



LOCAL EDUCATION AGENCY (LEA) NAME: Eagle Academy Public Charter School

BOARD CHAIR NAME: Aaron Lentner

SUBMISSION DATE: May 17, 2023

SUBJECT: School Expansion Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Campus name(s): Eagle Academy PCS @ Congress Heights
Eagle Academy PCS @ Capitol Riverfront

Year(s) opened: 2003 (at 770 M Street SE)
2010 (at 1017 New Jersey Avenue SE)

Grades served: PreK-3 – 3rd Grade
PreK-3 – 3rd Grade

Year the school will undergo its next charter review or renewal: In 2022, DC PCSB staff conducted a 20-year charter review of Eagle Academy PCS. On January 23, 2023, the DC PCSB Board voted to continue Eagle Academy Public Charter School's charter.

Proposal summary: Eagle Academy PCS hereby requests approval for a grade band expansion to include 4th and 5th grade. In its February 2022 meeting, Eagle Academy's Board of Trustees unanimously voted to expand the grade band offered by the LEA to include 4th and 5th grade to better serve our community. Over the years, many parents have requested that we expand to all the elementary school grades to include 4th and 5th grade. Former DC PCSB leadership staff recommended that Eagle Academy becomes an elementary school (rather than an early childhood school offering PreK3 – 3rd grade) to improve our retention rates. Thus, Eagle Academy is proposing to expand one grade per school year as follows. In the first year, for the 2024-2025 school year, Eagle Academy will only enroll current Eagle Academy 3rd grade students who are being promoted to the 4th grade. Eagle Academy will survey the then current 3rd grade parents to determine the number of available seats based on the number of students planning on staying. We will follow this same process for expanding to the 5th grade in the 2025-2026 school year. However, 4th grade seats will be open to any eligible applicant through my school DC in 2025-2026 school year. Starting in the 2026-2027 school year, both 4th and 5th grade seats will be open to any eligible applicant through My School DC. Finally, Eagle Academy is not requesting an increase in student enrollment.

Year the school plans to implement the proposed changes: SY 2024-25; SY 2025-26

When did the school's board approve the proposed changes? *Please attach minutes from the meeting and vote results.* In its February 2022 meeting, Eagle Academy's Board of Trustees unanimously voted to expand the grade band offered by the LEA to include 4th and 5th grade to better serve our community (see attached Board meeting minutes). Eagle Academy's Board of Trustees first decided to expand to 4th grade and 5th grade at its January 2021 meeting. The Chief

Executive Officer and Deputy CEO for Education were instructed to prepare everything necessary to submit for expansion. When the Board and staff prepared to submit for expansion in August 2021, DC PCSB was not accepting applications to expand grades served.

SCHOOL EXPANSION

All schools seeking to increase their enrollment ceiling or expand their grades served must complete this section.

1. What is the rationale for requesting a school expansion?

Over the past five years, Eagle Academy PCS has been experiencing relatively low re-enrollment rates. For instance, in 2019, re-enrollment rates were 72.0 and 69.5 at Eagle Academy PCS @ Congress Heights and Eagle Academy PCS @ Capitol Riverfront, respectively. Family engagement surveys and focus groups, as well as informal conversations with parents, have demonstrated that one of the main reasons for the low retention rates is the fact that Eagle Academy ends in 3rd grade. Parents need to identify a seat in another school in 4th grade which is not the typical enrollment grade. It is more complicated for families with more than one student. When their oldest graduates from Eagle Academy in 3rd grade, many parents decide to transfer all their children to the same elementary school. Over the years, many parents have requested that we expand to all the elementary school grades to include 4th and 5th grade. In fact, former DC PCSB leadership staff recommended that Eagle Academy becomes an elementary school (rather than an early childhood school offering PreK3 – 3rd grade) to improve our re-enrollment rates.

2. What do you anticipate will be the challenges of expanding your school? How will you address these challenges?

Currently, Eagle Academy's leadership does not anticipate any challenges in expanding to 4th and 5th grade. However, Eagle Academy will utilize the 2023-24 school year to plan the management of the grade band expansion process. Program planning will allow us to identify any shortcomings or weaknesses and chart a new course of action should priorities and needs change. We will work closely with DC PCSB staff during the planning year.

3. Do you meet the performance criteria described in the ECI Policy and the 2023 Temporary Guidance? Explain.

As a school requesting to be considered for a grade expansion, Eagle Academy PCS meets the following requirements as outlined in the ECI Policy and the 2023 Temporary Guidance:

- a) In January 2023, Eagle Academy's CEO, Dr. Joe Smith, met the first requirement by contacting Hannah Cousino about the school's proposed change.
- b) Both campuses are Tier 1 and have an overall PMF average of 50% or more with the Congress Heights Campus at 69.7 and the Capitol Riverfront Campus at 76.8.

- c) A compelling case has been made about the need for expansion (see questions number 1 above).
- d) Evidence has been provided about the school engaging and responding to community stakeholders, including families and school staff. There is no need for a new facility since the current locations can accommodate the grade expansion.
- e) Eagle Academy meets 8 of the 10 indicators as follows:
- In operation for at least three years.
 - School status on the most recent Financial Audit Review is not “Requires Additional Monitoring.”
 - School has not been issued a Notice of Concern within the past 6 months.
 - No “Not Compliant” ratings on the most recent Compliance Review report.
 - The school is fully accredited by the Middle States Association of Colleges and Schools.
 - As it relates to historically underperforming subgroups (in LEAs ending in grade 3 or below with no campuses with an MGP), Eagle Academy has an average score of at least 50 on the K-3 Growth Assessment in both reading and math.
 - The rate of exclusionary discipline using out-of-school suspension at the LEA level is not an outlier the previous school year, as defined by the interquartile formula.
 - The rate of exclusionary discipline using out-of-school suspension at the LEA level for at-risk students or students with disabilities is not triple the rate of their non-subgroup peers the previous school year.

We believe that the grade expansion to 4th and 5th grade will allow Eagle Academy PCS to meet the 2 indicators it missed at this time: (1) School’s audited enrollment is at least 90% of their projected enrollment for the past two years; and (2) Re-enrollment rate is at least 85% for multi-campus local education agencies, calculated as the average of both campuses’ rates.

4. Demonstrate that there will be sufficient demand to sustain the proposed expansion by responding to the data in the Sector Planning Supplement. To inform your case for demand, answer these questions.

a. How does the scope, pace, and need for the expansion reflect DC’s current demographics and growth projections?

According to the 2022 DC PCSB Sector Planning Supplement, the DC Policy Center predicts much lower population forecasts for school-aged children because of fewer births, residents of childbearing age leaving, and District women having fewer children. However, the group that will continue to experience the greatest growth is the 3 to 10 years age group. The expected growth of almost 7,000 students by 2025 will benefit a LEA expanding to become an elementary school serving ages 3 to 10, or grades 4th and 5th. As of today, DC PCSB has approved 2,790 new seats in grades PreK-3 – 5th, while the anticipated public charter schools share is 3,018 by 2025. In other words, the already approved seats meet 41% of high estimates of anticipated growth to 2025; 29% to 2030. Mayor Bowser reported a 3,000

student increase for traditional and charter school for 2023-24. There is certainly some room for growth in the PreK-3 – 5th grade range.

b. For schools serving grades PK3 – 12, discuss, at minimum, the waitlist-to-seats offered ratios and enrollment trends at all campuses. For alternative and adult schools, discuss, at minimum, mobility data.

Historically, but prior to COVID-19, Eagle Academy was fully enrolled and had a waiting list at both campuses for grades PreK-3 through 3rd grade. For instance, in the 2017-2018 school year, Eagle Academy PCS @ Congress Heights enrolled 770 students, and Eagle Academy PCS @ Capitol Riverfront enrolled 165 students, for a total LEA enrollment of 935 students. The OSSE audited enrollment for the 2012-2013 through 2021-2022 school years is as follows:

School Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021*	2021-2022*
Eagle Academy PCS @ Congress Heights	640	749	774	785	734	770	682	660	548	412
Eagle Academy PCS @ Capitol Riverfront	125	143	146	141	144	165	156	170	157	115

*School closures due to COVID-19 started in March 2020. Enrollment rates started to decline during that period, impacting enrollment rates for the 2020-2021 and 2021-2022 school years.

Of relevance to this grade expansion request is the fact that Eagle Academy has never served grades 4th and 5th and therefore is not able to provide a waitlist to seats offered ratio calculation.

5. Describe how the school has engaged its internal community in its decision to expand. Submit documentation of the school's communications with its staff and families or adult students regarding the proposed expansion. Identify the internal community's concerns and how the school is responding to their needs.

For years, parents have been asking Eagle Academy PCS to expand to include grades 4 and 5. We recently surveyed our parents last year and again this year about their interest in keeping their children enrolled at Eagle Academy for 4th and 5th grade. They have consistently and overwhelmingly

expressed their support for such action and their plans to keep their children at Eagle Academy. Eagle Academy has also engaged its staff in its decision to expand to 4th and 5th grade. Teachers have expressed their support for turning Eagle Academy into an elementary school (versus an early childhood school). In fact, some teachers have been instrumental in the selection of the research-based curricula and interventions for the new grades. They have also shared their perspective about how a school that includes these grade levels can influence the experiences students have when enrolled there. For instance, 4th and 5th graders could act as role models and academic and behavioral tutors for their younger schoolmates. The friendships formed can build community while preparing younger students to step in as mentors one day. In a safe environment, 4th and 5th graders can make a smooth transition into middle school.

Eagle Academy conducted seven outreach meetings to the community to which current Eagle families and parents were invited plus two robocalls to increase response. Parents were encouraged to invite people in the community. The meetings were announced on Eagle's website. In all seven meetings at both campuses, whether a ZOOM meeting or in-person (both were held), parents adamantly wanted Eagle Academy to grow to grade 4 and grade 5. (Attached is the attendance list for each meeting.) Community meetings where Eagle Academy's growth to 4th and 5th grade were discussed and the number of people in attendance are listed in the attachment. The sign-up sheets are attached for each meeting. It should be noted that people can join a meeting or attend a meeting and decide not to sign in.

Neither parents nor staff have expressed concerns about the proposed expansion.

6. Describe how the school has engaged the surrounding external community. Submit documentation of communications with neighbors, Advisory Neighborhood Commission (ANC) Commissioners, Councilmembers, and other community groups, notifying them of the school's plans.

a. When did the school inform the ANC of its proposed expansion? Has the school already presented its expansion plans during an ANC meeting? If not, when will it do so?

As required by the DC PCSB "ANC Notification Guidelines," Advisory Neighborhood Commissions (ANCs) must be notified of proposed actions that will impact their respective neighborhoods, including the expansion of grade levels to be served. The relevant ANCs for this expansion request are ANC 8C and ANC 6D. Since several of the ANC Commissioners for each school area has changed since the November 2022 election, Eagle Academy had to re-establish contact with them. Eagle Academy has sent a letter to each current Commissioner informing them that Eagle Academy is applying to grow to grade 4 and grade 5 at each school site. Eagle staff will reach out to meet with each of them and solicit their support. Dr. Smith discussed the growth with Commissioner Kramer in Ward 6, Commissioner Powell in Ward 8, Mr. Muhammed a community leader in Ward 8 and received supportive response. See attachments of the following letters sent to both ANC commissioners. Eagle Academy

continues to focus on being a community school, the Ward 8 ANC uses Eagle Academy PCS @ Congress Heights school to conduct their meetings whenever it is requested.

b. Summarize the external community's concerns, if any, and describe the school's response with specificity.

As of today, no concerns have been shared by the external community with Eagle Academy's leadership. However, we stand ready to address any concerns that may be raised during the application process.

7. Which, if any, of the 10 additional indicators did the school not meet? For each indicator missed, explain why. What evidence suggests that you are improving in these areas?

As required, Eagle Academy PCS meets a minimum of 8 of the 10 additional indicators. We believe that the grade expansion to 4th and 5th grade will allow Eagle Academy PCS to meet the 2 indicators it missed at this time: (1) School's audited enrollment is at least 90% of their projected enrollment for the past two years; and (2) Re-enrollment rate is at least 85% for multi-campus local education agencies, calculated as the average of both campuses' rates.

8. Complete and submit DC PCSB's [Five-Year Operating Budget](#) template in accordance with its instructions. Explain the financial objectives supported in the attached Five-Year Budget. (See Appendix ?)

a. Describe contingencies if per-pupil funding is lower or outlays are higher, any planned fundraising efforts, and cash flow management.

Eagle Academy's proposal to expand its grade bands to include 4th and 5th grade would allow Eagle Academy to maintain or improve its current level of finances since (1) our enrollment numbers should go up; and (2) we will be able to keep approximately ninety percent (90%) of our current student enrollment at both campuses.

Eagle Academy is very strong financially with approximately \$4 million in reserve funds. If approved, this expansion to 4th and 5th grade would continue to strengthen Eagle Academy's financial position. Eagle Academy would be able to compete on an equal footing with other traditional public and public charter schools. There are three major expenses that Eagle Academy would incur in implementing a 4th and 5th grade program: curriculum, staffing, and furniture. Eagle Academy will continue with its current curriculum and add the appropriate materials from all the sources for 4th grade in SY 2024-2025, and 5th grade in SY 2025-2026. The cost of the curriculum is within the same cost parameters as though Eagle Academy were to add students in grade K-3. The 4 and 5th grade staff will receive Pre-Service training and education to implement the 4th and 5th grade curricula.

The cost of the additional teachers is not significantly different than the cost of adding on additional teachers for the lower grades. (See attached five-year budget.) In terms of recruitment, Eagle Academy has been able to recruit qualified teachers and expects to continue to find and hire highly qualified 4th and 5th grade teachers. The cost of furnishing students' desks and related furniture and equipment is already built into Eagle Academy's budget. If there were an additional cost as part of the start-up process, Eagle Academy's reserves of \$4,000,000 are more than adequate. The additional cost would be covered by the interest Eagle Academy receives on its reserves.

- b. What impact will the proposed expansion have on facilities?** *If the school proposes operating a new facility, skip this question and instead complete the [Facility Amendment Application](#).*

The proposed expansion to 4th and 5th grades will have no impact on facilities. Eagle Academy has enough space at both of its current facilities located at 3400 Wheeler Road SE (the Congress Heights Campus in Ward 8) and 1900 Half Street SW (Capitol Riverfront Campus in Ward 6) to accommodate the expansion to 4th and 5th grade. For instance, at the Congress Heights campus, the 4th grade class will be on the third floor, which can also house the 5th grade class with the addition of age appropriate furniture. The Congress Heights campus is completely renovated; but when DCPS operated the building, it was a K-6 school with over 1200 students.

ENROLLMENT CEILING INCREASE. ---

Schools seeking an ECI must also complete this section.

- 9. Describe the school's current and proposed enrollment matrices. Complete the proposed enrollment matrix below. NOT APPLICABLE**

Proposed Enrollment Schedule					
	SY 2024 – 25	SY 2025 – 26	SY 2026 – 27	SY 2027 – 28	SY 2028 – 29
PK-3					
PK-4					
K					
1					
2					
3					
4					
5					
6					
7					

8					
9					
10					
11					
12					
Adult					
LEA Total					

10. Describe the staffing plan for the proposed expansion. Include the anticipated number of academic staff, non-academic, special education and EL staff, and mission-specific staff required for the ECI.

a. How will you attract and retain high-quality staff for the proposed ECI?

NOT APPLICABLE

b. How will the proposed ECI affect student-teacher ratios?

NOT APPLICABLE

c. What impact will the grade expansion have on the school's leadership team and reporting structure? If the ECI requires the school to hire a new leader, please provide an updated organizational chart and describe the expertise necessary for the role.

NOT APPLICABLE

GRADES SERVED

Schools seeking to expand their grades served must also complete this section.

11. How does the proposed grade expansion align with the school's mission and goals? *If the school proposes a revised mission statement and/or goals, skip this question and complete the [Mission Amendment Application](#) and/or the [Charter Goals Amendment Application](#).*

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social, and emotional growth by engaging children as active learners, in an

inclusive learning environment. Since its establishment in 2003, Eagle Academy PCS has kept true to its mission, as outlined in its charter application, to serve students during their early childhood years (PreK3 – Grade 3), and to serve the communities where it was first established as well as those from where many of its students come from. Consequently, Eagle Academy continues to have a presence in both Ward 6 and Ward 8. Now, in response to parents' requests and to better serve our communities, Eagle Academy will expand its grade bands to include 4th and 5th grade so that all elementary grades are included. We believe that becoming an elementary school will support and enhance the school's mission since we will continue to implement a program focused on the academics, as well as the social-emotional and cognitive skills development. In addition, Eagle will continue to provide a high-quality, trauma-informed program in special education and out-of-school time. We do not foresee a change in curricula since the curricula we currently use has modules specific to 4th and 5th grade. Finally, we will not be requesting an enrollment increase. Eagle Academy will maintain its current capacity limit of 920 students spanning PreK-3 through 5th grade.

12. Describe how the school will recruit and retain students in the proposed new grades served.

- a. What evidence suggests that prospective, eligible students or families are interested in the school's expanded program? Submit documentation that shows prospective, eligible DC students or families have expressed a level of commitment to attend the expanded program.**

School year 2023-2024 will be considered the planning year in the management of the grade band expansion process when the need for the proposed change will be further documented (in addition to the attached documents), and when we will set specific objectives, establish priorities, and generally chart a direction for growth and development. Program planning will allow us to identify any shortcomings or weaknesses and chart a new course of action should priorities and needs change. We will work closely with DC PCSB staff during the planning year. EdForward has reached out to Eagle and will work with the Eagle staff to develop an effective retention and recruitment program to open a 4th grade in SY24-25.

The parents and the Board of Trustees have pressed Eagle Academy to seek approval for a grade band expansion to 4th and 5th grade. Former DC PCSB leadership staff recommended that Eagle Academy become an elementary school (rather than an early childhood school offering PreK3 – 3rd grade) to improve our retention rates. Thus, after the end of the planning year (SY2023-2024), Eagle Academy is proposing to expand one grade per school year as follows. In the first year, for the 2024-2025 school year, Eagle Academy would prefer to only enroll current Eagle Academy 3rd grade students who are being promoted to the 4th grade. Eagle Academy conducted a survey through School Messenger to current 2nd grade class parents, and received a 30% response rate. 100% of those parents responded with intention to return after 3rd grade, if Eagle Academy expanded to 4th and 5th grade. In December of 2024 Eagle Academy will survey current 3rd grade parents to determine the number of available seats based on the number of students planning on staying. If any seats are vacant, Eagle will conduct a lottery to fill them. We will follow this same process for

expanding to the 5th grade in the 2025-2026 school year. Starting in the 2026-2027 school year, 4th and 5th grade seats will be open to any eligible applicant through My School DC.

b. What specific recruitment and retention strategies will you use to be inclusive of students with disabilities (SWD), English learners (EL), at-risk students, and students who are academically struggling or advanced?

As it relates to student recruitment, Eagle Academy conducts a broad outreach to inform families and recruit students, regardless of their disabilities or at-risk status. Eagle was the first DC Public Charter school to recruit and enroll Level 4 Special education students as part of the regular enrollment process and establish an inclusive environment for their education. Eagle Academy's primary focus are Wards 8, 7, and 5 for the Congress Heights campus, and Wards 6 and 1 for the Capitol Riverfront campus. Eagle Academy will continue to employ the same set of strategies to include recruitment for grade 4 and 5 beginning in school year 2024-2025. The recruitment strategies Eagle Academy uses include:

1. Current parents refer other parents to Eagle Academy
2. Billboards at bike rental locations (WMATA)
3. Metro Live Boards -- Subway signage in appropriate Metro platforms (WMATA)
4. Signage on appropriate buses
5. Doorhangers on 10,000 doorknobs
6. Monthly half page ad in Hill Rag
7. Monthly half page ad in East of the River
8. At Ease – military paper that serves bases near both schools
9. Increased signage outside both schools
10. Enrollment flyers handed out at the primary food store in Ward 8 on Saturdays
11. Instagram ads
12. Facebook ads
13. Radio One
14. Four targeted radio stations from May through July
15. Geo Targeting/Fencing: Cell phone and mobile ads that pop-up on smart phones
16. Ads in Washington Informer
17. Yard signs placed by our parents and staff who live in Wards 8, 7, 6, and 5.

As it relates to student retention, Eagle Academy has always been in the forefront of providing effective and timely programs and services to students with disabilities, at-risk students, and students who are academically struggling. Eagle Academy has consistently provided equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. Eagle Academy ensures that barriers do not arise by (1) ensuring that all Eagle Academy partners specify their status as equal opportunity employers that encourage diverse applicants to apply in all employment advertisements; (2) standing ready to prepare alternative instruction manuals, handbooks, or literature (in the form of audio tapes or Braille) for any teachers, students, school staff, or parents that require such implements due to language barriers, blindness, deafness, learning disabilities or illiteracy; and (3) ensuring that ALL students, including those experiencing

special needs or homelessness, can participate in all the school year and summer programming. This includes hiring additional staff, helping arrange transportation, and purchasing any necessary technology, equipment, or materials.

13. What curriculum—including standards, resources, methods of instruction, resources, and formative assessments—will the school use in each subject for every new grade level served?

a. Explain how and why you selected these curricula.

All students are instructed using the curricula resources which Eagle Academy has implemented over the last few years. Mathematical thinking and application are facilitated using Eureka Math of Great Minds. Teachers have individual licenses which allow them access to video lessons, tools, and templates for use during their daily virtual instruction. Alongside these are independent practice workbooks and homework books for each student. In addition, students have individual access to assigned online activities in Khan Math and Xtramath. and Zearn Math for supplemental online programs and workbooks. These two resources compliment the core math instruction. If approved, Eagle Academy will expand its present programs from K-3 to K-5. All curricula cover grades K-8.

Literacy core instruction is done using Houghton Mifflin Into Reading which provides common core aligned grade level skills lessons. Students will be provided with independent practice workbooks. Again, this program is designed to go through K-8. If approved, Eagle Academy will implement it for the 4th and 5th grades. In addition, Eagle Academy develops students' independent reading skills and levels by implementing the American Reading Company's IRLA program. This provides students with access to rich, interesting, leveled texts both in hard copies and electronic versions, via the company's ARC Cloud and SchoolPace. This program is also K-8. If approved, Eagle Academy will use it for grade K-5.

The Science curriculum being used at Eagle Academy is PH.D. Science by Great Minds. If approved, this curriculum will be extended from the third grade to include the 4th and 5th grades. PH.D. Science is an award-winning program. The curriculum is especially effective for low-income, minority students. The Social Studies curriculum is Into Social Studies by Houghton Mifflin. This has been very effective in our K-3 program. The series goes through 8th grade. If approved, Eagle Academy will use this program for the 4th and 5th grades.

Eagle Academy was founded with the belief that all children should learn in a compassionate, nurturing environment. Our academic program is designed to give our students the support, tools, study habits and education necessary for the next phase of their academic pursuits. Our staff, comprised of diverse, caring, and accomplished professionals, implement our mission daily for our students. Eagle Academy prepares our students to function as future leaders and responsible citizens. We give them the tools necessary to support a successful education while at Eagle Academy, and as they transition to the next phase of their academic pursuits.

The addition of the 4th grade and 5th grade will allow students to continue to learn utilizing the staff and supports that Eagle Academy provides to enhance high quality learning. The consistency of our educational programs and well-educated instructional staff will ensure the students have the best opportunity for continuing their educational growth. By staying through the 5th grade, Eagle Academy will provide our students with the stability and support they need to continue to learn at a high level.

Eagle Academy is committed to providing a rigorous and comprehensive education to all students. Our Special Education team is comprised of teachers, resource specialists, aides, paraprofessionals, therapists, and compliance managers. Our team provides a plan to meet the needs of children who learn differently. Eagle Academy offers one of the most comprehensive Special Education programs in the Washington, DC area which began in 2003. It includes: (1) Diagnostic and Prescriptive Evaluations; (2) Individualized Education Programs; (3) Early Childhood Curricula; (4) Related Services which include Occupational, Physical, and Speech Language Therapy; and (5) Behavioral Support and Mental Health Services. Our Special Education Department provides resources, trainings, strategies, documents, and websites to parents to assist with at-home learning. One-on-one support is available as needed on a case- by- case basis. The Department has a full-time Parent Liaison who meets regularly with families to discuss support, planning, emotional well-being, and any additional resources. Allowing special needs children to continue with the therapies and instructional strategies that have helped since they were 3 or 4 years old gives the students a better chance to achieve at the highest level possible.

- b. If a school proposes serving high school grades for the first time, complete the [Graduation Requirements Amendment Application](#).**

NOT APPLICABLE

14. How will you ensure that SWD, ELs, at-risk students, and students who are academically struggling or advanced have access to the curriculum?

- a. What are the methods of instruction for SWD along the full continuum of services, including students who require a partial or full-time separate outside of general education setting?**
We provide Inclusion support, pull-out and push-in services, as well as several self-contained, non-Categorical classrooms., designed to meet the specific needs of the students.
- b. Which language acquisition model¹ will you use to meet the varying needs of students across English proficiency levels? Explain.**

¹ OSSE's *Delivering Education Services to English Learners* can be found at <https://osse.dc.gov/publication/delivering-education-services-english-learners-policies-and-procedures-administrators>. This guide details five program models commonly used in DC: two-day/dual-language bilingual, inclusion/collaborative teaching, content-based EL, newcomer oral language and literacy, and sheltered content.

Upon enrollment, and as a part of the registration process, parents must complete the OSSE Home Language Survey. Based on the responses, all students who are eligible for screening will be assessed within 30 days of the individual's first day of school. Parents will be notified of the results within the first 30 days of the school year or the first two weeks of EL placement if this takes place after the first day of school. The Home Language Survey will be kept on file at the school.

The EL Support Team will assess the student to determine whether any difficulty in speaking, reading, writing, or understanding may deny the student the ability or opportunity:

- To meet the state's proficiency level of achievement (as determined by state and school assessments);
- To effectively attain a course of study standards in the classroom; or
- To participate in school, school-related activities and society in general.

The EL Support Team will administer the English Learners Development Assessment within the first 15 days of enrollment. Parents will be notified by mail of their student's results. If a student's assessment results indicate English Learners proficiency and his/her school records indicate successful participation in the regular curriculum, parents will be notified by means of a letter that the student will not participate in the EL program.

The following assessments will be administered:

- IPT – The Pre-Idea Proficiency Test. The IPT is the language-screening test given to 3-year-olds.
- K-WAPT – Kindergarten-WIDA Assessment Placement Test. K-WAPT is the language-screening test given to kindergarten students.
- W-APT – WIDA-ACCESS Placement Test. W-APT is the language-screening test given to students in grades 1 and higher.

Any student who is identified, as an English Learners will be referred to Eagle Academy Public Charter School's EL Support Team in order to determine appropriate instructional and program placement. EL Support Team members will include the student's parents and the student's teacher. The student's instructional and program placement will address identified needs (which may include native language proficiency, English Learners proficiency, and academic proficiency, and environmental challenges) and establish a course of action to eliminate barriers to achievement.

Each student who is eligible to participate in the EL program will have an Individual Learning Plan (ILP) developed for the individual that addresses identified needs, which may include but is not limited to:

- English Learners proficiency
- Academic experience

- Learning and behavioral factors
- Environmental factors
- Academic data (grades, attendance records, promotion/retention data)
- Classroom observations and anecdotal records by teachers
- Parent interviews (to identify environmental resources and/or barriers)

This ILP will establish a course of action to promote language proficiency and improve academic achievement. On a semiannual basis, Eagle Academy Public Charter School will evaluate and document the progress of each English Learners in English Learners acquisition and academic progress and ensure that any changes to the plan are made based on data and multiple assessments. Monitoring of the student's progress will continue for a minimum of two years after the student exits the program (if they remain enrolled as students of Eagle Academy Public Charter School). The objective for every decision and change is to ensure that students make appropriate gains on assessments and reach the highest possible levels of English Learners and academic proficiency in the shortest time possible.

c. How will the school identify students who may be struggling and would benefit from academic and/or behavioral interventions?

Child Find is administered to all new students within the first 45-60 days of school. In addition, the (SAEBRS) Social, Academic and Emotional Behavior Risk Screener is administered beginning and middle of the school year. The data is analyzed and used in decision making during our MTSS meetings.

15. Describe the staffing plan for the proposed expansion. Include the anticipated number of academic staff, non-academic, special education and EL staff, and mission-specific staff required for each new grade served.

a. How will you attract and retain high-quality staff for the proposed grade expansion?

During the Planning Year (SY2023-2024), Eagle Academy will review its current staffing plan to assess and identify the personnel needs of the LEA as it gets ready to expand to 4th grade in 2024, and to 5th grade in 2025. A well-thought-out staffing plan will help us understand the number and types of employees Eagle Academy will need to accomplish its goals.

The CEO, Deputy CEO for Advancement, Deputy CEO for Education, COO and Director of Special Education, and Director of Human Resources will jointly review and update the current staffing plan. The team will calculate enrollment and trend projections and will project enrollment based on the addition of two grades, one grade per year. Due to unexpected increases or decreases in student population, the staffing plan may not accurately reflect the LEA's opening enrollment. In this case, the CEO and the Director of Human Resources, working jointly with principals, may develop an adjustment to the plan.

b. What professional development will staff receive to implement the curriculum and meet the needs of all students, including SWD, ELs, at-risk students, and students who may be academically struggling or advanced?

Staff will receive 8 days of Pre-Service PDs structured around best practices for Math and Literacy instructions, Unpacking the curriculum and the Common Core Standards, Responsive Classroom and Positive Behavior Intervention Support which together forms the Eagle Academy PRIDE Model (Providing Responsive Interventions for Developmentally Appropriate Expectations). Monthly Professional Developments are designed to meet the needs of staff and students as observed from ongoing observations and student data.

In addition, Early Dismissal Wednesday, provides additional opportunities for small group and individual Instructional Staff support from Instructional Coaches, administrators and Consultants who work with our Instructional Staff.

c. What impact will the grade expansion have on the school's leadership team and reporting structure? If these new grades require the school to hire a new leader, please provide an updated organizational chart and describe the expertise necessary for the role.

The proposed grade expansion will not impact the school's leadership team and reporting structure. The new grades will be under the purview of the current principals. Eagle Academy's senior leadership is highly qualified and fully committed to the success of the students. We strongly believe that ALL children can learn and succeed no matter their circumstances and socio-economic background. We also believe that to create a robust and nurturing learning environment at Eagle Academy, we must invest in our staff through coaching and professional development and give them the necessary tools to provide our students with opportunities for continuous learning.

Joe M. Smith, Ph.D., CEO – As CEO of Eagle Academy Public Charter School, Dr. Smith has implemented programs and systems that moved the school from an operating deficit to a current surplus, while increasing the financial and human resources for classroom instruction; providing support for the LEA to increase the enrollment cap to 920 students; and establishing systems to support the school's education operations. Dr. Smith was a professor of education at the College of New Jersey from 1970 to 2003, where he developed and received \$22.5 million in grants and contracts between 1970 and 1990. Dr. Smith served as Graduate Advisor to the Master of Arts in Teaching program and the Secondary School Principals program. He directed several large grants, e.g., Teacher Corps, Project BUILD (redevelopment of urban high schools), and Alternative Route to Teaching. Dr. Smith's research has been published in Educational Leadership, Peabody Journal of Education, and

Phi Delta Kappa. Dr. Smith has a Doctor of Philosophy degree from the Union Institute and University, and a Master of Arts degree from Rowan University.

Mayra Martinez-Fernandez, MEd - Deputy CEO for Advancement – Ms. Martinez-Fernandez is a highly accomplished and dynamic professional with over 30 years of senior level experience in education, public policy and government relations in the government, nonprofit and private sectors. Mayra has a unique skill set combining keen strategic thinking and problem-solving; political and policy acumen; honed analytical skills; deep understanding of public policy; expertise in local, state, and federal government affairs; extensive school administration and community relations experience; exceptional multicultural sensitivity; and outstanding communication abilities in both Spanish and English. Before working in the education field, Mayra held senior positions in the private sector for eight years at the number one lobbying firm in Washington, DC, Patton Boggs LLP; and in the federal government sector for eight years at the Clinton White House. Mayra has also worked as a government and community relations consultant for a Member of Congress and a Governor. Born and raised in San Juan, Puerto Rico, Mayra obtained a Master of Arts at the University of Wisconsin in Madison, a Certificate in Legislative Studies at Georgetown University, and more recently, a Master of Science in Educational Leadership from Indiana University at Bloomington.

Sabrina O’Gilvie, MEd, Deputy CEO for Education – Mrs. O’Gilvie has been an active educator for approximately 32 years, during which she has taught elementary age students through adult educational institutions. Sabrina joined Eagle Academy in August 2011 as a first-grade teacher during which she nurtured the innate abilities of students and promoted their problem-solving skills. During her tenure at Eagle Academy, Sabrina has served in various roles such as Instructional Coach, Assistant Principal and Principal of the Capitol Riverfront Campus. In this new role, Sabrina oversees the high-quality instructional programs of the schools operated by Eagle Academy, while ensuring that there is equity for all students and stakeholders. Her focus is to ensure that Eagle Academy’s mission is actualized through the educational programs and practices. Sabrina earned her diploma in teaching from St. Joseph’s Teachers’ College, a BA in Linguistics from the University of the West Indies, and a M.Ed. in Special Education from George Mason University.

Trenice Jett-Jones, COO and Director of Special Education – Ms. Jett-Jones joined Eagle Academy in 2003 as a teacher and Special Education Coordinator. Over her time at Eagle Academy, Trenice has developed the Special Education Department into one of the most comprehensive in the District. Currently, Eagle Academy serves students with various exceptionalities, including, but not limited to, developmental delays, autism, and speech-language impairment. Under the guidance of Trenice, students are afforded the opportunity to participate in the general education classrooms as well as receive support outside the classroom. Her team works tirelessly to identify and create effective alternative educational solutions for students who need them. Trenice has also served as an administrator twice, leading Eagle



Academy as Acting Principal. She came to Eagle Academy after six years in the Prince George's County and DC Public School systems. Passionate and resourceful, Trenice has proven the ability to generate, monitor, and preserve a safe learning environment that is flexible and accommodating in design and implementation. She is a dedicated child advocate with a solid focus on the individual needs of every student with different exceptionalities. Trenice has a Master's in teaching and Special Education from Trinity University.

Attachments to this amendment application, including the submitted budget, evidence of community engagement, and curricular samples, can be found at <https://bit.ly/3oMmDxd>.