing an exciting new opportunity for DC families and students. The Inspired Teaching Charter School will provide a terrific asset to the community and anticipate a valuable partnership with Inspired Teaching as they provide a model of what good teaching and learning looks like for DC and beyond.

Sincerely,

CITY AT PEACE DC

Building Peace Through the Performing Arts

STAFF
Sandra L. Holloway
Artistic Director
W. Thompson Prewitt
Managing Director
Shan Washington
Assistant Artistic Director

BOARD OF DIRECTORS
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US House of Representatives
Roger W. Wilkins
George Mason University
Judy Woodruff
Journalist

Affiliations are shown for identification purposes only.

1/21/2010

Dear Members of the DC Charter School Board,

I am writing to express enthusiastic support for Center for Inspired Teaching--a DC-based nonprofit organization that invests in teachers as agents of positive change in schools--as they launch their first Inspired Teaching Charter School.

Center for Inspired Teaching is a well-respected, committed group with a strong track record of nurturing teachers and students throughout Washington, DC. Over the past several years, City at Peace DC has been privileged to know and work with a number of the staff members who make Inspired Teaching such an effective and valuable organization, including their dynamic Executive Director, Aleta Margolis. As an organization that shares their values and educational philosophy, City at Peace wholeheartedly supports this charter school application.

CAPDC hopes to assist this effort by contributing to in-school and after-school programming, and by helping to foster deeper connections throughout the DC community. In particular, we plan to collaborate on curriculum development with a goal of engaging staff and students in innovative, creative approaches to learning.

We look forward to supporting what promises to be an exciting new opportunity for DC families and students. I know that the Inspired Teaching Charter School will prove to be a terrific asset to the city, and we anticipate a valuable partnership with Inspired Teaching as they create a model of what good teaching and learning looks like for DC and beyond.

Sincerely,

[redacted]

W. Thompson Prewitt
Managing Director

buildinghope

January 15, 2010

Mr. Thomas A. Nida
Chairperson
District of Columbia Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010

RE: Inspired Teaching Demonstration Public Charter School Facility Support

Dear Tom,

As you know, Building Hope was created to help quality District of Columbia public charter schools overcome the significant facilities barriers that exist in D.C.'s competitive real estate market. These barriers prevent schools from serving more students in environments most conducive to learning. Building Hope helps charter schools overcome these facilities barriers by 1) lending money at below market rates; 2) acquiring and developing buildings at below market rates; 3) extending credit and lease guarantees; and 4) providing professional services.

For start-up charter schools such as the Inspired Teaching Demonstration Public Charter School, a lack of operating history and low number of students in the early years only add to an already challenging environment. While our credit enhancement program is specifically targeted to helping new schools acquire and renovate facilities, the resources in this program are limited. Through our partnership with the Office of the State Superintendent of Education, we have created the Charter School Incubator Initiative specifically to meet needs of start up schools like the Inspired Teaching School. Through this initiative, we have been able to develop a total of six incubator locations throughout the District. We are confident that the incubator initiative will be able to meet this school's space needs for Fall, 2011 with one of the existing sites. In the event that we are unable to meet the school's needs with an existing site, we are continually looking to develop other incubator opportunities through commercial, co-location, and DCPS options to meet the demand for short term charter school space.

Once the Inspired Teaching Demonstration Public Charter School is granted a charter, Building Hope will immediately begin working with their team to ensure that they have adequate space to open in the Fall, 2011.

Sincerely,

[redacted]

Thomas E. Porter
Director, Real Estate Operations

910 17th Street NW, Suite 1100, Washington, DC 20006 P: 202-457-1999 F: 202-457-1980 E: info@tnhope.org

Recruitment, Enrollment, and Lottery procedures

Should applications exceed spaces available, a public lottery will be held. We will collect applications up to the application deadline, at which time we will determine if a lottery is necessary. All families will be notified that a lottery will occur and of the lottery's date and time (see section C.1.a, *Timetable for Registering and Admitting*). Immediately following the lottery, families being offered enrollment will be notified and will be required to return an Intent to Enroll form, as well as important demographic and educational information. Families not selected through the lottery will be notified that they are on the school's wait list.

Timeline

Now through August	Connect with local organizations and networks to build interest and create partnerships for recruitment
June-July	Develop and print recruitment materials
Complete Student Application	September 2010
Present at community organizations, churches, etc.	September – February 2011
Information sessions, print and radio advertising, community outreach	September – March 2011
Engage partners in widely disseminating application and recruitment materials	October - March 2011
Applications accepted	December – March 25, 2011
Application deadline	March 25, 2011

Sibling Enrollment

Siblings will complete an application on the same timeframe as other applicants. The application will include a section to indicate siblings already attending the school, and siblings will be given a preference for enrollment. Once siblings have been placed, all others will be admitted or placed in the lottery.

Ensuring Adequate Enrollment

Our school will offer the opportunity for students to experience more than what the average school provides: students will excel in traditional academic subjects; students will use imagination and inquiry to build their critical thinking; *and* the school will be a place where students thrive and are joyful academically, socially, and emotionally. We believe our aggressive recruitment strategy, discussed above, will help us to ensure adequate enrollment, and because we will be recruiting widely and broadly, we do not anticipate all students coming from schools near to our location.

In the case of significant under-enrollment, we will first need to analyze the grade levels in which we are under-enrolled; we recognize that recruitment for grades 1-3 are likely to be the most challenging. Depending on where the gaps are, we can organize classrooms into multi-age groupings in order to have full classrooms and reduce faculty. Our philosophy and curriculum are easily applicable to multi-age groups of students, and therefore the curriculum and academic goals will not be compromised with such an arrangement.

Student Policies and Procedures

Timetable for Registering and Enrolling

Below is the calendar for registering and enrolling students:

Recruitment, Selection, and Enrollment Calendar	
Development of Student Application	August – October 2010
Implementation of Recruitment plan and Dissemination of applications (including required family information sessions)	November 2010 – March 25, 2011
Application deadline	March 25, 2011
Lottery date, if needed	April 6, 2011
Notification of families	April 8, 2011
Intent to Enroll deadline	May 6, 2011
Collect verifications of DC Residency and any additional information related to student educational needs	Begin immediately upon enrollment, April 2011
Family Orientation	July/August 2011
First Day of School	August 22, 2011

Policies and Procedures for Enrollment, Withdrawal, Suspension, & Expulsion of Students

Enrollment

Any student of appropriate age/grade level who is a resident of the District of Columbia is eligible to enroll in the Inspired Teaching Demonstration PCS. The only limitation is the number of spaces available at each grade level. No child will be discriminated against because of aptitude, achievement, ethnicity, national origin, gender, disability, language proficiency, or on any other basis prohibited by law. Should spaces exist after all DC residents have been enrolled, non-residents will be required to pay tuition at the level established by OSSE and to follow the same enrollment process as residents.

Students wishing to enroll will be required to complete an application and to attend a one-on-one or small group informational meeting session during the enrollment process. Upon acceptance and the return of the Intent to Enroll form, families will attend a Family Orientation during which they will complete all required documentation for enrollment, and during which families and school personnel can communicate fully with each other about their commitment to the student's success at the school. The school will require proof of DC Residency and student immunization records; where an Individual Education Plan (IEP) already exists, the school will ask for a copy for the student's records. This process represents an entirely open enrollment process and no information gathered will be used to differentiate between applicants.

Withdrawal

Students may withdraw at any time. School staff will make every effort to engage the family in a formal withdrawal process that will include an exit interview with the Principal and a written survey so that school staff can gather important information that will help the school moving forward. Feedback will be collected and analyzed for any significant trends that can be addressed by school leadership.

Discipline policies, including Suspension and Expulsion

As outlined in the Education Plan, the Inspired Teaching Demonstration PCS will embrace a relationship-based and asset-based approach to discipline that relies on and builds students' intrinsic motivation and self-discipline. Relationship-based discipline is a student-centered approach that depends on teacher-student collaboration to maintain a safe, positive learning environment. In such an environment, students behave not because they are afraid of punishment or because they seek a reward, but because they know they are valued members of the classroom community. We intend to draw on the resources of Safer Saner Schools and the International Institute for Restorative Practices which support teachers and schools with best practices in helping students take responsibility for their actions and repair any damage they have caused.

School-wide expectations will be established by the school faculty, and students will engage in a deep and specific exploration of these expectations in developmentally appropriate ways – both in their classrooms and as a whole school community. These expectations will be widely distributed to students and families as part of the Student and Family Handbooks. Revisions based on student input will be made once the school year begins. These will be the

first steps in ensuring a strong, open, and democratic community in which all expectations are fully understood by the student and adults.

It is understood, however, that circumstances will arise in which students do not meet expectations for behavior. In most classroom situations, it is expected that teachers will have processes in place to handle discipline challenges. Teachers may use the following kinds of strategies in the classroom:

- Simple noticing of the behavior and redirection of the student through non-verbal cues (i.e. eye contact, proximity) or verbal redirection
- One-on-one conversation with the student
- "Problem Solving Corner" or "Peace Pillow" where conflict resolution strategies are facilitated
- Conversation and problem solving with parents

However, when student behavior is physically or emotionally harmful to others or the school community or has a negative impact on the health and well being of others, school administration and families will become involved. Interventions will include some or all of the following, with a strong emphasis on the use of conflict resolution strategies within each context:

- Conversation and problem solving with parents – via phone call or in-person conference
- Individual contracts or plans for changed behavior
- "You broke it, you fix it" rule: students determine how they can "fix" whatever they have broken. This may include a wide range of possibilities such as an apology, community service back to the school, writing a letter, replacing a broken or damaged piece of furniture, etc.

We believe that suspension and expulsion of students is rarely a solution to a student's discipline problems. Suspension and expulsion remove a student from the learning community, thereby preventing that student from repairing damaged relationships and from engaging in the learning process. Therefore, we are committed to using every means necessary to keeping students in school. However, in extreme cases, and when all other means have been exhausted, suspension and expulsion may be considered. The school will follow all guidelines under IDEA with regard to the potential suspension or expulsion of a student with an IEP or identified as in need of a review for an IEP.

Inspired Teaching Demonstration PCS
School Year (FY) 2011-2012 Budget

Revenue	
01. Per Pupil Charter Payments	1,777,640
02. Per Pupil Facilities Allowance	438,800
03. Federal Entitlements	254,827
04. Other Government Funding/Grants	39,000
05. Private Grants and Donations	-
06. Activity Fees	-
09. Other Income (please describe in footnote)	82,680
TOTAL - Revenue	2,590,947
Expenses	
15. Principal/Executive Salary	225,000
16. Teachers Salaries	500,318
17. Teacher Aides/Assistance Salaries	193,000
18. Other Education Professionals Salaries	93,000
19. Business/Operations Salaries	52,000
20. Clerical Salaries	44,000
21. Custodial Salaries	-
22. Other Staff Salaries	-
23. Employee Benefits	168,931
24. Contracted Staff	57,800
25. Staff Development Expense	225,510
30. Textbooks	22,689
31. Student Supplies and Materials	39,933
32. Library and Media Center Materials	-
36. Student Assessment Materials	11,700
37. Contracted Student Services	27,900
38. Miscellaneous Student Expense **	7,800
43. Rent	317,906
46. Building Maintenance and Repairs	-
48. Utilities	-
49. Janitorial Supplies	-
51. Contracted Building Services	35,000
56. Office Supplies and Materials	34,488
58. Office Equipment Rental and Maintenance	16,200
59. Telephone/Telecommunications	5,400
60. Legal, Accounting and Payroll Services	106,970
61. Printing and Copying	3,900
62. Postage and Shipping	2,340
63. Other	42,200
68. Insurance	15,600
69. Interest Expense	38,353
70. Transportation	16,200
71. Food Service	121,680
72. Administration Fee (to PCSB)	11,072
73. EMO Management Fee	-
74. Other General Expense	-
TOTAL - Expenses	2,434,891
NET INCOME	156,056

Inspired Teaching Demonstration Public Charter School – Key Personnel

Board of Directors

Name	Professional Affiliation	Position with Inspired Teaching School
Gary Cohen	President, Willco Residential LLC	Board Chair
Michael P. Reed	Partner, DLA Piper LLP	Board Member and Treasurer
Eneida P. Alcalde	Executive Director, Escuela Bolivia	Board Member and Secretary of the Corporation
Lynne Long	President and CEO, Longview Associates	Board Member
Aleta Margolis	Executive Director, Center for Inspired Teaching	Board Member
Laurie Wingate	Director, Development, Communications, and Strategy, Center for Inspired Teaching	Board Member
Paula Young Shelton	Teacher/Author, Georgetown Day School	Board Member

School Staff

Name	Position with Inspired Teaching School
Deborah Dantzler Williams	Interim Executive Director
Zoe Duskin	Principal
Anthony Taylor	Operations Manager

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **27th** day of **January, 2010.**

LINDA K. ARGO
Director

Business and Professional Licensing Administration

[redacted]

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Adrian M. Fenty
Mayor

ARTICLES OF INCORPORATION
OF
INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

TO: Department of Consumer and Regulatory Affairs, Corporations Division, PO Box 92300, Washington, D.C. 20090

We, the undersigned natural persons of the age of eighteen years or more, acting as incorporators of a corporation under the District of Columbia Nonprofit Corporation Act (D.C. Code, Title 29 Chapter 3 as amended) , adopt the following Articles of Incorporation:

FIRST: The name of the corporation is the Inspired Teaching Demonstration Public Charter School (the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The purpose for which the Corporation is organized is to provide an excellent education for students, and to provide excellent preparation and professional development for teachers and teacher leaders. The Corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"), or the corresponding section of any future federal tax code.

FOURTH: The Corporation shall not have members.

FIFTH: The affairs of the Corporation shall be carried on through its board of directors and the manner of the election or appointment of the members of the board of directors, other than the initial members of the board of directors provided for herein, shall be as provided in the Bylaws. In furtherance, and not in limitation, of the powers conferred by statute, the Corporation is expressly authorized to carry on its business and to hold annual or special meetings of its Board of Directors either within or out of any of the states, territories, or possessions of the United States, or the District of Columbia.

SIXTH: (1) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not have any purposes nor carry on any other activities (other than as an insubstantial part of its activities) not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code.

(2) Upon dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the

FILE COPY
1-27-10

Corporation exclusively for the purposes of the Corporation (a) to an organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code, or (b) to states, territories, or possessions of the United States, any political subdivision of any of the foregoing, or to the United States or the District of Columbia, but only for charitable purposes.

Except as required by law, the directors and officers of the Corporation shall not be personally liable for any debt, liability, or obligation of the Corporation. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Corporation.

The Corporation shall, to the extent legally permissible, indemnify each of its present and former directors, officers, employees, and agents and any persons who serve or have served at the Corporation's request as a director, officer, employee or agent of another organization or in a capacity with respect to any employee benefit plan (and the heirs, executors, and administrators of the foregoing) (the "Agent") against all expenses and liabilities which he or she has reasonably incurred in connection with or arising out of any actual or threatened action, suit, or proceeding in which he or she may be involved by reason of his or her being or having been an Agent, such expenses and liability to include, but not be limited to, judgments, court costs, attorney fees, the cost of reasonable settlements, and penalties imposed under the Code.

SEVENTH: The address of the initial registered office is ~~1436 U Street, NW, Suite 400,~~ 3215 Newark St., NW, Washington, DC ~~20009~~. The name of the initial registered agent at such address is the ~~Corporation Service Company~~. Laurie Wingate

EIGHTH: The number of directors constituting the initial board of directors is three, but the number of directors may be increased or decreased in the manner set forth in the Bylaws, provided that the number shall not be less than three. The names and addresses of the persons who are to serve as the initial directors of the Corporation until the first annual meeting or until their successors are elected are as follows:

[redacted]

NINTH: The name and address of each incorporator are as follows:

[redacted]

(Signatures on following page.)

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation, acknowledging the same to be our acts, on January 27, 2010.

[redacted]
Name: Aleta Margolis

The undersigned, a Notary Public in and for the District of Columbia, does hereby certify that on this 27th day of January, 2010, personally appeared Aleta Margolis who, being by me first duly sworn, declared that he signed the foregoing Articles of Incorporation as an incorporator of the proposed corporation named therein, and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on the date aforesaid.

[redacted]
Notary Public
My commission expires: June 30, 2014

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation, acknowledging the same to be our acts, on January 27, 2010.

[redacted]

Name: Carol Betts

The undersigned, a Notary Public in and for the District of Columbia, does hereby certify that on this 27 day of January, 2010, personally appeared Carol Betts who, being by me first duly sworn, declared that he signed the foregoing Articles of Incorporation as an incorporator of the proposed corporation named therein, and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on the date aforesaid.

[redacted]

Notary Public
My commission expires: June 30, 2014

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation, acknowledging the same to be our acts, on January 27, 2010.

[redacted]

Name: Sam Chaltain

The undersigned, a Notary Public in and for the District of Columbia, does hereby certify that on this 27 day of January, 2010, personally appeared Sam Chaltain who, being by me first duly sworn, declared that he signed the foregoing Articles of Incorporation as an incorporator of the proposed corporation named therein, and that the statements contained therein are true.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on the date aforesaid.

[redacted]

Notary Public
My commission expires: June 30, 2014

1-27-10

DCRA

DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS

District of Columbia Government

Corporations Division
PO Box 92300
Washington DC 20090

RA-1. Registered Agent Written Consent

Use this form to appoint a Registered Agent for an entity. Choose Option A or B, but not both. There is no filing fee for this form. Under DC Official Code (DCOC) Title 29 and 41, a Registered Agent (RA) must be:

1. A bona fide resident of the District of Columbia (D.C.);
OR
2. A for-profit corporation, authorized to transact business in the District by the issue of certificate of incorporation or certificate of authority;
OR
3. Another nonprofit corporation authorized to conduct business in D.C. or by the issue of certificate of incorporation or authority.

Entities may not act as their own RAs.

Limited Liability Companies (LLCs) and Domestic Limited Partnerships (LPs) must have a RA. General Partnerships (GPs) may not act as RAs.

Residential Addresses may not be used for the RA's District of Columbia address. Address must be physical street address, never a PO Box.

A. By a District Of Columbia resident: I, a bona fide District resident, consent to act as a RA for the entity below.

Name of Resident	Address of Resident
Laurie Wingate	[redacted]
Entity Name	**Signature**
Inspired Teaching Demonstration Public Charter School	[redacted]

B. By a legally authorized corporation: The authorized corporate Registered Agent in the District, by the signatures of its President/Vice-President and Secretary/Assistant Secretary, agrees to act as RA for the entity below.

Name of RA Corporation	Address

Entity Name

☐ President ☐ Vice-President	Signature
☐ Secretary ☐ Assistant Secretary	Signature

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to $1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

AMENDED AND RESTATED
BYLAWS
OF
INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

ARTICLE I
NAME

The corporation shall be known as the "Inspired Teaching Demonstration Public Charter School" and is referred to in these Bylaws as the "Demonstration School."

ARTICLE II
PRINCIPAL OFFICE

The principal office of the Demonstration School shall be at Center for Inspired Teaching, 1436 U Street, NW, Suite 400, Washington, DC 20009.

ARTICLE III
BOARD OF DIRECTORS

Section 1. Powers and Duties. The business and affairs of the Demonstration School shall be managed by or under the direction of the Board of Directors, except as may be otherwise provided by law. The primary functions of the Board of Directors shall be the establishment of policy and the sound management of the resources of the Demonstration School. The Board of Directors shall have all the powers to carry out any other functions which are permitted by these Bylaws or by the Articles of Incorporation, except as limited by law. Notwithstanding the foregoing, the powers of the Board of Directors shall include, but shall not be limited to, the power to engage qualified public accountants to carry out annual audits of the books of the Demonstration School and its systems of financial controls and report to the Board of Directors as a result of such audits. The Board of Directors may delegate certain of their duties to one or more committees in accordance with these Bylaws and as permitted by law, but such delegation shall not relieve the Board of Directors of their responsibility for any action taken for and on behalf of the Demonstration School.

Section 2. Number of Directors. The Board of Directors shall consist of such number of Directors (which in no case shall be less than three or more than 15) as the Board of Directors may designate from time to time. The number of Directors comprising the Board may be increased or decreased (but not more than 15 or less than three) from time to time by the Board of Directors, provided, however, that no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director. Once the Demonstration School receives its charter and begins operating, the Board of Directors shall consist of the following:

(a) A majority of Directors shall be residents of the District of Columbia;

(b) At least two Directors shall be parents of students attending the Demonstration School;

(c) At least one Director shall be a teacher of the Demonstration School; and

(d) At least three Directors shall be employees of Center for Inspired Teaching, and shall be selected by the Board of Directors after consultation and agreement with Center for Inspired Teaching.

Section 3. Appointment and Term of Office. The Governance Committee shall review and recommend to the Board of Directors nominees for the Board of Directors. The Directors shall be elected by the affirmative vote of a majority of the Directors then in office. Initially, the Directors shall be elected to one, two or three year terms as designated by the Board of Directors at the time of election of each Director. Thereafter, each Director shall be elected to a three-year term. As nearly as may be possible, the terms of each Director shall be staggered so that an equal number of terms shall begin and end at each annual meeting. Each Director shall serve for the term to which he or she is elected and until his or her successor is duly elected and qualified or until his or her earlier resignation, removal from office or death.

Section 4. Officer of the Board of Directors. The Chairperson of the Board shall be elected by the Board to a one-year term at its annual meeting and may serve successive terms, but shall not serve for more than six consecutive terms. The Chairperson shall preside at all meetings of the Board of Directors and shall have the power on behalf of the Demonstration School to perform all acts and execute all documents to make effective the actions of the Board of Directors. The Chairperson shall be the primary representative of the Board of Directors in cooperating with the Executive Director of the Demonstration School, and shall see that orders and resolutions of the Board of Directors are carried into effect. The Chairperson shall, upon the advice and recommendation of the Board of Directors, also appoint the members of all committees except the Executive Committee, shall be an ex-officio member of each committee, and shall perform such other duties as may be assigned from time to time by the Board of Directors. The Chairperson shall report to the full Board of Directors at each of its meetings on all matters that require Board consideration and advice.

Section 5. Regular Meetings. Regular meetings of the Board of Directors shall be held on such dates and at such times as the Board of Directors may designate. At each regular meeting of the Board of Directors, the Board of Directors may transact such business as may be properly brought before the meeting. Written notice of each regular meeting of the Board of Directors shall be given either by hand, facsimile or electronic mail ("e-mail") to each Director at least five days before such meeting. Such notice need not specify the business to be transacted at the meeting.

Section 6. Special Meetings. Special meetings of the Board of Directors may be called by any Director upon written demand of not less than 25% of the Board of Directors, by the Executive Director or by the Chairperson. Written notice of each special meeting of the Board of Directors shall be given either by hand, facsimile or e-mail to each Director at least 24 hours before such meeting. Such notice shall state the purpose or purposes for which the meeting is called, provided, however, that the Board of Directors may transact any other business properly brought before the meeting.

Section 7. Waiver of Notice. Whenever any notice of a meeting of the Board of Directors is required to be given to the Directors under any provision of law, the Articles of Incorporation or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice and filed with the records of such meeting, whether before or after the time stated therein, shall be deemed equivalent to notice. Neither the business transacted or to be transacted at, nor the purpose of, any meeting of the Board of Directors need be specified in any written waiver of notice. Attendance of a Director at a meeting shall constitute a waiver of notice

of such meeting, except when such Director attends the meeting for the express purpose of objecting, at the beginning of the meeting or promptly upon arrival at the meeting, to the transaction of any business because the meeting is not lawfully called or convened.

Section 8. Place and Conduct of Meetings. All meetings of the Board of Directors shall be held at the principal office of the Demonstration School or at such other places, within or without District of Columbia, as may be specified in the notice of such meetings. At all meetings of the Board of Directors, any Director present there at and appointed by a majority of the Directors present shall preside.

Section 9. Quorum and Adjournment. At any meeting of the Board of Directors, a majority of the total number of Directors shall constitute a quorum for the transaction of business. Directors participating in a meeting by means of telephonic conference communication, videoconferencing, or equivalent means, may be counted as present for the purpose of constituting a quorum, so long as all other notice and meeting requirements are either met or duly waived. If a meeting cannot be constituted because a quorum is not present, the Directors present may adjourn the meeting from time to time until a quorum is present, whereupon the meeting may be held without further notice. Any business which might have been transacted at the meeting as originally called may be transacted at any adjourned meeting at which a quorum is present.

Section 10. Voting. The affirmative vote of a majority of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors unless the vote of a greater number of Directors is required by law, the Articles of Incorporation or these Bylaws.

Section 11. Action by Consent. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth such action, is signed by all of the Directors, and such written consent is filed with the minutes of proceedings of the Board of Directors. Each such consent may be signed in counterparts and may contain facsimile signatures, and shall have the same force and effect as a unanimous vote of the Board of Directors.

Section 12. Action by Conference Call. Any and all Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation by such means shall constitute presence in person at such meeting, except as provided in these Bylaws. When such a meeting is conducted by means of a conference telephone or similar communications equipment, a written record shall be made of the action taken at such meeting and shall be filed with the minutes of proceedings of the Board of Directors.

Section 13. Vacancies. Any vacancy created on the Board of Directors may be filled by the affirmative vote of a majority of the Directors then in office at a meeting which has been duly called for that purpose and at which a quorum is present. All persons chosen to fill any such vacancies shall serve for the unexpired term of his or her predecessor and until his or her successor is duly elected and qualified or until his or her earlier resignation, removal from office or death.

Section 14. Resignation of Directors. Any Director may resign at any time. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the time of its transmittal to the Board of Directors. The acceptance of a resignation shall not be necessary to make it effective.

Section 15. Removal of Directors. Any Director or the entire Board of Directors may be removed, at any meeting of the Board of Directors duly called at which a quorum is present, by the affirmative vote of a majority of the Directors entitled to vote.

Section 16. Nondiscrimination. The Board of Directors shall ensure that the Demonstration School complies with all nondiscrimination and civil rights statues of the District of Columbia and the federal government.

Section 17. Compensation and Reimbursement. Each Director shall be entitled to reimbursement for any reasonable expenses incurred in attending meetings of the Board of Directors, but shall not otherwise be compensated for his Board service.

Section 18. Ethics and Conflicts of Interest. The Board of Directors expects each Director to act ethically at all times. The Board of Directors expects all Directors, as well as officers and employees, to act ethically at all times and to acknowledge their adherence to the policies comprising Demonstration School's Conflict of Interest Policy. If an actual or potential conflict of interest arises for a Director, the Director shall promptly inform the Chairman. The Governance Committee shall resolve any such conflicts in accordance with the requirements of the Demonstration School's Conflict of Interests Policy. All Directors will recuse themselves from any discussion or decision affecting their personal, business or professional interests. Any discussion by Board of Directors involving an agreement with or the performance of services by Center for Inspired Teaching, shall not take place until all Directors that are employees of, or otherwise nominated for appointment by, Center for Inspired Teaching, excuse themselves from the meeting.

ARTICLE IV
OFFICERS

Section 1. Designation, Appointment, and Term of Office. The executive officers of the Demonstration School shall be an Executive Director, a Vice President (if elected by the Board of Directors), a Secretary, and a Treasurer. Such officers of the Demonstration School shall be elected by the Board of Directors at its annual meeting, to hold office for two years and until successors have been duly elected and qualify or until earlier death, resignation or removal. Any person may hold two or more offices, except that the Executive Director shall not also be the Secretary.

Section 2. Executive Director. The Executive Director shall have the power on behalf of the Demonstration School to perform all acts and execute all documents to make effective the actions of the Board of Directors. The Executive Director shall also perform such other duties as may be assigned from time to time by the Board of Directors. The Executive Director shall be the President for purposes of the District of Columbia Corporations Code.

Section 3. Vice President. If elected by the Board of Directors, the Vice President, or if there be more than one, the Vice President designated by the Board of Directors as the Executive Vice President, shall exercise, during the absence or disability of the Executive Director all of the functions of the Executive Director and, when so acting, shall have all of the powers and duties of the Executive Director. Each Vice President shall have such other or additional powers, and shall perform such other or additional duties, as may be conferred or delegated from time to time by the Board of Directors.

Section 4. Secretary. The Secretary of the Demonstration School shall send appropriate notices for all meetings of the Board of Directors and shall make and keep accurate minutes of all such meetings and records and of other proceedings of the Demonstration School, regularly distributing such information to the Directors of the Demonstration School, and shall execute such other documents as may be required. In general, the Secretary shall perform all the duties incident to the office of Secretary of a corporation and such other duties as may be assigned by the Executive Director, the Chairperson, or the Board of Directors.

Section 5. Treasurer. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of the Demonstration School. The Treasurer shall render to the Board of Directors of the Demonstration School, whenever requested, an account of the financial condition of the Demonstration School and, in general, shall perform all duties incident to the office of Treasurer of a corporation and such other duties as may be assigned by the Executive Director, the Chairperson, or the Board of Directors.

Section 6. Other Officers. The Board of Directors may elect or appoint such other officers and assistant officers as they may deem necessary, who shall have authority to perform such duties as from time to time may be prescribed by the Board of Directors or the Executive Director.

Section 7. Removal of Officers. Any officer may be removed by the Board of Directors whenever, in their judgment, the best interests of the Demonstration School will be served by such removal.

Section 8. Vacancies. In case any office of the Demonstration School becomes vacant by death, resignation, retirement, removal or any other cause, the Board of Directors may fill such vacancy and the person so selected shall serve for the unexpired portion of the term, provided that the filling of any vacancy in the office of the Executive Director shall be subject to the approval of the Board of Directors.

ARTICLE V
COMMITTEES

Section 1. General. The Board of Directors may designate one or more committees, each consisting of two or more Directors, and may designate one or more Directors as alternate members of any such committee to act at any meeting of such committee in the stead of any absent or disqualified member of such committee. Such designation shall be made by the affirmative vote of a majority of the Directors present at a meeting of the Board of Directors duly called at which a quorum is present. Notwithstanding the foregoing, the standing committees of the Board of Directors shall include, but not be limited to, the committees specified in this Article.

Section 2. Governance Committee. The primary responsibility of the Governance Committee is to develop and review on an ongoing basis the adequacy of governance principles applicable to the Demonstration School. Such principles shall include, at a minimum, Director qualification standards, Director responsibilities, annual performance evaluation of the Board, and annual performance evaluation of the Executive Director. The Governance Committee shall also review and recommend to the Board of Directors nominees for the Board of Directors. The Governance Committee shall meet as often as it deems necessary to fulfill its responsibilities, and may meet with management or individual Directors at any time it deems appropriate to discuss any matters before it.

Section 3. Finance and Business Oversight Committee. The Finance and Business Oversight Committee shall, in cooperation with the Executive Director, review annual operating and capital budgets, and periodically appraise the financial control and accounting systems of the Demonstration School. The Finance and Business Oversight Committee shall engage firms of appropriately qualified public accountants to carry out annual audits of the books of the Demonstration School and the adequacy of its systems of financial controls. The Finance and Business Oversight Committee shall have oversight of the internal audit system of the Demonstration School. No less than annually, the Finance and Business Oversight Committee shall report to the full Board of Directors on the results of the annual audit and the accountant's review of the Demonstration School's management of its fiscal affairs. The Finance and Business Oversight Committee shall meet regularly with the Treasurer to review the systems of financial controls in place within the Demonstration School and shall report to the Board of Directors on the effectiveness of those systems.

Section 4. Procedures. All committees designated by the Board of Directors shall serve at the pleasure of the Board of Directors. Each such committee may make its own rules of procedure and shall meet where and as provided by such rules or by resolution of the Board of Directors. A majority of the members of any committee shall constitute a quorum at all meetings of such committee. When a quorum is present at a meeting of a committee, the affirmative vote of a majority of the members of such committee shall be the act of the committee.

ARTICLE VI
PERSONAL LIABILITY; INDEMNIFICATION

Section 1. No Personal Liability. Except as required by law, the Directors and officers of the Demonstration School shall not be personally liable for any debt, liability, or obligation of the Demonstration School. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Demonstration School may look only to the funds and property of the Demonstration School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Demonstration School.

Section 2. Indemnification. The Demonstration School shall, to the extent legally permissible, indemnify each of its present and former Directors, officers, employees, and agents and any persons who serve or have served at the Demonstration School's request as a Director, officer, employee or agent of another organization or in a capacity with respect to any employee benefit plan (and the heirs, executors, and administrators of the foregoing) (the "Agent") against all expenses and liabilities which he or she has reasonably incurred in connection with or arising out of any actual or threatened action, suit, or proceeding in which he or she may be involved by reason of his or her being or having been an Agent, such expenses and liability to include, but not be limited to, judgments, court costs, attorney fees, the cost of reasonable settlements, and penalties imposed under the Internal Revenue Code of 1986, as amended (the "Code").

The Demonstration School may purchase directors' and officers' liability insurance policies for the benefit of any Agent.

ARTICLE VII
DISSOLUTION – PROHIBITION ON INUREMENT

Section 1. The Demonstration School shall dissolve if the charter for the charter school has been revoked, has not been renewed, or has been voluntarily relinquished. After paying or making provision for the payment of all of the liabilities of the demonstration school, the Board of Directors shall cause any assets to be distributed pursuant to a plan of distribution under § 29-301.48(3) to be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

Section 2. Prohibition on Inurement. No part of the net earnings of the Demonstration School shall inure to the benefit of, or be distributable to, its Directors, officers, or other private persons, except that the Demonstration School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third of the Articles of Incorporation. No substantial part of the activities of the Demonstration School shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Demonstration School shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Demonstration School shall not have any purposes nor carry on any other activities (otherwise than as an insubstantial part of its activities) not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code.

ARTICLE VIII
MISCELLANEOUS

Section 1. Amendments. These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted, by an affirmative vote of the majority of the votes cast at any meeting of the Board of Directors of the Demonstration School called for such purpose.

Section 2. Fiscal Year. The fiscal year of the Demonstration School shall begin on the first day of July of each year and end on the last day of June.

Section 3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Demonstration School shall be signed by such officer or officers, agent or agents of the Demonstration School as shall be designated by the Board of Directors from time to time by resolution.

Section 4. Books and Records. The corporate officers agents and employees of the Demonstration School shall maintain such books, records and accounts of the Demonstration School's business and affairs as defined and deemed necessary by the Board of Directors or as required by the laws of the laws of the District of Columbia.

Appendix 2.1

AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND THE INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

The **Inspired Teaching Demonstration Public Charter School**, a District of Columbia nonprofit corporation (the "**School Corporation**") and the District of Columbia Public Charter School Board ("**PCSB**") entered into a contract, dated **June 2011** (the "**Charter Agreement**") wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "**Act**") and the Charter Agreement.

This Amendment to the Charter School Agreement (the "**Amendment**") is effective as of May 19, 2014 and is entered into by and between **PCSB** and the **School Corporation**") (individually, each may be referred to as the "**Party**," and collectively, the "**Parties**").

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

1.1 The School Corporation and the Board agree to amend the Charter Agreement as follows:

A. Beginning in the 2014-15 school year, the text in Section 1.3 on page 2 stating the location of the School at "4401 8th Street NE, Washington, D.C. 20017" is deleted and replaced with "200 Douglas Street, NE, Washington, D.C. 20002."

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid, and binding obligations.

3.2 **Counterparts and Electronic Signature**. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single

counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 **Severability**. In case any provision in or obligation under this Second Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 **Assignment**. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 **No Third Party Beneficiary**. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 **Waiver**. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 **Construction**. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 **Dispute Resolution**. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Second Amendment or the Charter Agreement without, first, providing written notice to the other Party hereto describing the nature of the dispute, and, thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to the Act.

3.9 **Notices**. Any notice or other communication required or permitted shall be in writing and shall be deemed to have been given when sent by email, provided that a copy is also mailed by certified or registered mail, with postage prepaid and return receipt requested; delivered by hand, with written confirmation of receipt; or received by the addressee, if sent by a nationally recognized overnight delivery service with receipt requested or, alternatively, certified or registered mail with postage prepaid and return receipt requested. In each case, the appropriate addresses , until notice of a change of address is delivered, shall be as follows:

If to PCSB:

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

Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation

Inspired Teaching Demonstration Public Charter School
1328 Florida Avenue, NW
Washington, DC 20009

Attention: Deborah Dantzler Williams
Email: deborah.williams@inspiredteachingschool.org
Telephone: 202-248-6825

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officer:

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

By: [redacted]
Signature

Name: Gary Cohen

Title: Chair, Board of Directors

Date: 5/19/14

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: _____
Signature

Name: John H. "Skip" McKoy
Title: PCSB Board Chair

Date: 5/19/14

Appendix 2.2

ATTACHMENT B

Charter Agreement Amendment

SECOND AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

This Second Amendment (the "Amendment") is entered into by and between **Inspired Teaching Demonstration Public Charter School,** a District of Columbia nonprofit corporation (the "School Corporation") and the District of Columbia Public Charter School Board ("Charter Board " or "PCSB"), and is effective as of the date it is fully executed.

WHEREAS, the School Corporation and PCSB (individually each may be referred to as the "Party," and collectively, the "Parties") entered into a contract, dated June 2011, (the "Charter Agreement") wherein the School Corporation agreed, among other things, to operate a public charter school (the "School") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "Act") and the Charter Agreement.

WHEREAS, on May 19, 2014, PCSB voted to approve the school changing its facility location from 4401 8th Street NE, Washington DC 20017 to 200 Douglas Street NE, Washington, DC 20002.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

1.1 The School Corporation and the Board agree to amend the Charter Agreement as follows:

A. Section 1(c) and Section 1(d), on pages 10-13 of the School Corporation's Charter Petition, attached to the Charter Agreement, are deleted and replaced with the following:

c. Educational Focus

The defining characteristic of the school will be a professional learning community focused on a progressive, constructivist approach to teaching and learning. As stated above, the Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders. As such, the school will be a true learning community for everyone.

The education of our students will be centered around the following four principles:

Intellect

- *Reading & Literature:* Students will comprehend and analyze age-appropriate literature and nonfiction text.
- *Communication:* Students will communicate powerfully through writing, speaking, and the arts.
- *Math:* Students will solve math problems using both procedural fluency and conceptual understanding.
- *Science and Social Studies:* Students will demonstrate understanding of the complexity of the social and scientific worlds.
- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will be intellectually and physically active, self-directed learners.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Just as the belief that all children have an innate desire to learn has implications for how teachers should teach, it also has implications for how teachers should be trained. In developing a professional learning community focused on progressive, constructivist teaching and learning, the school's ongoing teacher education efforts will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. This powerful combination of student and teacher learning will create a dynamic learning

organization in which every person in the school community engages in an ongoing cycle of exploration, reflection, problem solving, new discoveries, and mastery.

Professional Learning Community for New Teachers

Center for Inspired Teaching is a recognized leader in efforts to improve teacher quality in Washington, DC. In 2009, Center for Inspired Teaching was the only local nonprofit to receive state approval from the Office of the State Superintendent of Education to prepare new teachers for initial licensure. Members of the inaugural cohort of the Inspired Teaching Fellows are currently teaching in traditional and charter public schools across the city. We are excited at the opportunity to embed new teacher preparation in the Inspired Teaching Demonstration PCS, where best practices in progressive education will be modeled daily in classrooms. Inspired Teaching Fellows are highly-qualified alternative-route teachers eligible to assume responsibilities as teachers of record, but will spend a year learning and refining the art of teaching by spending a year under the guidance of Master Teachers.

Professional Learning Community for Teacher Leaders

This approach to teaching will be strengthened by the school's focus on the professional learning community among the adults in the building. The school is designed to be a model of progressive, child-centered education for children, and as a model of collaborative professional learning by the teachers. This focus on teacher collaboration and ongoing learning ensures the best education for students.

The professional learning community will be modeled on Critical Friends Groups, designed by the Annenberg Institute for School Reform at Brown University. Critical Friends Groups were designed to focus on the teacher and on what will improve student learning. When in a Critical Friends Group, teachers agree to:

- *Be reflective*
- *Make their teaching practices public to one another*
- *Frame meaningful questions and ask for substantive feedback from one another*
- *Hold one another accountable for meeting the needs of students who struggle the most*
- *Ask the kinds of questions that provoke and challenge their assumptions and habits*
- *Believe that together they are more capable of knowing what they need to know and learning what they need to learn than they are alone*. [1]

The National School Reform Faculty has designed trainings and protocols for teachers and schools to use when implementing Critical Friends Groups; we intend to use many of their resources to create our professional learning community. At our school, the professional learning community will require Master Teachers to critically engage with one another

[1] Chaltain, Sam. 2009. *American Schools: The Art of Creating A Democratic Learning Community*. Rowman & Littlefield Publishers, Inc., p 24.

about their teaching on an ongoing basis. In addition, Master Teachers will work closely with the Teaching Fellows in a similar analysis of teaching and learning as part of their teacher training process. As a result, every teacher will be in a constant process of teaching, reflecting, giving and receiving feedback, and refining their teaching.

Students and Families Benefit from Professional Learning Communities

The end result of this kind of collaborative professional learning community is a teaching staff that is focused on working together to meet the needs of every student. Students in the school will benefit from the experience and expertise of Master Teachers *and* the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning. At a practical level, the presence of multiple highly-motivated, well-educated adults in the learning environment allows for students to benefit from greater access to small-group and individualized instruction. By focusing on how to be an excellent teacher, and believing that the skills of a teacher can always be improved, teachers are constantly improving their practice and students are the ultimate beneficiaries.

Additionally, students throughout the District will benefit from teachers trained at the school, as graduates of the Inspired Teaching Residency program will be eligible for employment in the city's traditional and public charter schools.

d. Goals and Academic Achievement Expectations

i. PCSB's Performance Management Frameworks.

As of academic year 2014-15, the School Corporation has selected as its goals and academic achievement expectations the Early Childhood Performance Management Framework ("EC PMF") for its pre-kindergarten-three through second grades, and the Elementary and Middle School Performance Management Framework ("ES/MS PMF") for its third through eighth grades (collectively, the "PMFs").

Accordingly, changes to the PMFs implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights, will automatically become part or all of the School's academic achievement expectations. However, if the School Corporation elects not to accept any changes to the PMF other than those listed above, the School Corporation shall provide PCSB a petition for a charter amendment pursuant to D.C. Code § 38-1802.04(c)(10).

If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses, each campus will be evaluated both individually by PCSB and collectively across all campuses using the academic achievement expectations and goals outlined in this Section. ("Campus" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities.).

ii. EC PMF Measurement and Assessments.

For each academic year after the 2014-15 academic year, and until the Charter Board determines the performance standards for the EC PMF tiers, each measure within the EC PMF will be considered an individual charter goal. The Charter Board will consider the School Corporation to have met each goal if it meets or exceeds the threshold for each individual measure, as detailed in the chart below. After PCSB establishes EC PMF tiers, the School Corporation will be considered to have met its goals and academic achievement expectations if it meets performance standards to be set by PCSB.

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Math Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Domain	Goals
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of the Developmental Reading Assessment (DRA), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the envision MATH assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

iii. Charter Review and Renewal.

(a) Five-Year Review.

(1) Early Childhood Program (Prekindergarter-3 through Second Grade).

At the School Corporation's five-year review, the school's performance will be assessed in accordance with its approved Accountability Plans for the 2010-11, 2011-12 and 2012-13 academic years. Specifically, the school will be considered to have met its goals and academic achievement expectations if it has met two-thirds of its Accountability Plan goals for these years.

For the 2013-14, 2014-15, and 2015-16 school years, the School Corporation's performance will be assessed in alignment with the PMF policy and as stated in section ii, above.

(2) Elementary School (Third through Sixth Grade).

The School Corporation has elected to adopt the ES/MS PMF in SY 2014-2015 as its goals and student academic expectations for its elementary school programs (third through sixth grades) and retroactively to include the 2011-12, 2012-13, 2013-14 academic years. Accordingly, the School Corporation's performance with respect to its goals and academic achievement expectations will be assessed in accordance with PCSB's PMF policy: the School Corporation must earn at least 40% of the possible PMF points in at least two of the most recent three years in operation (two of the past four years through the 2017-2018 review cycle).

(b) Ten-Year Review.

(1) Early Childhood Program (Prekindergarten-3 through Second Grade).

For purposes of the School Corporation's ten-year charter review, the School Corporation will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board in and in accordance with PCSB's PMF policy and the Early Childhood PMF Technical Guide.

(2) Elementary School (Third through Sixth Grade).

For purposes of School Corporation's ten-year charter review, will be deemed to have met its elementary school goals and expectations if it earns at least 50% of the possible PMF points in two of the most recent three years (two of the past four years through the 2017-2018 review cycle) and not under 40% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may, but is not required to, determine it to have met its goals and student academic achievement expectations.

(c) Charter Renewal.

(1) Early Childhood Program (Prekindergarten-3 through Second Grade).

For purposes of the School Corporation's charter renewal, the School Corporation will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board in and in accordance with PCSB's PMF policy and the Early Childhood PMF Technical Guide.

(2) Elementary School (Third through Sixth Grade).

For purposes of School Corporation's charter renewal, the School Corporation will be considered to have met its goals and academic expectations if it earns at least 55% of the possible PMF points in two of the previous three years (two of the past four years through the 2017-2018 review cycle) and not under 45% for any of the past five years. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five years prior to renewal, PCSB may, but is not

required to, determine that the School Corporation has met its goals and student academic achievement expectations.

SECTION 2. TERMS AND CODITIONS OF AMENDMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any provision(s) of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed and constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under the Charter Agreement or any of its amendments. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when: (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Inspired Teaching Public Charter School
301 Douglas Street, NE
Washington, DC 20002
Attention: Deborah Dantzler Williams, Head of School
Email: Deborah.williams@inspiredteachingschool.org
Telephone: (202) 248-6825

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed as evidenced by the signatures below.

INSPIRED TEACHING PUBLIC CHARTER SCHOOL	**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**
By: [redacted]	By: [redacted]
Name: Deborah Dantzler Williams	John H. "Skip" McKoy
Title: Head of School	PCSB Board Chair
Date: 11/24/14	Date: 12/3/14

Appendix 2.3

Charter Agreement Amendment

THIRD AMENDMENT TO THE 2011 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between Inspired Teaching Demonstration Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board ("**DC PCSB**" or the "**Charter Board**"; collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract in June 2011 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**").

WHEREAS, in June 2012, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling to 424 students.

WHEREAS, in May 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its location.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows.

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 A of the Charter Agreement is struck in its entirety and replaced with the following:

> Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by § 38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education ("**OSSE**"). Until the school is accredited, the School Corporation shall maintain an enrollment of no more than 418 students in school year 2016-17 and no more than 448 students in each subsequent school year. Once DC PCSB has received documentation that the school is accredited, the School Corporation shall maintain an enrollment of no more than 520 students substantially in accordance with Schedule I attached hereto.

1.2 Schedule I attached to the Charter Agreement is struck in its entirety and replaced with the Schedule I attached to this amendment.

1.3 Schedule G attached to the Charter Agreement is struck in its entirety and replaced with the Schedule G attached to this amendment.

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 **Representations and Warranties**. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

2.4 **Counterparts and Electronic Signature**. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 **Severability**. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

2.6 **Assignment**. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 **No Third Party Beneficiary**. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 **Waiver**. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 **Construction**. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 **Dispute Resolution**. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 **Notices**. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested;

(ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Inspired Teaching PCS
200 Douglas St. NE
Washington, DC 20002
Attention: Deborah Williams
deborah.williams@inspiredteachingschool.org
202-248-6825

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL	**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**
By: [redacted]	By: [redacted]
Marc Fisher	Darren Woodruff, Ph D
Inspired Teaching PCS Board Chair	**DC PCSB** Board Chair
Date: Feb. 25, 2016	Date: 03/01/2016

Schedule 1

Inspired Teaching Demonstration Public Charter School
Enrollment Matrix – All Campuses

	2016-17	2017-18 and Every Subsequent Year Until the School is Accredited	2018-19 or First Accredited Year (whichever is later)	2019-20 or Second Accredited Year (whichever is later)	2020-21 or Third Accredited Year (whichever is later) and Beyond (Maximum Enrollment)
PK3	44	44	44	44	44
PK4	44	44	44	44	44
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3	48	48	48	48	48
4	48	48	48	48	48
5	24	48	48	48	48
6	24	24	48	48	48
7	24	24	24	48	48
8	18	24	24	24	48
Total	**418**	**448**	**472**	**496**	520

Exhibit G:

APPROVED BY VOTE OF THE BOARD ON NOVEMBER 23, 2015

AMENDED AND RESTATED BYLAWS OF INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

ARTICLE I
NAME

The corporation shall be known as the "Inspired Teaching Demonstration Public Charter School" and is referred to in these Bylaws as the "Demonstration School."

ARTICLE II
PRINCIPAL OFFICE

The principal office of the Demonstration School shall be at 200 Douglas St., NE Washington, DC 20002.

ARTICLE III
BOARD OF DIRECTORS

Section 1. **Powers and Duties.** The business and affairs of the Demonstration School shall be managed by or under the direction of the Board of Directors, except as may be otherwise provided by law. The primary functions of the Board of Directors shall be the establishment of policy and the sound management of the resources of the Demonstration School. The Board of Directors shall have all the powers to carry out any other functions which are permitted by these Bylaws or by the Articles of Incorporation, except as limited by law. Notwithstanding the foregoing, the powers of the Board of Directors shall include, but shall not be limited to, the power to engage qualified public accountants to carry out annual audits of the books of the Demonstration School and its systems of financial controls and report to the Board of Directors as a result of such audits. The Board of Directors may delegate certain of their duties to one or more committees in accordance with these Bylaws and as permitted by law, but such delegation shall not relieve the Board of Directors of their responsibility for any action taken for and on behalf of the Demonstration School.

Section 2. **Number of Directors.** The Board of Directors shall consist of such number of Directors (which in no case shall be less than five or more than 15) as the Board of Directors may designate from time to time. The number of Directors comprising the Board may be increased or decreased (but not more than by 10 or less than three) from time to time by the Board of Directors, provided, however, that no decrease in the number of Directors shall have the effect of shortening the term of an incumbent Director. Once the Demonstration School receives its charter and begins operating, the Board of Directors shall consist of the following:

(a) A majority of Directors shall be residents of the District of Columbia;

(b) At least two Directors shall be parents of students attending the Demonstration School;

(c) At least three Directors shall be employees of Center for Inspired Teaching, and shall be selected by the Board of Directors after consultation and agreement with Center for Inspired Teaching.

(d) The Head of School shall serve on the Board of Directors, ex officio and non-voting.

Section 3. Appointment and Term of Office. The Governance Committee shall review and recommend to the Board of Directors nominees for the Board of Directors. The Directors shall be elected by the affirmative vote of a majority of the Directors then in office. Initially, the Directors shall be elected to one, two or three year terms as designated by the Board of Directors at the time of election of each Director. Thereafter, each Director shall be elected to a three-year term, except that the Board may, in its discretion, appoint Directors who are parents of students attending the Demonstration School to a shorter term, with a minimum of a one year term. As nearly as may be possible, the terms of each Director shall be staggered so that an equal number of terms shall begin and end at each annual meeting. Each Director shall serve for the term to which he or she is elected and until his or her successor is duly elected and qualified or until his or her earlier resignation, removal from office or death.

Section 4. Officer of the Board of Directors. The Chairperson of the Board shall be elected by the Board to a one-year term at its annual meeting and may serve successive terms, but shall not serve for more than six consecutive terms. The Chairperson shall preside at all meetings of the Board of Directors and shall have the power on behalf of the Demonstration School to perform all acts and execute all documents to make effective the actions of the Board of Directors. The Chairperson shall be the primary representative of the Board of Directors in cooperating with the Head of School of the Demonstration School, and shall see that orders and resolutions of the Board of Directors are carried into effect. The Chairperson shall, upon the advice and recommendation of the Board of Directors, also appoint the members of all committees except the Executive Committee, shall be an ex-officio member of each committee, and shall perform such other duties as may be assigned from time to time by the Board of Directors. The Chairperson shall report to the full Board of Directors at each of its meetings on all matters that require Board consideration and advice.

Section 5. Regular Meetings. Regular meetings of the Board of Directors shall be held on such dates and at such times as the Board of Directors may designate. At such regular meetings of the Board of Directors, the Board of Directors may transact such business as may be properly brought before the meeting. Written notice of each regular meeting of the Board of Directors shall be given either by hand, facsimile or electronic mail ("e-mail") to each Director at least five days before such meeting. Such notice need not specify the business to be transacted at the meeting.

Section 6. Special Meetings. Special meetings of the Board of Directors may be called by any Director upon written demand of not less than 25% of the Board of Directors, by the Head of School or by the Chairperson. Written notice of each special meeting of the Board of Directors shall be given either by hand, facsimile or e-mail to each Director at least 24 hours before such meeting. Such notice shall state the purpose or purposes for which the meeting is called, provided, however, that the Board of Directors may transact any other business properly brought before the meeting.

Section 7. Waiver of Notice. Whenever any notice of a meeting of the Board of Directors is required to be given to the Directors under any provision of law, the Articles of Incorporation or these By-laws, a waiver thereof in writing, signed by the person or persons entitled to such notice and filed with the records of such meeting, whether before or after the time stated therein, shall be deemed equivalent to notice. Neither the business transacted or to be transacted at, nor the purpose of, any meeting of the Board of Directors need be specified in any written waiver of notice. Attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except when such Director attends the meeting for the express purpose of objecting, at the beginning of the meeting or promptly upon arrival at the meeting, to the transaction of any business because the meeting is not lawfully called or convened.

Section 8. Place and Conduct of Meetings. All meetings of the Board of Directors shall be held at the principal office of the Demonstration School or at such other places, within or without District of Columbia, as may be specified in the notice of such meetings, and shall be open to the staff of the school.

At all meetings of the Board of Directors, any Director present there at and appointed by a majority of the Directors present shall preside.

Section 9. Quorum and Adjournment. At any meeting of the Board of Directors, a majority of the total number of Directors shall constitute a quorum for the transaction of business. Directors participating in a meeting by means of telephonic conference communication, videoconferencing, or equivalent means, may be counted as present for the purpose of constituting a quorum, so long as all notice and meeting requirements are otherwise met or duly waived. If a meeting cannot be constituted because a quorum is not present, the Directors present may adjourn the meeting from time to time until a quorum is present, whereupon the meeting may be held without further notice. Any business which might have been transacted at the meeting as originally called may be transacted at any adjourned meeting at which a quorum is present.

Section 10. Voting. The affirmative vote of a majority of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors unless the vote of a greater number of Directors is required by law, the Articles of Incorporation or these By-laws.

Section 11. Action by Consent. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing, setting forth such action, is signed by all of the Directors, and such written consent is filed with the minutes of proceedings of the Board of Directors. Each such consent may be signed in counterparts and may contain facsimile signatures, and shall have the same force and effect as a unanimous vote of the Board of Directors.

Section 12. Action by Conference Call. Any and all Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation by such means shall constitute presence in person at such meeting, except as provided in these By-laws. When such a meeting is conducted by means of a conference telephone or similar communications equipment, a written record shall be made of the action taken at such meeting and shall be filed with the minutes of proceedings of the Board of Directors.

Section 13. Vacancies. Any vacancy created on the Board of Directors may be filled by the affirmative vote of a majority of the Directors then in office at a meeting which has been duly called for that purpose and at which a quorum is present. All persons chosen to fill any such vacancies shall serve for the unexpired term of his or her predecessor and until his or her successor is duly elected and qualified or until his or her earlier resignation, removal from office or death.

Section 14. Resignation of Directors. Any Director may resign at any time. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the time of its transmittal to the Board of Directors. The acceptance of a resignation shall not be necessary to make it effective.

Section 15. Removal of Directors. Any Director or the entire Board of Directors may be removed, at any meeting of the Board of Directors duly called at which a quorum is present, by the affirmative vote of a majority of the Directors entitled to vote.

Section 16. Nondiscrimination. The Board of Directors shall ensure that the Demonstration School complies with all nondiscrimination and civil rights statutes of the District of Columbia and the federal government.

Section 17. Compensation and Reimbursement. Each Director shall be entitled to reimbursement for any reasonable expenses incurred in attending meetings of the Board of Directors, but shall not otherwise be compensated for his Board service.

Section 18. **Ethics and Conflicts of Interest.** The Board of Directors expects each Director to act ethically at all times. The Board of Directors expects all Directors, as well as officers and employees, to act ethically at all times and to acknowledge their adherence to the policies comprising Demonstration School's Conflict of Interest Policy. If an actual or potential conflict of interest arises for a Director, the Director shall promptly inform the Chairman. The Governance Committee shall resolve any such conflicts in accordance with the requirements of the Demonstration School's Conflict of Interests Policy. All Directors will recuse themselves from any discussion or decision affecting their personal, business or professional interests. Any discussion by Board of Directors involving an agreement with or the performance of services by Center for Inspired Teaching, shall not take place until all Directors that are employees of or otherwise nominated for appointment by, Center for Inspired Teaching, excuse themselves from the meeting.

ARTICLE IV
OFFICERS

Section 1. **Designation, Appointment, and Term of Office.** The executive officers of the Demonstration School shall be a President, a Vice President (if elected by the Board of Directors), a Secretary, and a Treasurer. Such officers of the Demonstration School shall be elected by the Board of Directors at its annual meeting, to hold office for two years and until successors have been duly elected and qualify or until earlier death, resignation or removal. Any person may hold two or more offices, except that the President shall not also be the Secretary.

Section 2. **President.** The President shall have the power on behalf of the Demonstration School to perform all acts and execute all documents to make effective the actions of the Board of Directors. The President shall also perform such other duties as may be assigned from time to time by the Board of Directors. The Chairperson shall be the President for the purposes of the District of Columbia Corporations Code.

Section 3. **Vice President.** If elected by the Board of Directors, the Vice President, or if there be more than one, the Vice President designated by the Board of Directors as the Executive Vice President, shall exercise, during the absence or disability of the President all of the functions of the President and, when so acting, shall have all of the powers and duties of the President. Each Vice President shall have such other or additional powers, and shall perform such other or additional duties, as may be conferred or delegated from time to time by the Board of Directors.

Section 4. **Secretary.** The Secretary of the Demonstration School shall send appropriate notices for all meetings of the Board of Directors and shall make and keep accurate minutes of all such meetings and records and of other proceedings of the Demonstration School, regularly distributing such information to the Directors of the Demonstration School, and shall execute such other documents as may be required. In general, the Secretary shall perform all the duties incident to the office of Secretary of a corporation and such other duties as may be assigned by the Head of School, the Chairperson, or the Board of Directors.

Section 5. **Treasurer.** The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of the Demonstration School. The Treasurer shall render to the Board of Directors of the Demonstration School, whenever requested, an account of the financial condition of the Demonstration School and, in general, shall perform all duties incident to the office of Treasurer of a corporation and such other duties as may be assigned by the Head of School, the Chairperson, or the Board of Directors.

Section 6. **Other Officers.** The Board of Directors may elect or appoint such other officers and assistant officers as they may deem necessary, who shall have authority to perform such duties as from time to time may be prescribed by the Board of Directors or the Head of School.

Section 7. **Removal of Officers.** Any officer may be removed by the Board of Directors whenever, in their judgment, the best interests of the Demonstration School will be served by such removal.

Section 8. **Vacancies.** In case any office of the Demonstration School becomes vacant by death, resignation, retirement, removal or any other cause, the Board of Directors may fill such vacancy and the person so selected shall serve for the unexpired portion of the term, provided that the filling of any vacancy in the office of the President shall be subject to the approval of the Board of Directors.

ARTICLE V
COMMITTEES

Section 1. **General.** The Board of Directors may designate one or more committees, each consisting of two or more Directors, and may designate one or more Directors as alternate members of any such committee to act at any meeting of such committee in the stead of any absent or disqualified member of such committee. Such designation shall be made by the affirmative vote of a majority of the Directors present at a meeting of the Board of Directors duly called at which a quorum is present. Notwithstanding the foregoing, the standing committees of the Board of Directors shall include, but not be limited to, the committees specified in this Article.

Section 2. **Governance Committee.** The primary responsibility of the Governance Committee is to develop and review on an ongoing basis the adequacy of governance principles applicable to the Demonstration School. Such principles shall include, at a minimum, Director qualification standards, Director responsibilities, and annual performance evaluation of the Board. The Governance Committee shall also review and recommend to the Board of Directors nominees for the Board of Directors. The Governance Committee shall meet as often as it deems necessary to fulfill its responsibilities, and may meet with management or individual Directors at any time it deems appropriate to discuss any matters before it.

Section 3. **Finance and Business Oversight Committee.** The Finance and Business Oversight Committee shall, in cooperation with the Head of School, review annual operating and capital budgets, and periodically appraise the financial control and accounting systems of the Demonstration School. The Finance and Business Oversight Committee shall engage firms of appropriately qualified public accountants to carry out annual audits of the books of the Demonstration School and the adequacy of its systems of financial controls. The Finance and Business Oversight Committee shall have oversight of the internal audit system of the Demonstration School. No less than annually, the Finance and Business Oversight Committee shall report to the full Board of Directors on the results of the annual audit and the accountant's review of the Demonstration School's management of its fiscal affairs. The Finance and Business Oversight Committee shall meet regularly with the Treasurer to review the systems of financial controls in place within the Demonstration School and shall report to the Board of Directors on the effectiveness of these systems.

Section 4. **Executive Committee.** The Executive Committee will be appointed by a majority of the Board of Directors. The Executive Committee has the responsibility to provide the Head of School with an annual evaluation.

Section 5. **Procedures.** All committees designated by the Board of Directors shall serve at the pleasure of the Board of Directors. Each such committee may make its own rules of procedure and shall meet where and as provided by such rules or by resolution of the Board of Directors. A majority of the members of any committee shall constitute a quorum at all meetings of such committee. When a quorum is present at a meeting of a committee, the affirmative vote of a majority of the members of such committee shall be the act of the committee.

ARTICLE VI
PERSONAL LIABILITY; INDEMNIFICATION

Section 1. **No Personal Liability.** Except as required by law, the Directors and officers of the Demonstration School shall not be personally liable for any debt, liability, or obligation of the Demonstration School. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Demonstration School may look only to the funds and property of the Demonstration School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Demonstration School.

Section 2. **Indemnification.** The Demonstration School shall, to the extent legally permissible, indemnify each of its present and former Directors, officers, employees, and agents and any persons who serve or have served at the Demonstration School's request as a Director, officer, employee or agent of another organization or in a capacity with respect to any employee benefit plan (and the heirs, executors, and administrators of the foregoing) (the "Agent") against all expenses and liabilities which he or she has reasonably incurred in connection with or arising out of any actual or threatened action, suit, or proceeding in which he or she may be involved by reason of his or her being or having been an Agent, such expenses and liability to include, but not be limited to, judgments, court costs, attorney fees, the cost of reasonable settlements, and penalties imposed under the Internal Revenue Code of 1986, as amended (the "Code").

The Demonstration School may purchase directors' and officers' liability insurance policies for the benefit of any Agent.

ARTICLE VII
DISSOLUTION – PROHIBITION ON INUREMENT

Section 1. **Dissolution.** Upon dissolution of the Demonstration School, the Board of Directors shall, after paying, or making provision for the payment of all of the liabilities of the Demonstration School, dispose of all of the assets of the Demonstration School exclusively for the purposes of the Demonstration School (a) to an organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code contributions to which are deductible under Sections 170(b)(1)(A), 2055(a)(2) and 2522(a)(2) of the Code, or (b) to states, territories, or possessions of the United States, any political subdivision of any of the foregoing, or to the United States or the District of Columbia, but only for charitable purposes.

Section 2. **Prohibition on Inurement.** No part of the net earnings of the Demonstration School shall inure to the benefit of, or be distributable to, its Directors, officers, or other private persons, except that the Demonstration School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third of the Articles of Incorporation. No substantial part of the activities of the Demonstration School shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Demonstration School shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Demonstration School shall not have any purposes nor carry on any other activities (otherwise than as an insubstantial part of its activities) not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2) of the Code.

ARTICLE VIII
MISCELLANEOUS

Section 1. **Amendments.** These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted, by an affirmative vote of the majority of the votes cast at any meeting of the Board of Directors of the Demonstration School called for such purpose.

Section 2. **Fiscal Year.** The fiscal year of the Demonstration School shall begin on the first day of July of each year and end on the last day of June.

Section 3. **Checks, Drafts, Etc.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Demonstration School shall be signed by such officer or officers, agent or agents of the Demonstration School as shall be designated by the Board of Directors from time to time by resolution.

Section 4. **Books and Records.** The corporate officers agents and employees of the Demonstration School shall maintain such books, records and accounts of the Demonstration School's business and affairs as defined and deemed necessary by the Board of Directors or as required by the laws of the laws of the District of Columbia.

Appendix 2.4

2015-12-14 Board Proposal Bylaws Inspired Teaching Dec 2015

- Signed Amendment included in Enrollment Ceiling amended agreement dated 3-1-2016.

Appendix 2.5

Charter Agreement Amendment

FIFTH AMENDMENT TO THE 2011 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between Inspired Teaching Demonstration Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board (originally "PCSB," hereinafter "**DC PCSB**" or the "**Charter Board**"; collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract in June 2011 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, on May 19, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its location;

WHEREAS, on November 17, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to modify its goals and academic achievement expectations;

WHEREAS, on December 14, 2015, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its bylaws; and

WHEREAS, on February 22, 2016, DC PCSB voted to approve a petition from the School Corporation to increase its enrollment ceiling.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.6 of the Charter Agreement is struck and replaced with the following:

2.6 Disciplinary Policies.

A. The School Corporation shall publish and implement its student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, and shall provide a copy of those policies and procedures to students and parents within the first ten business days of the beginning of the school year, and provide a copy to DC PCSB for its approval as part of the Annual Compliance Reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.

However, the School Corporation agrees to provide DC PCSB with a written request for approval prior to the adoption of any material changes to its Discipline Policies that are to take effect before the next Annual Compliance Reporting.

B. Pursuant to DC PCSB's *Data and Document Submission Policy*, the School Corporation shall track and report suspensions and expulsions in accordance with the expectations for timely submission, including daily attendance, which is uploaded weekly, and discipline data, which is uploaded monthly. The School Corporation shall use the data management reporting software identified by DC PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

1.2 The following is added as a new Section 2.7 to the Charter Agreement:

2.7 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its PK-3 through eighth grade programming the Early Childhood/Elementary School/Middle School (PK-8) Performance Management Framework ("**PMF**").

(i) Accordingly, changes to PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School's academic achievement expectations. However, if changes other than those listed above are made to the PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined by DC PCSB's *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State

Superintendent of Education ("**OSSE"**). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Teacher Interaction Score and Additional Measures. The full description of the PMF is contained in the associated Policy & Technical Guide ("PMF Guide"). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten ("PK") instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation's PMF scoring, it will be displayed on the School's Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school's score.

Domain	Measure	Counts in PMF Score?
Pre-kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**Yes**
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System Classroom Organization (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**Yes**
Pre-kindergarten Instructional Support	Pre-kindergarten Instructional Support Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year	**Yes**
Pre-kindergarten Language and Literacy Student Outcomes	**Teaching Strategies GOLD (SY 2014-15 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**No**
Pre-kindergarten	**Teaching Strategies GOLD (SY 2014-15 and beyond)** as designated by the publisher and	**No**

Domain	Measure		Counts in PMF Score?
Mathematics Student Outcomes	detailed in the PMF Policy & Technical Guide for that given year.		
Kindergarten through Grade One Literacy Student Outcomes	**Developmental Reading Assessment ("DRA") (SY 2014-15 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		**No**
Grade Two Literacy Student Outcomes	**Developmental Reading Assessment ("DRA") (SY 2014-15)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year	**iReady (SY 2015-16 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for	**No**
Kindergarten through Grade Two Mathematics Student Outcomes	**enVision Math (SY 2014-15 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		**No**

C. Standard for charter review and renewal. The School Corporation's ten-year charter review will occur in school year 2020-21 and the fifteen-year charter renewal will occur in school year 2025-26. The School Corporation will be deemed to have met its goals and academic achievement expectations if:

Ten-Year Charter Review: At its ten-year charter review in school year 2020-21, the school's average PMF score for SY 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 is equal to or exceeds 45%.

Charter Renewal: At its fifteen-year charter renewal in SY 2025-26, the school's average PMF score for SY 2020-21, 2021-22, 2022-23, 2023-24, and 2024-25 is equal to or exceeds 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period; provided that for school year 2014-15,

the DC PCSB Board may consider improvement on the PMF indicators and measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB's *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

F. The goals listed in this section 2.7 replace and supersede any goals previously adopted by the school in any charter application, charter agreement or charter amendment.

1.3 Exhibit C to the Charter Agreement is struck

SECTION 2. CHARTER AGREEMENT

2.1 **Reservation of Rights**. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 **Continuing Effectiveness**. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 **Representations and Warranties.** The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 **Counterparts and Electronic Signature**. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single

counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Inspired Teaching PCS
200 Douglas Street, NE
Washington, DC 20002
Attention: Deborah Dantzler Williams
deborah.williams@inspiredteachingschool.org
202-248-6825

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below.

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

By: [redacted]

Marc Fisher

Inspired Teaching PCS Board Chair

Date: 9/18/17

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: [redacted]

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date:

Appendix 2.6

Charter Agreement Amendment

SIXTH AMENDMENT TO THE 2011 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between Inspired Teaching Demonstration Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**") and the DC Public Charter School Board (originally "PCSB," hereinafter "**DC PCSB**;" collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract in June 2011 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**").

WHEREAS, on May 19, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its location;

WHEREAS, on November 17, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to modify its goals and academic achievement expectations;

WHEREAS, on December 14, 2015, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its bylaws;

WHEREAS, on February 22, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling; and

WHEREAS, on January 22, 2018, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its disciplinary policies and goals.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.7 of the Charter Agreement is struck and replaced with the following:

2.7 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its PK-3 through eighth grade programming the Early Childhood/Elementary School/Middle School (PK-8) Performance Management Framework ("**PMF**").

(i) Changes to PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School's academic achievement expectations.

However, if changes other than those listed above are made to the PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated individually by DC PCSB using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined by DC PCSB's *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education ("**OSSE"**). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Teacher Interaction Score and Additional Measures. The full description of the PMF is contained in the associated Policy & Technical Guide ("PMF Guide"). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess prekindergarten ("PK") instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation's PMF scoring, it will be displayed on the School's Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of review and renewal but are not part of the school's score.

Domain	Measure	Counts in PMF Score?
Pre-kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**Yes**
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System Classroom Organization (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**Yes**
Pre-kindergarten Instructional Support	Pre-kindergarten Instructional Support Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as	**Yes**

Domain	Measure		Counts in PMF Score?
	designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year		
Pre-kindergarten Language and Literacy Student Outcomes	**Teaching Strategies GOLD (SY 2014-15 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		**No**
Pre-kindergarten Mathematics Student Outcomes	**Teaching Strategies GOLD (SY 2014-15 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		**No**
Kindergarten through Grade One Literacy Student Outcomes	**Developmental Reading Assessment ("DRA") (SY 2014-15 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.		**No**
Grade Two Literacy Student Outcomes	**Developmental Reading Assessment ("DRA") (SY 2014-15)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year	**iReady (SY 2015-16 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**No**
Kindergarten through Grade Two Mathematics Student Outcomes	**enVision Math (SY 2014-15 – SY 2017-18)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**iReady (SY 2018-19 and beyond)** as designated by the publisher and detailed in the PMF Policy & Technical Guide for that given year.	**No**

C. Standard for charter review and renewal. The School Corporation's ten-year charter review will occur in school year 2020-21 and the fifteen-year charter renewal will occur in school year 2025-26. The School Corporation will be deemed to have met its goals and academic achievement expectations if:

> **Ten-Year Charter Review**: At its ten-year charter review in school year 2020-21, the school's average PMF score for SY 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 is equal to or exceeds 45%.
>
> **Charter Renewal**: At its fifteen-year charter renewal in SY 2025-26, the school's average PMF score for SY 2020-21, 2021-22, 2022-23, 2023-24, and 2024-25 is equal to or exceeds 50%.
>
> **Improvement Provision**: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF indicators and measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB's *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

F. The goals listed in this section 2.7 replace and supersede any goals previously adopted by the school in any charter application, charter agreement or charter amendment.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation

meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 **Notices**. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Inspired Teaching Public Charter School
200 Douglas Street, NE
Washington, DC 20002
Attention: Deborah Dantzler Williams
deborah.williams@inspiredteaching.org
Telephone: (202) 248-6825

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL	**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**
By: [redacted]	By: [redacted]
Marc Fisher	Rick Cruz
Inspired Teaching PCS Board Chair	**DC PCSB** Board Chair
Date: 3/16/18	Date:

Appendix 2.7

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Charter Agreement Amendment

SEVENTH AMENDMENT TO THE 2011 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

This Amendment (the "**Amendment**") is entered into by and between Inspired Teaching Demonstration Public Charter School, a District of Columbia nonprofit corporation (the "**School Corporation**"), and the DC Public Charter School Board (originally the "Board;" hereinafter "**DC PCSB**;" collectively, the "**Parties**"). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on June 1, 2011 (the "**Charter Agreement**"), wherein the School Corporation agreed, among other things, to operate a public charter school (the "**School**") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the "**Act**");

WHEREAS, on May 19, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its location;

WHEREAS, on November 17, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to modify its goals and academic achievement expectations;

WHEREAS, on December 14, 2015, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its bylaws;

WHEREAS, on February 22, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling;

WHEREAS, on January 22, 2018, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its disciplinary policies and goals; and

WHEREAS, on March 19, 2018, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its goals.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.7 of the Charter Agreement is struck in its entirety and replaced with the following:

2.7 Goals and Academic Achievement Expectations

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A. The School Corporation has selected as its measure of academic achievement expectations for its PK-3 through eighth grade programming the indicators listed in the Early Childhood/Elementary School/Middle School (PK-8) Performance Management Framework ("**PMF**").

(i) Changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School's academic achievement expectations. However, if changes other than those listed above are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10). Nothing in this paragraph shall be construed to limit the ability of the School Corporation to submit a petition to DC PCSB for revision pursuant to § 38-1802.04(c)(10) to amend its goals and academic achievement expectations in accordance with Section 2.7(D) below.

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated individually by DC PCSB using the measurement of academic achievement expectations and goals outlined in this Section. ("**Campus**" is defined by DC PCSB's *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education ("**OSSE"**). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Standard for charter review and renewal. The School Corporation's ten-year charter review will occur in school year 2020-21, and its fifteen-year charter renewal will occur in school year 2025-26. The School Corporation as a whole will be deemed to have met its goals and academic achievement expectations if each individual campus:

Tenth-Year Charter Review: At its tenth-year charter review, obtains an average PMF score for school years 2015-16, 2016-17, 2017-18, and 2018-19 equal to or exceeding 45%.

Charter Renewal: At its fifteen-year charter renewal, obtains an average PMF score for school years 2020-21, 2021-22, 2022-23, 2023-24, and 2024-25 equal to or exceeding 50%.

In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has met either or both of the following:

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Improvement Provision: The School Corporation has demonstrated consistent improvement on overall PMF scores during the most recent three years of the review period.[1] In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

Demonstrated Promise Provision: At charter renewal, the school has earned a PMF score equal to or exceeding 50 in the most recent year of the PMF (the last year of the review period); OR the school's rating[2] on OSSE's School Transparency and Report (STAR) framework for the most recent year is a 3 or above.[3]

C. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

D. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.7 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB's *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

E. Teacher interaction score and additional measures. The full description of the PMF is contained in the associated Policy & Technical Guide ("**PMF Guide**"). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess pre-kindergarten instruction in schools with prekindergarten programs. Additionally, the School Corporation shall annually select, administer, and report on literacy and math (and optional socioemotional) assessments for its students in pre-kindergarten through second grade, if applicable. The School Corporation shall only select early childhood assessments for the purposes of the PMF that have been approved by DC PCSB in the PMF Guide for the corresponding year. The School Corporation will certify annually, in accordance with the schedule and process to be determined by DC PCSB, which early childhood assessments it will administer each year for the purposes of the PMF. If a measure is not included in the School Corporation's PMF scoring according to the PMF Guide for the corresponding year, it will be displayed on the School's Score Card(s) as an untiered measure in that year. If

[1] For any year within the review period that DC PCSB issues no PMF score or tier, this year will not be included in the improvement provision for purposes of determining "the most recent three years."
[2] DC PCSB reserves the right to remove the STAR rating from consideration if material changes are made to the framework.
[3] By adopting this policy, the school confirms that it will allow DC PCSB to obtain and utilize embargoed STAR data from OSSE as early as possible to determine if this provision has been met. The school agrees to cooperate fully with DC PCSB and OSSE to facilitate DC PCSB's access to and use of all STAR data, including embargoed or otherwise confidential data.

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the School Corporation fails to administer the previously certified early childhood assessment(s) for the purposes of the PMF for the corresponding year or fails to certify any such assessments, it will receive a score of zero on the corresponding measures on the School's Score Card(s) for that year.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

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3.6 **Waiver**. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 **Construction**. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 **Dispute Resolution**. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 **Notices**. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
(202) 328-2660

If to the School Corporation:

Inspired Teaching Demonstration Public Charter School
200 Douglas Street NE
Washington, DC 20002
Attention: Deborah Dantzler Williams, Head of School
deborah.williams@inspiredteachingschool.org
(202) 248-6825

DocuSign Envelope ID: 9A10C8F2-74C8-430F-8779-5DC7BAAC3227

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL	**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**
By: [redacted]	By: [redacted]
John Leibovitz	Rick Cruz
Inspired Teaching PCS Board Chair	**DC PCSB** Board Chair
Date: 6/17/2020	Date: 06/22/2020

Appendix A

Annual Report
2018 – 2019

Inspired Teaching Demonstration Public Charter School

200 Douglas Street NE

Washington, DC 20002

(202) 248-6825

www.inspiredteachingschool.org

John Leibovitz
Chair, Board of Directors

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NARRATIVE

I. School Description

I. A. Mission Statement

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

I. B. School Program

I.B.1. Curriculum Design and Instructional Approach

The Four I's, Intellect, Inquiry, Imagination, and Integrity are integral to the Inspired Teaching Demonstration PCS curriculum across all grades and throughout all academic disciplines.

Intellect

- Reading and Literature: Students comprehend and analyze age- appropriate literature and nonfiction text.
- Communication: Students communicate powerfully through writing, speaking, and the arts.
- Math: Students solve math problems using both procedural fluency and conceptual understanding.
- Science and Social Studies: Students demonstrate understanding of the complexity of the social and scientific worlds.
- Students apply content knowledge to relevant and current situations, problems, and experiences.
- Students are intellectually and physically active, self-directed learners.

Inquiry

- Students demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.

- Students demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; and the ability to play.

- Students exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Our curriculum integrates opportunities for students to develop their intellect, inquiry skills, imagination, and integrity – our Four I's. Each of these goals is integrated throughout the school year. In each of our classrooms, the Four I's are supported with the belief that in the 21st century, real, strong intellectual development is dependent upon the cultivation of inquiry skills. Similarly, imagination is not only supported through play and creative expression, but also celebrated as a key aspect of intelligence. Through our curriculum, students demonstrate the ability to create multiple solutions to complex problems, exhibit resourcefulness, cultivate resilience and maintain optimism when challenged.

Success in the real world relies on one's ability to think deeply, creatively problem solve, and work as a productive member of a team. Our curriculum integrates multiple disciplines throughout student projects and experiences. Although we use commercially available curricular materials, a substantial part of our curriculum is teacher created, guided by content area standards, and based on student interests and needs. Teachers create standards driven, project-based instructional units that support student inquiry and mastery.

Early childhood teachers use Creative Curriculum as the primary instructional planning framework, and Teaching Strategies GOLD as the corresponding assessment tool. Classrooms are designed with thematic interest areas or centers that shift and grow throughout the year. For example, in the fall the dramatic play space is most often "home" themed and by the spring it may have become a

hair salon, doctor's office, farmer's market or travel agency. Teachers take advantage of a wealth of early childhood best practices and programmatic resources to meet the needs of their students.

The preschool and prekindergarten curriculum is guided by developmentally appropriate practice and shaped by the young child's play as work. Over the course of three years – Preschool, Prekindergarten and Kindergarten – students are introduced to the world of school in a nurturing environment that prepares them to excel in the development of the four Is, Intellect, Inquiry, Imagination, and Integrity. Classroom practices are inspired by the Reggio Emilia approach to the development of young children. School is presented as a system of interactions and relations. Teachers work closely with families to cultivate a love of learning in each child by ensuring that they are supported and challenged as they progress through developmental milestones and secure their mastery of foundational learning skills. In preparation for studying the Common Core, early childhood students are immersed in a world of mathematical exploration that includes counting and sorting, comparing and measuring, and using data to tell stories about the world around them.

The elementary curriculum is based on the Common Core State Standards for English Language Arts and Mathematics. Teachers implement these grade appropriate standards through interdisciplinary projects that build toward culminating Learning Showcases. Additionally, teachers make use of Eureka Math for focused math instruction, and the workshop model provides the foundation for teaching writing combined with guided reading for literacy instruction.

Our elementary program presents a comprehensive curriculum through an integrated classroom approach. Special classes, including Spanish, Physical Education, Music, Dance and Visual Art, are taught by specialists in each field. Language arts instruction is offered through a workshop and guided reading approach and emphasizes the development and authentic implementation of all communication skills (speaking, listening, reading, and writing). The math curriculum is based on Common Core State Standards, providing students with a foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals. The core resource in K-8 is Eureka Math, a program that provides opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving. Math is hands on and problem based encouraging learners to do the work of mathematicians. The science curriculum is based on the Next Generation Science Standards. Students are offered an inquiry-based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Science and social studies are integrated throughout the curriculum. Social Studies instruction is guided by TCI and the C3 Framework from the National Council for Social Studies. It is integrated into the balanced literacy framework. Through individual and group projects, shared reading, read-alouds, and topic-specific

independent reading and writing, students develop social studies knowledge and skills as they develop as readers and writers. Students in kindergarten through fourth grade learn about ways that groups and communities are governed, geography and topography, change over time, and the relationships between cities, states, countries, continents and international organizations.

Our social emotional learning curriculum is based on nationally recognized programs including Second Step, Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings. We teach students to solve conflicts peacefully and to develop social skills that allow them to work independently, in small groups and as a whole class. As students move through the academic curriculum they develop the skills of empathy required to become innovators – observation, listening, self-expression, problem solving and creativity.

Spanish instruction integrates language acquisition goals with cross-cultural studies in which students are exposed to the histories, art, food, traditions, and folktales from Spanish speaking communities. Working in partnership with organizations such as the Phillips Collection, a private museum located in the District of Columbia, all students benefit from the opportunity to receive instruction in visual arts and have the arts integrated across the curriculum. In the artists' studio, students participate in art instruction and are taught how to use a range of materials and invited to make choices about which materials and methods they use and for how long. Choice-based art education regards students as artists and offers real choices for responding to their own ideas and interests through the making of art. Our physical education and dance teachers in collaboration with classroom teachers conduct physical education and nutrition classes. Our program integrates physical education activities ranging from yoga and a variety of dance styles and traditions to soccer and basketball, as well as health education including topics such as nutrition, growth and development, sleep, and productive problem solving. Classroom teachers further students' knowledge of nutrition and health by supporting school-wide healthy eating and decision-making. Music education including singing, music history and exploration of musical instruments is offered to all students. Students demonstrate their learning in Celebrations of the Arts based on selected themes such as winter holidays and music through the ages.

The Inspired Teaching Demonstration PCS Middle School emphasizes a student centered inquiry based approach to learning. Middle school students are taught to view themselves as change agents so that they can enter the world ready to make a difference. Through the core content and specialized subject areas students approach their work through a social justice lens. Instruction in the Middle School is departmentalized.

Math: Our math program allows students to apply their mathematical knowledge to real world problems. Our math program, Eureka Math, provides

opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving.

Science: Our science curriculum emphasizes a student-centered approach to learning. The sciences are the lens we use to examine local and global environmental and social justice issues. We use the Next Generation Science Standards to guide our work. Science, Engineering and Math principals are embedded in all of our learning. Students in all grade levels study science throughout the year. Students are offered an inquiry- based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Students in 5th-8th grades tackle STEM challenges in addition to their inquiry based science program.

Humanities: The humanities are the lens we use to examine local and global social justice issues. We employ a balanced literacy approach to teach the Common Core State Standards and the C3 Framework for Social Studies. Our history/social studies/ELA curriculum teaches students how to conduct research and convey information in a thoughtful way. Throughout the school year students take on a problem/solution-based examination of social justice issues. In 5th grade, students determine what it means to be an upstander/bystander through the lens of United States history. In 6th grade students delve into the human story by examining ancient civilizations.

7th graders explore the theme "Journey, Struggle and Survival" through a world history lens. 8th graders study U.S. and local government, and current world events as they pertain to the operations of our government. 8th graders also study and compare governmental structures across nations. The workshop approach allows students to read high-interest books at their just-right reading level. In addition to reading novels at their independent reading levels, students participate in guided reading groups and small group book clubs. Students also engage in exploring grade level literature as a class. Students learn not just how to comprehend a text, but also how to unpack the text, search for subtext, develop their ideas about a text in writing and in class discussions and create text content.

Social Emotional Development: Our social curriculum is based on nationally recognized programs: Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings; to solve conflicts peacefully; and to develop social skills that make it possible for them to work independently, in small groups, as a whole class and to lead in various settings. Students in 7th and 8th grades are taught using the Face-to-Face Advisories Program.

World Language: Students are exposed to the culture, language, and traditions of Spanish speaking countries. In addition, students are taught at a developmentally appropriate level to move toward mastery in speaking, reading, writing, and listening in Spanish.

Special classes include Physical Education, Spanish, Visual Art, Dance and Music including theory, history, and chorus.

I.B.2. Family Involvement

Families are invited to participate in many ways at Inspired Teaching School, from volunteering in classrooms and providing enrichment opportunities, to recruiting students, fundraising, supporting and supervising activities throughout the school year. Family events are held during the school day, evenings and weekends. The first events for families are held prior the start of the school year to connect families and facilitate building community for all adults and children. Our highly involved Inspired Families Association includes the families of all students, and has its own events, blog, and newsletter. Families regularly volunteer to support classrooms as Room Parents, chaperone filed trips, present special topics to students, assist with classroom projects, teach Intersession classes, organize and supervise clubs and sporting activities, and support teachers.

Family Conferences led by students are held twice each year and Learning Showcases occur three times a year. These provide families with an in-depth understanding of students' growth and learning. At Learning Showcases, students showcase their work to their own families as well as their schoolmates' families and school visitors. As families are drawn in, to not only their children's classrooms, but other classrooms as well, they build upon the sense of school-wide community. Over the year, the majority of students' families attend Family Conferences, grade level and individual class drama performances, Arts Celebrations and each of three Learning Showcases. Many family members attended our orientation and Back-to-School events, Family Education events, International Festival and Chili Cook-off.

The Inspired Family Association raises funds to purchase resources to enhance student learning and increase resources throughout the building. During the 2018 – 2019 school year the IFA raised over $135,000, to support student learning and provide additional resources across the school.

Highlights of Family Events during the 2018-2019 school year include

- Inspired Family Association Third Thursday Morning Coffees
- Inspired Family Association Family Picnics
- Family Education Events – Math Curriculum, Literacy Curriculum, Restorative Practices, Cultivating Resilience and Preventing Bullying
- Morning and Evening of the Arts Performances
- High School Information Sessions
- Family Game Night
- Family Movie Night

- Literary Fair
- International Day
- Book Character Parade
- Debate Team Competitions
- Learning Showcases each trimester
- Black Lives Matter Week of Action
- Family and Student Chili Cook-off
- Inspired Evening
- 8th Grade Portfolio Defense
- Capital Pride Parade

II. School Performance

II.A. Performance and Progress

II.A.1. Mission-related Programs

Inspired Teaching Demonstration Public Charter School implements the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn. Our staff not only implements this philosophy, but also innovates and expands on the model and methods contributing to the refinement and expansion of Inspired Teaching practices. The school houses a Teacher Residency Program in which Teaching Residents study under the guidance of our Master Teachers. The school is a leader in improving the way teachers are trained and students are educated in DC and beyond. Students benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom serve as models of a lifelong commitment to learning.

The defining characteristic of Inspired Teaching School is a professional learning community focused on a progressive, constructivist approach to teaching and learning based in the research on how the brain works and how children learn. The school is organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for teachers.

Dominant methods of instruction include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction includes an emphasis on social-emotional learning, and classrooms are characterized by student-centered practices such as differentiated instruction, collaborative groups, and child-initiated play.

At Inspired Teaching Demonstration Public Charter School, we view student discipline systems and classroom management as important teaching tools that

help us reach our goal of teaching the whole child. All faculty and staff work together to help students become responsible community members and take responsibility for their behaviors. We expect students and families to observe and maintain the rules of the school, and closely monitor student behaviors throughout the year. When infractions of the rules occur, each student's case is handled individually according to our tiered system for engaging children's cooperation. Families are informed and involved at every step in the process. Students are asked to take responsibility for their actions and are supported in finding ways to restore the relationships and or resources that have been impacted by poor choices.

Teacher-student relationships and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching Demonstration Public Charter School. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries and consistency necessary for student success and safety.

There are three simple statements that guide the Inspired Teaching Demonstration PCS community. Students created these expectations during our inaugural year. We call them "Rights and Responsibilities" and they are:

Everyone learns.

Everyone is safe.

Everyone builds the community.

Within every classroom, teachers and students develop agreements about what every student and staff member must do in order to uphold these rights and responsibilities. Through this process, all learners in the community develop an understanding of the expectations for participation in our community and beyond.

As a Demonstration School, Inspired Teaching School receives visitors from around the globe. It is part of our mission to demonstrate the benefits of *Inspired* instruction and share progressive teaching and learning practices. Our goal is to enable other educators to deepen their understanding of a child-centered approach and also to contribute to the national conversation about teacher training and professional development. Our professional learning community strives to ensure that all students achieve their potential as accomplished learners, thoughtful citizens and imaginative and inquisitive problem solvers through our demanding, inquiry-based curriculum.

II.A.2. Inspired Teaching Demonstration Public Charter School adopted the PMF as our goals and academic achievement expectations.

Our mission, *ensuring that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum*, is lived through our emphasis on keeping students at the center of teaching and learning. Our students demonstrate solid achievement and growth on standardized measures as demonstrated by student PARCC scores. We look to other elements such as student portfolios, Learning Showcases and student engagement to confirm individual student's progress. At the close of the 2018-2019 school year 100% of our 8th graders were admitted to schools of choice and promoted to 9th grade following completion of 8th Grade Portfolios and Presentations. They demonstrated high achievement as evidenced by presentation of artifacts of their learning and the Portfolio Defense before educators from across the school.

Inspired Teaching Demonstration Public Charter School has been recognized as among the top performers in the city on the Partnership for Assessment of Readiness for College and Careers (PARCC). We are pleased to share that our students continue to demonstrate solid growth in English Language Arts (ELA) and they maintained previous growth in Mathematics. It is noteworthy that our school-wide results show that 60% of our students met or exceeded expectations in ELA demonstrating consistent growth in this area over the past four years. ITDS is first among charter schools with 3rd grade – 8th grade on ELA. We saw gains across several subgroups including at-risk students and students with disabilities. We also noted a reduction in the number of students scoring at the level of 2 and below in ELA and Math confirming solid growth in achievement toward desirable proficiency, college and career readiness.

The charts below show our school performance in comparison to the city, the charter sector, and DCPS in ELA and Math.

II.B. Unique Accomplishments

Our entire community celebrated the announcement of Inspired Teaching Demonstration Public Charter School achieving Tier One status as designated by the DC Public Charter School Board for the second year in a row. This accomplishment recognizes and affirms the work of the entire staff, all students, families and partners.

As a demonstration school we welcome visitors from around the world and use each opportunity to establish a conversation during which we share our practices and invite questions and thought partnering to foster greater collaboration amongst educators. Our hope is to improve teaching and learning broadly making a difference in the experience of children around the globe. During the 2018-2019 school year we welcomed visitors from schools in the District of Columbia, Maryland and Virginia, foundations and education non-profits across the nation, and area universities such as Georgetown University. For the second time we hosted our third group of educators from the Philippines. In addition we hosted two groups of educators from Utah and a large contingent of educators from Saudi Arabia. Visitors see our program in action, meet with students and staff and establish open channels for continuing communication.

Inspired Teaching Demonstration PCS was featured in several publications online and print including The 74 and Forbes.com. We were also featured in a joint article by the Astra Center and Center for Inspired Teaching and on blog articles by the Astra Center and local writer, Mark Lerner's Parents Have School Choice Kids Win.

Professional development was further enhanced through the creation of teacher selected PLCs. Each teacher selected an area of study, completed substantial research and investigation, and presented to colleagues over the course of the school year.

Our Early Childhood team presented a professional development workshop attended by teachers from across the District.

Inspired Teaching Demonstration Public Charter School is a member of the Diverse Charter Schools Coalition – a national organization of charter schools that have racially, culturally, and socioeconomically diverse student populations. The mission of the Coalition is to catalyze and support the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities and outreach. We presented a workshop on Recruitment and Retention of Diverse Families at the Coalition's national convening.

Our students participated in Global Play Day for the second time, with every student in Preschool – Middle School having at least one full hour of unstructured playtime to demonstrate the importance of play in the lives of all children.

Science teacher, Jodi Ash, was recognized as a finalist for the Presidential Award for Excellence in Mathematics and Science Teaching.

Inspired Teaching Demonstration School students were recognized for their participation in the American University Optics Olympiad, the GeoPlunge Challenge Tournament and the Girls on the Run program.

We promoted our third class of 8th graders who are now attending great high schools across the city. The students promoted to 9th grade in 2019 participated in our rigorous learning experience, Portfolio Presentation and Defense, to demonstrate their learning and capacity to articulate and defend their work. The students' presentations and the investment of teachers and administrators were outstanding. Several students not only passed, but also demonstrated such depth and overall excellence they were designated to have passed with distinction.

The exceptional talents and skills of our dance students were on display when they participated in Dance Africa through our partnership with Dance Place.

Continuing Community Engagement: We continue to build on our regular communication with the community ensuring that neighbors are up to date on

events at the school. We also hosted meetings for community organizations and strive to be good neighbors embracing opportunities to come together. We demonstrated a track record of proactive engagement and timely communication with our neighbors specifically in support of the Edgewood Recreation Center Project.

Our students benefited from an array of field trip options traveling within DC and beyond to other destinations. Special opportunities were presented to celebrate and engage our 8th graders as they prepared to transition from Inspired Teaching Demonstration Public Charter School to area high schools.

Strategic Planning: We are in the implementation phase of our first Strategic Plan, (adopted during the 2015-2016 school year) completed all year one, two and three goals.

Fundraising and Development: Launched a very successful fundraising campaign yielding 100% participation by our Board of Directors and an outstanding rate of 73% participation by families, 71% participation by staff and a good number of community donors.

We celebrated Black Lives Matter Week of Action across the school engaging students at all levels in developmentally appropriate activities ranging from spoken word poetry and creating a school-wide mural to Voices of Our Village inviting families and staff to discuss a range of topics.

We launched a new website that offers greater access for families and staff, supports improved communication channels and updates our branding.

II.C. List of Donors*

**This list includes donors who have contributed monetary or in-kind donations having a value equal to or exceeding $500 during the 2017-2018 school year. We apologize in advance if we failed to include donors on this list.*

Eric Albert and Lucy Newton
Scott Barash and Gayle Wald
Law Office of Lauren E. Baum, PC
William and Lauren Braniff
Morton Brilliant and Jordana Rubel
Michael Brodsky and Aleta Margolis
Andrea Browning
Building Hope
Robert Chapman and Patricia Westwater
Gay Cioffi
Morris and Kalena Clarke
Shaun and Melissa Cross
Joerg and Susan Dreweke
Dynamic Network Solutions
EdOps
John Farden and Lee Ann Richter
Sidi Farouidi and Allison Jabaly
Hugh and C. Evelyn Gaskill
Richard Gelinas and Jennifer Helvik
Nathaniel Goldberg and Genevieve Melford
Sean Griffin and Catherine Warner-Griffin
Joseph Gruber and Kathleen Kassel
Rob Hanson and Kate Keplinger
Sandra Heard and Ginger Rumph
Dan Hernandez and Lina Guzman
HUB International Limited
Dennis Junius and Amy Detgen
Shawn and Kate Zeller
Shemaya and Dori Klar
Klar Real Estate
Mark and Abigail Leta
John and Monica Leibovitz
Michael Linden and Rebecca Melsky
Matt and Dawn Luecke
Peter Lurie and Suzanne Raitt
Thomas McKew and Jennifer Shore
Robert McLaughlin
MCN Build
Steve Morrison and Nicole Hamam
Timothy and Hannah Mullen

Daniel and Alina Nagdimunov
Abe Newman and Craig Pollack
Adam and Sarah Newton
Paradigm Therapy Partners
Somerville and Kristin Parker
Corey Perkins and Carmen Rottenberg
John and Mary Pitts
Siddhartha and Deepti Raja
Massie and Meredith Ritsch
Malcolm and Nan Ritsch
Scott and Ilyssa Shefferman
Don and Eshauna Smith
Ewell Smith and Andrea Kavanagh
Hasan and Alya Solomon
John Stubbs and Victoria Espinel
Gurinder and Kimberly Tamber
United Bank
Andrew Ward and Melissa Marks
Jason Washington and Stephanie Wainscott
Michael and Erin Weest
Simeon and Deborah Williams
Rusty and Linda Wilson
Torger and Melinda Wuellner
Stephen Yoder and Alyssa Weir
Max Zambrano and Sarah Bass

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Inspired Teaching Demonstration PCS
PCSB	Campus Name: Inspired Teaching Demonstration PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 470

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	**PK3**	**PK4**	**KG**	**1**	**2**	**3**	**4**	**5**	**6**
Student Count	44	45	49	50	49	51	48	51	41
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Alternative**	**Adult**	**SPED***
Student Count	24	18	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: **181 days**
PCSB	**Suspension Rate:** 4.7%
PCSB	**Expulsion Rate:** 0.00%
PCSB	**Instructional Time Lost to Out-of-School Suspension Rate:** 0.06%
PCSB	**In-Seat Attendance:** 95.3%*
PCSB	**Average Daily Attendance:** The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**
PCSB	**Midyear Withdrawals:** 2.1% (10 students)
PCSB	**Midyear Entries:** 0.0% (0 students)
PCSB	**Promotion Rate (LEA):** 99.7%
PCSB (SY17-18)	**College Acceptance Rates:** Not Applicable
PCSB (SY17-18)	**College Admission Test Scores:** Not Applicable
PCSB (SY17-18)	**Graduation Rates:** Not Applicable

Faculty and Staff Data Points

School	**Teacher Attrition Rate**: 11.8%

School	**Number of Teachers:** 37 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows
School	**Teacher Salary** 1. Average: $68,819 2. Range -- Minimum: $ 40,171 Maximum: $ 99,660
School	**Executive Compensation** Lower School Principal, $146,811 Middle School Principal, $105, 000 Chief Operating Officer, $133,531 Head of School. $170,441

Appendices (A-E)

Appendix A: Staff Roster, 2018-2019 and Resident Listing

First	Last	TITLE/RESPONSIBILITIES	QUALIFICATIONS
Nsilo	Abraham	Physical Education Teacher	BS – Health, Fitness & Recreation
Liane	Alves	Master Teacher, PreKindergarten	BA – Anthropology; MAT – Early Childhood Education
Katherine	Arias Morales	Paraprofessional, PreSchool	AA – Social Sciences, Teaching Specialization
Jodi	Ash	Master Teacher, Science, 5th-7th grade	BA – Political Communication
Erin	Bailey	Intervention Specialist	BA – Education; MA - Reading Instruction; PhD - ABD
Seth	Biderman	Middle School Principal	BA – Comparative Literature; MA – Creative Writing
Eli	Blum	Lead Teacher, 3rd grade	BA – History; MA – Elementary Education
Sybil	Bolden	Master Teacher, Kindergarten	BA – Communications
Connie	Brown	Master Teacher, PreKindergarten	BS – Child & Family Studies; MS – Child & Family Studies
Kelly	Brown	Data Manager & Special Projects Manager	BA – History; MEd – Elementary Education
Samia	Brown	Registrar and Special Programs Coordinator	BA – Communications
Bettya	Burgess	Paraprofessional, 3rd grade	High School
Page	Christensen	Lead Teacher, PreKindergarten	BA – Fine and Studio Art; MA – Early Childhood Education
Hubert	Dixon	Lead Teacher, 3rd grade	BA – Political Science; MA – Teaching
Amber	Dooley	Art Teacher	BA – Art Education
Leslie	Douglas	Administrative Assistant	BA – Studio Art
Suriya	Douglas	Lower School Principal	AB – Sociology; MEd - Educational Administration
Michele	Eaton	Special Education Teacher	BS – Journalism
Ben	Frazell	Instructional Coach, English Language Arts	BA – English, Political Science; MEd – Elementary Education
Anshera	Galan	Paraprofessional, Special Education	BA – French Literature
Quintin	Garrett	Paraprofessional, Special Education	High School
Kina	Gee	Teaching Assistant, 4th Grade	BS – Finance
Sandhya	Ghanta	Lead Teacher, 4th grade	BA – Mathematics, Statistics; MA – Elementary Education and Special Education
Pam	Greene	Operations Manager	High School
Adriana	Gonzalez	Teaching Assistant, Spanish	High School
Tasha	Harris	Special Education Teacher	BS – Biology
Bryant	Hatch	Teaching Assistant, First Grade	BA – History; MA - Teaching
Brittney	Haywood	Teaching Associate, Special Education	BA – Human Relations

Lacey	Head	Lead Teacher, PreSchool	BA – Cultural Anthropology; MA – Early Childhood Education
Jadian	Headley	Paraprofessional, Special Education	AA – Communication
Chrystena	Hill	Paraprofessional, PreKindergarten	High School
Jaleesa	Honesty	Paraprofessional, 1st Grade	BA – Psychology
Maureen	Ingram	Master Teacher, PreSchool	BA – Russian and Political Science; MA – International Studies
Leean	Jack	Paraprofessional, Special Education	BSW – Social Work
Jessica	Jones	Lead Teacher, 1st Grade	BA – Psychology
Mercedes	Jones	Teaching Assistant, PreSchool	BA – Sociology
Shannon	Kane	Instructional Coach, Mathematics	BA – World Politics & Philosophy; MA – International Affairs & Public Health; EdD – Education
Hi Uan	Kang	Art Teacher	BA – Art/English; MFA – Visual Arts
Monisha	Karnani	Director of Demonstration and Outreach	BS – Industrial & Operations Engineering; MEd – Education Policy & Administration
Donna	Kearney	Dance Teacher	High School
Jezel	Kelly	Teaching Assistant, 2nd Grade	AA – Liberal Arts & Social Science
Kate	Keplinger	Chief Operating Officer	BA – International Studies; MAT – Secondary Social Studies
Suzanna	Lane	Art Teacher	BA – Anthropology; M.Ed – Montessori Education
Samantha	Lincoln	Special Education Manager	BA – International Affairs; JD
Amy	Lyon	Speech-Language Pathologist	BFA – Creative Writing; MA – Speech/Language Pathology
Courtney	McIntosh-Peters	Middle School Teacher, Mathematics	BA – Chemistry; MA - Teaching
Katherine	Arias Morales	Teaching Assistant, PreSchool	AA – Social Sciences, Teaching Specialization
Ash	Moser	Master Teacher, 4th grade	BS – Education; Med - Administration
Tamas	O'Doughda	Teacher	BA – English Literature; MA – Curriculum & Instruction
Maya	Oliver	Teacher	BS – Physics
Cornelius	Paige	Paraprofessional, Special Education	High School
Malcolm	Poole	Intervention Specialist	BA – Sociology/Criminal Justice; MEd – Educational Leadership
Timesha	Ray	Paraprofessional, Special Education	BS – Textile & Apparel
Marie	Rayme	Teaching Assistant, PreSchool	High School
Sergei	Riddell	Middle School Teacher, Social Studies	BA – Political Science
Marni	Riffkin	Social Worker	BA – Criminal Justice; MSW – Social Work

Hannah	Salisbury	Early Childhood Program and Curriculum Specialist	BS – Anthropology; M.Ed – Educational Psychology
Kamille	Scarlett	Middle School Teacher, Mathematics	BA – Psychology; MEd – Education
Octavia	Shaw	Special Education Teacher	BA – Communication/Education; MA – Instructional Systems Development/International Education
Neoka	Smith	Master Teacher, 2nd grade	BA – English
Melissa	Somerville	Master Teacher, 1st grade	BS – Early Childhood Education
Fred	Stanback	Special Education Teacher	BA – Liberal Studies
Timothy	Street	Manager, Strategic Initiatives	BA – Sociology; MAT – Early Childhood Education
Paul	Thomas	Building Services Manager	High School
Michael	Thompson	Teaching Assistant, PK	BA – Journalism
Melissa	VandenBussche	Special Education Teacher	BA – English Literature; MA – Secondary Education; MA – Composition Studies
Juan	Vasquez	Spanish Teacher	BA – Communication Studies
Chris	Washington	Music Teacher	BS – Music Education
Anthony	Whitaker	Paraprofessional, Kindergarten	High School
Deborah Dantzler	Williams	Head of School	BA – Sociology/Political Science; MCP – Urban and Regional Planning; MA – Organization and Leadership
Desmond	Williams	Teacher	BA – English; MA – Special Education
Matthew	Wong	Lead Teacher, 2nd Grade	BS – Kinesiology; MAT – Elementary Education

Teacher Residents:
Instructional Staff, Teachers in Residence for One Year
All Residents have completed a Bachelor's Degree.

Julia Barrett
Asha Diggs
Amanda Fasciano
Zana Holden-Gatling
Shemeka McNeil
Caroline Morales
Thomas Morris
Brian Palmer

Appendix B: Board Roster, 2018-2019

Andrea Browning
Nominating and Governance Committee
Fundraising Committee
DC Resident

Morris Clarke
Secretary, Board of Directors
Executive Committee
Finance Committee
Parent Member
DC Resident

Geri Epstein
Fundraising Committee
DC Resident

Marc Fisher
Nominating and Governance Committee
DC Resident

Joanne Irby
Nominating and Governance Committee
Parent Member
DC Resident

John Leibovitz
Chair, Board of Directors
Chair, Executive Committee
Finance Committee
Fundraising Committee
Parent Member
DC Resident

Aleta Margolis
Representative, Center for Inspired Teaching
Founder and President, Center for Inspired Teaching
Nominating and Governance Committee

Lucy Newton
Chair, Fundraising Committee
Parent Member
DC Resident

Anika Simpson
Vice Chair, Board of Directors
Chair, Nominating and Governance Committee
Executive Committee
Finance Committee
Parent Member
DC Resident

Pete Weber
Fundraising Committee

Deborah Dantzler Williams
Ex-officio, Non-voting Member
Ex-officio, Non-voting Member, All Board Committees
Head of School
DC Resident

Rusty Wilson
Treasurer, Board of Directors
Chair, Finance & Business Oversight Committee
Fundraising Committee
Parent Member
DC Resident

Appendix C: Unaudited Year-end 2018-2019 Financial Statement

Income Statement

Inspired Teaching Demonstration

July 2018 through June 2019

					Year-To-Date
Income Statement					**Actual**
Revenue					
	A. Local Revenue				
		01. Per Pupil Charter Payments			7,024,103
		02. Per Pupil Facilities Allowance			1,533,610
		04. Other Government Funding/Grants			27,138
		Total A. Local Revenue			8,584,851
	B. Federal Revenue				
		03. Federal Entitlements			102,958
		04. Other Government Funding/Grants			158,669
		Total B. Federal Revenue			261,627
	C. Other Revenue				
		05. Private Grants and Donations			168,290
		06. Activity Fees			6,599
		07. Other Income (please describe in footnote)			(72,264)
		Total C. Other Revenue			102,625
	Total Revenue				8,949,103
Expenses					
	D. Personnel Salaries and Benefits				
		08. Principal/Executive Salary			557,099
		09. Teachers Salaries			2,551,078
		10. Teacher Aides/Assistance Salaries			414,849
		12. Business/Operations Salaries			127,561
		13. Clerical Salaries			181,583
		15. Other Staff Salaries			587,932
		16. Employee Benefits			718,289
		18. Staff Development Expense			27,150
		Total D. Personnel Salaries and			5,165,540

	Benefits	
	E. Direct Student Expense	
	19. Textbooks	34,397
	20. Student Supplies and Materials	66,803
	22. Student Assessment Materials	17,142
	23. Contracted Student Services	673,913
	24. Miscellaneous Student Expense **	31,176
	Total E. Direct Student Expense	823,431
	F. Occupancy Expenses	
	25. Rent	1,533,610
	26. Building Maintenance and Repairs	2,206
	29. Contracted Building Services	29,411
	Total F. Occupancy Expenses	1,565,227
	G. Office Expenses	
	30. Office Supplies and Materials	25,474
	31. Office Equipment Rental and Maintenance	13,665
	32. Telephone/Telecommunications	15,124
	33. Legal, Accounting and Payroll Services	152,130
	34. Printing and Copying	2,155
	35. Postage and Shipping	2,077
	36. Other	25,228
	Total G. Office Expenses	235,855
	H. General Expenses	
	36. Other	19,214
	37. Insurance	31,240
	38. Transportation	450
	39. Food Service	171,992
	40. Administration Fee (to PCSB)	80,787
	42. Other General Expense	53,783
	Total H. General Expenses	357,466
	Total Expenses	8,147,519
Operating Income		801,583
Extraordinary Expenses		
	I. Other Expenses	
	44. Depreciation Expense	80,702
	45. Interest Payments	3,839
	Total I. Other Expenses	84,542
	Total Extraordinary Expenses	84,542

Net Income		717,042

Cash Flow Statement		Actual
Net Income		717,042
Cash Flow Adjustments		
	Cash Flow Adjustments	
	Financing Activities	(11,232)
	Investing Activities	248,226
	Operating Activities	58,861
	Total Cash Flow Adjustments	295,854
	Total Cash Flow Adjustments	295,854
Change in Cash		1,012,896

Appendix D: Approved 2019-2020 Budget

Inspired Teaching Demonstration PCS

	SY19-20
Revenue	
Per Pupil Charter Payments - General Education	5,853,843
Per Pupil Charter Payments - Categorical Enhancements	1,361,958
Per Pupil Facilities Allowance	1,647,384
Federal Funding	102,026
Other Government Funding/Grants	715,807
Private Grants and Donations	120,000
Activity Fees	6,724
Other Income	137,368
Revenue Total	9,945,110
Expenses	
Principal/Executive Salary	766,456
Teachers Salaries	2,596,980
Special Education Salaries	638,144
Other Education Professionals Salaries	468,229
Business/Operations Salaries	380,969
Administrative/Other Staff Salaries	100,858
Employee Benefits and Payroll Taxes	930,217
Educational Supplies and Textbooks	155,714
Student Assessment Materials/Program Evaluation	13,601
Contracted Student Services	667,954
Food Service	192,855
Other Direct Student Expense	26,501
Rent	1,647,490
Depreciation (facilities only)	58,583
Interest (facilities only)	2,765
Office Supplies and Materials	31,874
Office Equipment Rental and Maintenance	14,459
Telephone/Telecommunications	14,586
Legal, Accounting and Payroll Services	162,762
Insurance	32,790
Professional Development	53,745
PCSB Administrative Fee	74,326
Depreciation and Amortization (non-facility)	67,189
Other General Expense	69,785
Expenses Total	9,168,831
NET ORDINARY INCOME	**776,279**
TOTAL EXPENSES	**9,168,831**

NET INCOME	**776,279**
Cash Flow Adjustments	
Add Depreciation	125,771
Operating Fixed Assets	(75,085)
Other Operating Activities	19,584
Facilities Project Adjustments	(588,405)
Cash Flow Adjustments Total	(518,136)
CHANGE IN CASH	**258,143**
Starting Cash Balance	4,213,416
Change In Cash	258,143
ENDING CASH BALANCE	**4,471,559**

Appendix E: PCSB School Quality Report (PMF)

Appendix B

2015-16 Five-Year Charter Review Report

Inspired Teaching Public Charter School

November 16, 2015

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpcsb.org

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KEY FINDINGS AND BOARD VOTE

The District of Columbia Public Charter School Board ("DC PCSB") staff has conducted a charter review of the Inspired Teaching Demonstration Public Charter School ("Inspired Teaching PCS") according to the standard required by the School Reform Act ("SRA"), D.C. Code §§ 38-1802 *et seq.*[1] Based on the findings below, on November 16, 2015 the DC PCSB Board voted 5-0 to continue the school's charter without conditions.

In November 2014, Inspired Teaching PCS amended its charter to align its goals and student academic achievement expectations ("academic expectations") with the literacy, math, attendance, and reenrollment indicators assessed in the school's Early Childhood Accountability Plans and DC PCSB's Performance Management Framework.[2] The school fully met the goals and academic expectations as detailed in the amendment – meeting a majority of early childhood targets and scoring well above the required score of 40% on the PMF, with a 55.8% on the 2012-13 PMF, and 53.9% on the 2013-14 PMF. The school has neither materially violated the law nor its charter, and is in strong fiscal health. Based on these findings, DC PCSB staff recommends that the DC PCSB Board vote to continue the school's charter without conditions.

While Inspired Teaching PCS met its goals and academic expectations, PCSB staff notes one area of concern in the school's academic outcomes. While the school's overall math proficiency has been above the state average in 2012-13 and 2013-14, several subgroups – females, economically disadvantaged, and special education students – had 2013-14 math proficiency rates below the state average for those subgroups. Moreover, the school's math median growth percentile – which measures individual student growth from year to year – dropped from 2012-13 to 2013-14 to one of the lowest growth rates in the city. Subgroup performance on the math median growth percentile rates was particularly low for economically disadvantaged, males and black students. It is important that Inspired Teaching PCS focus on student math performance over the coming years.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."[3] As part of this review, DC PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

[1] D.C. Code § 38-1802.12(a)(3).
[2] See Inspired Teaching PCS charter amendment, attached to this report as Appendix A.
[3] D.C. Code § 38-1802.12(a)(3).

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[4]

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance, or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Inspired Teaching PCS began operation in 2011 under authorization from the DC PCSB to initially serve pre-kindergarten-3 through third grade, and to grow to serve students through eighth grade. In 2015-16, the school is serving its first seventh grade class, and 63% of its students are in pre-kindergarten through second grade. Its mission is:

> At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.[5]

Inspired Teaching PCS was founded by the Center for Inspired Teaching (the "Center"), a DC-based educational organization providing teacher professional development. The school implements the instructional model developed by the Center – one that focuses on students developing "the Four I's" – Intellect, Inquiry, Imagination, and Integrity. The school operates the Inspired Teaching Fellows program, where new teachers working towards their teaching certification complete a residency year at Inspired Teaching PCS, working in classrooms alongside Master and Lead teachers. The school operates independently from the Center, though the Center's founder serves on the school's board of directors. Inspired Teaching originally opened in Ward 1, with the PCSB Board approving its relocation to a permanent facility in Ward 5, after the school was awarded Shaed Elementary School by the District of Columbia.

The school's accountability outcomes on Accountability Plans and DC PCSB's Performance Management Framework ("PMF"), which incorporates indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment, are summarized in the table below. This performance is described more fully in Section One of this report.

[4] D.C. Code § 38-1802.12(c).
[5] See Inspired Teaching PCS 2013-14 Annual report, p. 3, attached to this report as Appendix B.

Grade Levels	2015-16 Student Enrollment	2011-12 Accountability Outcomes	2012-13 Accountability Outcomes	2013-14 Accountability Outcomes
PK3 – 2	233	Met 6 of 7 targets	Met 6 of 7 targets	Met or exceeded 9 of 9 indicator floors
3 – 7[6]	137	**N/A**	**55.8%** Tier 2	**53.9%** Tier 2

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school's charter, charter amendment, or accountability plans approved by the DC PCSB Board (collectively, the "Charter").

In November 2014, Inspired Teaching PCS amended its charter to replace its original goals with goals related to meeting thresholds on PCSB's Early Childhood, and Elementary/Middle School Performance Management Frameworks (PMF). Per DC PCSB policy and the school's 2014 amendment, the school adopted the goals in the table below. Further analysis of the school's attainment of its goals and expectations is included below, and is organized according to the indicators assessed on the Accountability Plans and on the respective PMFs.

	Goals and Academic Expectations	Met?
1	In 2011-12, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.	**Yes**
2	In 2012-13, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.	**Yes**
3	In 2013-14 and 2014-15, Inspired Teaching PCS will attain the floor of each indicator in the Early Childhood PMF.	**Yes**
4	Inspired Teaching PCS will earn at least 40% on the Elementary/Middle School PMF in two of the following three years: 2012-13, 2013-14, and 2014-15.	**Yes**

[6] Note: In school year (SY) 2011-12, the school only served 3rd grade; in SY2012-13, it served grades 3 and 4, and in SY2013-14, it served grades 3 through 5; in SY2014-15, it served grades 3 through 6. It now serves grades 3 through 7.

1. In 2011-12, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.

Assessment: **Inspired Teaching PCS met this goal.** It met six of seven of its 2011-12 accountability plan targets.

2011-12 Inspired Teaching PCS Accountability Plan Targets	
Target	**Target Met?**
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in reading by the spring administration on the Teaching Strategies GOLD assessment.	**Yes.** 83.3% of students demonstrated one year of growth.
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in math by the spring administration on the Teaching Strategies GOLD assessment.	**Yes.** 98.5% of students demonstrated one year of growth.
70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the DRA.	**No.** Results unavailable.
70% of first-grade students will score on grade level (level 18) on the DRA.	**Yes**. 71.4% of students scored on grade level.
70% of second-grade students will score on grade level (level 28) on the DRA.	**Yes**. 82.3% of students scored on grade level.
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	**Yes.** The average daily attendance was 96.0%.
On average, kindergarten through second-grade students will attend school 92% of the days.	**Yes.** The average daily attendance was 97.9%.

2. In 2012-13, Inspired Teaching PCS will meet two thirds of its Accountability Plan targets.

Assessment: **Inspired Teaching PCS met this goal.** It met six of seven of its 2012-13 accountability plan targets.

2012-13 Inspired Teaching PCS Accountability Plan Targets	
Target	**Target Met?**
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in reading by the spring administration on the Teaching Strategies GOLD assessment.	**Yes.** 99.4% of students demonstrated one year of growth.
70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in math by the spring administration on the Teaching Strategies GOLD assessment.	**Yes.** 99.1% of students demonstrated one year of growth.
70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the DRA.	**Yes.** 72.7% of students demonstrated one year of growth.
70% of first-grade students will score on grade level (level 18) on the DRA.	**No**. 61.9% of students scored on grade level.
70% of second-grade students will score on grade level (level 28) on the DRA.	**Yes**. 72.2% of students scored on grade level.
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	**Yes.** The average daily attendance was 98.6%.
On average, kindergarten through second-grade students will attend school 92% of the days.	**Yes.** The average daily attendance was 97.5%.

3. **In 2013-14 and 2014-15, Inspired Teaching PCS will attain the floor of each indicator in the Early Childhood PMF.**

Assessment: **Inspired Teaching PCS met this goal.** The Early Childhood PMF in 2013-14 and 2014-15 measured schools in four areas: (a) literacy growth and achievement; (b) mathematics growth and achievement; (3) classroom observations using the CLASS methodology; and (4) student attendance and reenrollment. Each indicator had a "floor", representing the minimum rate that a school should attain.

(a) Literacy growth and achievement: The school met all early childhood literacy targets in 2013-14 and 2014-15.

PK Literacy Growth Targets		
Year	**Target**	**Target Met?**
2013-14	60% of PK3 and PK4 students will meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher.	**Yes** 97.7% of students met this target.
2014-15		**Yes** 97.7% of students met this target.
K-2 Literacy Targets		
Year	**Target**	**Target Met?**
2013-14	50% of kindergarten through second grade students will either obtain growth per the growth chart in the technical guide or score at the independent level by grade on the literacy portion of the DRA, as designated by the publisher.	**Yes** 84.3% of students met this target.
2014-15	50% of kindergarten through second grade students will score at the independent level by grade at the end of the year on the literacy portion of the DRA, as designated by the publisher.	**Yes** 75.7% of students met this target.

(b) Mathematics growth and achievement: In 2013-14 and 2014-15, Inspired Teaching PCS met three of four early childhood math targets.

PK Math Growth Targets		
Year	**Target**	**Target Met?**
2013-14	60% of PK3 and PK4 students will meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher.	**Yes** 97.7% of students met this goal.
2014-15		**Yes** 97.7% of students met this goal.
K-2 Math Targets		
Year	**Target**	**Target Met?**
2013-14	50% of kindergarten through second grade students will score at the achievement level of 75% of higher on the enVision Math assessment, as designated by the publisher.	**Data unavailable**[7]
2014-15		**Yes** 79.4% of students met this goal.

(c) Classroom observations using the CLASS methodology: Inspired Teaching PCS met all targets related to the Classroom Assessment Scoring System ("CLASS") assessment. All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB's floor for this indicator is one, with a target of four.

[7] In 2013-14, the school administered an assessment to its kindergarten through second grade students that was not approved for use with the PMF.

CLASS Performance Targets		
Year	**Target**	**Target Met?**
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	**Yes** The score was 5.6.
2014-15		**Yes** The score was 5.9.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	**Yes** The score was 5.0.
2014-15		**Yes** The score was 5.3.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	**Yes** The score was 2.7.
2014-15		**Yes** The score was 2.2.

(d) Student attendance and reenrollment: Inspired Teaching PCS met its 2013-14 early childhood attendance and reenrollment targets. In the 2014-15 PMF, attendance and reenrollment were not calculated separately for early childhood students.

Attendance Targets		
Year	**Target**	**Target Met?**
2013-14	In 2013-14 on average, PK3-4 students will attend a school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**Yes.** The school's in-seat attendance rate was 93.2%, above the 80.0% EC PMF threshold
2013-14	In 2013-14, kindergarten through second grade students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**88.9%** Above 60.0% EC PMF threshold

K-2 Reenrollment Targets		
Year	**Target**	**Target Met?**
2013-14	In 2013-14 the school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.	**88.9%** Above 60.0% EC PMF threshold

4. **Inspired Teaching PCS will earn at least 40% on the Elementary/Middle School PMF in two of the following three years: 2012-13, 2013-14, and 2014-15.**

Assessment: **Inspired Teaching PCS met this goal.** The school scored 55.8% on the 2012-13 PMF, and 53.9% on the 2013-14 PMF.[8] DC charter schools have not to date received a score on the 2014-15 PMF,

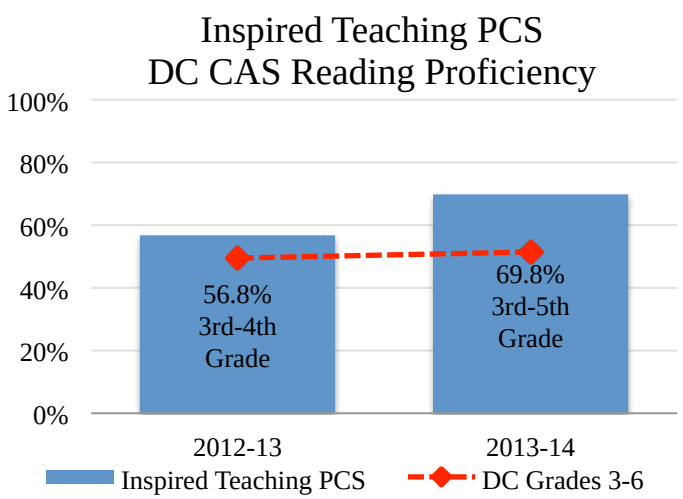
[8] See Inspired Teaching PCS's 2012-13 and 2013-14 PMFs, attached to this report as Appendix C.

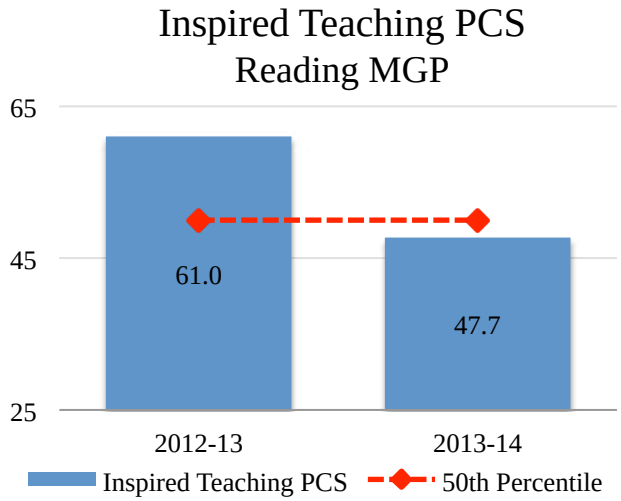
given the District of Columbia's transition from the DC CAS to the PARCC assessment. The below data are the outcomes included in the school's 2012-13, 2013-14 and 2014-15 PMFs.

Reading Outcomes

Proficiency: Inspired Teaching PCS's overall and subgroup reading proficiency was above the state average in 2012-13 and 2013-14. In 2014-15, the state switched to a new state assessment – as of the time of this report's publication, the results of this new assessment had not been finally validated.

Student Growth: An MGP (median growth percentile) of 50 indicates that a school's students have "average" year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. Inspired Teaching PCS's reading MGP was 61.0 in 2012-13, but dropped to 47.7 in 2013-14. In 2013-14, black, female, and economically disadvantaged students had reading MGPs over 50, but the reading MGP of male students was 44.7.



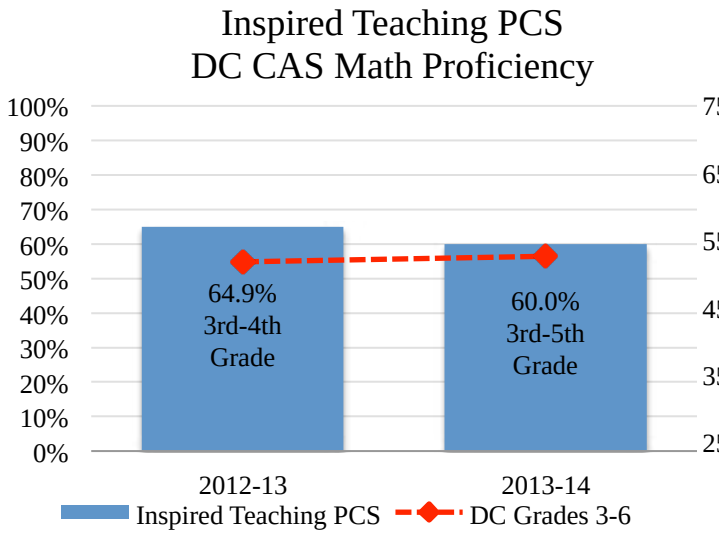


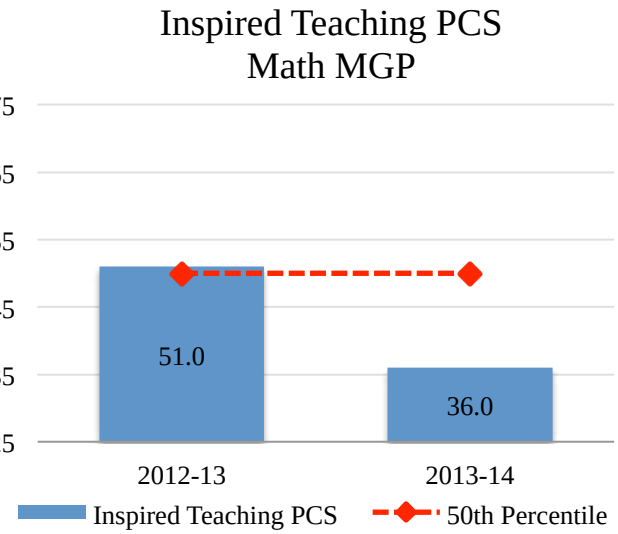
Subgroup Reading Proficiency				
	2013			2014
	Inspired Teaching 3rd-4th Grade	State Average	Inspired Teaching 3rd-5th Grade	State Average
Black Non-Hispanic	51.9%	40.2%	57.6%	41.9%
Male	55.6%	43.2%	75.9%	44.4%
Female	57.9%	52.3%	62.5%	54.4%
Economically Disadvantaged	43.8%	38.4%	55.6%	40.1%
Students with Disabilities	<10 students	19.1%	40.0%	21.2%

2013-14 Subgroup Reading MGP	
Black Non-Hispanic	50.1
Male	44.7
Female	55.5
Economically Disadvantaged	60.1

2013-14 and 2014-15 PMF Math Outcomes

Inspired Teaching PCS's overall math proficiency rate has been above the state average over the past two years. However, in 2013-14 its female, economically disadvantaged, and special education students had math proficiency rates below the state subgroup averages. Inspired Teaching PCS's math MGP was 51.0 in 2012-13, but dropped to 36.0 in 2013-14 – one of the lowest levels in DC. In 2013-14, in line with the school's overall math MGP, the school's subgroups had math growth rates ranging from 27.1 to 40.5.



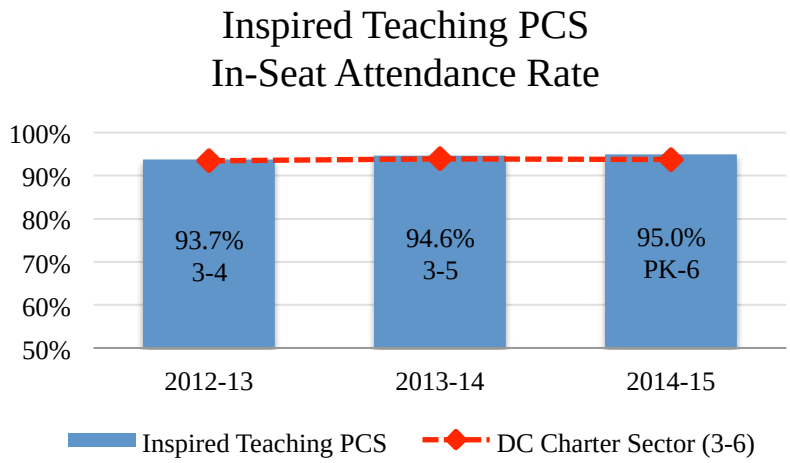


Subgroup Math Proficiency				
	2012-13		2013-14	
	Inspired Teaching 3rd-4th Grade	State Average	Inspired Teaching 3rd-5th Grade	State Average
Black Non-Hispanic	55.6%	42.0%	45.7%	45.2%
Male	77.8%	49.1%	66.7%	51.5%
Female	52.6%	51.5%	52.0%	54.6%
Economically Disadvantaged	43.8%	41.5%	42.1%	44.7%
Students with Disabilities	<10 students	24.1%	25.0%	27.1%

2013-14 Subgroup Math MGP	
Black Non-Hispanic	29.6
Male	27.1
Female	40.5
Economically Disadvantaged	36.9

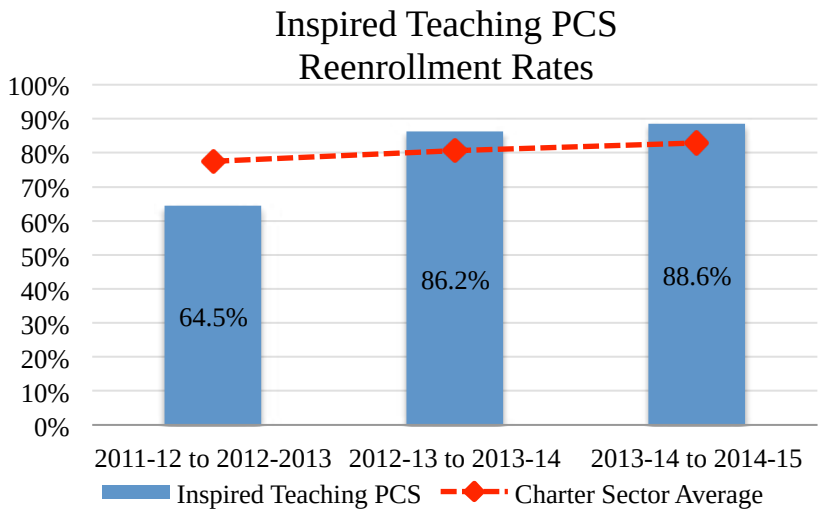
Attendance

Inspired Teaching PCS's in-seat attendance rate has exceeded the sector average for the past three years.



Reenrollment

The school's reenrollment rate has increased over the past three years, and exceeded the charter sector rate in 2013-14 and 2014-15. The reenrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit. Students who move out-of-state or have other situations that would prevent them from reenrolling are excluded from this rate.



SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[9] The SRA contains a non-exhaustive list of applicable laws, and DC PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. The below table discusses the school's compliance with various requirements from 2011-12 to the time of this report's publication.

Compliance Item	Description	School's Compliance Status 2011-12 to present[10]
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2011-12
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[11] and the school must distribute such policies to students and parents.	Compliant since 2011-12
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[12] To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2011-12

[9] D.C. Code § 38.1802.12(c).
[10] See Inspired Teaching PCS 2011-12 – 2014-15 Compliance Reports, attached to this report as Appendix D.
[11] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[12] D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2011-12 to present[10]
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2011-12
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2011-12
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2011-12
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA")	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2011-12
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2011-12
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2011-12

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to DC PCSB
2011-12	4	4
2012-13	2	2
2013-14	3	3

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act[13] ("IDEA") and the Rehabilitation Act of 1973. The following section summarizes Inspired Teaching PCS's special education compliance from 2011-12 to the present.

OSSE Special Education Compliance Reviews

The DC Office of the State Superintendent of Education ("OSSE") monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of Inspired Teaching PCS' special education compliance are summarized below. OSSE has not yet conducted an On-Site Monitoring report of the school.

(1) Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA's compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.[14] Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports.

Inspired Teaching PCS's Annual Determination compliance performance is detailed in the table below.[15] 2014 Annual Determinations had not been published at the time of this review.

Year	Percent compliant with audited special education federal requirements	Determination Level
2012	94%	Meets Requirements
2013	94%	Meets Requirements

(2) Quarterly Findings - Special Conditions Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education

[13] 20 USC §1413(a)(5).
[14] As required by federal regulation 34 CFR § 300.600(c).
[15] See Inspired Teaching PCS annual determination reports, attached to this report as Appendix E.

Programs detailing District of Columbia LEAs' compliance in four areas: (1) Initial Evaluation Timelines; (2) Reevaluation Timelines; (3) Early Childhood Transition Timelines (for students entering pre-kindergarten at age 2 and turning 3); and (4) Secondary Transition Requirements (for students transitioning from high school). Of these, Inspired Teaching PCS is evaluated for its initial and reevaluation timeline compliance – its compliance outcomes in these areas are detailed in the tables below. The school has since cured all identified points of noncompliance.

Quarterly Findings – April 2012 through March 2013				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation Timeline	1 of 2 items compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant	Compliant

Quarterly Findings – April 2013 through March 2014				
	1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
Initial Evaluation Timeline	0 of 1 items compliant	Compliant	Compliant	Compliant
Reevaluation Timeline	Compliant	0 of 1 items compliant	Compliant	Compliant

Quarterly Findings – April 2014 through March 2015			
	1st Quarter	**2nd Quarter**	**3rd and 4th Quarter**
Initial Evaluation Timeline	Compliant	0 of 1 items compliant	Compliant
Reevaluation Timeline	Compliant	Compliant	Compliant

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEAs' timely implementation of Hearing Officer Determinations ("HODs") and Settlement Agreements ("SAs"). As of October 2015, the Blackman Jones Database shows Inspired Teaching PCS has no untimely HODs or SAs.

SECTION THREE:
FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[16]

As part of the charter review process, DC PCSB reviewed Inspired Teaching PCS's financial records regarding these areas. DC PCSB finds that there are no grounds to revoke the school's charter based on this standard.

SUMMARY OF FINDINGS

Inspired Teaching PCS is economically viable, has complied with GAAP, and has not engaged in a pattern of fiscal mismanagement. The data reviewed as a part of the summary for this review dates back to the 2012 fiscal year ("FY"), the school's first operating year.[17] Inspired Teaching PCS has been identified as a high fiscal-performing school by DC PCSB since its inception. This designation indicates the school's ability to balance its growth objectives with financial stability. The school does not warrant any concerns for long-term economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Inspired Teaching PCS's financial information over the past three fiscal years. Enrollment has grown 89% over the last three years from 142 students in FY12 to 268 students in FY14. The school continues to grow its program in a fiscally responsible manner.

[16] See D.C. Code § 38-1802.13(b).
[17] See Inspired Teaching PCS fiscal audits, attached to this report as Appendix F.

	Audit Year		
	2012	2013	2014
Audited Enrollment	142	207	268
Total DC Funding Allocation	$ 2,016,650	$ 3,061,370	$ 4,133,568
Total Federal Entitlements and Funding	$ 319,647	$ 361,367	$ 417,564
Unrestricted Cash and Cash Equivalents on 6/30/14	$ 193,339	$ 643,101	$ 927,788
Total Assets	$ 629,984	$ 1,054,555	$ 1,717,659
Total Current Assets	$ 754,179	$ 745,165	$ 1,256,997
Total Liabilities	$ 74,553	$ 236,726	$ 219,427
Total Current Liabilities	$ 74,553	$ 236,726	$ 219,427
Net Asset Position	$ 555,431	$ 817,829	$ 1,498,232
Total Revenues	$ 2,533,710	$ 3,507,924	$ 4,756,423
Total Expenses	$ 2,217,852	$ 3,369,721	$ 4,076,020
Change in Net Assets	$ 315,858	$ 138,203	$ 680,403

SPENDING DECISIONS

The following table provides an overview of the school's spending decisions over the past three years. Inspired Teaching PCS has grown its enrollment and revenues while controlling its costs. As a result, the school's operating margins have increased from 12% in FY12 to 14% in FY14 – higher than the margins of more than 50 other charter schools.

	Audit Year		
	2012	2013	2014
Total Personnel Salaries and Benefits	$ 1,394,420	$ 1,914,990	$ 2,387,297
Total Direct Student Costs	$ 140,273	$ 267,275	$ 371,401
Total Occupancy Expenses	$ 374,735	$ 714,985	$ 743,056
Total Office Expenses	$ 72,744	$ 67,937	$ 68,389
Total General Expenses	$ 235,680	$ 404,534	$ 505,877
Operating Surplus/(Deficit)	$ 315,858	$ 138,203	$ 680,403
	as a percent of revenue		
Total Personnel Salaries and Benefits	55%	55%	50%
Total Direct Student Costs	6%	8%	8%
Total Occupancy Expenses	15%	20%	16%
Total Office Expenses	3%	2%	1%
Total General Expenses	9%	12%	11%
Operating Surplus/(Deficit)	12%	4%	14%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Inspired Teaching PCS establish that the school has adhered to GAAP. The auditor expressed unqualified/unmodified opinions on the financial statements.

	Audit Year		
	2012	2013	2014
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unmodified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives $500K+ in federal funds.	Unqualified	Unqualified	Unmodified
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	No	No
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	No	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliamce issue may prelude insolvency.	No	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. Inspired Teaching PCS is not associated with a management organization. The school employs a full-time business manager and also works with a back office services provider to support its finance and accounting functions.

ECONOMIC VIABILITY

The school is economically viable and continues to build a strong financial position. Audited enrollment increased 89% from FY12 to FY14. Over that time period, revenues increased by 88%, and expenses increased by 84%. The school's ability to control its expenses is a positive indicator of the school's ability to manage its financial resources. The following tables provide a summary of financial results for the past four fiscal years.

Financial Performance

DC PCSB assesses a school's financial performance with two key indicators. The first indicator is a school's "operating result" – how much its total annual revenues exceed its total annual expenditures. In general, DC PCSB recommends that a school have positive annual operating results. Another indicator of a school's financial performance is its earnings before depreciation ("EBAD")[18], a measure of a school's operating cash flows. Based on these measures, Inspired Teaching PCS has been consistently maintained an operating surplus and positive operating cash flows.

[18] EBAD is the change in net assets plus amortization and depreciation.

	Indicator of Concern	Audit Year 2012	2013	2014
Operating Surplus/(Deficit)	< 0	$ 315,858	$ 138,203	$ 680,403
Earnings Before Depreciation	< 0	$ 330,028	$ 336,608	$ 884,464

Liquidity

Liquidity refers to the school's ability to meet its financial obligations. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability in the short-term. Two indicators of a school's liquidity are its current ratio[19] and its days of cash on hand.[20] The current ratio is indicative of a school's ability to satisfy its immediate financial obligations. When the current ratio is less than one, the school's ability to meet these obligations is in doubt. Inspired Teaching PCS's current ratio has varied over the last three years, but it has always remained above 1.0. At the end of FY14, the current ratio was 5.7. This high ratio is a strong indicator of the school's ability to meet its immediate financial obligations.

Days of cash on hand reflects a school's ability to continue to satisfy its financial obligations in the event of unexpected cash delays. Typically, 90 days of cash or more is recommended. Less than 30 days of cash is a liquidity concern. Inspired Teaching PCS's cash balance has increased each year from 31 days in FY11 to 82 days in FY14, although the school has not yet reached DC PCSB's recommended 90 days of cash on hand. The school has sufficient cash to remain financially viable in the short-term.

	Indicator of Concern	Audit Year 2012	2013	2014
Current Ratio	< 0.5	10.1	3.1	5.7
Days of Cash On Hand	< 30	31	69	82

Debt Burden

As part of the evaluation of a school's long-term viability, DC PCSB considers a school's debt burden. In particular, DC PCSB reviews two debt ratios – the debt ratio[21] and the modified debt service[22] ratio. The table below shows the school's debt burden rose in FY13 before dropping to 0.13 in FY14, approximately the same debt burden as FY12. The variances are driven by the changes in smaller, short-term debts that are outstanding at the end of the fiscal year. The school does not have any long-term financial obligations.

[19] A school's current ratio is its current assets divided by current liabilities.
[20] "Cash on hand" equals unrestricted cash and cash equivalents divided by total expenditures divided by 360 days. It is a measure of the school's ability to pay debts and claims as they come due.
[21] Debt Ratio equals the total debt divided by the total assets.
[22] Modified Debt Service Ratio equals the sum of the current portion of long-term debt, interest, and rent divided by the total revenues.

The modified debt service ratio was introduced in FY14 and measures how much of a school's revenues are dedicated to meeting its debt obligations. This is an indicator of the sustainability of the debt payments. A ratio greater than 15% is a cause for concern. The school's current modified debt service ratio is 12%. Though Inspired Teaching PCS's debt levels and payments are manageable, the ratio is only 3% away from DC PCSB's threshold. As such, DC PCSB will monitor this closely to ensure manageability.

	Indicator of Concern	Audit Year 2012	2013	2014
Debt Ratio	> 0.92	0.12	0.22	0.13
Modified Debt Service Ratio	> 15.0%	N/A	N/A	12%

Sustainability

A school's net asset position[23] and primary reserve ratio are indictors of its long-term sustainability.[24] DC PCSB recommends that schools accrue reserves equal to 25% to 50% of operating expenditures; DC PCSB would be concerned with net assets reserves below zero. Inspired Teaching PCS's metrics are reflective of a sustainable school. Even though the reserves fell below the 25% threshold at the end of the FY13, the school increased its reserves to 37% in the subsequent year. This level of reserves is equal to more than four months of operating expenditures.

	Indicator of Concern	Audit Year 2012	2013	2014
Net Asset Position	< 0	$ 679,626	$ 817,829	$ 1,498,232
Primary Reserve Ratio	< 0.00	0.31	0.24	0.37

[23] Net Asset Position equals total assets minus total liabilities.
[24] Primary Reserve Ratio equals total net assets divided by total annual expenses.

Appendix A

L0DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- ☐ Approve a Charter Application (15 yrs)
- ☐ Approve a Charter Renewal (15 yrs)
- ☐ Approve Charter Continuance (5 or 10 yrs)
- ☒ Approve a Charter Amendment Request
- ☐ Give a Charter Notice of Concern
- ☐ Lift the Charter Notice of Concern
- ☐ Commence Charter Revocation Proceedings
- ☐ Revoke a Charter
- ☐ Board Action, Other_____

Non-Voting Board Items

- ☐ Public Hearing Item
- ☐ Discussion Item
- ☐ Read into Record

Policies

- ☐ Open a New Policy or Changes to a Policy for Public Comment
- ☐ Approve a New Policy
- ☐ Approve an Amendment to an Existing Policy

PREPARED BY: **Laterica Quinn, Equity and Fidelity Specialist**

SUBJECT: **Charter Amendment: Inspired Teaching Demonstration Public Charter School**
Goals and Student Academic Achievement Expectations

DATE: **November 17, 2014**

A hearing on the following Board Action occurred at the Public Charter School Board's October 14, 2014 meeting. PCSB did not receive any public comment on this proposal.

Recommendation

The DC Public Charter School Board ("PCSB") staff recommends that the Board approve the charter amendment request of Inspired Teaching Demonstration Public Charter School ("Inspired Teaching PCS"), and approve the PCSB Board Chair John H. "Skip" McKoy to sign the amendment on behalf of the Board.

This amendment changes the school's existing goals and student academic achievement expectations ("academic expectations") by adopting the indicators listed in the Early Childhood and Elementary/Middle School Performance Management Frameworks (the "EC PMF" and "ES/MS PMF," respectively).

In alignment with PCSB's policy of permitting schools to revise goals more than one year before a school's five or ten year review, the school chose to adopt the PMF as its goals and academic achievement expectations. At the school's five year review in school year 2015-16, the school's performance over the course of its five years will be assessed in

alignment with the EC and ES/MS PMF policy (Note: Hold Harmless Clause pending board approval).

Early Childhood PMF

Per PCSB's policy, the EC PMF will be considered to have been adopted by the school in school year ("SY") 2014- 2015 as its goals and student academic achievement expectations for its early childhood program (pre-kindergarten-3 through second grade). Starting in the 2014-15 school year, for every school year thereafter, and until PCSB determines the performance standards for the EC PMF tiers, each measure within the EC PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure.

For accountability purposes at the school's five year review, the school's performance will be assessed against its approved Accountability Plans for school year 2010-11, 2011-12 and 2012-13. The school will be considered to have met its goals and academic achievement expectations if it has met two-thirds of its Accountability Plan goals for this year. For accountability purposes for school years 2013-14, 2014-15, and 2015-16, the school's performance will be assessed in alignment with the PMF policy.

The table below describes the measures that the school has elected to include in the EC PMF for its early childhood program:

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Math Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Domain	Goals
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of the Developmental Reading Assessment (DRA), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the envisionMATH assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

After PCSB establishes EC PMF tiers, for purposes of reviews and renewals, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

Elementary / Middle School PMF

Also per PCSB's policy, the ES/MS PMF will be considered to have been adopted by the School Corporation in SY 2014-2015 as its goals and student academic expectations for its elementary school programs (third through sixth grades). It is retroactive, and will be used as the school's goals for school years 2011-12, 2012-13, 2013-14, as per the policy:

> Fifth-Year Charter Review
>
> In order to be considered for meeting minimum requirements for a fifth-year charter review, the school will need to have earned at least 40% of the possible PMF points in at least two of the most recent three years in operation to be

deemed as having met its goals and student academic achievement expectations during this review.

Tenth-Year Charter Review

In order to be considered for meeting its goals and student achievement expectations at its tenth year charter review, the school will need to have earned at least 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five *years*, the PCSB Board may determine it to have met its goals and student academic achievement expectations.

Charter Renewal

In order to be considered for meeting its goals and student achievement expectations at its 15-year charter renewal, a school will need to earn at least 55% of the possible PMF points in two of the previous three years and not fewer than 45% for any of the past five. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five *years*, the PCSB Board determines it to have met its goals and student academic achievement expectations.

Rationale

Inspired Teaching PCS requests to amend its goals because it has not used all of the assessment tools listed in its original charter agreement because several of the tools were found to be unsatisfactory for the intended use. The school writes that adopting the PMFs will align with its accountability systems and help support its mission, which is to "ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum."

According to Inspired Teaching PCS, adopting the PMFs will make it possible for it to evaluate student performance in critical areas. Internally, the school also plans to assemble a wider range of assessment results using portfolios and other tools to demonstrate student progress with the skills of problem solving, questioning, expanding creativity, cultivating empathy, and developing integrity.

Background

Inspired Teaching PCS has been in operation since school year 2011-2012. The school currently serves students in grades prekindergarten-3 through sixth grade, and will add one grade each year until it reaches capacity with eighth grade in school year 2016-17.

Inspired Teaching PCS earned a Tier 2 score of 52.9% for grades third through fifth on the 2014 PMF, and the school earned a Tier 2 score of 55.8% for grades three and four in its

first year of receiving a PMF score in 2013. The school met six out of seven targets on its early childhood Accountability Plan for both school years 2011-2012 and 2012-2013.

In 2013 and 2014, Inspired Teaching PCS received a positive recognition from the community, as well as in the press. In October 2013, the school was featured in an article in Education Week, a well-known newsletter for educators, which highlighted the school's positive efforts to help students build stronger social-emotional skills. Inspired Teaching PCS was also voted *Best Elementary School* in the 2014 Washington City Paper's annual "Best of DC" readers' poll. Most recently, the school was identified as an "Exemplar School" by the Partnership for 21st Century Skills.

Inspired Teaching PCS's mission speaks to ensuring that students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding inquiry-based curriculum. By adopting the PMF, the school anticipates having a clearer snapshot of its students' performance on the given measures.

Notification

PCSB notified relevant elected officials and ANCs, as well as publishing the proposed amendment on its website and the DC Register. Notifications may be found at: http://bit.ly/13KhZR9

Attachments to this Proposal

Attachment A: Charter amendment petition
Attachment B: Charter Agreement Amendment
Attachment C: Revised Education Plan in Original Charter Petition

ATTACHMENT A

Charter Amendment Petition

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

SUBMITTED BY: **Deborah Dantzler Williams, Head of School, Inspired Teaching Demonstration PCS**
SUBJECT: **Petition to Amend Goals and Academic Achievement Expectations**
DATE: **September 12, 2014**

REQUEST

Inspired Teaching Demonstration Public Charter School submits to the DC Public Charter School Board ("PCSB") this petition to amend the goals and student academic achievement expectations ("academic expectations") included in its charter by **(1) adopting the PMF as its goals[1].**

BACKGROUND

Please address the following questions and requests for information in narrative form. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

Inspired Teaching Demonstration PCS has been in operation since school year 2011-2012. Our school serves students in grades PK-3 through sixth grade. Our school's charter expires in June of 2026.

During its first year of receiving a PMF score on the 2013 School Performance Report, Inspired Teaching Demonstration PCS earned 55.8% of the PMF points for grades three and four. Our school met six out of seven targets on its early childhood Accountability Plan for school years 2011-12 and 2012-13.

Proposed Goals and Academic Achievement Expectations

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

   We would like to amend our goals and academic achievement expectations because the tools associated with our original charter's goals and academic achievement expectations are no longer in use. Furthermore, accepting the PMF aligns our accountability systems.

2. How will the new goals and academic expectations support or enhance the school's mission?

   The PMF aligns with our accountability systems and will support our school's mission by demonstrating one of the most critical areas of school performance. Our mission speaks to ensuring that students achieve their potential as accomplished learners,

[1] See Appendix A, attached to this document, for PCSB's policy for adopting the PMF as a school's goals and expectations.

thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding inquiry-based curriculum. The PMF makes it possible to view student performance in critical areas. While the PMF does not speak to the full range of ways student demonstrate academic progress, nor does it provide a complete picture of a student's understanding and ability to apply learning, it does provide a clear snapshot of student performance on the given measures. The PMF documents our students' progress in the context of student performance across the city. We will assemble a wider range of assessment results using portfolios and other tools to show how our students progress with skills of problem solving, questioning, expanding creativity, cultivating empathy and developing integrity – areas of significant importance for all students of Inspired Teaching School.

3. If proposing goals and/or academic expectations aside from adopting the PMF indicators, describe how the school will monitor its progress towards the goal, and what it will report in its Annual Report to show goal attainment.

   N/A

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

Staff are aware of the proposed goals and expectations and remain committed to providing the rigorous enriched curriculum of Inspired Teaching School structured around the four I's: Intellect, Inquiry, Imagination and Integrity. As well we will continue to hold the highest standards for our students. We will share the proposal with families and review the implications throughout this school year.

ATTACHMENT B

Charter Agreement Amendment

SECOND AMENDMENT TO CHARTER SCHOOL AGREEMENT BETWEEN DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD AND INSPIRED TEACHING DEMONSTRATION PUBLIC CHARTER SCHOOL

This Second Amendment (the "Amendment") is entered into by and between **Inspired Teaching Demonstration Public Charter School**, a District of Columbia nonprofit corporation (the "School Corporation") and the District of Columbia Public Charter School Board ("Charter Board " or "PCSB"), and is effective as of the date it is fully executed.

WHEREAS, the School Corporation and PCSB (individually each may be referred to as the "Party," and collectively, the "Parties") entered into a contract, dated June 2011, (the "Charter Agreement") wherein the School Corporation agreed, among other things, to operate a public charter school (the "School") in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, as amended (the "Act") and the Charter Agreement.

WHEREAS, on May 19, 2014, PCSB voted to approve the school changing its facility location from 4401 8th Street NE, Washington DC 20017 to 200 Douglas Street NE, Washington, DC 20002.

In consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

1.1 The School Corporation and the Board agree to amend the Charter Agreement as follows:

A. Section 1(c) and Section 1(d), on pages 10-13 of the School Corporation's Charter Petition, attached to the Charter Agreement, are deleted and replaced with the following:

c. Educational Focus

The defining characteristic of the school will be a professional learning community focused on a progressive, constructivist approach to teaching and learning. As stated above, the Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders. As such, the school will be a true learning community for everyone.

The education of our students will be centered around the following four principles:

Intellect

- *Reading & Literature:* Students will comprehend and analyze age-appropriate literature and nonfiction text.
- *Communication:* Students will communicate powerfully through writing, speaking, and the arts.
- *Math:* Students will solve math problems using both procedural fluency and conceptual understanding.
- *Science and Social Studies:* Students will demonstrate understanding of the complexity of the social and scientific worlds.
- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will be intellectually and physically active, self-directed learners.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Just as the belief that all children have an innate desire to learn has implications for how teachers should teach, it also has implications for how teachers should be trained. In developing a professional learning community focused on progressive, constructivist teaching and learning, the school's ongoing teacher education efforts will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. This powerful combination of student and teacher learning will create a dynamic learning

organization in which every person in the school community engages in an ongoing cycle of exploration, reflection, problem solving, new discoveries, and mastery.

Professional Learning Community for New Teachers

Center for Inspired Teaching is a recognized leader in efforts to improve teacher quality in Washington, DC. In 2009, Center for Inspired Teaching was the only local nonprofit to receive state approval from the Office of the State Superintendent of Education to prepare new teachers for initial licensure. Members of the inaugural cohort of the Inspired Teaching Fellows are currently teaching in traditional and charter public schools across the city. We are excited at the opportunity to embed new teacher preparation in the Inspired Teaching Demonstration PCS, where best practices in progressive education will be modeled daily in classrooms. Inspired Teaching Fellows are highly-qualified alternative-route teachers eligible to assume responsibilities as teachers of record, but will spend a year learning and refining the art of teaching by spending a year under the guidance of Master Teachers.

Professional Learning Community for Teacher Leaders

This approach to teaching will be strengthened by the school's focus on the professional learning community among the adults in the building. The school is designed to be a model of progressive, child-centered education for children, and as a model of collaborative professional learning by the teachers. This focus on teacher collaboration and ongoing learning ensures the best education for students.

The professional learning community will be modeled on Critical Friends Groups, designed by the Annenberg Institute for School Reform at Brown University. Critical Friends Groups were designed to focus on the teacher and on what will improve student learning. When in a Critical Friends Group, teachers agree to:

- *Be reflective*
- *Make their teaching practices public to one another*
- *Frame meaningful questions and ask for substantive feedback from one another*
- *Hold one another accountable for meeting the needs of students who struggle the most*
- *Ask the kinds of questions that provoke and challenge their assumptions and habits*
- *Believe that together they are more capable of knowing what they need to know and learning what they need to learn than they are alone*. [1]

The National School Reform Faculty has designed trainings and protocols for teachers and schools to use when implementing Critical Friends Groups; we intend to use many of their resources to create our professional learning community. At our school, the professional learning community will require Master Teachers to critically engage with one another

[1] Chaltain, Sam. 2009. *American Schools: The Art of Creating A Democratic Learning Community*. Rowman & Littlefield Publishers, Inc., p 24.

about their teaching on an ongoing basis. In addition, Master Teachers will work closely with the Teaching Fellows in a similar analysis of teaching and learning as part of their teacher training process. As a result, every teacher will be in a constant process of teaching, reflecting, giving and receiving feedback, and refining their teaching.

Students and Families Benefit from Professional Learning Communities

The end result of this kind of collaborative professional learning community is a teaching staff that is focused on working together to meet the needs of every student. Students in the school will benefit from the experience and expertise of Master Teachers *and* the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning. At a practical level, the presence of multiple highly-motivated, well-educated adults in the learning environment allows for students to benefit from greater access to small-group and individualized instruction. By focusing on how to be an excellent teacher, and believing that the skills of a teacher can always be improved, teachers are constantly improving their practice and students are the ultimate beneficiaries.

Additionally, students throughout the District will benefit from teachers trained at the school, as graduates of the Inspired Teaching Residency program will be eligible for employment in the city's traditional and public charter schools.

d. Goals and Academic Achievement Expectations

i. PCSB's Performance Management Frameworks.

As of academic year 2014-15, the School Corporation has selected as its goals and academic achievement expectations the Early Childhood Performance Management Framework ("EC PMF") for its pre-kindergarten-three through second grades, and the Elementary and Middle School Performance Management Framework ("ES/MS PMF") for its third through eighth grades (collectively, the "PMFs").

Accordingly, changes to the PMFs implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights, will automatically become part or all of the School's academic achievement expectations. However, if the School Corporation elects not to accept any changes to the PMF other than those listed above, the School Corporation shall provide PCSB a petition for a charter amendment pursuant to D.C. Code § 38-1802.04(c)(10).

If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses, each campus will be evaluated both individually by PCSB and collectively across all campuses using the academic achievement expectations and goals outlined in this Section. ("Campus" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or a combination of the above. These may be in the same facility or different facilities.).

ii. EC PMF Measurement and Assessments.

For each academic year after the 2014-15 academic year, and until the Charter Board determines the performance standards for the EC PMF tiers, each measure within the EC PMF will be considered an individual charter goal. The Charter Board will consider the School Corporation to have met each goal if it meets or exceeds the threshold for each individual measure, as detailed in the chart below. After PCSB establishes EC PMF tiers, the School Corporation will be considered to have met its goals and academic achievement expectations if it meets performance standards to be set by PCSB.

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Math Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Domain	Goals
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of the Developmental Reading Assessment (DRA), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the envision MATH assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

iii. Charter Review and Renewal.

(a) Five-Year Review.

(1) Early Childhood Program (Prekindergarter-3 through Second Grade).

At the School Corporation's five-year review, the school's performance will be assessed in accordance with its approved Accountability Plans for the 2010-11, 2011-12 and 2012-13 academic years. Specifically, the school will be considered to have met its goals and academic achievement expectations if it has met two-thirds of its Accountability Plan goals for these years.

For the 2013-14, 2014-15, and 2015-16 school years, the School Corporation's performance will be assessed in alignment with the PMF policy and as stated in section ii, above.

(2) Elementary School (Third through Sixth Grade).

The School Corporation has elected to adopt the ES/MS PMF in SY 2014-2015 as its goals and student academic expectations for its elementary school programs (third through sixth grades) and retroactively to include the 2011-12, 2012-13, 2013-14 academic years. Accordingly, the School Corporation's performance with respect to its goals and academic achievement expectations will be assessed in accordance with PCSB's PMF policy: the School Corporation must earn at least 40% of the possible PMF points in at least two of the most recent three years in operation (two of the past four years through the 2017-2018 review cycle).

(b) Ten-Year Review.

(1) Early Childhood Program (Prekindergarten-3 through Second Grade).

For purposes of the School Corporation's ten-year charter review, the School Corporation will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board in and in accordance with PCSB's PMF policy and the Early Childhood PMF Technical Guide.

(2) Elementary School (Third through Sixth Grade).

For purposes of School Corporation's ten-year charter review, will be deemed to have met its elementary school goals and expectations if it earns at least 50% of the possible PMF points in two of the most recent three years (two of the past four years through the 2017-2018 review cycle) and not under 40% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may, but is not required to, determine it to have met its goals and student academic achievement expectations.

(c) Charter Renewal.

(1) Early Childhood Program (Prekindergarten-3 through Second Grade).

For purposes of the School Corporation's charter renewal, the School Corporation will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board in and in accordance with PCSB's PMF policy and the Early Childhood PMF Technical Guide.

(2) Elementary School (Third through Sixth Grade).

For purposes of School Corporation's charter renewal, the School Corporation will be considered to have met its goals and academic expectations if it earns at least 55% of the possible PMF points in two of the previous three years (two of the past four years through the 2017-2018 review cycle) and not under 45% for any of the past five years. In cases where a school has not achieved this, but has demonstrated annually consistent improvement over the course of the five years prior to renewal, PCSB may, but is not

required to, determine that the School Corporation has met its goals and student academic achievement expectations.

SECTION 2. TERMS AND CODITIONS OF AMENDMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any provision(s) of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

2.3 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed and constitutes their legal, valid and binding obligations.

2.4 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

2.5 Severability. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.6 Assignment. This Amendment shall not be assignable by either Party; except that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

2.7 No Third Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under the Charter Agreement or any of its amendments. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

2.8 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

2.9 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

2.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter Agreement pursuant to D.C. Code § 38-1802.13.

2.11 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when: (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Inspired Teaching Public Charter School
301 Douglas Street, NE
Washington, DC 20002
Attention: Deborah Dantzler Williams, Head of School
Email: Deborah.williams@inspiredteachingschool.org
Telephone: (202) 248-6825

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed as evidenced by the signatures below.

INSPIRED TEACHING PUBLIC CHARTER SCHOOL	**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**
By: [redacted]	By: [redacted]
Name: Deborah Dantzler Williams	John H. "Skip" McKoy
Title: Head of School	PCSB Board Chair
Date: 11/24/14	Date: 12/3/14

ATTACHMENT C

Revised Education Plan in Original Charter Petition

c. Educational Focus

The defining characteristic of the school will be a professional learning community focused on a progressive, constructivist approach to teaching and learning. As stated above, the Inspired Teaching Demonstration PCS will be organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders. As such, the school will be a true learning community for everyone.

The education of our students will be centered around the following four principles:

Intellect

- *Reading & Literature:* Students will comprehend and analyze age-appropriate literature and nonfiction text.
- *Communication:* Students will communicate powerfully through writing, speaking, and the arts.
- *Math:* Students will solve math problems using both procedural fluency and conceptual understanding.
- *Science and Social Studies:* Students will demonstrate understanding of the complexity of the social and scientific worlds.
- Students will apply content knowledge to relevant and current situations, problems, and experiences.
- Students will be intellectually and physically active, self-directed learners.

Inquiry

- Students will demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students will demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students will exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; the ability to play.
- Students will exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students will demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from,

respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Just as the belief that all children have an innate desire to learn has implications for how teachers should teach, it also has implications for how teachers should be trained. In developing a professional learning community focused on progressive, constructivist teaching and learning, the school's ongoing teacher education efforts will rely on the innovative methodology of teacher training developed by Center for Inspired Teaching. This powerful combination of student and teacher learning will create a dynamic learning organization in which every person in the school community engages in an ongoing cycle of exploration, reflection, problem solving, new discoveries, and mastery.

Professional Learning Community for New Teachers

Center for Inspired Teaching is a recognized leader in efforts to improve teacher quality in Washington, DC. In 2009, Center for Inspired Teaching was the only local nonprofit to receive state approval from the Office of the State Superintendent of Education to prepare new teachers for initial licensure. Members of the inaugural cohort of the Inspired Teaching Fellows are currently teaching in traditional and charter public schools across the city. We are excited at the opportunity to embed new teacher preparation in the Inspired Teaching Demonstration PCS, where best practices in progressive education will be modeled daily in classrooms. Inspired Teaching Fellows are highly-qualified alternative-route teachers eligible to assume responsibilities as teachers of record, but will spend a year learning and refining the art of teaching by spending a year under the guidance of Master Teachers.

Professional Learning Community for Teacher Leaders

This approach to teaching will be strengthened by the school's focus on the professional learning community among the adults in the building. The school is designed to be a model of progressive, child-centered education for children, and as a model of collaborative professional learning by the teachers. This focus on teacher collaboration and ongoing learning ensures the best education for students.

The professional learning community will be modeled on Critical Friends Groups, designed by the Annenberg Institute for School Reform at Brown University. Critical Friends Groups were designed to focus on the teacher and on what will improve student learning. When in a Critical Friends Group, teachers agree to:

- *Be reflective*
- *Make their teaching practices public to one another*
- *Frame meaningful questions and ask for substantive feedback from one another*
- *Hold one another accountable for meeting the needs of students who struggle the most*
- *Ask the kinds of questions that provoke and challenge their assumptions and habits*

- *Believe that together they are more capable of knowing what they need to know and learning what they need to learn than they are alone.* 2

The National School Reform Faculty has designed trainings and protocols for teachers and schools to use when implementing Critical Friends Groups; we intend to use many of their resources to create our professional learning community. At our school, the professional learning community will require Master Teachers to critically engage with one another about their teaching on an ongoing basis. In addition, Master Teachers will work closely with the Teaching Fellows in a similar analysis of teaching and learning as part of their teacher training process. As a result, every teacher will be in a constant process of teaching, reflecting, giving and receiving feedback, and refining their teaching.

Students and Families Benefit from Professional Learning Communities

The end result of this kind of collaborative professional learning community is a teaching staff that is focused on working together to meet the needs of every student. Students in the school will benefit from the experience and expertise of Master Teachers *and* the energy and spirit of new teachers, all of whom will serve as models of a lifelong commitment to learning. At a practical level, the presence of multiple highly-motivated, well-educated adults in the learning environment allows for students to benefit from greater access to small-group and individualized instruction. By focusing on how to be an excellent teacher, and believing that the skills of a teacher can always be improved, teachers are constantly improving their practice and students are the ultimate beneficiaries.

Additionally, students throughout the District will benefit from teachers trained at the school, as graduates of the Inspired Teaching Residency program will be eligible for employment in the city's traditional and public charter schools.

d. Goals

For each school year, starting in the 2013-14 school year, and until PCSB determines the performance standards for the Early Childhood PMF tiers, each measure within the Early Childhood PMF will be considered an individual charter goal. The School Corporation will be considered to have met each goal if it meets or exceeds the threshold for each individual measure, as follows:

Domain	Goals
Pre-kindergarten Literacy Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the literacy portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

[2] Chaltain, Sam. 2009. *American Schools: The Art of Creating A Democratic Learning Community*. Rowman & Littlefield Publishers, Inc., p 24.

Pre-kindergarten Math Progress	The percentage of pre-kindergarten-3 and pre-kindergarten-4 students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the GOLD assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Emotional Support	The school will score, on the Emotional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Classroom Organization	The school will score, on the Classroom Organization domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-kindergarten Instructional Support	The school will score, on the Instructional Support domain of the CLASS Assessment, a rating equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Pre-Kindergarten In-Seat Attendance	On average, PK3-4 students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Literacy Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the literacy portion of the Developmental Reading Assessment (DRA), as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten through Second Grade Math Progress	The percentage of kindergarten through second grade students, who meet or exceed widely held expectations per the growth report on the mathematics portion of the envisionMATH assessment, as designated by the publisher, will be equal to or greater than the percentage floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.
Kindergarten In-Seat Attendance	On average, Kindergarten students will attend school at a rate equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

Kindergarten through Second Grade Reenrollment	The school will have a reenrollment rate for its kindergarten through second grade students that is equal to or greater than the floor for the corresponding EC PMF indicator as detailed in the EC PMF Technical Guide for that given year.

After PCSB establishes EC PMF tiers, for purposes of the tenth-year review and renewal, the school will be considered to have met its goals and academic expectations if it meets performance standards to be set by the PCSB Board.

For purposes of PCSB's 2015-16 charter review of the School Corporation, and the tenth-year review and the renewal, the ES/MS PMF will be considered to have been adopted by the school in 2011-12 as its goals and student academic achievement expectations for its third through eighth grades. The school will be deemed to have met its elementary school goals and expectations if:

- At its fifth-year charter review, the School Corporation earns at least 40% of the possible PMF points in at least two of the most recent three years in operation.

- At its tenth-year charter review, the School Corporation earns at least 50% of the possible PMF points in two of the most recent three years and not under 40% in any of the past five. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may, but is not required to, determine it to have met its goals and student academic achievement expectations.

- At its charter renewal, the School Corporation earns at least 55% of the possible PMF points in two of the previous three years and not under 45% for any of the past five years. In cases where a school has not achieved this, but has demonstrated consistent improvement over the course of the five years, the PCSB Board may, but is not required to, determine it to have met its goals and student academic achievement expectations.

Appendix B

Annual Report

2013 – 2014

Inspired Teaching Demonstration Public Charter School

1328 Florida Avenue NW

Washington, DC 20009

(202) 248-6825

www.inspiredteachingschool.org

Gary Cohen

Chair, Board of Directors

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I. School Description

A. Mission Statement

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

B. School Program

1. Curriculum Design and Instructional Approach

Our curriculum integrates opportunities for students to develop their intellect, inquiry skills, imagination, and integrity – our Four I's. Each of these goals is measured and tracked for progress using standardized, authentic and performance-based assessments that are part of the teaching and learning process. In each of our classrooms, the Four I's are supported with the belief that in the 21st century, real, strong intellectual development is dependent upon the cultivation of strong inquiry skills. Similarly, imagination is not only supported through play and creative expression, but also celebrated as a key aspect of intelligence. Through our curriculum, students demonstrate the ability to create multiple solutions to complex problems, exhibit resourcefulness, and maintain optimism when challenged.

Success in the real world relies on one's ability to think deeply, creatively problem solve, and work as a team. Given that departmentalization rarely occurs in the real world, we do our best to avoid it in our curriculum. Our curriculum integrates multiple disciplines into student projects and experiences. Although we use commercially available curricular materials, the substantial part of our curriculum is teacher created, guided by content area standards, and based on student interests and needs. Teachers create standards driven, project-based instructional units that support student inquiry and mastery.

The preschool and prekindergarten curriculum is guided by developmentally appropriate practice and shaped by the young child's play as work. At the elementary and middle school levels, language arts instruction through the workshop approach to reading and writing emphasizes the development and authentic implementation of all communication skills (speaking, listening, reading, and writing). Math is hands on and problem based encouraging learners to do the work of mathematicians. Science and social studies are integrated throughout the other curricular areas and experiences through inquiry-based units of study.

All grade levels offer a challenging, standards based curriculum. For the early childhood years, teachers use Creative Curriculum, Teaching Strategies Gold, which is aligned with both the District of Columbia's kindergarten readiness standards and the Common Core State Standards for English Language Arts and Mathematics. The elementary curriculum based on the Common Core State Standards for English Language Arts and Mathematics. Teachers implement these grade appropriate standards through interdisciplinary projects that build towards culminating Learning Showcases. Additionally, teachers make use of Everyday Math for focused math instruction, Words Their Way for a word study approach to vocabulary and spelling development, and a workshop model for teaching reading and writing.

The Four I's, Intellect, Inquiry, Imagination, and Integrity are integral to the Inspired Teaching School curriculum and are integrated across all academic disciplines.

Intellect

- Reading and Literature: Students comprehend and analyze age-appropriate literature and nonfiction text.
- Communication: Students communicate powerfully through writing, speaking, and the arts.
- Math: Students solve math problems using both procedural fluency and conceptual understanding.
- Science and Social Studies: Students demonstrate understanding of the complexity of the social and scientific worlds.
- Students apply content knowledge to relevant and current situations, problems, and experiences.
- Students are intellectually and physically active, self-directed learners.

Inquiry

- Students demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; and the ability to play.
- Students exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

2. Family Involvement

Families participate in many ways at Inspired Teaching School, from volunteering in classrooms and providing enrichment, to recruiting students, fundraising, and hosting school activities. The highly involved Inspired Families Association has its own events, blog, and newsletter.

Family Conferences and Learning Showcases occur three times a year and provide families with an in-depth understanding of students' growth and learning. At Learning Showcases, students showcase their work to their own families as well as their schoolmates' families. As families are drawn in to not only their children's classrooms, but other classrooms as well, they build upon the sense of school-wide community. Over the year, an average of 88% percent of students' families attended Family Conferences, and an average of 80% attended Learning Showcases.

The Inspired Family Association actively raises funds to purchase resources to enhance student learning. The IFA raised over $65,000, which was used to purchase a range of resources for the school including playground equipment and technology.

II. School Performance

A. Performance and Progress

1. Mission-related Programs

Inspired Teaching School implements the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn. The school houses a Teacher Residency Program in which Inspired Teaching Fellows study under the guidance of Master Teachers. The school is a leader in improving the way teachers are trained and students are educated in DC and beyond, as the school relies on the innovative methodology of teacher training developed by Center for Inspired Teaching. Students benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom serve as models of a lifelong commitment to learning.

The defining characteristic of Inspired Teaching School is a professional learning community focused on a progressive, constructivist approach to teaching and learning based in the research on how the brain works and how children learn. The school is organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders.

Dominant methods of instruction include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction includes an emphasis on social-emotional learning, and classrooms are characterized by student-centered organization styles such as differentiated instruction, collaborative groups, and child-initiated play.

At ITS, we view student discipline systems and classroom management as important teaching tools that help us reach our goals of teaching the whole child. All faculty and staff work together to help students become responsible community members and take responsibility for their behaviors. We expect students and families to observe and maintain the rules of the school, and closely monitor student behaviors throughout the year. When infractions of the rules occur, each student's case is handled individually and families are informed and involved. Students are asked to take responsibility for their actions and are supported in finding ways to restore the relationships that have been strained.

The teacher-student relationship and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries necessary for student success.

There are three simple rules at Inspired Teaching School. We call them "Rights and Responsibilities" and they are:

Everybody learns.
Everybody is safe.
Everybody builds the community.

Within every classroom, teachers and students develop agreements about what every student and staff member must do in order to uphold these school rules. Through this process, all

learners in the community develop an understanding of the expectations for participation in our community.

As a Demonstration School, Inspired Teaching School receives visitors from around the globe. It is part of our mission to demonstrate the benefits of Inspired instruction and share progressive teaching and learning practices. Our goal is to enable other educators to deepen their understanding of a child-centered approach and also to contribute to the national conversation about teacher training and professional development. Our professional learning community strives to ensure that all students achieve their potential as accomplished learners, thoughtful citizens and imaginative and inquisitive problem solvers through our demanding, inquiry-based curriculum.

2. Progress toward Goals and Achievement Expectations

Inspired Teaching School adopted the PMF for goals and academic achievement expectations.

a. Academic Performance

> *Mission focus:* "…students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers…"

i. Preliminary Early Childhood PMF Results

Students in Early Childhood continue to exceed expectations in both Math and Literacy on the GOLD standards (Table 1). Kindergarten through 2nd graders performed six percentage points higher than the 2012-2013 school year in the DRA. This year our faculty worked together to strengthen our literacy program. Efforts included study groups and curriculum focus groups as well as specific research to

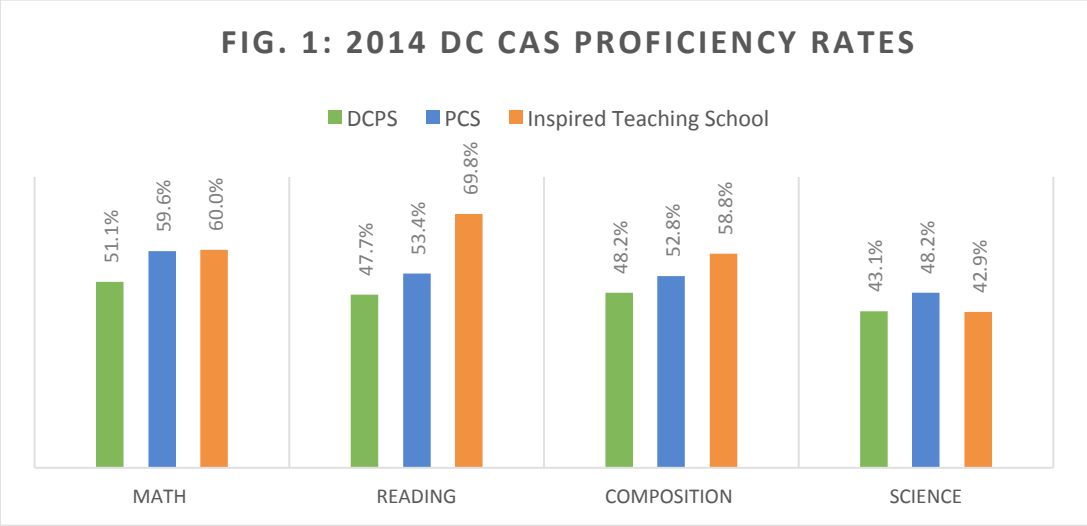
Table 1: Percent of students meeting or exceeding widely held expectations in Math and Literacy

Preschool and Pre-kindergarten (N=87)	GOLD Math	98%
	GOLD Literacy	98%
Kindergarten through 2nd grade (N=115)	DRA Literacy	85%

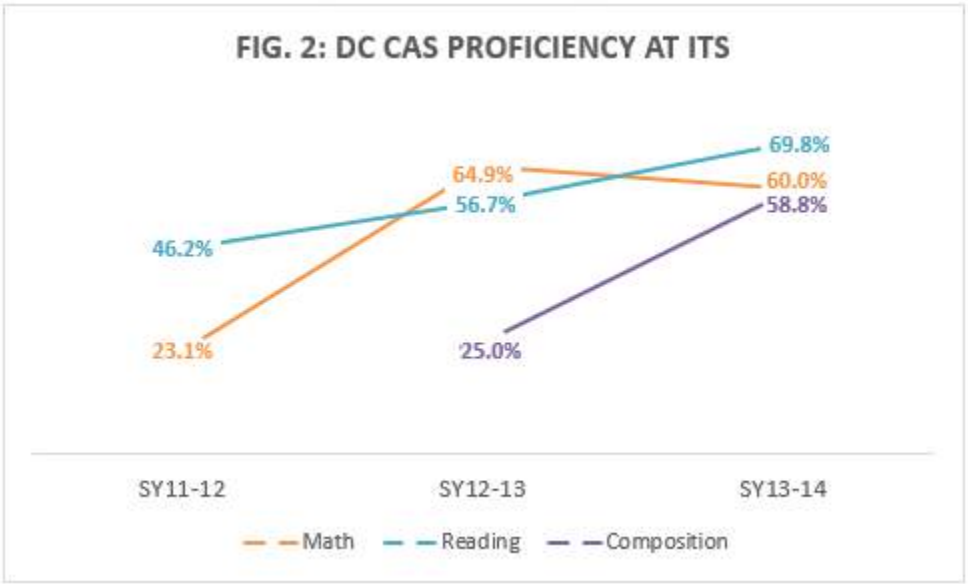
ii. DC CAS: Achievement and Progress

Third through fifth graders at Inspired Teaching School scored above the state average in all content areas except Science, which was given for the first time to our inaugural class of 5th

graders (Figure 1). Students demonstrated the strongest performance in Reading, where students have gained over 10 percentage points each year since the school was established (Figures 1 and 2).



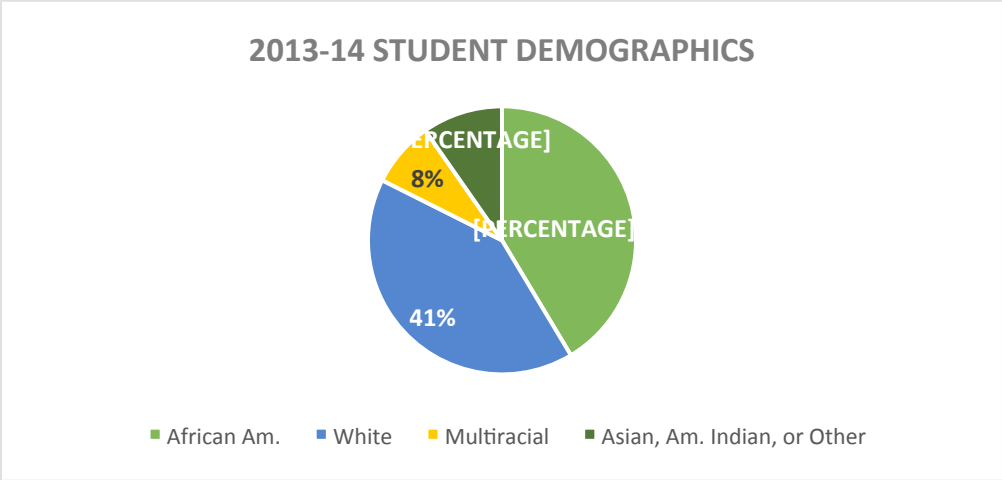
As ITS has expanded from a PK3-3rd grade school in 2011-2012 to a PK3-5th grade school in 2013-2014, students' DC CAS scores have shown a trend toward growth (Figure 2). The greatest gains in Math and Composition occurred between their first year of implementation and the second. Being the first year the school administered the Science component, ITS strives for a similar trend toward improvement in the 2014-2015 school year.



iii. **Diversity and Equity**

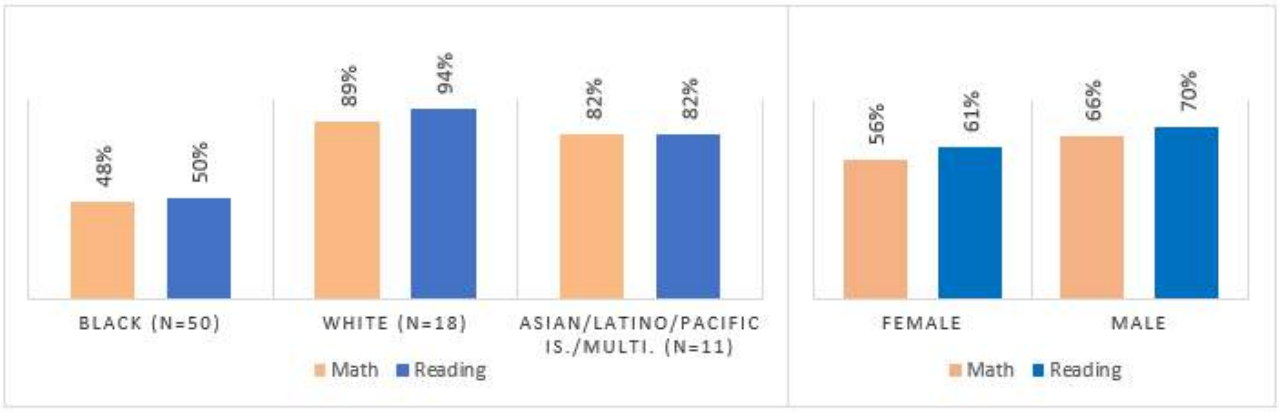
Mission focus: "…ensures that a diverse group of students achieve their potential…"

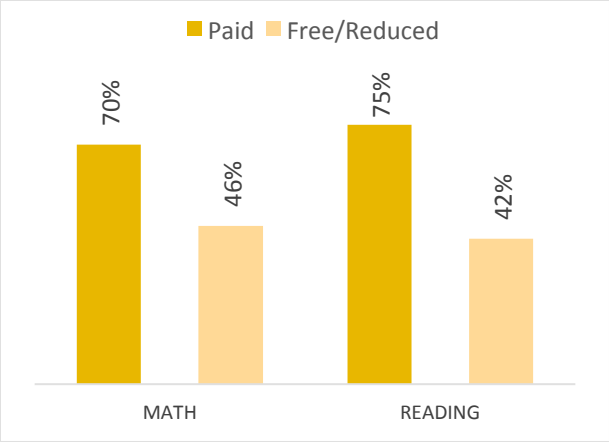
Inspired Teaching School is proud to serve students who come from families that are diverse in many ways.

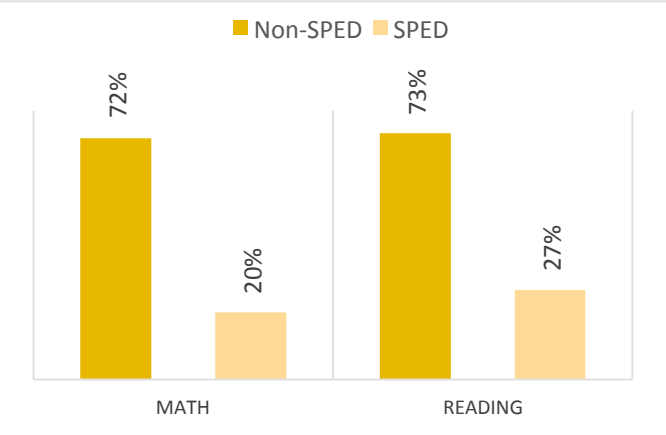


English Language Learners: 3.4%
Economically Disadvantaged: 20.7%
Special Education: 10.2%
Male: 52.3% | **Female:** 47.7%

Differences in the performance of our subgroups on the DC CAS mirror the statewide disparities, with the exception of gender equity. While statewide, female students outperform male students, male students at ITS outperformed female students.







iv. Teacher Qualifications and Professional Development

Mission focus: "…a professional learning community of master teachers and teacher residents…"

100% of the teachers including all classroom teachers (19/19) are highly qualified. Master and lead teachers had an average CLASS score of 5.55 out of 7.00. All 11 returning master and lead teachers scored above a 5.00, with ten teachers rated effective and one teacher rated highly effective. The teacher who was not retained scored a 4.63 and was rated minimally effective.

B. Lessons Learned and Actions Taken

Inspired Teaching School has given serious consideration to selecting a Math curriculum that will better meet the needs of our diverse community of learners. The faculty, in consultation with experts in math education, selected the Envision Math Program and plans to use the full program including the assessment tools. The faculty participated in extensive professional development to better support the implementation of the program across the school. Faculty members have assembled learning groups by grade level bands to meet regularly to review the progress and implementation of the program. We also plan to design and follow a more detailed calendar for assessment and hold all faculty accountable for timely completion of assessments and recording of assessment data.

C. Unique Accomplishments

Inspired Teaching School was awarded the Shaed Elementary School building through a competitive selection process. In addition to providing a space ITS will be able to call its permanent home, this building will allow ITS to expand its service to the local community by opening parts of its campus to community meetings and recreation.

Seven teachers completed their first year in ITS's residency program and were hired by DC public and public charter schools, where they will continue to implement the Inspired Teaching philosophy and practice. Teaching residents at ITS make a commitment to teach in the district for a minimum of five years following their residency at ITS.

ITS was named an Exemplar School by the Partnership for 21st Century Skills for preparing students to think critically, communicate effectively, and solve complex problems through a 21st century skills-aligned instruction. The 21st Century Learning Exemplar Program highlights best practices in schools and districts across the country that are preparing students for college, career and citizenship by embedding critical 21st century competencies into the learning environment.

Having been named one of five schools from across the nation in the inaugural cohort of Ashoka Changemaker Schools, Inspired Teaching School continues its work in this capacity. The Changemaker Schools Network is working to ensure all children get a changemaker education by developing practices to teach changemaking in school, sharing the experience with others, and advocating for the importance of changemaker education. The network is part of a larger Empathy Initiative, which aims to make empathy a part of everyone's educational experience.

In fulfillment of the demonstration aspect of our mission we welcomed numerous visitors from around the world and across the nation.

The Phillips Collection recognized Inspired Teaching School and we were one of three schools in the city hosted at a Young Artists Exhibition in the Gallery.

Inspired Teaching School earned first place as Best Elementary School in the *Best of D.C.*

D. List of Donors*

Michael Anderson
Anonymous
Jerri Anglin
Julia Howell Barros and Marco Davis
Richard Bebout
James Bishop
Camille Bonta
Vivian S. and Marc H. Brodsky Fund
Michael Brodsky and Mary Aleta Margolis
Lisa Cain
Mark Chandler and Laurel Wingate
Gary Cohen
Joseph Cullinan
Dara Dann
Paula J. Dobrow
Rick Edson
Abdulhamid Elaissami
Shelley Fidler
Jeremy Friedlander
C. Evelyn Gaskill
Sean C. Griffin
Lila Guterman
Lina Guzman
Sally Herrmann
Anne Hingeley
Jonathan Kass and Sarah Lucas
Korri Blalock Keller and Todd Keller
Maureen and Tony Ingram
Mark Leta
Alexander Maltas
Allyson Maltas
Christopher Maltas
Brian McIntyre and Andrea Bruce
Dan Mendelson
Lucy Newton and Eric Albert
Mary Pitts
Amanda Rice
Malcolm Ritsch, Jr.

Meredith Ritsch
Larry Rude and Donna Murphy
Jennifer Rumph
Ben Salisbury
Eli Savit
David Sipos
Larry Sipos
KC and Ellie Smith
Beth Tritter and Jeremy Brosowsky
Dr. and Mrs. Simeon Williams
Linda and Rusty Wilson
Sam Yang

*We apologize in advance if we failed to include donors on this list.

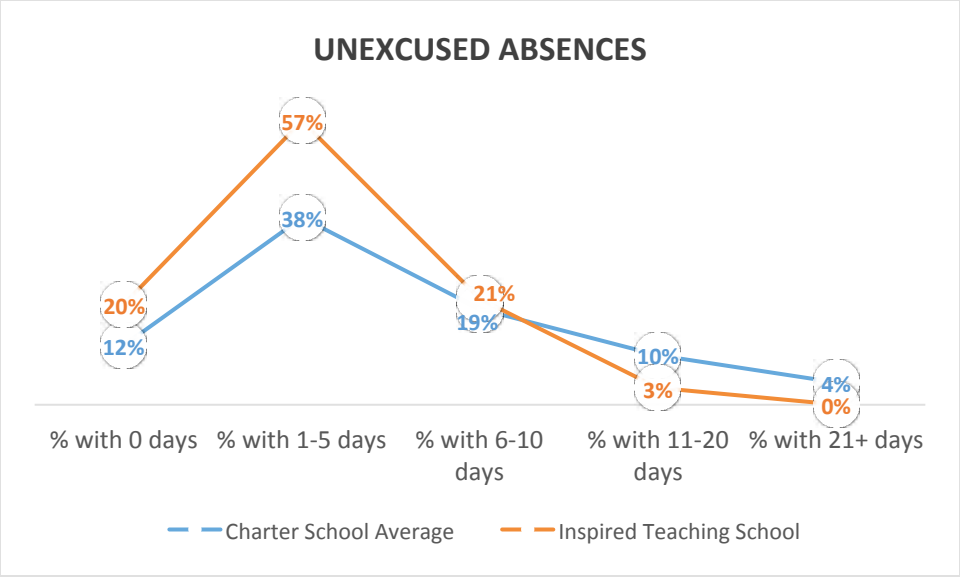
Re-enrollment

The re-enrollment rate from the 2012-13 school year to the 2013-14 school year was 86.2% overall.

By grade cluster:
PK3-PK4: 83.9%
K-2: 91.3%
3-5: 80.6%

Attendance

Inspired Teaching School's in-seat attendance rate was 94% for the 2013-14 school year, two percentage points higher than the DC charter school average.



More students at ITS have fewer unexcused absences than the charter school average.

Discipline

Suspensions and Expulsions

Inspired Teaching School's suspension rate was 3.4%, less than half the charter school average, with zero suspensions lasting over ten days. No students were expelled in the 2013-14 school year. With an enrollment of 268, lost instruction time due to suspensions was 0.06%.

Appendices

A: Staff Roster, 2013 – 2014

- 100% of Teaching Faculty is Highly Qualified or Certified for the District of Columbia
- 80% of Teaching Faculty has completed Masters Degrees; additional faculty members are in the process of completing Masters Degrees
- 100% of Teacher Residents are Highly Qualified
- 100% of Teachers have participated in training with Center for Inspired Teaching
- 100% of Administrators have graduate degrees

Staff, Position
Alexis Aldridge, Teacher Resident
Aminal Alisha, Classroom Paraprofessional
Rhi Alyxander, Teacher Resident
Melissa Aponte, Teacher Resident
Danisha Bailey, Sped Paraprofessional
Brianna Balboni, Art Teacher
Jon Berg, Teacher
Aisha Bhatty, Teacher
Sybil Bolden, Teacher
Constance Brown, Teacher
Beth Carmichael, Teacher Resident
Claire Casstevens, Teacher Resident
Latisha Coleman, Teacher
Madeline Cox, Teacher Resident
Leslie Douglas, Receptionist
Zoe Duskin, Principal
Michele Eaton, Sped Teacher
Benjamin Frazell, Teacher
Brandi Gardner, Sped Paraprofessional
Shakina Gee, Classroom Paraprofessional
Adrianna Gonzalez, Classroom Paraprofessional
Courtney Hall, Classroom Paraprofessional
Zia Hasson, Teacher Resident
Rodney Hayes, Food Service Technician
Jermia Huff, Assistant Teacher
Maureen Ingram, Teacher
Nicole Jennings, Teacher Resident
Catherine Keplinger, Director of Operations
Julianna Klein, Teacher Resident

Athena Kopsidas, Teacher
Hannah Lott, Teacher
Lauren Madlock, Special Education Coordinator, Part Time
Rachel Magruder, Classroom Paraprofessional
Norah Mallaney, Teacher
Lauren Marar, Student Data Specialist and Project Manager
Sharde McConnell, Special Education Paraprofessional
Bevan Morrison, Sped Teacher
Patricia Parker, School Psychologist
Kristin Roberts, Teacher
Alicia Ronquillo, Teacher Resident
Rebecca Schmidt, Teacher
Imani Taylor, Business Manager
Paul Thomas, Building Services Coordinator (Maintenance)
Elizabeth White, Classroom Paraprofessional
Deborah Williams, Executive Director
Brie Yannicelli, Sped Teacher

B: Board of Directors, 2013 – 2014

Bonnie J Barhyte, *Secretary*
Gay Cioffi
Gary Cohen, *Chair*
Marc Fisher
Carmen E. Jenkins, *Parent Representative*
Lynne Long
Aleta Margolis
Rebecca McCoyer, *Parent Representative*
Michael Reed, *Treasurer*
Eli Savit
Deborah Dantzler Williams, *Ex officio*
Laurel Wingate

C: Year End Financial Statement (see attached PDF)

D: Approved 2014 – 2015 Budget

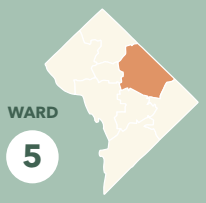
Inspired Teaching Demonstration School

Income Statement	SY14-15
Account	**Future**
Event	-
Revenue	
01. Per Pupil Charter Payments	3,878,042
02. Per Pupil Facilities Allowance	976,896
03. Federal Entitlements	31,004
04. Other Government Funding/Grants	151,665
05. Private Grants and Donations	37,500
06. Activity Fees	-
07. Other Income (please describe in footnote)	24,919
Total Revenue	**5,100,027**
Operating Expense	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	295,455
09. Teachers Salaries	1,334,699
10. Teacher Aides/Assistance Salaries	290,267
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	190,940
13. Clerical Salaries	36,050
14. Custodial Salaries	32,445
15. Other Staff Salaries	156,545
16. Employee Benefits	365,382
17. Contracted Staff	16,689
18. Staff Development Expense	126,400
Total Personnel Salaries and Benefits	**2,844,872**
Direct Student Expense	
19. Textbooks	20,929
20. Student Supplies and Materials	46,443
21. Library and Media Center Materials	-
22. Student Assessment Materials	8,573
23. Contracted Student Services	485,730

24. Miscellaneous Student Expense **	14,249
Total Direct Student Expense	**575,925**
Occupancy Expenses	
25. Rent	976,896
26. Building Maintenance and Repairs	-
27. Utilities	-
28. Janitorial Supplies	-
29. Contracted Building Services	-
Total Occupancy Expenses	**976,896**
Office Expenses	
30. Office Supplies and Materials	13,492
31. Office Equipment Rental and Maintenance	13,935
32. Telephone/Telecommunications	19,505
33. Legal, Accounting and Payroll Services	104,900
34. Printing and Copying	3,238
35. Postage and Shipping	411
36. Other	59,965
Total Office Expenses	**215,447**
General Expenses	
37. Insurance	10,108
38. Transportation	4,010
39. Food Service	94,629
40. Administration Fee (to PCSB)	51,000
41. Management Fee	-
42. Other General Expense	17,838
43. Unforeseen Expenses	-
Total General Expenses	**177,585**
Total Ordinary Expenses	**4,790,725**
Interest, Depreciation	
44. Depreciation Expense	33,500
45. Interest Payments	-
Total Interest, Depreciation	**33,500**
Total Expenses	**4,824,225**
Net Income	**275,802**
Adjustments To Cash Flow	
Net Income	275,802
Operating Activities	-
Investing Activities	(10,066)
Financing Activities	-
Net cash increase for year	265,736

Appendix C

2014 School Performance Report



Inspired Teaching Demonstration PCS

200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org

School Profile (2014–15)

School Mission / Purpose

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Unique School Characteristics

- Inquiry-based classrooms in which teachers challenge students to ask, investigate, and answer questions
- Standards-based curriculum and goals centered on the four I's: intellect, inquiry, imagination, and integrity
- Learning is student-directed and differentiated to meet the needs of all children
- Common Core State Standards instruction in math, reading, and writing taught through workshop model

Board Chair

Gary Cohen

Executive Director

Deborah Dantzler Williams

Principal

Zoe Duskin

First School Year

2011–12

School Hours

8:45 a.m. – 3:15 p.m. (PK3–4)

8:30 a.m. – 3:15 p.m. (5–6)

Grades Served

Current Grades / Future Grades

PK3 PK4 K 1 2 3
4 5 6 7 8 9
10 11 12 Adult Ed

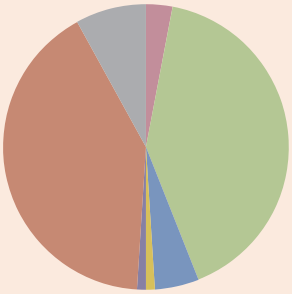
Before Care / After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	3%
Black Non-Hispanic	41.4%
Hispanic / Latino	4.9%
Native American / Alaska Native	0.8%
Pacific Islander / Native Hawaiian	1.1%
White Non-Hispanic	41%
Multiracial	7.9%

Total Enrollment
268

English Language Learner
3.4%

Economically Disadvantaged
20.7%

Special Education
10.2%

Transportation

Metro / Bus Service *

*Please check www.wmata.com for updates

Inspired Teaching Demonstration PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3–2

KEY

Pre-Kindergarten (PK3–PK4) Grades (43% of Students)

Student Progress

Literacy / Language - *Creative Curriculum - Teaching Strategies GOLD*

Mathematics - *Creative Curriculum - Teaching Strategies GOLD*

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

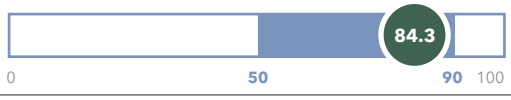
Leading Indicator

Attendance

K–2 (57% of Students)

Student Achievement / Progress

Literacy - *Developmental Reading Assessment (DRA)*



Mathematics - *Data Unavailable*

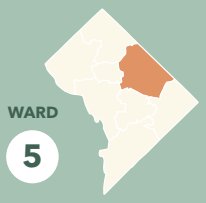
Leading Indicators

Attendance

Re-enrollment

2014 School Performance Report

Inspired Teaching Demonstration PCS



200 Douglas Street NE
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202-248-6825
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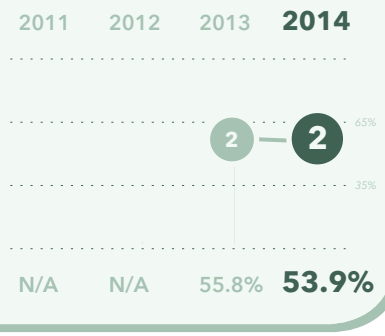
TIER SCORES



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Executive Director

Deborah Dantzler Williams

Principal

Zoe Duskin

First School Year

2011–12

School Hours

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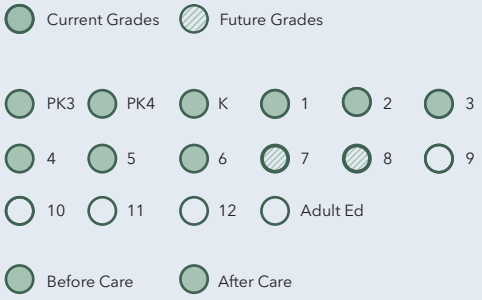
8:30 a.m. – 3:15 p.m. (5–6)

Grades Served

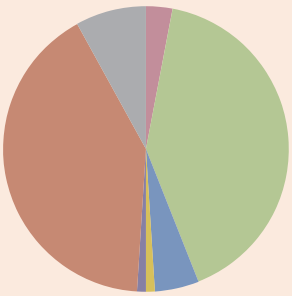


Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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Multiracial	7.9%

Total Enrollment
268

English Language Learner
3.4%

Economically Disadvantaged
20.7%

Special Education
10.2%

Transportation

Metro / Bus Service *

*Please check www.wmata.com for updates

Inspired Teaching Demonstration PCS

2014 School Performance Report

(2013–14)

Grades Measured: 3–5

KEY

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (40 points): Academic Improvement Over Time			
Growth on DC CAS Reading over time	47.7 (0, 30, 70, 100)	**8.9** *out of* 20.0	44.5%
Growth on DC CAS Mathematics over time	36.0 (0, 30, 70, 100)	**3.0** *out of* 20.0	15.0%
Student Achievement (25 points): Meeting or Exceeding Academic Standards			
DC CAS Reading Proficient and Above	69.8 (0, 27.9, 100)	**5.8** *out of* 10.0	58.0%
Advanced only	15.1 (0.3, 25, 100)	**1.5** *out of* 2.5	60.0%
DC CAS Mathematics Proficient and Above	60.0 (0, 26.4, 100)	**4.6** *out of* 10.0	46.0%
Advanced only	18.2 (0.3, 25, 100)	**1.8** *out of* 2.5	72.0%
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success			
Proficient and Advanced 3rd Grade Reading	81.0 (0, 17.4, 100)	**11.5** *out of* 15.0	76.7%
Leading Indicators (20 points): Predictors of Future Student Progress and Achievement			
Attendance	94.6 (0, 82, 92)	**10.0** *out of* 10.0	100.0%
Re-enrollment	80.6 (0, 60.7, 90, 100)	**6.8** *out of* 10.0	68.0%
TOTAL SCORE	**TIER 2**	**53.9** *out of* 100	**53.9%**

For a more detailed explanation of the indicators, see our technical guide.

Appendix D

Inspired Teaching Demonstration Public Charter School
COMPLIANCE REVIEW REPORT
2011-2012

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.	Compliant	
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.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff . Option 2: Copy of staff certificate to administer medications.	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
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).	Compliant	
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.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

Inspired Teaching Demonstration Public Charter School
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
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.	Compliant	
	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.	Compliant	
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.	Compliant	N/A for Inspired Teaching--new school
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 (HOUSSE, 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.	Compliant	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

Inspired Teaching Demonstration 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	

Inspired Teaching Demonstration 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	

Inspired Teaching Demonstration 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	Compliant	
	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)	Compliant	School is in its second year of operation and can seek accreditation in the future.

Inspired Teaching Demonstration PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	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	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	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 (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

Inspired Teaching Demonstration PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	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 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified 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	

Inspired Teaching Demonstration PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable 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); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	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)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: ***Inspired Teaching Demonstration PCS***

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	**Compliant**	7/25/14	✔
Fire Drills	**Compliant**	7/25/14	✔
School Calendar	**Compliant**	7/25/14	✔
Monthly Financial Statements - June	**Compliant**	7/31/14	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/1/14	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/15/14	✔
Auditor Engagement Letter	**Compliant**	8/15/14	✔
Charter School Athletics Compliance	**Compliant**	8/31/14	✔
Annual Report SY2013-2014	**Compliant**	9/5/14	X
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/14	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	10/1/14	✔
Accreditation	**Compliant**	10/10/14	✔
Basic Business License	**Compliant**	10/10/14	✔
Board Meeting Approved Minutes	**Compliant**	10/10/14	✔
Board Roster	**Compliant**	10/10/14	✔
Certificate of Insurance	**Compliant**	10/10/14	✔
Certificate of Occupancy	**Compliant**	10/10/14	✔
Child Find Policy	**Compliant**	10/10/14	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/14	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/10/14	✔
Litigation Proceedings Calendar	**Compliant**	10/10/14	✔
School Emergency Response Plan	**Compliant**	10/10/14	✔
School Nurse Notification OR Certified Staff to Administer Medication	**Compliant**	10/10/14	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/14	✔

SPED-Continuum of Services	**Compliant**	10/10/14	✔
Staff/Volunteer Roster and Background Checks - 10/10/2014	**Compliant**	10/10/14	✔
Student Handbook	**Compliant**	10/10/14	✔
Quarterly Financial Statements - 1st	**Compliant**	10/31/14	✔
Audited Financial Statements	**Compliant**	11/3/14	✔
Audited Financial Statements - FAR Data Entry Form	**Compliant**	11/7/14	✔
Fire Drills	**Compliant**	12/5/14	✔

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: ***Inspired Teaching Demonstration PCS***

Requirement	Compliance Status	Due	On Time
Contracts	**8 Submitted**	3 days after contract is awarded	**5 of 8**

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/3/14	Inspired Teaching Demonstration PCS	Center for Inspired Teaching	of Inspired Teaching Residents for SY	5/30/14	$210,000	4
6/20/14	Inspired Teaching Demonstration PCS	YMCA	Before and After Care services	5/28/14	$25,000	23
6/20/14	Inspired Teaching Demonstration PCS	Washington Group Solutions	Moving and furniture procurement	5/30/14	$75,000	21
8/8/14	Inspired Teaching Demonstration PCS	Therapy Source	speech therapy; physical therapy	8/18/14	$25,000	**Compliant**
8/8/14	Inspired Teaching Demonstration PCS	Paradigm Therapy Partners	occupational therapy	8/18/14	$25,000	**Compliant**
8/8/14	Inspired Teaching Demonstration PCS	Early Autism Solutions	ABA, BIP, FBA	8/18/14	$25,000	**Compliant**
8/8/14	Inspired Teaching Demonstration PCS	Educational Solutions	tutoring	8/18/14	$25,000	**Compliant**
9/3/14	Inspired Teaching Demonstration PCS	DC	Physical education instruction	9/13/14	$59,912	**Compliant**

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable *If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	2013-14 Annual Report includes: -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; **Occupancy load on form is equal to or greater than the sum of staff and students**
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's **charter agreement**); should include all addresses/ campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<u>Board makeup must include:</u> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * **Adult schools may use alumnae or adult students to satisfy the parent requirement*
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occuring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. **OR,** an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members **Should confirm staff's understanding of their obligation for reporting sexual abuse of student.*

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past **TWO years** **All volunteers working more than 10 hrs/ week must have background checks*
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	**Discipline Policy** -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents **Attendance Policy** -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) **Safeguard of Student Information Policy**--aligns with FERPA regulations
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

Appendix E

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2012 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Inspired Teaching Demonstration Public Charter School
Final Percentage Rating:	94%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2012 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance	2	2

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) –N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2012 grant cycle	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance	2	2
		• BONUS: LEA has no longstanding noncompliance from FFY 2011, 2010 and 2009	1	
			Total Number of Points Achieved	17
			Total Possible Points from Applicable Elements	18
			Percentage of Points Achieved from Applicable Elements	94%

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Inspired Teaching Demonstration Public Charter School
Final Percentage Rating:	94%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A	N/A
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level • LEA did not receive a report in FFY 2013 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	LEA has 26-50 students with IEPs • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance	2	2

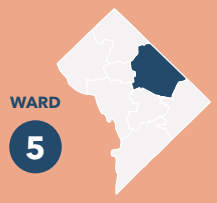
4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grant cycle	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• LEA did not receive any findings of noncompliance from FFY 2013 that were due for correction in FFY 2014	N/A	N/A
		• BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012	1	
			Total Number of Points Achieved	15
			Total Possible Points from Applicable Elements	16
			Percentage of Points Achieved from Applicable Elements	94%

Appendix C1

2016 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



Inspired Teaching Demonstration PCS

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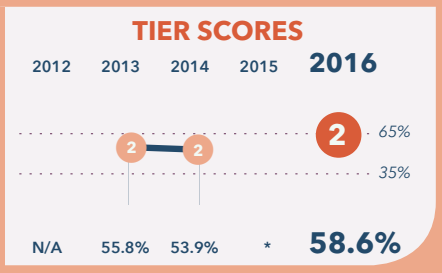
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org



School Profile (2016-17)

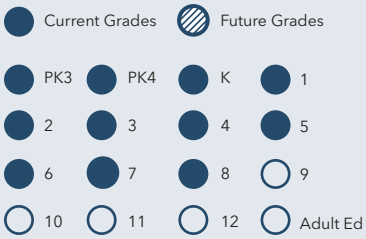
Board Chair
Marc Fisher

Head of School
Deborah Dantzler Williams

Principal
Latisha Coleman (MS)
Suriya Douglas (ES)

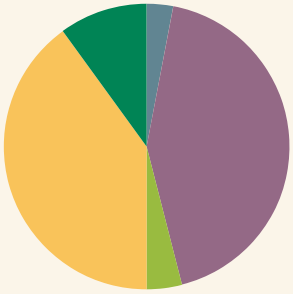
First School Year
2011–12

Grades Served



Student Demographics (2015-16)

Total Enrollment
368



Asian	3.3%
Black Non-Hispanic	42.7%
Hispanic / Latino	4.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	40.2%
Multiracial	9.8%

English Language Learner
3.3%

Economically Disadvantaged
20.4%

Special Education
13.9%

At-Risk Population
14.4%

Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades PK–12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

Inspired Teaching PCS is a community of master teachers and teacher residents that provides an excellent education and invests in teacher preparation and professional development. Diverse students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum. Our work is centered on four Is: Intellect, Inquiry, Imagination, and Integrity. Lessons are student-centered. Teachers act as facilitators and instigators of thought so students are engaged in hands-on learning and becoming successful problem solvers. Early childhood, elementary, and middle school students become agents of change through a 21st-century curriculum, diversified assessment, renowned partnerships, and engaged families.

Inspired Teaching Demonstration PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–7

KEY: Score | 0 Floor Target 100

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	46.8 (0, 30, 70, 100)	**7.4** *out of* 17.5	42.3%
Growth on the state assessment in mathematics	42.1 (0, 30, 70, 100)	**5.3** *out of* 17.5	30.3%
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts			
Approaching College and Career Ready and Above	61.4 (0, 100)	**4.6** *out of* 7.5	61.3%
College and Career Ready	35.6 (0, 56.1, 100)	**3.2** *out of* 5.0	64.0%
PARCC: Mathematics			
Approaching College and Career Ready and Above	58.3 (0, 100)	**4.4** *out of* 7.5	58.7%
College and Career Ready	32.6 (0, 63.2, 100)	**2.6** *out of* 5.0	52.0%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts			
College and Career Ready	34.9 (0, 63.5)	**5.5** *out of* 10.0	55.0%
8th Grade Mathematics			
College and Career Ready	(0, 67.5, 100)	**0.0** *out of* 0.0	N/A
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance			
In-seat attendance	94.8 (0, 85, 95)	**8.8** *out of* 9.0	97.8%
Re-enrollment			
Percent of students eligible to re-enroll	87.9 (0, 67, 92)	**7.5** *out of* 9.0	83.3%
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)			
Emotional Support	6.2 (1, 4.5, 6, 7)	**4.0** *out of* 4.0	100.0%
Classroom Organization	5.8 (1, 4.5, 6, 7)	**3.5** *out of* 4.0	87.5%
Instructional Support	2.9 (2, 4, 7)	**1.8** *out of* 4.0	45.0%
TOTAL SCORE	**TIER 2**	58.6 *out of* 100	**58.6%**

Inspired Teaching Demonstration PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–7

KEY

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

K-2 Reading: Developmental Reading Assessment (DRA) & i-Ready

Percent of students who met or exceeded the publisher's achievement expectations by the end of the year

K-2 Math: enVisionMATH

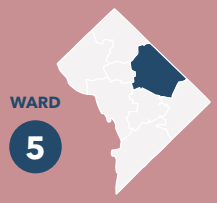
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year

For a more detailed explanation of the categories, see our technical guide.

Appendix C2

2017 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



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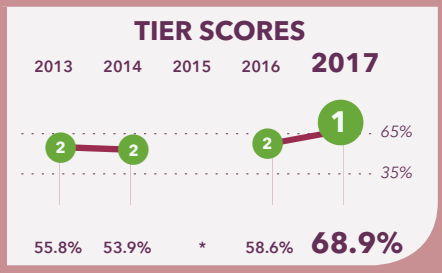


School Profile (2017–18)

Board Chair
Marc Fisher

Head of School
Deborah Dantzler Williams

Principal
Suriya Douglas (ES)
Latisha Coleman (MS)

First School Year
2011–12

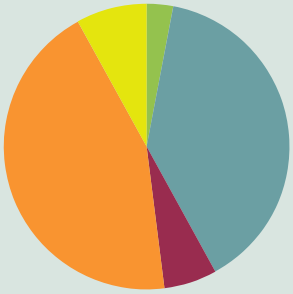
Grades Served

Current Grades ● Future Grades ◌

● PK3	● PK4	● K	● 1
● 2	● 3	● 4	● 5
● 6	● 7	● 8	◌ 9
◌ 10	◌ 11	◌ 12	◌ Adult Ed

Student Demographics (2016–17)

Total Enrollment
414



Asian	2.9%
Black Non-Hispanic	38.6%
Hispanic / Latino	5.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	44.9%
Multiracial	8.0%

English Language Learner
4.1%

Economically Disadvantaged
24.4%

Special Education
16.4%

At-Risk Population
15.7%

Tier Explanations

1. **High Performing** (65.0% - 100.0%)
2. **Mid Performing** (35.0% - 64.9%)
3. **Low Performing** (0.0% - 34.9%)

For schools serving grades PK–12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

Inspired Teaching PCS is a community of master teachers and teacher residents that provides an excellent education and invests in teacher preparation and professional development. Diverse students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum. Our work is centered on four I's: Intellect, Inquiry, Imagination, and Integrity. Lessons are student-centered. Teachers act as facilitators and instigators of thought so students are engaged in hands-on learning and becoming successful problem solvers. Early childhood, elementary, and middle school students become agents of change through a 21st-century curriculum, diversified assessment, renowned partnerships, and engaged families.

Inspired Teaching Demonstration PCS

2017 School Quality Report

(2016–17)

Grades Measured: PK3–8

KEY: Score (0 Floor Target 100)

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	57.3 (0, 30, 70, 100)	12.0 *out of* 17.5	68.3%
Growth on the state assessment in mathematics	48.8 (0, 30, 70, 100)	8.2 *out of* 17.5	47.0%
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts — Approaching College and Career Ready and Above	71.9 (0, 100)	5.4 *out of* 7.5	71.9%
College and Career Ready	50.3 (0, 58, 100)	4.3 *out of* 5.0	86.7%
PARCC: Mathematics — Approaching College and Career Ready and Above	59.3 (0, 100)	4.4 *out of* 7.5	59.3%
College and Career Ready	35.3 (0, 62.9, 100)	2.8 *out of* 5.0	56.1%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts — College and Career Ready	53.5 (0, 60.2, 100)	4.4 *out of* 5.0	88.9%
8th Grade Mathematics — College and Career Ready	0.0 (0, 61.2, 100)	0.0 *out of* 5.0	N/A
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance — In-seat attendance	94.7 (0, 85, 95)	8.7 *out of* 9.0	97.0%
Re-enrollment — Percent of students eligible to re-enroll	89.5 (0, 67, 92)	8.1 *out of* 9.0	90.0%
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) — Emotional Support	6.5 (1, 4.5, 6, 7)	4.0 *out of* 4.0	100.0%
Classroom Organization	6.0 (1, 4.5, 6, 7)	4.0 *out of* 4.0	100.0%
Instructional Support	3.3 (2, 4, 7)	2.6 *out of* 4.0	65.0%
TOTAL SCORE	**TIER 1**	68.9 *out of* 100	**68.9%**

Inspired Teaching Demonstration PCS

2017 School Quality Report

(2016–17)

Grades Measured: PK3–8

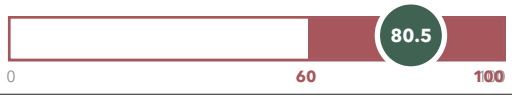
KEY

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

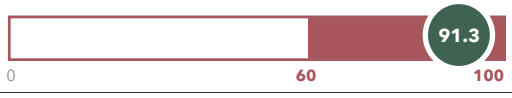
PK Pre-Literacy: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

K-2 Reading: Developmental Reading Assessment (DRA) & i-Ready
Percent of students who met or exceeded the publisher's achievement expectations by the end of the year



K-2 Math: enVisionMATH
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year

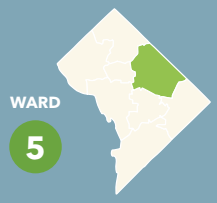


For a more detailed explanation of the categories, see our technical guide.

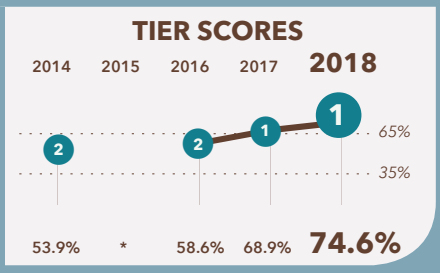
Appendix C3

2018 School Quality Report

DC PUBLIC CHARTER SCHOOL BOARD



Inspired Teaching Demonstration PCS



200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org

School Profile (2018–19)

Board Chair
John Leibovitz

Head of School
Deborah Dantzler Williams

Principal
Seth Biderman (MS)
Suriya Douglas (ES)

First School Year
2011–12

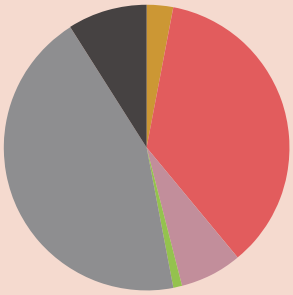
Grades Served

Current Grades ● Future Grades ◌

PK3 ● PK4 ● K ● 1 ●
2 ● 3 ● 4 ● 5 ●
6 ● 7 ● 8 ● 9 ◌
10 ◌ 11 ◌ 12 ◌ Adult Ed ◌

Student Demographics (2017–18)

Total Enrollment
446



Asian	3.1%
Black Non-Hispanic	36.5%
Hispanic / Latino	6.7%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	44.4%
Multiracial	8.7%

English Language Learner
3.8%

Economically Disadvantaged
22.2%

Special Education
14.3%

At-Risk Population
14.1%

Tier Explanations

1. **High Performing** (65.0% – 100.0%)
2. **Mid Performing** (35.0% – 64.9%)
3. **Low Performing** (0.0% – 34.9%)

For schools serving grades PK–12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
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A Note from the School

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Inspired Teaching Demonstration PCS

2018 School Quality Report

(2017–18)

Grades Measured: PK3–8

KEY: Score | 0 Floor Target 100

		Points Earned *out of* Points Possible	Percent of Possible Points
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	57.3 (0, 30, 70, 100)	**11.9** *out of* 17.5	68.1%
Growth on the state assessment in mathematics	52.1 (0, 30, 70, 100)	**9.7** *out of* 17.5	55.2%
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts Approaching College and Career Ready and Above	80.3 (0, 100)	**6.0** *out of* 7.5	80.3%
College and Career Ready	57.6 (0, 58.8, 100)	**4.9** *out of* 5.0	98.0%
PARCC: Mathematics Approaching College and Career Ready and Above	67.0 (0, 100)	**5.0** *out of* 7.5	67.0%
College and Career Ready	46.8 (0, 64.2, 100)	**3.6** *out of* 5.0	72.9%
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts College and Career Ready	66.7 (0, 58.5, 100)	**5.0** *out of* 5.0	100.0%
8th Grade Mathematics College and Career Ready	11.8 (0, 61.6, 100)	**1.0** *out of* 5.0	19.1%
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance	94.9 (0, 85, 95)	**8.9** *out of* 9.0	98.7%
Re-enrollment Percent of students eligible to re-enroll	92.4 (0, 67, 92)	**9.0** *out of* 9.0	100.0%
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support	6.2 (1, 4.5, 6, 7)	**4.0** *out of* 4.0	100.0%
Classroom Organization	5.9 (1, 4.5, 6, 7)	**3.8** *out of* 4.0	94.2%
Instructional Support	2.9 (1, 2, 4, 7)	**1.8** *out of* 4.0	44.8%
TOTAL SCORE	**TIER 1**	74.6 *out of* 100	**74.6%**

Inspired Teaching Demonstration PCS

2018 School Quality Report

(2017–18)

Grades Measured: PK3–8

KEY

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

K-2 Reading: Developmental Reading Assessment (DRA) & i-Ready
Percent of students who met or exceeded the publisher's achievement expectations by the end of the year

K-2 Math: enVisionMATH
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year

For a more detailed explanation of the categories, see our technical guide.

Appendix C4

DC PUBLIC CHARTER SCHOOL BOARD

2019
School Quality Report

200 Douglas Street NE
(202) 248-6825
www.inspiredteachingschool.org

Note from the School

Inspired Teaching Demonstration PCS is a community of master teachers, teacher residents, inquisitive students, and engaged families. Our students become agents of change through a demanding, inquiry-based, 21st-century curriculum and renowned partnerships. We invest in teacher preparation and professional development.

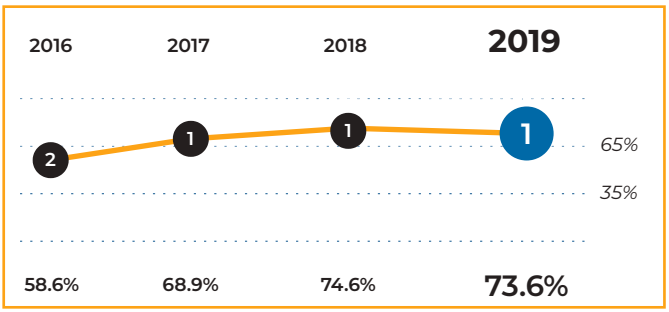
Inspired Teaching Demonstration PCS

2018-19 TIER 1 HIGH-PERFORMING DC PUBLIC CHARTER SCHOOL

Tier Explanations

1 **High Performing** (65.0% - 100%)
2 **Mid Performing** (35.0% - 64.9%)
3 **Low Performing** (0.0% - 34.9%)

Tiers and Scores



School Profile (2019–20)

Board Chair
John Leibovitz

Head of School
Deborah Dantzler Williams

Principals
Seth Biderman, Shannon Kane, Neoka Smith

First School Year
2011-2012

Grades Served

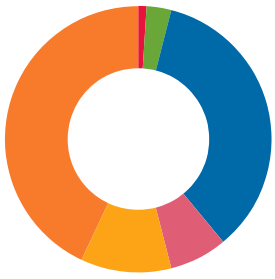
Current Grades | Future Grades

PK3	PK4	K	1	2	3	4	5
■	■	■	■	■	■	■	■

6	7	8	9	10	11	12	Adult Ed
■	■	■	□	□	□	□	□

Student Demographics (2018–19)

Total Enrollment
470



American Indian/ Alaskan	0.4%
Asian	2.6%
Black/African American	36.6%
Hawaiian/Pacific Islander	0.0%
Hispanic/Latino, any race	6.6%
Two or More Races	10.6%
White	43.2%

English Learner
4.7%

Special Education
15.7%

At-Risk
16.8%

Inspired Teaching Demonstration PCS

2019 School Quality Report

2018–19 Grades Measured: PK3 - 8

KEY: Score | Floor | Target (0 – 100)

		Points Earned	Points Possible
Student Progress (35 points): Academic Improvement Over Time			
Growth on the state assessment in English Language Arts	53.3 (0, 30, 70, 100)	10.2	17.5
Growth on the state assessment in mathematics	49.7 (0, 30, 70, 100)	8.6	17.5
Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards			
PARCC: English Language Arts Approaching College and Career Ready and Above	79.3 (0, 100)	5.9	7.5
College and Career Ready	59.9 (0, 58.8, 100)	5.0	5.0
PARCC: Mathematics Approaching College and Career Ready and Above	69.2 (0, 100)	5.2	7.5
College and Career Ready	47.3 (0, 64.2, 100)	3.7	5.0
Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)			
3rd Grade English Language Arts College and Career Ready	66.0 (0, 58.5, 100)	5.0	5.0
8th Grade Mathematics College and Career Ready	31.3 (0, 61.6, 100)	2.5	5.0
School Environment (30 points): Predictors of Future Student Progress and Achievement			
Attendance In-seat attendance	95.3 (0, 85, 95)	9.0	9.0
Re-enrollment Percent of eligible students who re-enrolled	92.3 (0, 67, 92)	9.0	9.0
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support	6.1 (4.5, 6, 7)	4.0	4.0
Classroom Organization	5.9 (0, 4.5, 6, 7)	3.6	4.0
Instructional Support	2.9 (0, 2, 4, 7)	1.9	4.0
TOTAL SCORE 73.6	**TIER 1**	**73.6** *out of*	**100**

For a more detailed explanation of the categories, see our technical guide.

Inspired Teaching Demonstration PCS

2019 School Quality Report

2018–19 Grades Measured: PK3 - 8

KEY

Points Earned **Points Possible**

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

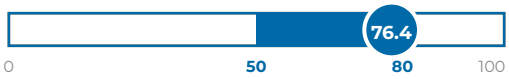
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year

K-2 Literacy: Developmental Reading Assessment (DRA) and i-Ready

Median percentile of student growth compared to national student performance



K-2 Math: i-Ready

Median percentile of student growth compared to national student performance

Appendix D

November 25, 2019

John Leibovitz, Board Chair
Inspired Teaching Demonstration Public Charter School
200 Douglas Street NE
Washington, DC 20002

Dear Mr. Leibovitz:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Inspired Teaching Demonstration Public Charter School (Inspired Teaching PCS) was selected to undergo a QSR during the 2019-20 school year for the following reason(s):

- School eligible for 10-year Charter Review during 2020-21 school year

Qualitative Site Review Report
A QSR team conducted on-site reviews of Inspired Teaching PCS between September 23 and October 4, 2019. Enclosed is the team's report. You will find that the QSR report focuses primarily on the following areas: classroom environment and instruction.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the QSR at Inspired Teaching PCS.

Sincerely,

Rashida Young
Chief School Performance Officer

Enclosures
cc: Deborah Dantzler Williams, Head of School

Qualitative Site Review Report

Date: November 25, 2019

Campus Information

Campus Name: Inspired Teaching Demonstration Public Charter School (Inspired Teaching PCS)
Ward: 5
Grade levels: Prekindergarten-3 (PK3) through eighth grade

Qualitative Site Review Information

Reason for Visit: School eligible for 10-year Charter Review during 2020-21 school year
Two-week Window: September 23, 2019 – October 4, 2019
QSR Team Members: Two DC PCSB staff including a special education (SPED) specialist and three consultants including an English Learner (EL) specialist
Number of Observations: 24
Total Enrollment: 492
Students with Disabilities Enrollment: 75
English Language Learners Enrollment: 30
In-seat Attendance on Observation Days:
Visit 1: September 24 – 98.3%
Visit 2: September 26 – 98.0%
Visit 3: September 30 – 90.6%
Visit 4: October 1 – 97.3%
Visit 5: October 2 – 98.7%

Summary

Inspired Teaching PCS's mission is to provide "a professional learning community of master teachers and teacher residents that ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum." The Qualitative Site Review (QSR) team observed strong evidence that Inspired Teaching PCS is fulfilling its mission. DC PCSB observers saw evidence of a demanding, inquiry-based curriculum as students used exemplars to review and improve their work, peer-revised essays, and talked with partners about an author's choices and the impact on their learning. Students in lower grades developed their imagination as they used rhythm and poetry to write and perform songs about place value, played dress-up, and role-played at centers.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teachin*g to examine classroom environment and instruction (see

Appendix I and II). The QSR team scored 72% of observations as distinguished or proficient in the Classroom Environment domain. The highest-rated component was *Creating an Environment of Respect and Rapport (2a),* with 86% of observations scored as proficient or distinguished and none as unsatisfactory. Observers noted that students appeared genuinely happy to be at school. Teachers showed personal knowledge of students, for example acknowledging an upcoming birthday or talking about a favorite author and a new book with students. Students demonstrated respect for teachers by following directions with gentle prompting. The QSR team scored 77% of observations as distinguished or proficient in the Instruction domain. The highest-rated components were *Communicating with Students (3a)* and *Engaging Students in Learning (3c)*, with 82% of observations in each component scored as proficient or above. Instruction was clear, with teachers modeling learning tasks such as how to annotate text. Students were highly engaged throughout classrooms as they completed science experiments, wrote essays, role-played in uniforms, and examined complex historical texts.

Governance

John Leibovitz chairs the Inspired Teaching PCS Board of Trustees. The School Reform Act requires all DC public charter schools to have a majority of DC residents and two parents, which the school has been compliant with for the past five years.

Specialized Instruction for Students with Disabilities

Prior to the two-week window, Inspired Teaching PCS completed a questionnaire about how it serves its students with disabilities. Reviewers looked for evidence of the school's articulated program. DC PCSB staff scored 56% of SPED observations at the school as proficient or distinguished in Domain 2 of the Danielson rubric, whereas 69% of SPED observations scored proficient or distinguished in Domain 3. Overall, the observation team found the school has established a full continuum of services that generally engages students in learning, albeit with a lesser degree of fidelity for middle school students.

- For students that require services outside of the general education setting, the school provides pull-out classes and a self-contained "Learning Lab." In observations of these settings, teachers scaffolded and differentiated instruction by discussing strategies students might use, frequently monitored for understanding, and provided students with modified materials. These classrooms were cognitively busy places where teachers and students demonstrated positive relationships. One teacher encouraged a student to stick with a challenging problem, saying, "The problem looks hard, but we know what to do. Add the numbers up, or we can put them in groups to help us out, too."

- Within general education classrooms, reviewers observed the One Teach, One Assist co-teaching model as the most frequently used approach. However, the school also uses Alternative Teaching and Station Teaching. In one classroom, the general education teacher managed half of the students as they completed a partner reading activity, while the SPED teacher took the other half into the hallway to conduct a science experiment. Throughout five other observations, most general education teachers explained content and gave directions to the whole class, while the SPED teachers checked that students had the right materials and were on task. Both teachers assisted students during independent and partner work. In some observations, instructional responsibilities were distributed unevenly among co-teaching pairs, and it was unclear if co-planning had occurred.

- In middle school SPED observations, teachers did not consistently hold expectations for all students' learning and behavior, compared to elementary observations. Off-task or disruptive behaviors, like hair-pulling, talking, and horseplay were observed in three middle school classes. Behavior was generally appropriate in elementary SPED observations. Students expended good effort to complete high-quality work. In one classroom, the teacher respectfully corrected a student when they made a reading error. The student then successfully re-read the sentence. In another observation, students were divided into stations where each engaged productively with the tasks. Supports like counters and number lines were available for student use if necessary.

Specialized Instruction for English Learners

The EL specialist observed three beginner English pull-out classes with three students each. According to the school's EL Questionnaire, the EL program focuses on "key skill acquisition" in reading, writing, speaking, and listening. In students' early days of language acquisition, students practice vocabulary acquisition with simple questions like "Where is..." and "Show me." The EL teacher gave students ample practice with simple and complex vocabulary, along with social language.

The EL teacher emphasized social language as she greeted students and asked them to greet each other. She guided their enunciation as she spoke, putting her hand on her chin to emphasize the correct pronunciation of each syllable.

The teacher developed students' vocabulary in different ways. Students practiced identifying objects on picture cards, moved around the room to name common real objects, and described scenarios from pictures (such as children baking a cake or going to the dentist). The teacher followed up with students, asking questions like "What color is it?" and saying, "Show me your sneakers." As the teacher read

students a book, she continued to develop vocabulary, asking questions like “Is the bird *under* the dog or *on top of* the dog?” and “Where is the old car?” Students persisted as the teacher corrected their pronunciation, eventually repeating the words correctly. The EL specialist observed effective practice in speaking and listening. Given the students’ young age of being under six, their beginner English language level, and the time of year in the school year, the EL teacher’s focus on listening and speaking over reading and writing was appropriate.

Students had opportunities to develop their reading, writing, speaking, and listening skills in the general education classroom. The print-rich environment included a morning message with rhyming words in different colors, lots of books in the classroom library, written classroom expectations, and sentences written by students with accompanying pictures. Students practiced reading skills during small group Guided Reading. They practiced speaking and listening playing *Alphabet Go Fish* with each other and answering the teacher’s questions during small group work.

THE CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. Per the Danielson framework, the label definitions for classroom observations are "distinguished," "proficient," "basic," and "unsatisfactory." The QSR team scored 72% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating[2]	
Creating an Environment of Respect and Rapport	The QSR team scored 86% of the observations as distinguished or proficient in this component. In the distinguished observations, teachers demonstrated knowledge and caring about individual students' lives beyond school. One teacher acknowledged an upcoming birthday and addressed a student in his/her native language after the student said s/he needed help. In the proficient observations teacher-student interactions demonstrated warmth and respect. Teachers used words of praise and encouragement like, "Great job!" and "You got this!" One teacher circled back with a student who had a difficult morning and mentioned a new release by the student's favorite author. In another observation the teachers encouraged respectful behavior after addressing a minor squabble over blocks by telling students, "I want to see you guys build together." In these observations, students demonstrated respect for each other as they cheered for classmates in a game, clapped for a classmate who demonstrated good leadership by getting his/her table ready, and asked if a classmate was ok after s/he fell off a chair.	Distinguished	9%
		Proficient	77%

[1] Teachers may be observed more than once by different review team members.

[2] DC PCSB does not report out qualitative evidence if less than 10% of observations in any given component earned a "basic" or "unsatisfactory" level of performance.

The Classroom Environment	Evidence	School Wide Rating[2]	
	The QSR team scored 14% of the observations as basic in this component. While communication between teachers and students was generally appropriate, student to student interactions demonstrated occasional disrespect. In a few observations, students continued to insult one another despite the teachers' attempt to intervene.	Basic	14%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	The QSR team scored 69% of the observations as distinguished or proficient in this component. In the distinguished observation, the teacher demonstrated a genuine passion for the subject. In the proficient observations teachers praised students for their hard work, telling students, "Excellent work! You really solved that!" and "Look at the math you did! Awesome!" In these observations, classrooms were cognitively busy. Teachers encouraged persistence and hard work for all students. One teacher asked a student to read a sentence again after they skipped a word. The teacher said, "You have to work hard to figure it out. You can do it, though," and "Don't say you don't know how. Don't give up!" In another observation the teacher told students, "I want you to focus in on yourself and tell me more," as s/he asked them to give more detail with their responses. Teachers valued students' contributions, saying, "Our friend is making a connection-wow!" and "I'm not sure you all heard what X said, can you repeat that? What s/he had to share was really important."	Distinguished	5%
		Proficient	64%

The Classroom Environment	Evidence	School Wide Rating[2]	
	The QSR team scored 32% of the observations as basic in this component. In one observation students indicated that they were looking for an easy path to completing the work. Students answered questions with a few words rather than three complete sentences as instructed by the teacher. In a few observations, some students displayed off-task behavior when not working with the teacher, like wandering around the classroom or engaging in physical horseplay. In other observations teachers tried to encourage hard work, saying "Double-check the passage. You can find the meaning of the word in it," and "Keep going," but with limited success.	Basic	32%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Classroom Procedures	The QSR team scored 64% of the observations as distinguished or proficient in this component. In the distinguished observations, students ensured efficient use of classroom time as they passed out laptops and supplies for activities, cleaned up, and got books to start reading independently. In the proficient observations, classroom routines functioned smoothly. Students retrieved Guided Reading materials, exchanged papers to grade each other's work, got water, and went to the bathroom with minimal support from the teacher. In these observations, teachers effectively used countdowns, call and response, and bells to signal transitions. Students worked productively during small-groups, stations, computers and independent work. Teachers, assistants, and paraprofessionals circulated to help students stay on task, monitor their progress, and provide feedback. Students responded appropriately when teachers asked them to get in "super scholar style" and to have a "voice level zero."	Distinguished	14%
		Proficient	50%

The Classroom Environment	Evidence	School Wide Rating[2]	
	The QSR team scored 36% of the observations as basic in this component. In the basic observations, routines functioned unevenly. In one observation students lost instructional time as they searched for their workbooks. In another observation, teachers gave students conflicting directions, resulting in a loss of instructional time as students had to be regrouped before starting the next activity. Despite the use of countdowns, timers, and redirection, students continued to engage in off-task behavior. Some students wandered the room while others socialized.	Basic	36%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Managing Student Behavior	The QSR team scored 68% of the observations as distinguished or proficient in this component. In the distinguished observations, student behavior was almost entirely appropriate. Teachers and assistants praised students for managing their behavior as they took turns and encouraged each other. In the proficient observations, student behavior was generally appropriate. In one observation students played cooperatively at centers and shared materials without much intervention from the teacher. Teachers monitored behavior effectively and subtly by circulating. When needed, teachers responded effectively to minor instances of student misbehavior. Teachers called students by name, whispered gently to them, and restated expectations. Teachers maintained behavior expectations, telling students, “Not sure why voices are on when the directions were for voices off so you can annotate,” “X, one moment, everyone needs to be tracking you and only listening,” and “I don’t know if I can call on you guys because you’re not being respectful.”	Distinguished	9%
		Proficient	59%

The Classroom Environment	Evidence	School Wide Rating[2]	
	The QSR team scored 27% of the observations as basic in this component. In the basic observations teachers attempted to maintain order in the classroom but with uneven success. In one observation a teacher attempted to separate two off-task students but was unsuccessful. Many teachers monitored behavior inconsistently as they circulated. At times they intervened, while other times they ignored poor behavior. For example, students used their rulers unsafely and played tug-of-war with a laptop, with no redirection from the teacher.	Basic	27%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	5%

INSTRUCTION

This table summarizes the school's performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 77% of classrooms as "distinguished" or "proficient" for the Instruction domain.

Instruction	Evidence	School Wide Rating	
Communicating with Students	The QSR team scored 82% of the observations as proficient and none as distinguished in this component. In the proficient observations teachers' explanation of the content was clear and invited student participation. For example, teachers asked students to make predictions while previewing a read-aloud and generate next steps while solving a whole-class math problem. In one observation the teacher had students describe how s/he modeled reading, slowly and clearly saying every word as s/he pointed to them, so students could do the same. Many teachers modeled learning tasks like annotating text, finding vocabulary terms in a book and using number lines to understand proportions. In one observation the teacher connected the learning objective to the broader learning goal, describing the importance of being a better reader, stating, "If you are interpreting, you are forming your own ideas and opinions, and when you do that about what you read, or what you hear, that is when you have your own power."	Distinguished	0%
		Proficient	82%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 18% of the observations as basic in this component. In the basic observations teachers had to clarify the learning task so students could complete it. In one observation the teacher had to ask another adult to intervene several times so students could begin working. Some students wandered the room, while others prematurely went to centers. The teacher attempted to regroup students by having them play a game. Student actions indicated that the directions were not clear. For example, the teacher asked students to write sight words. Instead they drew pictures and played tic tac toe. The teacher had to innerve several times saying, “Those don’t look like right words, let me help you.”	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Questioning/ Prompts and Discussion Techniques	The QSR team scored 68% of the observations as distinguished or proficient in this component. In the distinguished observations students enriched the discussion by extending it. Students invited comments from classmates during a discussion about a map of their classroom. Teachers thoughtfully and respectfully challenged each other, explaining why they disagreed. In the proficient observations, teachers used open-ended questions to invite students to think and/or offer multiple possible answers. Teachers asked students to describe differences between letters, explain math strategies, and make connections between characters. Some questions had multiple correct responses, like “What rights should eighth graders have?” and “What are you most proud of in your memoir?” Teachers called on most students, including those who did not initially volunteer, telling them, “I will be calling on you and one other student to answer this [after the partner discussion], so be ready.” Teachers asked students to justify their claims, asking “How did you know?”, “What did you mean by that?” and “What was your evidence for that?”	Distinguished	9%
		Proficient	59%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 32% of the observations as basic in this component. In the basic observations questions led students along a single path of inquiry with single correct responses. Teachers used call and response to complete math problems exclusively and asked questions with predetermined answers like "What's that animal?" and "What is the pattern?". Some teachers gave students opportunities to share ideas in small groups. However, many students discussed off-topic ideas or played with materials instead. In another basic observation, students watched a video and answered questions with no opportunity to engage in a discussion.	Basic	32%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Engaging Students in Learning	The QSR team scored 82% of the observations as distinguished or proficient in this component. In the distinguished observations, virtually all students were intellectually engaged. Students helped teachers make playdough, role-played in different uniforms, and read books that matched their reading level and interest. Learning tasks challenged student thinking as they wrote and performed songs, reflected on the strategies used for writing their memoirs, and analyzed a historical text to support writing a persuasive piece. Teachers used materials and resources like graphic organizers, online math and typing programs, and leveled readers to support the learning tasks. Many learning tasks supported high engagement and student participation. For example, after students read about kinetic and potential energy, they conducted an experiment about energy transfer and wrote and drew in their journals. In another observation, teachers allowed some students to work independently as they solved math problems while talking through steps with others.	Distinguished	9%
		Proficient	73%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 18% of the observations as basic in this component. In the basic observations student engagement with the content was largely passive. In these observations students primarily focused on learning facts through recitation and task repetition. In some of the basic observations, learning tasks required critical thinking but few students participated. Instead, they engaged in loud conversations and horseplay.	Basic	18%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Using Assessment in Instruction	The QSR team scored 75% of the observations as distinguished or proficient in this component. In the distinguished observations students monitored their own understanding. Students provided feedback to each other as they corrected each other's math problems and identified which steps their peers forgot. In another distinguished observation the teacher monitored understanding continuously, stopped occasionally to adjust instruction, and worked with students individually during independent work time. In the proficient observations teachers regularly used assessment to diagnose student understanding. Teachers examined math work, listened to students read, and asked students to give definitions of "a more perfect union." In these observations, teachers described characteristics of high-quality work and told students to cite textual evidence in their responses. Teachers prompted students to self-assess, asking them "Are you sure that is the answer? What can you use to make sure?"	Distinguished	10%
		Proficient	65%

Instruction	Evidence	School Wide Rating	
	The QSR team scored 25% of the observations as basic in this component. In the basic observations feedback to students was not uniformly specific, nor oriented toward future improvement of work. During one observation few students received feedback as they worked through online math programs. In another observation teachers provided vague feedback unrelated to future improvement. Instead teachers gave technical feedback on how to use the tab key and retrieve old documents. In another observation the teacher attempted to engage students in peer-editing, but only six of 19 students made revisions.	Basic	25%
	The QSR team rated none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

APPENDIX III: SCORE BREAKDOWN BY COMPONENT

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
Unsatisfactory	0%	0%	0%	5%	0%	0%	0%	0%
Basic	14%	32%	36%	27%	18%	32%	18%	25%
Proficient	77%	64%	50%	59%	82%	59%	73%	65%
Distinguished	9%	5%	14%	9%	0%	9%	9%	10%
Subdomain Average	**2.95**	**2.73**	**2.77**	**2.73**	**2.82**	**2.77**	**2.91**	**2.85**

	Domain 2	Domain 3
% of Proficient or above	72%	77%
Domain Averages	**2.80**	**2.84**

Appendix E1

DC PUBLIC CHARTER SCHOOL BOARD

January 22, 2016

RE: Annual Compliance Review Report

Dear Board Chair,

The DC Public Charter School Board is required by law to monitor schools for adherence to health and safety regulations; compliance with applicable laws; and fidelity to charter terms and governance standards as outlined in the DC School Reform Act of 1995. This is done, in part, through an annual Compliance Review. As part of the review, schools are required to upload requested documents into Epicenter (an electronic database) in accordance with DC PCSB's compliance calendar, which can be found here and attached to your report.

This report captures critical aspects specified in the School Reform Act, your charter agreement, and DC PCSB policies and procedures. A rating of *compliant* means the school has satisfied the compliance standards. A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner. A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue. This report also includes a column reflecting the timeliness of submissions. While there is not a penalty for lateness this year, DC PCSB will begin recommending Board action for chronic lateness during next year's Compliance Review cycle.

Congratulations, I am pleased to report that our review found no compliance issues. Please review the attached report(s) for the results of this review. We appreciate the efforts of your Board of Directors, teachers, administrators and staff in serving students of Washington, DC.

Finally, this report includes a summary of your school's Fiscal Year 2015 contract submissions. The report captures all expenditures exceeding $25,000 and whether they were properly bid and timely submitted to Epicenter. Since FY15 was the first year of implementation for the amended Procurement Contract Submission Policy, schools will not be penalized for noncompliance. However, please review your list of expenditures exceeding $25,000 in depth.

Sincerely,

Scott Pearson
Executive Director

Enclosures

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Inspired Teaching Demonstration PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	7/28/15	✔
School Calendar	**Compliant**	7/28/15	✔
Fire Drill Schedule	**Compliant**	7/28/15	✔
Auditor Engagement Letter FY2015	**Compliant**	8/17/15	✔
Annual Teacher and Principal Evaluation Reflection (Campus)	**Compliant**	8/31/15	✔
Annual Teacher and Principal Evaluation Reflection (LEA)	**Compliant**	8/31/15	✔
Charter School Athletics Compliance	**Compliant**	8/31/15	✔
Annual Report	**Compliant**	9/8/15	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/15	✔
Early Childhood (EC) PMF Assessment Selection Form	**Compliant**	9/30/15	✔
Lease/Purchase Agreement - Certification of Completion	**Compliant**	10/8/15	✔
Certificate of Occupancy	**Compliant**	10/8/15	✔
Certificate of Insurance	**Compliant**	10/8/15	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/8/15	✔
Litigation Proceedings Calendar	**Compliant**	10/8/15	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/8/15	✔
School Emergency Response Plan	**Compliant**	10/8/15	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/8/15	✔
Child Find Policy	**Compliant**	10/8/15	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/8/15	✔
Employee Handbook: Employment Policies	**Compliant**	10/8/15	✔
ADA	**Compliant**	10/8/15	✔
Title IX	**Compliant**	10/8/15	✔
ELL	**Compliant**	10/8/15	✔
Staff Preference	**Compliant**	10/8/15	✔
SPED-Continuum of Services	**Compliant**	10/8/15	✔
Quarterly Financial Statements - 1st Quarter	**Compliant**	10/31/15	✔
Audited Financial Statements 2014-2015	**Compliant**	12/1/15	✔
Audited Financial Statements - FAR Data Entry Form 2014-2015	**Compliant**	12/1/15	✔
Accreditation	**Compliant**	12/7/15	✔
Board Roster	**Compliant**	12/7/15	✔
Student/Family Handbook	**Compliant**	12/8/15	✔
Fire Drills Conducted	**Compliant**	12/8/15	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Inspired Teaching Demonstration PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over $25,000.
If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.

Expenditures over $25,000 *(submitted as part of the audited financial statements)*						
Vendor Name	**Services Provided**	**Value**	**Submitted for Bid?**	**Explanation, if No**	**If Renewal, when was contract bid?**	**DC PCSB Review Notes**
Shaed School LLC	Rent	$ 973,824.00	No	Lease		
Center for Inspired Teaching	Professional Development	$ 210,000.00	No	Sole Source		
Colliers International	Real estate (commission)	$ 200,000.00	No	Real estate commission for building search, not applicable to bidding		
CareFirst	Health insurance	$ 185,232.07	Yes			
Therapy Source, Inc.	SPED service	$ 73,017.17	Yes			
EdOps	Financial services	$ 72,500.04	No	Contract renewal	Spring 2011	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Meridian Public Charter School	Utilities, RB to landlord	$ 61,492.00	No	Utilities to landlord, not applicable to bidding		
YMCA of Metropolitan Washington	Contracted instruction	$ 59,912.01	Yes			
Revolution Foods, Inc.	Food service	$ 59,805.89	No	Contract renewal	July 2013	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
DC Public Charter School Board	Admin Fee	$ 55,124.31	No	Not applicable for bidding		
Paradigm Therapy Partners, LLC	Therapy Services	$ 49,975.00	Yes			
End-to-End Solutions for Special Education	SpEd service	$ 36,463.60	No	Contract for temporary services that lasted longer than we anticipated; email correspondance with PCSB when we saw we would exceed $25K		
Dynamic Network Solutions	IT support services	$ 28,250.26	No	Accumulated expenses		
Early Autism Solutions, LLC	SpEd service	$ 27,645.00	Yes			
Staples, Inc.	Office and school supplies	$ 27,196.72	No	Accumulated expenses		
Margaret A Kohn	Legal services	$ 25,000.00	No	Special education settlement fee; not applicable to bidding		

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts *(submitted to Epicenter throughout the fiscal year)*							
Vendor Name	**Services Provided**	**Value**	**Submission Date**	**Award Date**	**Contract Effective Date**	**Bid Appropriately?**	**Timely Submitted?**
CareFirst BCBS	Health Care plan	$ 25,000.00	12/9/2014	7/17/2014	12/19/2014	Y	Untimely
Center for Inspired Teaching	Selection, placement and training of Inspired Teaching Residents for SY 2014-2015	$ 210,000.00	6/3/2014	5/30/2014	5/30/2014	Y/ SS	Untimely
Early Autism Solutions	ABA, BIP, FBA	$ 25,000.00	8/8/2014	8/7/2014	8/18/2014	Y	Timely
Educational Solutions	tutoring	$ 25,000.00	8/8/2014	8/7/2014	8/18/2014	Y	Timely
Paradigm Therapy Partners	occupational therapy	$ 25,000.00	8/8/2014	8/7/2014	8/18/2014	Y	Timely
Therapy Source	speech therapy; physical therapy	$ 25,000.00	8/8/2014	8/7/2014	8/18/2014	Y	Timely
Washington Group Solutions	Moving and furniture procurement	$ 75,000.00	6/20/2014	5/30/2014	5/30/2014	Y	Untimely
YMCA	Before and After Care services	$ 25,000.00	6/20/2014	5/28/2014	5/28/2014	Y	Untimely
YMCA of Metropolitan Washington, DC	Physical education instruction	$ 59,912.00	9/3/2014	8/29/2014	9/13/2014	Y	Untimely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus *If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar **All Adult Education Programs must include start and end dates for each semester and orientation period	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	All courses and credits offered to high school students; include graduation requirements Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	2014-15 Annual Report is one document that includes: -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials)	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	Board makeup must include: -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) *Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo. *In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members -should confirm staff's understanding of their obligation for reporting sexual abuse of students	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	An LEA's Child Find procedures should include, but are not limited to, a written description of: -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student *Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted *All volunteers working more than 10 hrs/ week must have background checks	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory)	LEA	All Schools
10/8/2015	Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process *ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement. Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less. *If your school does not enact staff preference, please also submit an assurance letter making that clear	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	Balance Sheet -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. Income Statement -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview *should include a non-discrimination clause	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

Appendix E2

DC PUBLIC CHARTER SCHOOL BOARD

SY 2016-2017 DC Public Charter School Board Compliance Review Report

Inspired Teaching Demonstration PCS

Requirement	Compliance Status	Due	On Time
School Calendar	**Compliant**	7/26/16	✔
Student/Family Handbook	**Compliant**	7/26/16	✔
Goals and Assessments	**Compliant**	7/26/16	✔
Charters Board Calendar	**Compliant**	7/26/16	✔
Quarterly Financial Statements - 4th Quarter	**Compliant**	7/31/16	✔
Auditor Engagement Letter	**Compliant**	8/16/16	✔
Fire Drill Schedule	**Compliant**	8/24/16	✔
Annual Report	**Compliant**	9/6/16	✔
Charter School Athletics Compliance	**Compliant**	9/14/16	✔
Professional Development Calendar (Title I Schools)	**Compliant**	9/30/16	✔
Board Roster	**Compliant**	10/6/16	✔
Litigation Proceedings Calendar	**Compliant**	10/6/16	✔
Certificate of Occupancy	**Compliant**	10/6/16	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/6/16	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/6/16	✔
Employee Handbook: Employment Policies	**Compliant**	10/6/16	✔
Accreditation	**Compliant**	10/6/16	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/6/16	✔
ADA	**Compliant**	10/6/16	✔
Title IX	**Compliant**	10/6/16	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/6/16	✔
SPED-Continuum of Services	**Compliant**	10/6/16	✔
Staff Preference	**Compliant**	10/6/16	✔
School Emergency Response Plan	**Compliant**	10/6/16	✔
Certificate of Insurance	**Compliant**	10/6/16	✔
ELL	**Compliant**	10/6/16	✔
Child Find Policy	**Compliant**	10/6/16	✔
Lease/Purchase Agreement and Right of Entry	**Compliant**	10/6/16	✔
Quarterly Financial Statements - 1st Quarter	**Compliant**	10/31/16	✔
Fire Drills Conducted	**Compliant**	12/8/16	✔
Student Enrollment Forms	**Compliant**	12/8/16	✔
Facilities Expenditure Data Inputs	**Compliant**	12/15/16	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix E3

SY 2017-2018 DC Public Charter School Board Compliance Review Report

Inspired Teaching Demonstration PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	**Compliant**	8/1/17	✔
School Calendar	**Compliant**	8/1/17	✔
Student/Family Handbook	**Compliant**	8/1/17	✔
Fire Drill Schedule	**Compliant**	8/1/17	✔
Annual Report	**Compliant**	10/2/17	✔
Board Roster	**Compliant**	10/10/17	✔
Board Meeting Approved Minutes - 1st Quarter	**Compliant**	10/10/17	✔
Accreditation	**Compliant**	10/10/17	✔
Staff/Volunteer Roster and Background Checks	**Compliant**	10/10/17	✔
Seclusion and/or Restraint Checklist	**Compliant**	10/10/17	✔
School Emergency Response Plan	**Compliant**	10/10/17	✔
School Nurse Notification/Certified Staff to Administer Medication	**Compliant**	10/10/17	✔
Certificate of Insurance	**Compliant**	10/10/17	✔
Employee Handbook: Employment Policies	**Compliant**	10/10/17	✔
Certificate of Occupancy	**Compliant**	10/10/17	✔
Lease/Purchase Agreement and Right of Entry	**Compliant**	10/10/17	✔
Special Education Packet	**Compliant**	10/10/17	✔
Litigation Proceedings Calendar	**Compliant**	10/10/17	✔
Sexual Violation Protocol Assurance Letter	**Compliant**	10/10/17	✔
Fire Drills Conducted	**Compliant**	12/12/17	✔
Student Enrollment Forms	**Compliant**	12/12/17	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix E4

SY 2018-2019 DC Public Charter School Board Compliance Review Report

Inspired Teaching Demonstration PCS

Requirement	Compliance Status	Due	On Time
Student Handbook	**Compliant**	7/19/2018	✔
Fire Drill Schedule	**Compliant**	7/19/2018	✔
Attendance SST Meetings	**Compliant**	7/19/2018	✔
Charter Board Calendar	**Compliant**	7/19/2018	✔
School Calendar	**Compliant**	7/19/2018	✔
Q1 Procurement Contracts	**Compliant**	9/30/2018	✔
Annual Report	**Compliant**	10/2/2018	✔
Certificate of Occupancy	**Compliant**	10/9/2018	✔
ADA Assurance	**Compliant**	10/9/2018	✔
Sexual Violation Protocol	**Compliant**	10/9/2018	✔
Board Roster	**Compliant**	10/9/2018	✔
Title IX	**Compliant**	10/9/2018	✔
Child Find Policy Checklist	**Compliant**	10/9/2018	✔
Seclusion & Restraint Checklist	**Compliant**	10/9/2018	✔
Staff Preference	**Compliant**	10/9/2018	✔
Q1 Board Meeting Minutes	**Compliant**	10/9/2018	✔
Accreditation	**Compliant**	10/9/2018	✔
School Emergency Response Plan	**Compliant**	10/9/2018	✔
Staff Roster and Background Checks	**Compliant**	10/9/2018	✔
English Learners Assurance	**Compliant**	10/9/2018	✔
LRE Continuum of Services Checklist	**Compliant**	10/9/2018	✔
Insurance Certificate	**Compliant**	10/9/2018	✔
Employee Handbook	**Compliant**	10/9/2018	✔
Certified Staff to Administer Medicine	**Compliant**	10/9/2018	✔
Student Enrollment Forms	**Compliant**	12/11/2018	✔
Fire Drill Schedule (Mid-Year Update)	**Compliant**	12/11/2018	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.

Appendix E5

SY 2019-2020 DC Public Charter School Board Compliance Review Report

Inspired Teaching Demonstration PCS

Requirement	Compliance Status	Due	On Time
Charter Board Calendar	**Compliant**	7/3/19	✔
Fire Drills	**Compliant**	7/3/19	✔
School Calendar	**Compliant**	7/3/19	✔
Student Support Team Meetings	**Compliant**	7/3/19	✔
Student/Family Policies	**Compliant**	7/3/19	✔
Annual Report	**Compliant**	10/1/19	✔
Accreditation	**Compliant**	10/8/19	✔
ADA Assurance	**Compliant**	10/8/19	✔
Board Roster	**Compliant**	10/8/19	✔
Certificate of Occupancy	**Compliant**	10/8/19	✔
Certified Staff to Administer Medicine	**Compliant**	10/8/19	✔
Child Find Policy Checklist	**Compliant**	10/8/19	✔
Employee Policies	**Compliant**	10/8/19	✔
English Learner Services - PK-12 Schools	**Compliant**	10/8/19	✔
Insurance Certificate	**Compliant**	10/8/19	✔
Lease	**Compliant**	10/8/19	✔
LRE Continuum of Services Checklist	**Compliant**	10/8/19	✔
Quarterly Board Meeting Minutes - Q1	**Compliant**	10/8/19	✔
School Emergency Response Plan	**Compliant**	10/8/19	✔
Seclusion & Restraint Checklist	**Compliant**	10/8/19	✔
Staff Preference	**Compliant**	10/8/19	✔
Staff Roster and Background Checks	**Compliant**	10/8/19	✔
Title IX Checklist	**Compliant**	10/8/19	✔
Fire Drill Schedule Mid-Year Update	**Compliant**	12/10/19	✔
Basic Business License	**Compliant**	N/A	✔
DC Non-Profit Status	**Compliant**	N/A	✔

A rating of *compliant* means the school has satisfied the compliance standards.
A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.
A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Janay Saunders at jsaunders@dcpcsb.org.

Appendix F1

Division of Specialized Education
Office of Quality Assurance & Monitoring
Glossary

APR: *Annual Performance Report* – Measures and reports on the District of Columbia's progress in meeting the targets and goals specified in the District of Columbia's State Performance Plan to the **Office of Special Education Programs (OSEP)**.

AYP: *Adequate Yearly Performance* – A measurement defined by the No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

BIP: *Behavior Intervention Plan* - Written plan that describes how an educational setting will be changed to improve the behavioral success of a student. The intervention must be based on the hypothesized caused (function) of the student's behavior which is found in his or her **Functional Behavior Assessment (FBA)**.

COA: *Certificate of Approval* - All nonpublic schools must receive a COA from OSSE prior to accepting any referral or placement of a District student with a disability or ward of the District with an IEP funded by the District government. Before receiving a COA, a non-public school must demonstrate to the satisfaction of OSSE that the health and safety of the students is protected and that the school is able to implement the provisions of each student's IEP.

DC CATS: *District of Columbia Corrective Action Tracking System*

Disproportionality: When there are more children from a particular racial or ethnic group who are experiencing a given situation more than would be expected, based on the group's representation in the general population.

Due Process Hearing: Procedure to resolve disputes between parents and schools; administrative hearing before an impartial hearing officer or administrative law judge.

Early Childhood Transition: All children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community and receive services by their third birthday.

EDGAR: *Education Department General Administrative Regulations* – The established regulations that the United States Department of Education (DOE) must adhere to; the guidelines that the state and local agencies must follow when working with the DOE.

EIS – *Early Intervention Services* – Education and services provided to support young children who have a diagnosed physical or mental condition, an existing delay, or who are at risk of developing a delay or special need that may affect their development or impede their education.

FAPE: *Free Appropriate Public Education* – The **IDEA** requires that a free appropriate public education is made available to all children with disabilities residing in the State between the ages of 3 and 21, including children with disabilities who have been suspended or expelled from school.

FBA: Functional Behavior Assessment - Process of identifying the cause of a student's behavior before developing an intervention plan for him or her.

FFY: *Federal Fiscal Year*

Focused Monitoring: Monitoring process in which priority areas are purposefully selected to be examined for compliance and results, with a focus on identifying the root cause of noncompliance or poor results.

GEPA: *General Education Provision Act*

IDEA: *Individuals with Disabilities Education Act* – Federal law that governs how states and public agencies provide early intervention, special education and related services to children with disabilities. Infants and toddlers with disabilities (birth to 2 years old) receive early intervention services under IDEA Part C, and children and youth (3 to 21 years old) receive special education and related services under IDEA Part B.

IEP: *Individual Education Plan or Program* – Plan developed for every student with a disability who is found to meet the federal and state requirements for special education. The **IEP** must be designed to provide the child with a **Free Appropriate Public Education (FAPE)**.

LEA: *Local Educational Agency* – An educational agency responsible for providing free public elementary and secondary instruction or education support services within a U.S. state or territory.

LRE: *Least Restrictive Environment* – Requirement to educate special needs children with children who are not disabled to the maximum extent possible.

Mediation: One method of resolving disputes between parents and schools; must be voluntary, cannot be used to deny or delay right to a due process hearing; must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

Non-Public: Schools which serve District of Columbia students with disabilities that are not part of the District of Columbia Public Schools or any other public school or public charter school system. All nonpublic schools must receive a **Certificate of Approval (COA)** from OSSE prior to accepting any referral or placement of a District student with a disability or ward of the District with an IEP funded by the District government.

ODR: Office of Dispute Resolution - OSSE office which is responsible for the conduct of special education due process hearings. ODR ensures that parents of children with disabilities and public educational agencies have an opportunity to seek due process hearings to resolve disagreements over the identification, evaluation, educational placement of a child with disabilities, or the provision of a free appropriate public education to the child.

OMB: *Office of Management and Budget for the United States*

OSEP: *Office of Special Education Programs for the United States Department of Education*

Performance Improvement Plan: Tool to monitor and measure the results and practices, processes and/or behaviors of a particular **LEA** in an effort to improve performance.

Post-Secondary: Institutes of higher learning beyond secondary schools, e.g. colleges, universities and professional schools.

QSR: Quality Service Review – Established system review used to evaluate the way that individual students are provided services by the District.

Re-Evaluation: Procedure to determine whether a child has a disability and the nature and extent of the **special education** and **related services** that the child needs; re-evaluations shall occur at least once every three years, unless the parent and LEA agree that a reevaluation is unnecessary; reevaluations shall not occur more frequently than once a year, unless the parent and LEA agree otherwise.

Related Services: Services necessary for the child to benefit from special education; includes speech language pathology and audiology services, behavior support services, physical and occupational therapy, etc.

RSMR: *Related Service Management Report* – Report which allows LEAs to proactively manage related service delivery.

SEA: *State Educational Agency* – Formal government label for the **state**-level government agencies within each U.S. **state or territory** responsible for providing information, resources and technical assistance on educational matters to schools and residents; OSSE is the SEA for the District of Columbia.

Secondary Transition: When the child turns 16 (or younger if determined appropriate by the IEP Team), and updated annually thereafter, the IEP must include:

1. Appropriate measureable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills; **and**
2. Transition services (including courses of study) needed to assist the child in reaching those goals.

SEDS: *Special Education Data System* – Electronic data system for developing and recording Individualized Education Programs and evaluations and reevaluations within the District of Columbia.; SEDS is the **system of record** for the District of Columbia.

Self-Assessment: Process that allows an organization to clearly discern its strengths and areas in which improvements can be made, and culminates in planned improvement actions which are then monitored for progress.

Special Education: Specially designed instruction, at no cost to parent, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals, institutions and other settings.

SPP: *State Performance Plan* – Plan developed by OSSE with 20 indicators for improving outcomes of children with disabilities in the District of Columbia; the SPP serves as a road map that outlines performance goals and annual targets that ensure accelerated reform.

TA: *Technical Assistance* – Assistance in carrying out policy studies, providing advice, supporting project preparation and implementation, and enhancing capabilities of an organization.

US ED: United States Department of Education – Cabinet-level department of the United States government. Created by the Department of Education Organization Act (Public Law 96-88), it was signed into law by President Jimmy Carter on October 17, 1979 and began operating on May 4, 1980.

Appendix F2

Special Education Glossary for Review and Renewal Reports
(Terms listed in order of appearance)

Individuals with Disabilities Education Act (IDEA)
IDEA is a federal law, codified as 20 U.S.C. §§ 1400 et seq. It ensures students with disabilities are provided with free, appropriate public education that is tailored to their individual needs. Each students' needs are captured in their Individualized Education Program (IEP).

Section 504 of the Rehabilitation Act of 1973
The Rehabilitation Act of 1973 is a federal law, codified as 29 U.S.C. § 701 et seq. Section 504 of the law prohibits discrimination against people with disabilities in programs that receive federal financial assistance (e.g., public elementary and secondary schools). Section 504 protects students with disabilities from exclusion and unequal treatment in schools.

Annual Determinations
Each year, IDEA requires OSSE, as the state education agency (SEA), to make determinations annually about the performance of LEAs with special education requirements. OSSE publishes its findings in an Annual Determination report, as required by the Code of Federal Regulations (34 C.F.R. § 300.600). Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2017-18, OSSE published its 2015 Annual Determination reports based on FFY 2015-16 performance. OSSE must use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. These categories are: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention.

On-Site Monitoring
OSSE conducts on-site monitoring visits at select LEAs to determine whether they are compliant with federal and local laws and regulations (including special education and related service requirements). OSSE selects LEAs for on-site monitoring visits based on its Risk-Based Monitoring Guidance and assigns a risk designation to each LEA based on several criteria, including IDEA Part B performance. OSSE then uses the risk designation (typically "high-risk") to determine if an LEA will receive on-site monitoring. During the visits, OSSE reviews documents; interviews staff, families, and students; and examines fiscal records. After each visit, OSSE produces an On-Site Monitoring Report. Each LEA is responsible for being fully compliant with student-level indicators and LEA-level indicators in the report. If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be corrected retroactively, OSSE would identify the point of

noncompliance as an LEA-level violation and give the LEA 365 days to correct the finding.

IDEA Procedural Timeliness Monitoring
OSSE monitors schools in three areas related to timeliness of creating and maintaining compliant IEP for students: 1) Initial Evaluation, 2) Reevaluation, and 3) Part C to B Transition.

1) *Initial Evaluation*
   An initial evaluation is a process used to determine whether a student has a disability and, if so, the nature and extent of the special education and related services the student needs. Under District of Columbia law (D.C. Code § 38-2561.02(a)(2)(A)), each LEA must make reasonable efforts to obtain parental consent for initial evaluation within 30 calendar days of referral. Each LEA must complete initial evaluations within 60 calendar days of receiving parental consent.

2) *Reevaluation*
   Conducted after an initial evaluation, a reevaluation is used to determine whether a student with an identified disability still has a disability. Each LEA must conduct a reevaluation for each student with a disability at least once every three years. The LEA must conduct a reevaluation whether or not the student's needs have changed, unless the parent and the LEA agree that a reevaluation is unnecessary.

3) *Part C to B Transition*
   The IDEA requires that for all children who receive early intervention services in Part C (birth through age two) and who are potentially eligible for Part B special education services (age three to 21), there is a smooth and effective transition from one system to the next. Specific regulations for Part B and for Part C of IDEA set forth the programmatic requirements that must take place by a child's third birthday (34 C.F.R. 300.124).

Secondary Transition Monitoring
The IDEA requires that transition planning for students who receive special education services and have an IEP must begin by age 16.[1] This process involves the

[1] On July 1, 2018 the Enhanced Special Education Services Amendment Act of 2014 took effect and required that secondary transition planning in DC must be in effect after a child with a disability turns 14. However, OSSE's Secondary Transition Monitoring currently aligns with the age requirement of the IDEA, 16 years and up.

development of a plan with goals that will transition students from high school to postsecondary employment, education/training, and independent living.[2]

Child Find Monitoring
Child Find is a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate students who may require special education and related services. Each LEA must have policies and procedures designed to ensure child find takes place. OSSE conducts desktop reviews of all LEA child find policies to ensure they are compliant with the law and do not adversely affect special education identification rates. Additionally, starting in SY 2018-19 and consistent with a judicial order (*D.L. v. The District of Columbia* (Case No. 1:05-cv-01437), 860 F.3d 713 (DC Cir. 2017)), OSSE compares every LEA's special education enrollment rate to the target special education enrollment rate (8.5%) for all students and specifically for students age 3-5 years old, if applicable.

Disproportionate Representation Review
Each year, OSSE reviews whether LEAs have inappropriately identified students as having a disability. OSSE also reviews whether LEAs have disproportionately identified students of a particular race or ethnicity as having a disability. OSSE bases its review on a given school year's enrollment audit and child count data. (Child count refers to activities an LEA completes to accurately count all students ages 3-21 receiving special education services, identify their educational environments, and appropriately identify service levels to comply with federal and state reporting requirements.) OSSE only reviews LEAs with an enrollment of 40 or more students with disabilities and five or more students with disabilities in the qualifying racial or ethnic subgroup. LEAs found to have disproportionate representation must complete and submit a self-study to assess its own policies and practices related to child find, evaluation, and eligibility. An LEA will be cited for non-compliance if the disproportionate representation was found to be the result of inappropriate identification.

Significant Discrepancy Review
OSSE annually reviews LEAs rates of suspension and expulsion for students with disabilities as compared to their non-disabled peers. This review is based on the prior school year's data. OSSE will annually define what constitutes 'significant discrepancy' between these two rates. For those LEAs found to have significant discrepancy, OSSE requires the LEA to complete and submit a self-study to review its own policies and practices related to the development and implementation of individualized education programs (IEPs), procedural safeguards, and the use of positive behavioral interventions and supports. An LEA will be cited for significant

[2] 34 C.F.R. 300.320(b)-(c).

discrepancy noncompliance only if the school's policies and practices do not comply with regulatory requirements.

Significant Disproportionality Review
Each year, OSSE reviews LEAs for significant disproportionality when students in a racial or ethnic group are more likely to be:

- Identified as a student with a disability;
- Identified as a student with a particular disability;
- Placed in more restrictive settings; or
- Suspended or expelled at a higher rate than students in other racial or ethnic groups.

Under this rule, if a state identifies significant disproportionality based on race or ethnicity in an LEA with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions, the LEA must reserve 15 percent of IDEA funds for Comprehensive CEIS to address factors contributing to the significant disproportionality.

Beginning with its review of the 2019-2020 school year, OSSE is implementing the multi-year flexibility to identify LEAs having significant disproportionality. Under this flexibility, OSSE continues to examine LEAs for significant disproportionality annually, but will only identify LEAs that exceed the risk ratio thresholds in the same analysis category for multiple years.

Hearing Officer Determination (HOD) Implementation Review
Per IDEA, OSSE must ensure parents of students with disabilities have an opportunity to seek an impartial due process hearing to resolve disagreements over specific student-level issues. After each due process hearing, OSSE's Office of Dispute Resolution issues a written HOD, detailing its findings along with any actions the LEA must fulfill. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews and renewals, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA. OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database), that tracks the timely implementation of actions required by HODs.

> ***Due Process Complaint***- Due process typically involves legal counsel in the District but an attorney is not required. The process involves a hearing and address student specific issues. Systemic issues, or issues across an entire school may not be addressed through a due process complaint. The parties

have multiple opportunities during the process to resolve their concerns through agreement or a hearing officer issues a decision on the issues after the hearing.

State Complaints – The state complaint process is an administrative investigation process where any person may file a complaint with OSSE requesting the investigation of student specific or systemic (across the LEA issues). The complaint must include facts regarding the specific student violations or systemic violations to allow the agency to investigate. OSSE will interview the complainant and school staff, investigate records, and issue a written decision determining if the school violated special education law.

Appendix F3

DETERMINATION LEVEL

FFY 2017 IDEA DETERMINATION LEVEL

Meets Requirements

TOTAL POINTS ACHIEVED

14.5

TOTAL POINTS POSSIBLE

16.5

PERCENTAGE

87.88%

FFY 2016 IDEA DETERMINATION LEVEL

Meets Requirements

OSSE encourages all LEAs to access technical assistance opportunities in order to improve performance and results for children and youth with disabilities. Specifically, OSSE's Division of Teaching and Learning publishes professional development training opportunities in its Professional Development Catalogue.These opportunities are also communicated to LEAs via OSSE's weekly newsletter, the LEA Look Forward and on the OSSE Events Calendar.

For more information regarding OSSE's Division of Teaching and Learning, please contact Osse.tta@dc.gov.

Determination Ratings

OSSE reviewed available data for each LEA across all elements, assigned a point value for each element, summed the total, and then divided it by points available for applicable elements in order to establish each LEA's determination rating. Not all metrics are applicable to each LEA; for example, some LEAs will not have data for correction of noncompliance because they were not issued findings of noncompliance during the applicable reporting period. Categories that were not applicable are not accounted for in the denominator of the calculation.

The calculation for rating points is as follows: % = Total number of points earned/ Total point value from applicable elements

Table 1 below shows the total rating points associated with each determination level.

Determination Level	Total Rating Points
Meets Requirements	81 – 100% of Points from Applicable Elements
Needs Assistance	61 – 80% of Points from Applicable Elements
Needs Intervention	41 – 60% of Points from Applicable Elements
Needs Substantial Intervention	0 – 40% of Points from Applicable Elements

Enforcement Actions

States must use appropriate enforcement actions as listed at section 616(e) and in the Part B regulations at 34 CFR §300.600(a) that refer to the actions listed in 34 CFR §300.604. In addition to the enforcement actions required below, OSSE may apply enforcement actions to LEAs with determination levels of “needs assistance” or “needs intervention.”

Determination Level	Enforcement Actions
Meets Requirements	None
Needs Assistance	State shall take one or more of the following actions if the LEA receives this determination for two or more consecutive years: • Advise the LEA of available sources of technical assistance and require the LEA to work with appropriate entities • Direct the use of funds • Impose special conditions In addition, the state must prohibit the LEA from reducing the LEA’s maintenance of effort under 34 CFR §300.203 for any fiscal year
Needs Intervention	If the LEA receives this determination for three or more consecutive years, the state may take any of the actions described above, and shall take one or more of the following: • Require a corrective action plan or improvement plan if the state determines that the LEA should be able to correct the problem within one year • Require the LEA to enter into a compliance agreement if the state has reason to believe that the LEA cannot correct the problem within one year • Recover funds • Withhold further payments
Needs Substantial Intervention	At any time that the state determines that an LEA needs substantial intervention, the state shall take any of the actions described above, and require one or more of the following: • Recover funds • Withhold further payments

Appendix F4

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 19, 2019

Deborah Dantzler Williams
Head of School
Inspired Teaching Demonstration Public Charter School
200 Douglas St. NE
Washington, DC 20002

Re: Federal Fiscal Year (FFY) 2017 IDEA Part B LEA Performance Determination

Dear Mr. Dantzler Williams:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Education Department (USED), Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2017, Inspired Teaching Demonstration Public Charter School **meets requirements** in implementing the requirements of Part B of IDEA. Detailed information about your LEA's determination level is included in the report linked here: **IDEA Part B FFY 2017 Determinations Application**. The IDEA Part B FFY 2017 Determinations Application explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level in the "Appeals" tab of the IDEA Part B FFY 2017 Determinations Application. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level.

OSSE will provide an IDEA Part B FFY 2017 Determinations webinar on Wednesday, Aug. 28, 2019 at 1 p.m. The webinar will guide LEAs through the new online application. We strongly encourage all LEAs to attend the webinar as this is the first year OSSE has provided determinations in a web-based application. If you would like to attend, please register here: FFY 2017 IDEA Part B LEA Determinations.

If you experience issues accessing the IDEA Part B FFY 2017 Determinations Application or need assistance creating an account for staff members, please contact Megan Williams at Megan.Williams@dc.gov or (202) 741-0477.

If you have questions about the determinations process or this letter please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov or (202) 724-7803.

Sincerely,

Sharon Gaskins
Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Samantha Lincoln, LEA Special Education Contact
Avni Murray, Manager, Public Charter School Board

Appendix G1

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2016 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Inspired Teaching Demonstration Public Charter School
Final Percentage Rating:	100%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – 1 • Indicator 11 – 90% -94% compliance rate • Indicator 12 – N/A • Indicator 13 – N/A	3	3
2	Information regarding timely, valid and reliable data	• FFY 2016 child count data submitted timely • FFY 2016 Phase I and Phase II applications submitted timely • FY 2017 IDEA Maintenance of Effort (MOE) submitted timely	3	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2016 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance	N/A	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of Single Audit Report (if applicable) – N/A • Type of Auditor's Single Audit Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the Single Audit Report (if applicable) –N/A • Material weaknesses identified by the Auditor in the Single Audit Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the Single Audit Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit	4	4
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2016 grants cycle	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	• LEA met 95% participation target for disability subgroup on reading assessment • LEA met 95% participation target for disability subgroup on math assessment	2	2

	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c[1]	**LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and Multi-State Alternate Assessment (MSAA) for the students with disabilities subgroup:**	**Reading**	**Math**
		Proficiency rates are calculated based on the following performance levels: • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • MSAA Level 3: Percentage of students who met expectations • MSAA Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum "n" size for disability subgroup	23.4%	17%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2016 and due for correction in FFY 2017, including progress toward full compliance	• The LEA was not issued any findings of noncompliance in FFY 2016 due for correction in FFY 2017.	N/A	N/A
		Total Number of Points Achieved		15
		Total Possible Points from Applicable Elements		15
		Percentage of Points Achieved from Applicable Elements		100%

[1] For FFY 2016 IDEA Part B Determinations, OSSE is reporting the performance of each LEA's students with disabilities subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2016 Multi-State Alternate Assessment (MSAA). This indicator will not be assigned a weight for this year.

Appendix G2

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

August 2, 2018

Deborah Dantzler Williams
Head of School
Inspired Teaching Demonstration Public Charter School
200 Douglas St. NE
Washington, DC 20002

Re: Federal Fiscal Year (FFY) 2016 IDEA Part B LEA Performance Determination

Dear Ms. Dantzler Williams:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2016, Inspired Teaching Demonstration Public Charter School (PCS) **meets requirements** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2016 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Enclosure 1 explains the criteria for each element and the way in which existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not have data for Indicator 12, as they do not serve children within the applicable age range (3 years old).

Enclosure 2 describes how Inspired Teaching Demonstration PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE applauds the LEA's performance related to serving children and youth with disabilities and looks forward to working with Inspired Teaching Demonstration PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter please contact me at Sharon.Gaskins@dc.gov or (202) 654-6112.

Sincerely,

Sharon Gaskins
Deputy Assistant Superintendent of Accountability, Performance and Support
Division of Systems and Supports, K-12

cc: Elisabeth Morse, Interim Assistant Superintendent of the Division of Systems and Supports, K-12
Bevan Morrison, LEA Special Education Contact
Avni Murray, Manager, Public Charter School Board

Enclosures (2)

Appendix H

Initial Evaluation Q3 & Q4 (SY 2018) (Jan. 1, 2019 - Jun 30, 2019)

Agency: **Inspired Teaching Demonstration PCS**
Initial Release Date: **10/3/2019**
Date of Notification: **10/22/2019**
Days Remaining: **62**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Initial Evaluation						
Timely Completion of Initial Evaluation *§300.303(c)*	2	0	2	0	0.00%	Complete evaluation and upload into SEDS.

Appendix I1

Reevaluation Q4 (SY 2018) (April 1, 2019 - June 30, 2019)

Agency: **Inspired Teaching Demonstration PCS**
Initial Release Date: **10/3/2019**
Date of Notification: **10/22/2019**
Days Remaining: **62**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	1	0	1	0	0.00%	Complete evaluation and upload into SEDS.

Appendix I2

Reevaluation Compliance May 2019 (October 1, 2018 - March 31, 2019)

Agency: **Inspired Teaching Demonstration PCS**
Initial Release Date: **4/29/2019**
Date of Notification: **5/13/2019**
Days Remaining: **-100**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	2	0	2	0	0.00%	Complete evaluation and upload into SEDS.

Appendix I3

Reevaluation Compliance August 2018 (April 1, 2018 - June 30, 2018)

Agency: **Inspired Teaching Demonstration PCS**
Initial Release Date: **11/6/2018**
Date of Notification: **11/20/2018**
Days Remaining: **-274**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
Reevaluation						
Reevaluation *§300.303(b)*	3	0	3	0	0.00%	Complete evaluation and upload into SEDS.

Appendix J

C to B Transition: SY 2018 Q1 and Q2 (July 1, 2018-Dec. 30, 2018)

Agency: **Inspired Teaching Demonstration PCS**
Initial Release Date: **2/7/2019**
Date of Notification: **2/25/2019**
Days Remaining: **-177**

The percent compliant = #C/(#C + #NC) Note: NA responses are not included in calculation.

Compliance Item	N=	#C	#NC	#NA	%	Corrective Action
C to B Transition						
C to B Transition *§300.124(b)*	1	0	1	0	0.00%	Develop the IEP and finalize in SEDS

Appendix K

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

July 18, 2019

Deborah Dantzler Williams
Head of School
Inspired Teaching Demonstration Public Charter School
200 Douglas St. NE
Washington, 20002

Re: School Year 2018-19 Child Find Review Notification for 3- to 5-Year-Old Children

Dear Ms. Dantzler Williams:

OSSE has reviewed your LEA's child count data for 3-to 5-year-old children for the 2018-19 school year and found Inspired Teaching Demonstration Public Charter School (PCS) has identified 7.3 percent of its students as receiving services under IDEA, lower than DC's required 8.5 percent Child Find threshold. Although no action is required at this time, OSSE encourages LEAs to review this data in consideration of the court requirement to ensure at least 8.5 percent of the children aged 3 through 5 within the District are enrolled in special education services.

Background

On Aug. 30, 2017, OSSE issued a Dear Colleague Letter on Key IDEA Requirements Related to *D.L. v. District of Columbia* to all local educational agencies (LEAs). This letter explained that *D.L. v. District of Columbia* relates to the alleged failure of the District to identify and serve 3-to 5-year-old children with disabilities. This letter additionally notified LEAs that the Court requires the District to ensure that at least 8.5 percent of children aged 3 through 5, who reside in or are wards of the District, are "enrolled" (see link above for definition of "enrolled") in special education services. OSSE has conducted ongoing review and follow-up to examine policies, practices, and procedure for LEAs with special education identification rates below the established 8.5 percent threshold. As of August 2017, the District's rate of Child Find reported to the Court was 7.2 percent.

As we work together to ensure the District continues to improve special education services for District of Columbia's preschool children, I am writing to provide information regarding your LEA's 2018-19 school year Child Find rate as well as enhanced monitoring procedures for the review of LEA Child Find practices.

Enhanced Monitoring Procedures

Beginning in the 2019-2020 school year, OSSE will begin quarterly monitoring of LEA Child Find rates for 3- to 5-year-old children with disabilities. OSSE will conduct quarterly reviews of LEA Child Find data to determine if your LEA is meeting the 8.5 percent District-wide Child Find rate. If your LEA is achieving this rate, you may be asked to share best practices to inform the work of other District LEAs in improving Child Find rates for preschool children. If your LEA did not achieve this rate for the quarter, OSSE will review student and LEA-level data to determine key areas for improvement, and will partner with your

LEA to provide supports to ensure Child Find practices are improved. OSSE looks forward to partnering with your LEA to ensure that the District continues improvements in its Child Find activities across the District in compliance with *D.L. v. District of Columbia*.

Required Actions

While there are no required actions at this time, I encourage you to use the resources and tools available on OSSE's website for more information on appropriate Child Find practices, including OSSE's recent Child Find professional development materials, which include a Child Find policy guidance and a template that can be customized to meet the needs of your school.

If you have questions about the Child Find monitoring process, please contact Megan Williams at (202) 741-0477 or Megan.Williams@dc.gov. Thank you for your cooperation and continued work to improve results for children with disabilities.

Sincerely,

[redacted]

Sharon Gaskins
Interim Assistant Superintendent of the Division of Systems and Supports, K-12

cc: Samantha Lincoln, Special Education POC
Avni Murray, Manager, DC Public Charter School Board

Appendix L

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Aug. 3, 2020

Deborah Dantzler Williams
Head of School
Inspired Teaching Demonstration Public Charter School
200 Douglas St NE
Washington, DC 20002

Re: Federal Fiscal Year (FFY) 2019 Notification of Disproportionate Representation of Racial and Ethnic Groups in Special Education (Indicators 9 and 10)

Dear Ms. Dantzler Williams:

The Individuals with Disabilities Education Act IDEA requires state education agencies (SEAs) to measure the performance of local educational agencies (LEAs) using quantifiable indicators in priority monitoring areas. (34 CFR § 300.600) SEAs must use the targets established in the state's performance plan and specific priority areas established in IDEA to analyze the performance of each LEA. (34 CFR §300.602(a)). These findings must be reported annually to the Office of Special Education Programs (OSEP), the office with the U.S. Department of Education responsible for ensuring the protection of the educational rights of infants, toddlers, children and youth with disabilities.

There are currently 17 indicators, two of which relate to the priority area of disproportionate representation of racial and ethnic groups in special education and related services (34 CFR §300.603(d)(3):

- **Indicator 9 –** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))
- **Indicator 10 –** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

OSSE uses available data and a review of LEA policies, practices, and procedures to make its annual determination as to whether the disproportionate representation of racial and ethnic groups in special education and related services was, or was not, the result of inappropriate identification. In addition, the State must determine whether districts with disproportionate representation of racial and ethnic groups in specific disability categories are in compliance

with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311.

As a result of its review of FFY 2019 Child Count and Enrollment Audit data, OSSE found Inspired Teaching Demonstration Public Charter School to have disproportionate representation in the area(s) of:

- overidentification in the Speech or Language Impairment category for White students

To review the information on the calculation method, please see the attached guide.

While OSSE's monitoring activities are designed to assist LEAs in identifying areas to improve educational results for children with disabilities, OSSE will issue findings of noncompliance to the LEA for noncompliance revealed in the disproportionate representation review of policies and procedures and the LEAs self-study.

LEAs must correct all identified noncompliance as soon as possible but in no case later than one year after the identification of the noncompliance.

The Disproportionate Representation Review Tally Sheet, and your LEA's policies and procedures, must be submitted to your LEA Monitor by no later than **Oct. 2, 2020.**

Attached please find the FFY 2019 Disproportionate Representation Review Guide. If you have any questions, please contact Tiffany Ingram at Tiffany.Ingram1@dc.gov.

Thank you for your cooperation and continued work to improve results for children with disabilities.

Sincerely,

[redacted]

Victoria P. Glick, Esq.
Deputy Assistant Superintendent
Division of Systems and Supports, K-12

cc: Samantha Lincoln, LEA Special Education Contact
Avni Murray, Senior Manager, Public Charter School Board

Appendix M1

INSPIRED TEACHING DEMONSTRATION PCS

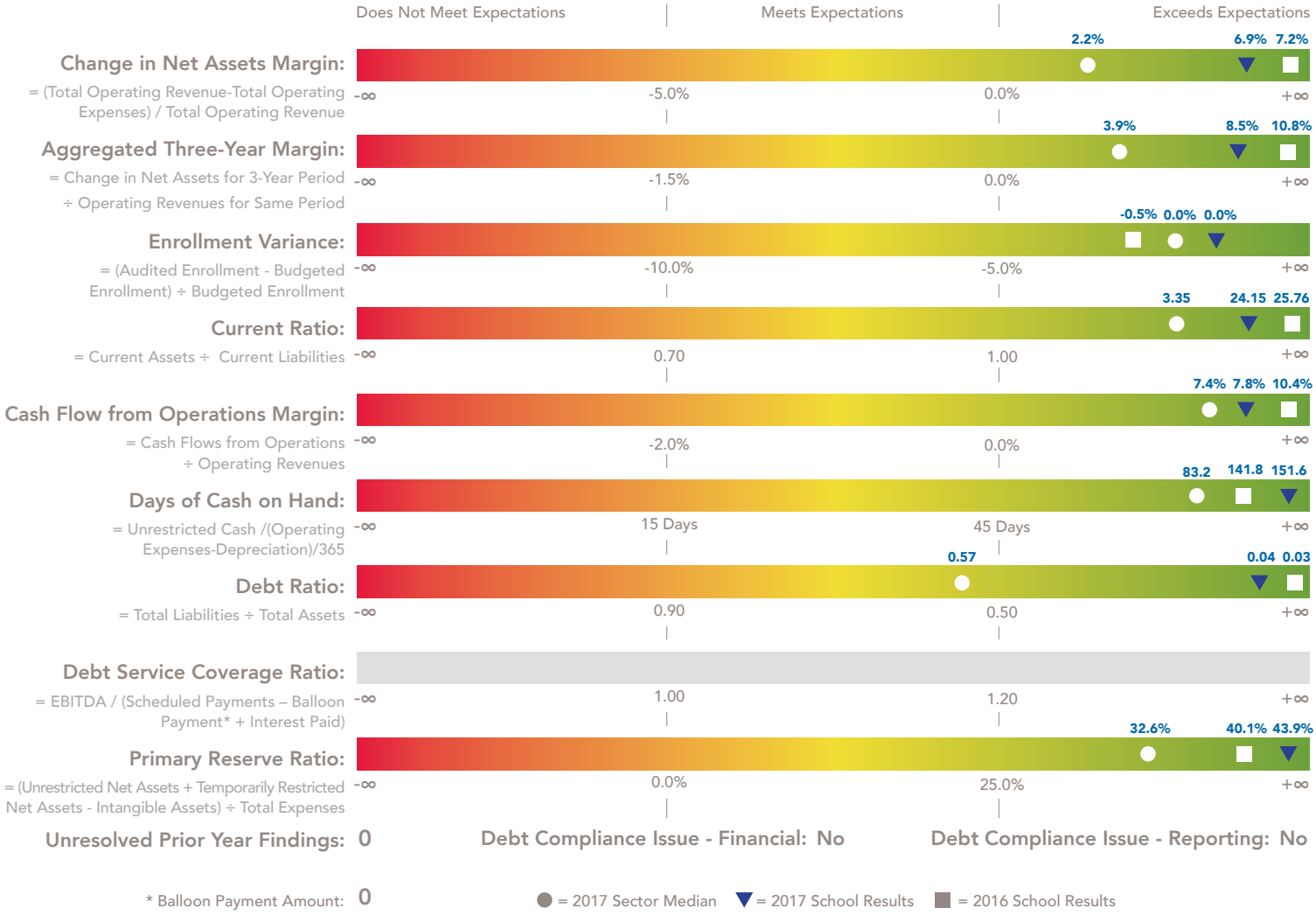
FY2017 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 414

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

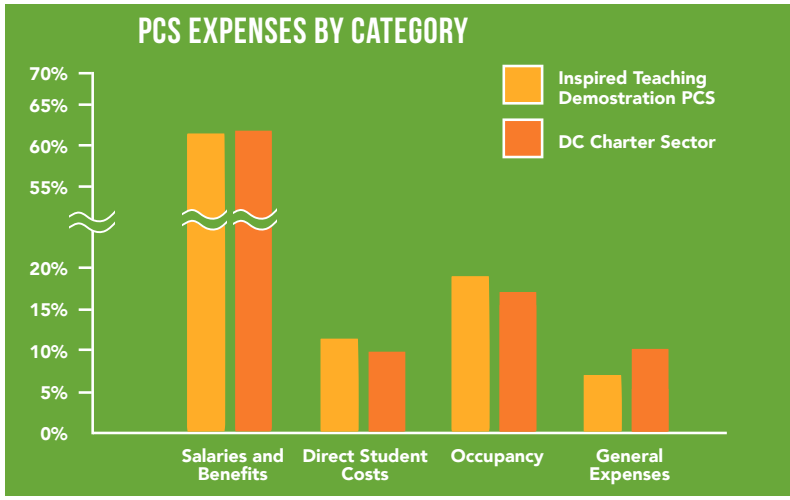
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2017 Sector Median ▼ = 2017 School Results ■ = 2016 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INSPIRED TEACHING DEMONSTRATION PCS

FY2017 Financial Analysis Report

FINANCIAL POSITION

	2017	2016
Total Assets	$3,061,825	$2,716,226
Current Assets	$2,850,282	$2,345,299
Total Liabilities	$118,000	$91,056
Current Liabilities	$118,000	$91,056
Net Asset Position	$2,943,825	$2,625,170

FINANCIAL ACTIVITIES

	2017	2016
Revenues and Support	$7,205,642	$6,371,582
Expenses	$6,708,583	$5,909,710
Non-operating Revenues (Expenses)	-$178,404	$0
Surplus (Deficit)	$318,655	$461,872

AUDIT FINDINGS

	2017	2016
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2017	2016	2017 Sector Median
DC Funding per Student	$16,403	$16,054	$18,019
Grants and Contributions Per Student	$563	$1,014	$298
Total Revenues per Student	$17,405	$17,314	$20,790
Expenses per Student	$16,204	$16,059	$20,387

PCSB OBSERVATIONS

The school has experienced growth in enrollment for five consecutive years, averaging 12% growth over the past three years. In both 2016 and 2017, all of the school's key financial indicators were well above expectations. At year-end 2017, the school had $2.7M in cash (152 days) relative to just $118K in liabilities. Change in net assets margin, cash flow from operations margin, and primary reserves remain strong.

The school subleases its current facility from Shaed School LLC, which expires in June 2019. The lease payments are tied to the per-pupil facilities allowance received from DC. The school has three options to renew for three- or five-year terms based on good charter standing and on a minimum student enrollment number that is in line with recent enrollment growth rates.

Appendix M2

INSPIRED TEACHING DEMONSTRATION PCS

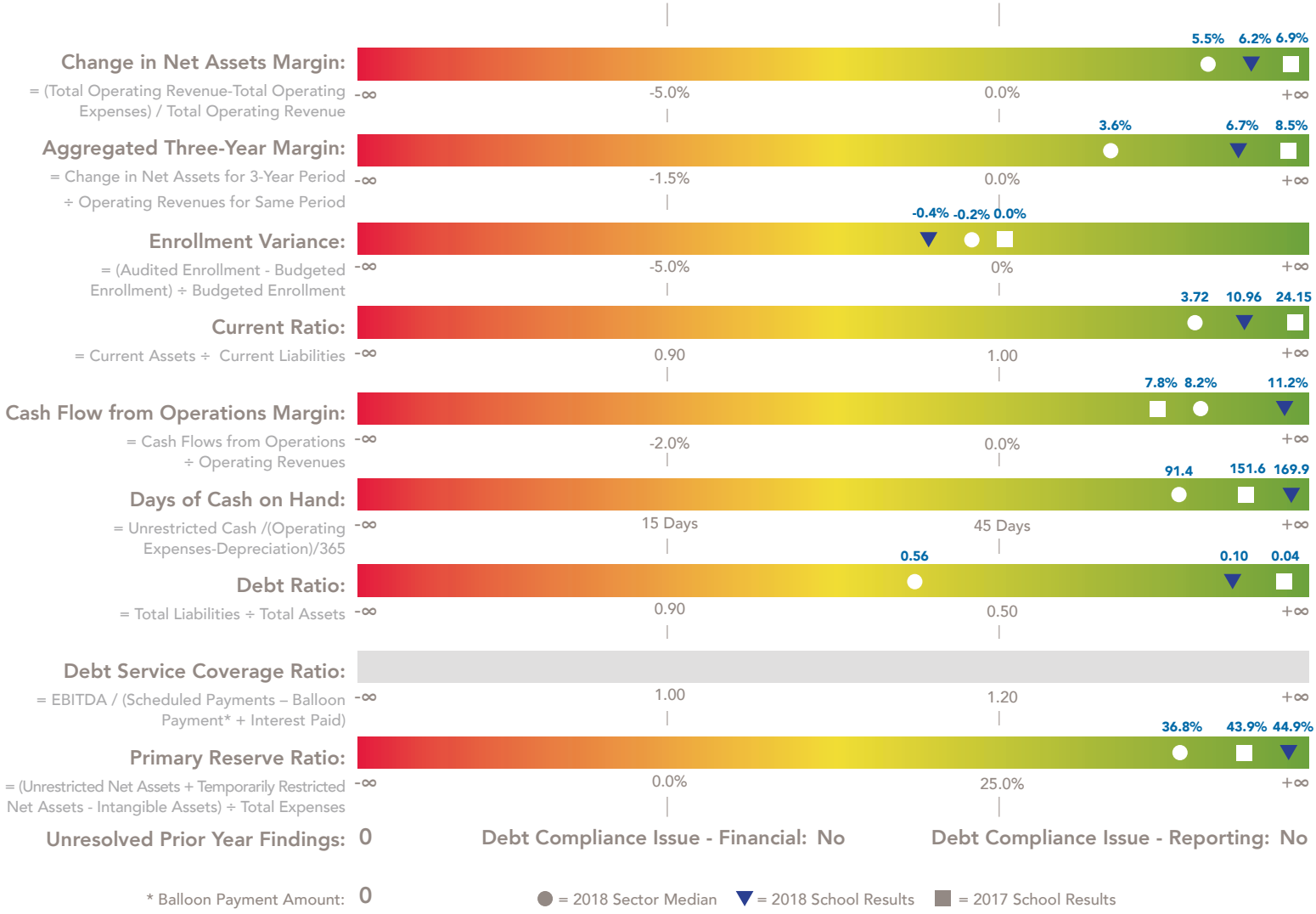
FY2018 Financial Analysis Report

DC PUBLIC CHARTER SCHOOL BOARD

Opened: 2011 - 2012

Audited Enrollment: 446

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: No

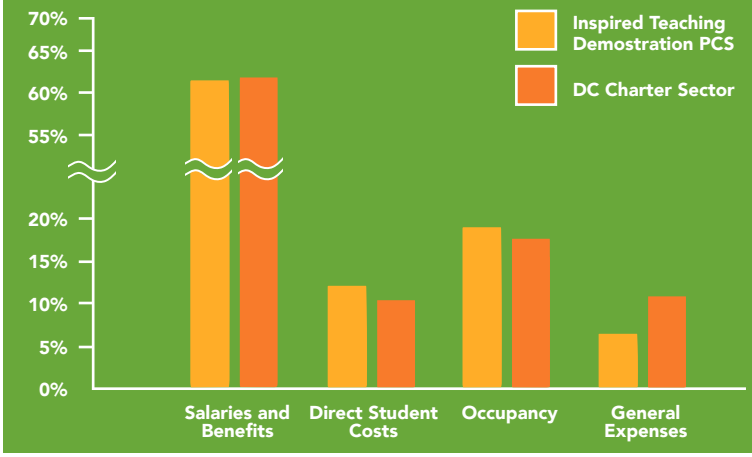
Debt Compliance Issue - Reporting: No

* Balloon Payment Amount: 0

● = 2018 Sector Median ▼ = 2018 School Results ■ = 2017 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INSPIRED TEACHING DEMONSTRATION PCS

FY2018 Financial Analysis Report

FINANCIAL POSITION

	2018	2017
Total Assets	$3,836,523	$3,061,825
Current Assets	$3,624,548	$2,850,282
Total Liabilities	$389,721	$118,000
Current Liabilities	$330,737	$118,000
Net Asset Position	$3,446,802	$2,943,825

FINANCIAL ACTIVITIES

	2018	2017
Revenues and Support	$8,177,920	$7,205,642
Expenses	$7,674,943	$6,708,583
Non-operating Revenues (Expenses)	$0	-$178,404
Surplus (Deficit)	$502,977	$318,655

AUDIT FINDINGS

	2018	2017
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs		
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2018	2017	2018 Sector Median
DC Funding per Student	$17,426	$16,403	$19,243
Grants and Contributions Per Student	$493	$563	$492
Total Revenues per Student	$18,336	$17,405	$22,382
Expenses per Student	$17,208	$16,204	$21,375

PCSB OBSERVATIONS

In both FY 2017 and FY 2018, all of the school's key financial metrics indicated solid financial performance, exceeding DC PCSB benchmarks for every metric. In FY 2018, the school had an operating surplus of 6.1%, indicating that expenses were well managed relative to revenues; a current ratio of 10.9 and 169 days of cash on hand, indicating that the school had ample liquidity to meet upcoming obligations; and a primary reserve ratio of 44.9%, indicating a strong net asset position relative to the school's total expenses. The school had no debt, and a debt ratio of just 0.10, indicating that liabilities were low relative to total assets, a measure of financial health.

The school subleases its facility from Shaed School LLC, and the lease expires in June 2019. The lease payments are tied to the per-pupil facilities allowance received from DC. The school has three options to renew for three- or five-year terms based on good charter standing and on a minimum enrollment that is in line with recent enrollment growth rates.

Appendix M3

DC PUBLIC CHARTER SCHOOL BOARD

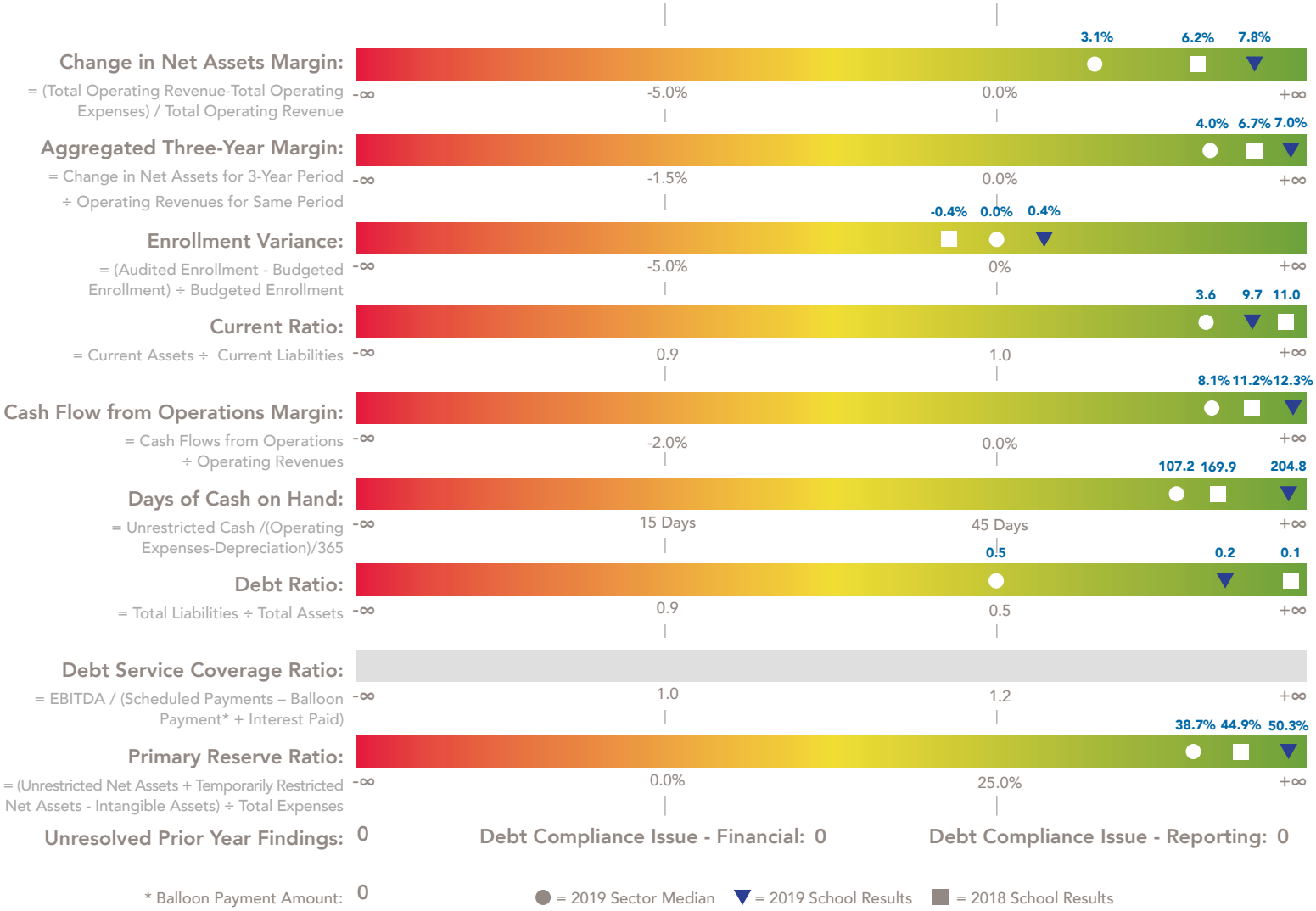
INSPIRED TEACHING DEMONSTRATION PCS

FY2019 Financial Analysis Report

Opened: 2011-2012

Audited Enrollment: 470

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: 0

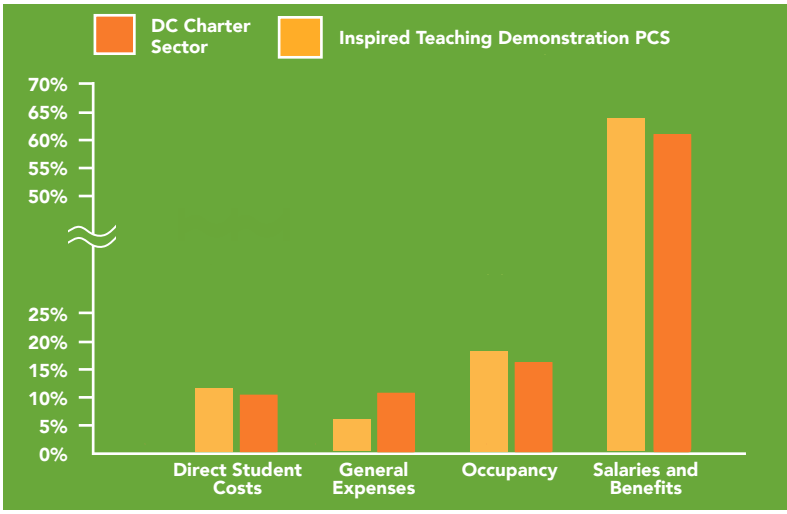
Debt Compliance Issue - Reporting: 0

* Balloon Payment Amount: 0

● = 2019 Sector Median ▼ = 2019 School Results ■ = 2018 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INSPIRED TEACHING DEMONSTRATION PCS

FY2019 Financial Analysis Report

FINANCIAL POSITION

	2019	2018
Total Assets	$4,954,506	$3,836,523
Current Assets	$4,707,240	$3,624,548
Total Liabilities	$807,630	$389,721
Current Liabilities	$486,849	$330,737
Net Asset Position	$4,146,876	$3,446,802

FINANCIAL ACTIVITIES

	2019	2018
Revenues and Support	$8,949,100	$8,177,920
Expenses	$8,249,026	$7,674,943
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$700,074	$502,977

AUDIT FINDINGS

	2019	2018
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2019	2018	2019 Sector Median
DC Funding per Student	$18,208	$17,426	$19,863
Grants and Contributions Per Student	$358	$457	$346
Total Revenues per Student	$19,041	$18,336	$23,270
Expenses per Student	$17,551	$17,208	$22,981

PCSB OBSERVATIONS

The school had an exceptionally strong financial position exceeding DC PCSB standards on all metrics. Consistently strong financial performance is reflected in an aggregated three-year margin of 6.7%. Strong liquidity metrics including a current ratio of 9.7, cash flow from operations margin of 12.3% and days of cash on hand of 205.

Property Lease:
Since 2014, the school has subleased its facility from Shaed School LLC. The school has a 38% interest in the LLC, whose purpose is to hold, renovate, manage, and finance the property at 301 Douglas Street, NE. The lease was amended in June 2019 and expires in 2034. While the rent under the original lease was based on the per-pupil facilities allowance, under the amended lease, the rent will increase by the debt service on the additional financing and the incremental operating cost of occupying the space, and will not be based on the increased enrollment associated with the expanded space. Rent expense in 2019 totaled $1.5M.

Appendix M4

DC PUBLIC CHARTER SCHOOL BOARD

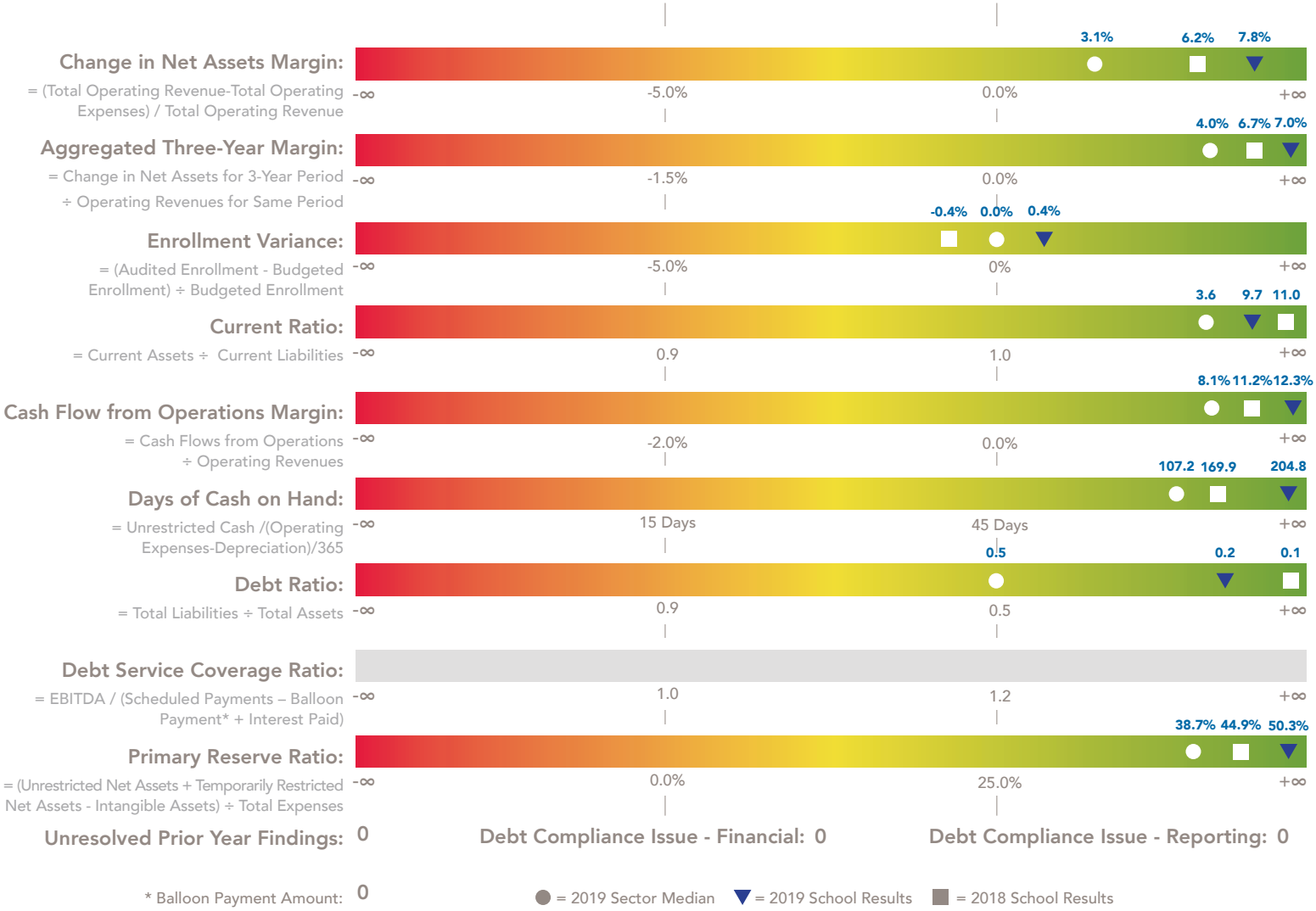
INSPIRED TEACHING DEMONSTRATION PCS

FY2019 Financial Analysis Report

Opened: 2011-2012

Audited Enrollment: 470

KEY FINANCIAL INDICATORS



Unresolved Prior Year Findings: 0

Debt Compliance Issue - Financial: 0

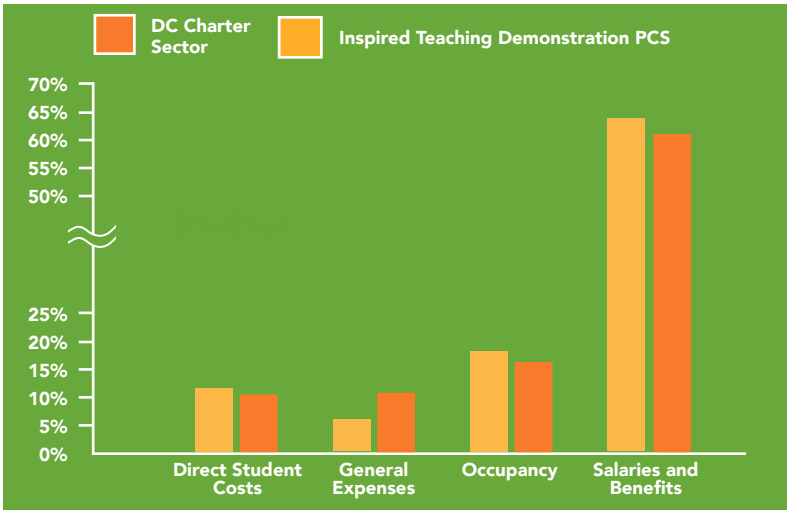
Debt Compliance Issue - Reporting: 0

* Balloon Payment Amount: 0

● = 2019 Sector Median ▼ = 2019 School Results ■ = 2018 School Results

Comments from the School

PCS EXPENSES BY CATEGORY



INSPIRED TEACHING DEMONSTRATION PCS

FY2019 Financial Analysis Report

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	2019	2018
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Current Assets	$4,707,240	$3,624,548
Total Liabilities	$807,630	$389,721
Current Liabilities	$486,849	$330,737
Net Asset Position	$4,146,876	$3,446,802

FINANCIAL ACTIVITIES

	2019	2018
Revenues and Support	$8,949,100	$8,177,920
Expenses	$8,249,026	$7,674,943
Non-operating Revenues (Expenses)	$0	$0
Surplus (Deficit)	$700,074	$502,977

AUDIT FINDINGS

	2019	2018
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2019	2018	2019 Sector Median
DC Funding per Student	$18,208	$17,426	$19,863
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