

MAIANGEL LEADERSHIP ACADEMY

MOTTO: HE WHO DOES NOT KNOW CAN KNOW FROM LEARNING

Executive Summary

Concern among the public, educators, and policymakers about violence, weapons, and drugs on elementary and secondary school campuses, balanced with concern about sending disruptive and potentially dangerous students "out on the streets," has spawned an increased interest in alternative schools and programs (U.S. Department of Education 1996). Many students who, for one reason or another, are not succeeding in regular public schools are being sent to alternative placements. In general, students are referred to alternative schools and programs if they are at risk of education failure, as indicated by poor grades, truancy, disruptive behavior, suspension, pregnancy, or similar factors associated with early withdrawal from school (Paglin and Fager 1997). Few national-level measures are available with respect to features of availability and enrollment in public alternative schools and programs for students at risk of education failure.

Whether students at risk of education failure are able to transfer back to regular schools or successfully graduate from alternative schools and programs may depend in part on the quality of the education and wrap around services they receive. Various factors have been identified as beneficial to at-risk students in alternative education environments, including dedicated and well-trained, emotionally intelligent and culturally competent staff, an effective, culturally responsive curriculum, and a variety of support services provided in collaboration with an array of community-based agencies.

MaiAngel Leadership Academy (MALA) will address academic and social barriers that have disconnected youth from traditional education in an attempt to re-engage and educate them, helping them to attain their high school diploma. MALA plans to open in school year 2013-2014 with 90 students and expand within five years with a capacity of 200 students. MaiAngel Leadership Academy will maintain small class size, connection with the surrounding community and organizations, familial involvement and rigorous course material. Necessary steps will be taken to ensure students and families that a MALA school experience shatters the notion that young people that have been disconnected cannot achieve at high levels, given another chance. Students will be given ample school and community-based support to aid in the development of their entire student.

MaiAngel Leadership Academy seeks to bring the Diploma Plus Model, an unconventional framework into a city that is plagued with high drop out rates, juvenile arrests and teen pregnancy. Understanding that the young people MALA targets are fragile and delicate, we have adopted a model that has proven national success with this very population, in cities with the population needing the same intervention.

Proposed Plans

Educational Plan

Despite the various reforms that have been introduced to address dropout rates, a substantial amount of young people continue to exit the K-12 public school system without a diploma (Bloom, Thompson, Ivry 2010:5). This epidemic is especially prevalent in large cities, like Washington, D.C. According to Brookings, forty-three percent (43%) of the students entering the 2008 9th grade did not graduate in 2011, indicating a growing number of under-educated disconnected youth in D.C.

Truancy rates in the District also speak to the striking number of under-educated disconnected youth in Washington, D.C. A student is defined as truant if he or she is under 18 years old, has been a member of the school for 25 days or more and has accumulated 15 or more unexcused absences from that school. (Brookings, October 2011). In the 2009-2010 school year, 48% of the 7846 enrolled in DC Public High Schools were reported as truant. Schools like, Dunbar, Spingarn and Eastern had rates above 60%. In fact, according to the 2009 DC AYA Report on Disconnected Youth, of the approximately 7200 African-American youth in D.C. between the ages of 16-24 with less than a four year degree, almost forty (40) percent are neither in school nor working. Thus, thousands of disconnected youth are in D.C. without jobs, a high-school diploma or GED.

There is no question that dropping out of high school can prevent a young person from successfully transitioning to adulthood and becoming a productive citizen. There is a need for a dynamic system of “second-chance” programs to help reconnect dropouts and place them on a path to further education and labor market success (Epstein et.al 2003). These programs must recapture the young people on the margins who have dropped out but, with support, have the potential to graduate and even earn a postsecondary education. (Bloom, Thompson, Ivry 2010).

MaiAngel Leadership Academy will be that institution. MaiAngel Leadership Academy is designed to serve the educational needs of disconnected young people, between the ages of 16 and 21, who have been unsuccessful in the traditional K-12 school system. The Academy will not be promoted as a punitive measure. Instead, it will successfully mitigate and transform the social, economic and psychological barriers that prevented our students from being successful in their previous educational programs. Through the use of culturally competent staff and a culturally-relevant curriculum, MaiAngel Leadership Academy will cultivate the growth, development and transformation of high-risk youth in Washington, DC, by teaching the youth practical skills that both encourage high achievement and development into productive, functional citizens of the District. To facilitate this goal, the school will only enroll 50 new students a year, in order to maintain small classroom sizes and ensure each student receives the support they need to benefit from the MaiAngel Leadership Academy curriculum.

Educational Needs of the Target Population

For many disconnected youth, navigating against negative peer pressure and anti-social group behavior (such as participation in gang and crew activity) is the first obstacle to their transformation into high achievers. MALA will use its leadership development program to begin deconstructing the crew/gang mentality and promote the benefits of positive peer group relationships. The Academy will use group activities and team-building exercises to enhance healthy peer-to-peer relationships. In addition, instruction will be based in youth development and social justice ideology as a means to reinforce students' social growth at home and at school.

Our goal is to make MaiAngel Leadership Academy a haven for student development and expression. As such neutrality in its location is key. For several years MaiAngel has led outreach efforts and developed youth violence prevention initiatives in Washington, DC. Based on this experience, we understand the need for identifying a neutral site for the MaiAngel Leadership Academy in order to provide a safe space with minimal risk for gang/crew-based violence. The territorial conflicts impose "real" boundaries on our youth population that could disrupt the strength of the foundation and create avoidable limitations. Thus, our Academy will not only be placed in a neutral location, but include culturally competent staff prepared to address issues related to gang/crew-activity and related home-life concerns that could otherwise disturb the school environment.

We expect our students to be plagued with various psychosocial and socio-economic issues including cyclic poverty stemming from incarceration and under-education. However, at MaiAngel Academy students will learn to own their struggles and create solutions within their educational plan. Dysfunctional family backgrounds; high degrees of adult/and or familial responsibilities; personal and psychological issues and disjointed and disrupted educational histories will no longer be considered risk factors, but strengths. Through a culturally relevant curriculum, MaiAngel Academy will help the students to recognize that the skill-sets that helped them to persevere, adapt, lead and become resourceful in their personal lives can equally be used to achieve academic success. Unlike traditional school environments, MaiAngel intends to partner academic instruction with real-life simulations that can help students to remain engaged and witness the practical applications of their lesson plans.

The schools capacity to foster student transformation is embedded in the paradigms that will govern our schools pedagogy and practice.

Mission and Philosophy

MaiAngel Leadership Academy's mission is to provide a rigorous, innovate and relevant educational program for the re-engagement of disconnected and high-risk youth.

In the words of Ralph Waldo Emerson: "Those who cannot tell what they desire or expect, still sigh and struggle with indefinite thoughts and vast wishes." We believe this to be a true reflection of the plight of our students. Most people would argue that students who dropout of school chose not to do well in traditional schools. MALA's position is that these students would have seized the opportunity to achieve had they had the support necessary to figure out what they want from life.

MaiAngel Leadership Academy believes that the social, emotional, psychological and physical trauma experienced by the target youth population causes their disengagement from school. MaiAngel Leadership Academy believes that the violence and other anti-social behaviors often associated with disconnected youth are indicative of a demographic plagued by cyclical poverty and underserved by traditional programs and systems. And, MaiAngel Leadership Academy believes that addressing the trauma through (a) an innovative learning environment and (b) targeted programs facilitated by culturally competent staff will meet the psychosocial needs of this population and foster high educational achievement.

MaiAngel Leadership Academy represents a second chance. MALA is a theoretical second chance for youth who will experience an opportunity to learn and thrive in a place where teachers and staff are socially aware are effective practitioners who cater to multiple intelligences, plan differentiated instruction and build on the strengths of youth's urban lifestyle experiences. Based on the following principles, MALA will provide its students an opportunity to actualize dreams, ask questions and transcend their circumstance in a safe, nurturing space:

1. **"Connectivity is essential for sustained engagement and education.** MaiAngel defines connectivity as the ability to assess the risk factors of the most deeply disconnected youth and develop culturally appropriate strategy. Understanding the triggers, systems and codes of the target population able effective communication and trust building. It is then through this evolving practice that a practitioner becomes "connected".
2. **A theoretical approach must ground the practice of transforming the psycho-social development of high risk youth; and**
3. **Implementing high quality, culturally competent curriculum is essential for producing positive outcomes.**

MaiAngel Leadership Academy is a place for the children that have been left behind. Our students are those that, in the past, may have been forgotten or uninspired. Through practical application of subject matter, culturally responsive and emotionally intelligent staff, and a curriculum adapted for the specific population, MALA's students will excel at high levels. This is will be place where dreams are no longer deferred, but defined.

Educational Focus

Successful educational attainment for disconnected and high-risk youth populations is based in the ability to implement innovative and cultural responsive practice to restore a belief in personal efficacy and achievement damaged from experienced trauma and societal apathy. At the foundation of this process is the ability for practitioners to use cultural competency to build rapport with the students and eventually motivate the students to disengage from anti-social behaviors and, in alternative, participate as citizens.

MALA will enable students to receive their academic instruction and high school diplomas through the Diploma Plus framework. To increase learning, achievement and personal power for this population, we intend to:

- Place an authentic focus on the youth by collaborating with each student to establish his or her own educational goals which are clarified in their educational action plan and thus rise the level of personal investment and accountability
- Maintain small class sizes that realistically fosters enhanced student and teacher engagement
- Capitalize on a small general student body population to create multiple opportunities for consistent whole school community building activity and events which further stimulates connectivity to peers and supportive adults
- Implement a performance-based curriculum that acknowledges multiple learning styles and multiple ways for students to demonstrate learning.
- Modified school day schedule that aligns with a traditional work day and respects that these students require time to adjust to adhering to schedules, starting school later increases the likelihood of on time arrival, reduced truancy and prepares youth for academic and social engagement
- Integration of practical/ life skills in every subject area to make learning relevant and connected to self-empowerment

We expect MALA to reach its enrollment in the first year due to the projected number of students needing this type of school option. The school will maintain a low enrollment to ensure youth receive essential support services administered with optimal quality assurance. Maintaining small teacher to student ratios as well as low caseloads for social work and other mental health/behavioral staff is imperative to the successful daily operations of the school.

The program is designed to allow students to gain 24 credits through a competency based approach with the goal of transitioning participants to the work force; secondary educational institutions; and partner youth development programs. Youth will be engaged Monday – Friday from 10-5pm.

Alternative school models that use a competency-based approaches rather than seat time are often severely constrained by policies that rely on the Carnegie unit and other time-based system elements. Competency-based approaches offer an alternative by

redesigning the education system around learning and student success.

Diploma Plus works to expedite student learning for those most at risk of aging-out of the K–12 system. In a competency-based system, students earn credits by demonstrating proficiency through the use of standards, core academic and holistic competencies independent of time. Students may take a little or as much time as needed to master content and may resubmit their work if they are not initially successful.

In addition to a progressive system that allows seat time waivers, an infrastructure will be in place to support the pedagogy to be successful.

- Diagnostic, standards-based Intake assessment (most use Scantron Performance Series or NWEA MAAP) to determine students' initial attainment of standard to determine phase placement.
- Ability to give students an incomplete grade if they have not finished the course at the end of the term.
- Competency-based tracking system (DPnet)
- Standards aligned competencies (DP Competencies)
- Teachers trained to support students in multiple phases of development in a class
- Allowance for students to do independent or guided study to complete unfinished courses or to advance ahead of the class.

MaiAngel Leadership Academy, will serve as a vital organization in reconnecting disconnected youth. Through a focus on the highest risk population, the program is uniquely positioned to transform community culture. Furthermore, we will achieve results and greater accountability by utilizing an outcome driven approach and collaborative practice.

Goals

While described more fully below, MALA's school performance goals include the following:

School Performance Goals

- Provide an effective educational program for high-risk and disconnected student populations.
- Create an effective professional learning community for educators and staff working in non-traditional educational environments.
- Create a positive school culture that is sensitive to socio-emotional and psychological needs of the student population while encouraging high performance and personal development.
- Successfully implement the Diploma Plus framework to ensure effective learning and instruction.
- Complete Special Needs Assessments (SNA) and have Individualized Education Program (IEP) written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services.
- Maintain an active Family, Teacher, Student and Community Association (FTSCA) to ensure full inclusion of stakeholders in the operations and growth of the school.
- Cultivate resources to aid in student achievement and instructional improvement.

Leadership Goals

- Use emotional intelligent competencies to cultivate a professional learning community Principals will collect, analyze, and use data to identify school needs.
- Use data to identify and plan for needed changes in the instructional program.
- Implement and monitor a school improvement plan.
- Use systems thinking to establish a clear focus on attaining student achievement goals.

Student Academic Performance Goals

- Demonstrate strong and consistent improvement on the DC-CAS, or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics.
- Students' average test scores on the DC-CAS will meet or exceed Adequate Yearly Progress (AYP) goals as mandated by the No Child Left Behind Act.
- Graduate with at least a 9th grade proficiency in math and reading.
- Graduate with a high school diploma and a concrete transition plan.
- Obtain a greater appreciation for local and international communities as evidenced through community mobilizing efforts.
- Enhance self-efficacy and sufficiency through the leadership development, mentoring, and recreation and arts programs.

Student Non-Academic Goals

- Develop a transitional plan that will enhance post-secondary preparation.

- Be assessed to determine personal assets and service needs in order to appropriately address non-academic barriers to education.
- All special needs students will be evaluated and have an IEP written within 90 days of being identified.
- Make a commitment to a positive school culture and demonstrate personal transformation as they progress through school.
- Attend school regularly.

School Performance Outcomes: Logic Model

<p align="center">Outcomes (Changes expected to occur that are related to the goal)</p>	<p align="center">Activities (Actions that will be taken to achieve the outcome)</p>	<p align="center">Outputs (Measurable, tangible, and direct products or results expected from the activities)</p>	<p align="center">Indicators/Tools (Evidence of achieving the outcome)</p>
<p>School will provide an effective educational program for high-risk and disconnected student populations.</p>	<ul style="list-style-type: none"> • Development of a rigorous and culturally responsive academic curriculum • Implementation of strong student supports to mitigate non-academic barriers. • School will successfully implement the Diploma Plus curriculum to ensure effective blended learning. • The school will complete Special Needs Assessments and have Individualized Education Program written for every known classified student by September 15 of each year in preparation for the annual enrollment audit and to enable students to get appropriate services. • All students will develop a transitional plan that will enhance post-secondary preparation. • All students will be assessed to determine their personal assets and service needs in order to appropriately address non-academic barriers to education. 	<ul style="list-style-type: none"> • Heightened preparation and acceptance to post-secondary program and employment opportunities • Differentiated Instruction for students with special needs and learning styles. 	<ul style="list-style-type: none"> • Students will demonstrate strong and consistent improvement on the DC-CAS, or other district-wide assessment, in Reading, English/Language Arts, Writing and Mathematics. • Students’ average test scores on the DC-CAS will meet or exceed Adequate Yearly Progress (AYP) goals as mandated by the No Child Left Behind Act. • All students will graduate with at least a 9th grade proficiency in math and reading. • Students will graduate with a high school diploma and a concrete transition plan.

<p>School will create an effective professional learning community for educators and staff working in non-traditional educational environments.</p>	<ul style="list-style-type: none"> • Regular PD for teachers and staff that supports increased capacity to implement effective instructional best practice and enhanced cultural competencies 	<ul style="list-style-type: none"> • Clear, concise and relevant lesson plans • High teacher: teacher and teacher: student rapport 	<ul style="list-style-type: none"> • Applyemotional intelligence competencies • Teachers exceeding expectations for instruction • Effective collaborative planning instruction
<p>School will create a positive school culture that is sensitive to socio-emotional and psychological needs of the student population while encouraging high performance and personal development.</p>	<ul style="list-style-type: none"> • Implementation of Student Conduct Policies • Integration of community and parental supports to aid with non-academic development 	<ul style="list-style-type: none"> • Students will have a greater appreciation for local and international communities as evidenced through community mobilizing efforts. • Students will enhance self-efficacy and sufficiency through the leadership development, mentoring, and recreation and arts programs. 	<ul style="list-style-type: none"> • Signed Conduct Pledges from every student • High participation from students, families and community in school events and activities. • High student daily attendance • Minimal student infractions of the student conduct code
<p>The school will maintain an active Family, Teacher, Student and Community engagement to ensure full inclusion of stakeholders in the operations and growth of the school.</p>	<ul style="list-style-type: none"> • Monthly FTSCA Meetings • Development of a student government association • Community-based events • Home Visits 	<ul style="list-style-type: none"> • Parent, Student and Community induced changes and immersion into the school organization. 	<ul style="list-style-type: none"> • Strong Attendance at FTSCA meetings. • Participation of students in the student government association.
<p>MALA will cultivate resources to aid in student achievement and instructional improvement.</p>	<ul style="list-style-type: none"> • Organize fundraising activities throughout the year • Leverage private/public partnerships 	<ul style="list-style-type: none"> • Increased partnerships with the school • Increased school budget • Increased tools and resources for students and staff. 	<ul style="list-style-type: none"> • Increased student achievement • Increased teacher performance

<p>Leadership will commit to ensuring the high performance of students, staff by creating a data- driven, and collaborative educational plan.</p>	<ul style="list-style-type: none"> • See explanation written below chart. 	<ul style="list-style-type: none"> • Collaborative problem solving and open communication • Data that identifies school needs • Data that identifies and plans needed changes in 	<ul style="list-style-type: none"> • High individual student achievement on formal and informal assessments • High school performance as measured by AYP goals • High student retention and promotion
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Leadership Performance Outcomes: Activities

School Leadership will use emotional intelligent competencies to cultivate a professional learning community. In a school setting, the work involved in teaching and learning is a human endeavor, “but the organizational conditions sometimes blunt or wear down educators’ good intentions and actually prevent the use of effective practices” (Leithwood, et al., 2004, p. 9). This condition makes the emotional task of the leader paramount:

Quite simply, in any human group the leader has maximal power to sway everyone’s emotions. If people’s emotions are pushed toward the range of enthusiasm, performance can soar; if people are driven toward rancor and anxiety, they will be thrown off stride. (Goleman, Boyatzis & McKee, 2002, p. 5)

Hence, the school culture can be a by-product of how the leader’s behavior affects interpersonal relationships and mechanisms to surmount challenges. A school leader’s emotional disposition influences others. Managing one’s emotions in the schools is associated with defined rituals and routines (Zins & Greenberg, 2007). Synergy is elicited when leaders are thoughtful about behaviors while executing professional related tasks, understanding that responsibility to those tasks are connected to students’ learning and achievement.

Because learning is an essential quality for human growth, engaging adults who work in schools to behave with common purpose to maximize human capacity will facilitate learning in the school community (Huffman & Hipp, 2003). When individuals’ values align with expected behavior, their motivation to perform, especially to teach and learn, is enhanced. In order to motivate individuals to exhibit behaviors consistent with the common purpose, “the person you want to influence must perceive that his or her values will be best served if he or she behaves in the manner you want” (Dwyer, 1996, p. 16). Shared values and vision are attributes in professional learning communities that focus members on the behavioral norms that guide a host of effective practices. The school leader has the responsibility to influence others to coalesce around common values. School leaders who demonstrate emotional intelligence competencies are attuned to how they manage self and others to create school climates that will enhance learning outcomes for students, professional growth for teachers, increases in parent partnerships, and that can harness community partners as added social capital (Boyatzis & McKee, 2005; Huffman & Hipp 2003).

School Leadership:

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Demonstrates effective group-process and consensus-building skills in school improvement efforts
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, families, students, and community members
- Recognizes and celebrates the contributions of school community members to school improvement efforts
- Nurtures and develops the leadership capabilities of others
- Evaluates the collaborative skills of staff and supports needs with staff development

Collecting, analyzing and using data to identify school needs

Conducting data analysis is essential to a continuous school improvement plan and process. Data by cultivating a PLC, the school leader structures time for teachers to collaborate to map the curriculum, connect experiential activities, integrate technology or the arts, create common assessment, and use data to inform decisions to ensure that students' skills attainment is proficient or advanced.

The school leadership will solicit the input from major stakeholders (teachers, administrators, families, and students) to ensure that all perceptions and attitudes are represented in this process.

The School Leadership:

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in a school-wide effort
- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Evaluates the assessment competencies of teachers and supports gaps with staff development

Uses a variety of tools including technology to organize and analyze data **Using data to identify and plan for needed changes in the instructional program**

Stephen R. Covey in *The Seven Habits of Highly Effective People* reminds us, "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction." Principals lead their school through the process of identifying school improvement goals and objectives in alignment with school district and state standards, and by determining strategies that will promote goal attainment. Strategies are an enormous investment of resources (both time and money), so schools need to be rigorous in their evaluation and selection of school improvement strategies to ensure a wise investment. Principals also need to build the capacity of their staff to implement strategies by identifying staff needs and providing appropriate staff development opportunities.

The School Leadership:

- Ensures that the school improvement plan is based on data analysis and problem clarification
- Facilitates the development of an improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated
- Identifies with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies
- Ensures that the school improvement plan has identified activities to support strategies, milestones to assess progress toward goals, staff development to support staff needs and staff responsible for each implementation step
- Ensures that assessment, curriculum, and instruction are aligned
- Provides opportunities for staff to learn about research-based strategies that address the identified problem(s)
- Provides opportunities for staff to seek successful strategies data from similar schools that have outperformed them

Implementing and monitoring the school improvement plan

Even clearly stated curricular goals will lose their potential to drive the efforts of a school if no effort is made to collect and analyze accurate information about student achievement that is reflective of those goals. In most organizations, what gets monitored gets done. Staff learns what Principals value by observing what they pay attention to. Paying attention to the core values and priority goals of the school is the most important way for leaders to communicate effectively. When a school devotes considerable time and effort to the continual assessment of a particular condition or outcome, it notifies all members that the condition or outcome is considered important. Conversely, inattention to monitoring a particular factor in a school indicates that it is less than essential; regardless of how often its importance is verbalized.

The School Leadership:

- Facilitates the development of a calendar of all school improvement activities and ensures that the calendar is shared and reviewed regularly
- Establishes a regular, predictable process to track the impact improvement efforts have on student achievement
- Closely monitors the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students
- Continuously collects and utilizes data to inform instructional decisions at the building and classroom level and provide academic interventions for individual and groups of students
- Uses a variety of tools including technology to monitor progress
- Recognizes successes of key players
- Facilitates the use of data to continuously evaluate and revise the school improvement plan
- Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities
- Uses regularly scheduled time with staff (e.g. staff meeting, team time, in service time) to monitor, communicate, and provide staff development for school improvement efforts
- Supports staff in making the instructional changes necessary to support school improvement efforts

Using systems thinking to establish a clear focus on attaining student achievement goals

Schools are notorious for having an expansive list of priorities that change frequently, are monitored infrequently, and leave the teacher without a clear sense of what is important for them to emphasize in their classrooms. Effective Principals understand the importance of focus and help ensure that all parts of the school community are aware of and in alignment with the school's improvement efforts to improve student learning. They understand that all parts of the school and school district system are interconnected and that it is critical to align school goals with district and state standards and goals.

The allocation of time is one of the truest tests of what is really important in any organization. The time devoted to an issue on both the annual calendar and within the daily schedule of an organization tells its people what is really valued. All resources need to be managed in alignment with student achievement goals. Successful Principals keep the focus on school improvement efforts and align time, money, and staff development opportunities with the improvement goals.

The School Leadership:

- Aligns all school resources with school improvement priorities
- Aligns school improvement goals, classroom instruction, and classroom / school assessment
- Identifies key processes that impact results

- Identifies performance measures and indicators that link key instructional processes to instructional goals
- Communicates with decision makers outside the school
- Ensures that school goals are aligned to school district goals
- Helps inform district planning by articulating school needs

Charter School Curriculum

MaiAngel Leadership Academy will utilize the Diploma Plus Framework to devise the Charter School Curriculum. Upon receipt of the charter, MaiAngel Leadership Academy will begin the curriculum planning process. During the planning year we will work with Diploma Plus and a curriculum development team to develop curriculum maps by performance level and core content area. The map and mapping process is not static. Teachers and academic specialists will be required to review and/or revise them in their planning sessions.

Curriculum Development Timetable 2012-2013	
October-November 2012	Curriculum frameworks finalized and maps for each level (9-12) completed.
January-February 2013	Pacing guides with daily objectives and planned assessments (both formative and summative) by grade (9-12) and of course to be offered (eg. Algebra, Spanish and Biology). Finalize textbook and other supplemental materials and educational software plans
May-June 2013	Finalize lesson plan template and prepare lesson plans for first month of school for each course being offered. Design summative benchmarks for each semester.
July-August 2013	Training for all teachers on use and aligning of standards to curriculum materials by grade and course; PD for teachers on instructional methods chosen by school

Diploma Plus “Common Core Standards Initiative” “Performance Based System Guide” will address the following sections:

- Student Learning Standards
- Resources and Instructional Materials
- Methods of Instruction
- Students Progress and Achievement
- Students with Exceptional Ne

English Language Learners

MALA support for English Language learners will be similar to the approaches taken to support students who need additional academic support. The schools individualized program is conducive to ensuring that ESL students achieve and do not feel segregated from their peers. MALA will implement the following strategies to enhance ESL instruction:

- Professional Development around the second language acquisition process
- Addressing diversity head on and the challenges associated with a multi-cultural environment.
- Infusing students' culture of origin into the language curriculum in a thought-provoking and planned manner
- Provision of explicit instruction on verbal and nonverbal communication; and differentiation between conversational and academic language.
- Engagement of students' families to support in reinforcing English language development.

MALA will assess ESL student's proficiency regularly. MALA will adopt the World Class Instructional Design and Assessment tools to assess ELS students. Because MALA is planning for a low enrollment of ESL students, we will use DCPS Office of Bilingual Education to support in the provision of specialized instruction for students with high needs of ESL instruction.

Strategies for Providing Intensive Academic Support

Skills Development And Self-Advocacy

Supportive, yet empowering, the first year a student attends MALA is specially designed to assist learners with who enroll substantially below grade level in reading and mathematics. The three-step program focuses on developing course-related learning strategies, self-advocacy skills, and self-confidence for first year students.

MALA recognizes that the first year of high school is a year of transition for previously disconnected or disengaged students. The need for independence and self-confidence must be balanced with the development of successful strategies for learning and self-advocacy.

Transition Is A Process

Enrolled students learn that transitioning into a rigorous academic lifestyle is a three- step process. Success in this environment includes skill development, life skills workshops, in addition to advocacy, and finally gaining independence.

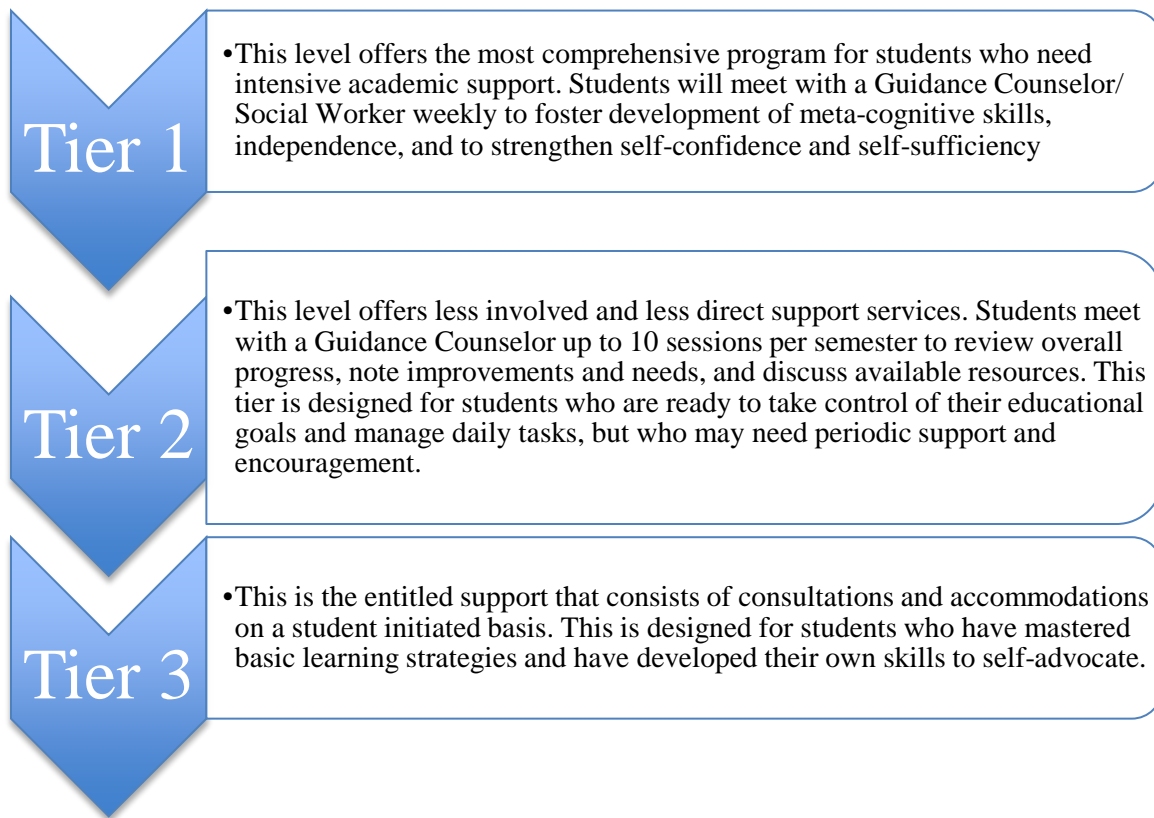
Support during the first year will conform to the needs of each student, including structured one to one assistance. Students will meet individually and in small groups with a Guidance Counselor who will design a program of strategies to meet their specific needs. The Guidance Counselor and other Academic Skills staff will act as advocates for the student in the first year, and mentor students as they develop self-advocacy skills.

Program Features

- Life skills workshops
- Time management
- Organizational strategies
- Memory strategies
- Note-taking strategies
- Test-taking strategies
- Personal development skills
- Self-esteem
- Stress and anxiety
- Self-advocacy

Toward the end of the first year, support becomes less intense as students learn to achieve a level of independence for their specific needs. As students matriculate through the first year, staff will continue services and accommodations as needed.

Transition is a Process: Program Tiers



Student Performance

Gateway Measures

Refer to pages 6 – 11 in the Performance Based System Guide.

Leading Indicators

Attendance will be a significant challenge for the MaiAngel Leadership Academy. The social, emotional, psychological and academic issues faced by these students must be appropriately addressed and nurtured to ensure high attendance.

MALA will institute five strategies to ensure student attendance and retention:

1. Hiring staff with an emphasis on emotional intelligence and cultural competence.

Hiring staff that want to be engaged with the targeted population is essential to the success of the school. A high emotional intelligence (EI) will enhance the staff's capacity to educate and create a positive learning environment. High EI competencies also will enable staff to broker authentic relationships between staff and students. These relationships will be based on realistic and attainable expectations for what are the mutual responsibilities between educator and student, adult and child and teacher and learner.

2. Family as the extension of the learning experience

Students do better in school and in life when their families are engaged in their education. We understand, however, that many of our students will come from broken homes or have strained familial relationships. Thus, MALA will allow students to define family and will not limit the definition to parents or blood relatives. This will assist each student in being able to comfortably create his or her own support network, without the pressure of labels (such as "parent").

Family engagement contributes to a range of positive student outcomes, including improved student achievement, decreased disciplinary issues, and improved family-student and teacher-student relationships. Emerging evidence also suggests that family engagement can have important benefits for the inner-functioning of schools, including school staff having higher expectations for students, more shared ownership and trust across their faculty, and, ultimately, stronger school performance. Understanding that a large portion of our students will be a parent themselves, it will be extremely important that we provide opportunities to grow and develop familial relationships.

Some strategies that will be implemented to foster family involvement are:

- Put a culturally relevant "Question of the Week" on the school website and social media sites to encourage communication between students and their families.

- Encourage teachers to assign homework that requires talking with someone at home or in their family.
- Involve families in goal setting for the students to help promote working as a team.
- Set up a homework hotline where families can call to get forgotten or missed assignments.
- Create a “Wall of Fame” to highlight family volunteers.
- Create flexible scheduling for school-family interactions so all families have an opportunity to participate in formal and informal school activities.
- Host a “Take Your Family to School Week” with special activities throughout the week.
- Organize a “community scavenger hunt” for families to get to know local resources.
- Survey families to find out what connections they have to community groups and organizations.
- Have “MALA in your neighborhood” meetings where school leadership and staff host events and meetings where students live.

3. Utilization of social media and Smart technology as a means to engage students, staff and families.

Various social media sites will be used to provide alternative means of communication and learning:

- Professional Development - Teachers and staff will use Twitter and other sites to stay on top of trends and culturally relevant news
- MALA engagement – Staff will setup professional Facebook pages for each class to post assignments and course material
- Communication - Staff member will use Twitter or other social media sites to engage students in live Q&A

4. Comprehensive Intake and Assessment Process

MALA will assess all students within their first 60 days of enrollment in order to determine the academic and non-academic challenges student face. MALA will utilize an intake assessment to provide objective measurement of academic levels, skills levels, personal assets and service needs for each participant. The intake process will include collection and review of psychological assessments, IEPs, report cards and other data on student performance. This process will also include devising the Individual Service Strategy (ISS) through identifying measurable goals and outcomes. Students will be re-assessed every 90 days.

5. Aggressive Student Attendance Policy

The Dean of Students, Counselors, Outreach and Engagement Coordinator and Special Education team will be key in monitoring the ISS plan and IEP goals. Regular meetings

to discuss students displaying risk factors for disengagement will be a part of the school culture. Students who have low achievement academically and/or are underperforming their ISS or IEP goals will be flagged and an intervention plan will be developed. Close monitoring of student performance and engagement of student supports will be vital to reformation and preventing complete disengagement.

The Outreach and Engagement Coordinator will be responsible for developing and implementing a specific and tailored attendance strategy to combat any issues with severe truancy and absenteeism. Once issues are identified, the Outreach and Engagement Coordinator will provide an initial assessment of the student's needs and refer to either the school's Licensed Clinical Social worker or a community-based organization for case management.

MaiAngel will implement the following attendance policy:

- I. Students absent **one day** will be notified by phone call.
- II. Students absent **two days** will be notified by a letter and phone call.
- III. Students absent **four days** will be notified by face to face contact of their attendance status and required to participate in an attendance conference with their guidance counselor, families, relevant stakeholders and dean of students. Constant outreach will continue until school staff has made face- to -face contact with student or guardian and resources to aid youth enroll in alternative school placement has been provided or youth has been re-engaged.
- IV. Students absent **30 days** will be removed from the roster. Students will be notified by letter and by phone. Students will be allowed to re-enroll immediately in accordance with the re-enrollment policy.

Making Up Assignments

Each student must make arrangements with his/her instructor to obtain make-up assignments for absences. The instructor will establish firm guide and time lines for each individual case. MALA will also implement a No Failure policy which allows students to test and re-test as many times as possible within a school year in order to bring up a failing grade on a quiz or exam.

Re-Enrollment

Students who have disengaged from MALA and want to enroll may do so at any point in the school year. A conference will be had with the students' supports, relevant stakeholders, the Dean of Students, Counselors and the Special Education team to review and renew the ISS and IEP (as needed). The student will be placed on an intervention plan and closely monitored.

Attendance Recording

Attendance will be recorded and collected at the beginning of each class period. Attendance will be aggregated daily. Students who were absent will be notified in accordance with the attendance policy.

Student Retention

MALA will use its modified schedule as the key incentive for student retention. The school day will begin at 10am and end at 5pm. Furthermore, students will have significant input in the development of extra-curricular activities and the overall school culture. Utilization of their voice will lead to increased student buy-in and retention. Inclusion of families and community partners will also aid in promoting retention.

Support for Learning

Family Involvement

After their peers, the second strongest force within a youth's sphere of influence often is the youth's family and community based supports. MALA will integrate an aggressive parent outreach program to engage the families of the participants. Through home visits and monthly meetings, families and familial supports will be informed of the student's progress and be supported in developing strategies to improve family-child relationships. MALA's focus on the non-academic barriers of our students will also support in addressing some of the socio-emotional barriers to healthy familial relationships. Additionally, MaiAngel will use engagement activities and ceremonies as a means to have families demonstrate their support of their child's efforts and accomplishments.

MALA's school leaders will work with families/families to implement workshops. Families will serve on the Board of Directors and will also have a voice in our annual school-wide evaluations. A Family, Teacher, Student and Community Association will be developed to increase parental involvement. The Principals, Guidance Counselor and Social Workers will work with the FTSCA to develop workshops for the families and community. Community partners, families and staff will lead workshops. The workshops will be held bi-monthly during weekday evenings or weekends depending on the need of the parent community.

Some of the workshops will be centered on:

- Goal setting and attainment
- Building strong familial relationships
- Parenting
- Understanding your child's academic challenges
- The importance of attendance

In keeping with MALA's mission to provide high quality education to students that have been disconnected from education, we also will ensure that our school leaders and staff

are properly trained. Training in Youth Development, Emotional Intelligence, and Restorative Justice will be mandatory for staff and available to each student's family. This training provides an understanding of and strategy for dealing with the layers of socio-emotional issues prevalent in high risk and court involved youth.

Community Participation

As further described below, MALA will partner with community-based organizations to enhance extracurricular programming and student supports. Students will be exposed to a range of opportunities to support academic achievement and skill building in preparation for increased self-sufficiency. MaiAngel will use its Board of Trustees to develop strong public and private partnerships and investment in the school. In addition, the Restorative Justice component of our curriculum will assist youth in fostering strong community-based relationships and new role models within the communities they live.

MaiAngel will use the following mechanisms to enhance student's connectivity to employment, post-secondary education and advanced training:

1. Employment

MALA will provide each student with a professional mentor that will encourage youth engagement in the workforce. The professional mentor will be related to the students' professional goals as identified in the ISS Plan. Extra-curricular activities engaging youth's mentors will support the enhancement of the rapport. Youth will also be required to visit their mentors on the work-sites on some half-days.

The youth's collegiate mentor along with the Guidance Counselor will assist in developing aspirations for further educational and personal development. Every student will have a collegiate mentor despite his or her aspirations post graduation.

2. Electives

MALA will utilize partnerships with community based organizations as well as universities throughout the District of Columbia to facilitate instruction of the elective courses. Some of the elective courses that may be offered are:

- Street Law- Georgetown University and American University Law Schools
- Literacy and Writing- Words, Beats and Life Inc. and Free Minds
- Environmental Education- Earth Conservation Corps
- Workforce/Job Readiness- Online Certification Program

3. Post- Secondary Education

MALA will seek a partnership with University of the District of Columbia as well as the Community College of the District of Columbia (CCDC) to be able to easily link young

people to college experiences and allow them to obtain college credits. It is our goal for students to graduate MALA with a high school diploma as well as a credential from CCDC or college credits from UDC or CCDC.

Exposure to post-secondary education is an integral component of the Leadership Academy. MALA will conduct several workshops to prepare all participants for college. Working closely with the MALA Leadership Team and the Guidance Counselor, all students will have completed 3 college applications, application for Financial Aid and a general scholarship application. These workshops will ultimately prepare youth for a Spring College Tour. The college tour will not only expose students to higher education but also enable them to further develop their relationship with their collegiate mentor. Instead of a traditional tour, the students will shadow their collegiate mentor to gain a primary perspective on college life and the long-term benefits. MALA will further support the growth of the mentor/mentee relationship by encouraging students to use social networking and email to maintain communication.

4. Seminars

Seminars will provide participants with exposure to a range of issues to prepare youth for the workforce and post secondary education. MALA will rely on community-based partners like Dream Works, Free Minds, Kid Power and DC Lawyers for Youth to provide interactive presentations and stimulate youth interest in transitioning into productive citizens. There will also be an opportunity for school staff as well as students to lead seminars. At minimum there will be 1 seminar a month. A seminar can range from a visit to their professional mentor's worksite to mock interviews, lectures and field trips. Pre and post assessments will be used to determine the knowledge gained and value of the seminar.

5. Global Citizenship

MALA will teach youth the importance of global citizenship. Appreciation for diversity and other cultures will be cultivated through seminars and the academic program. Youth will also participate in cross-fertilizing activities with partner organizations to bridge communication locally, nationally and internationally.

MALA also will seek partnerships with local agencies to sponsor Alternative Spring Break programs where young people can travel locally and abroad to foster service and lifelong learning experiences.

School Organization and Culture

MALA posits that an essential component of the academic achievement of students in low-performing schools is to enhance the teacher's capacity to develop the entire child. Enriching teachers ability to identify the socio-emotional cues in students that cause underachievement and disengagement is the first step in ensuring student success. Once achieved, teachers will be able to adopt pedagogy that is responsive to students' social,

cultural and emotional self. The theory of culturally responsive pedagogy supports this claim by postulating that "discontinuities between the school and low-income students and students of color is an important factor of their low academic achievement. Furthermore, that the academic achievement of these students will increase if schools and teaching are changed so that they reflect and draw on their cultural and language strengths" (Gay, 2000).

Second in the process of transforming school culture is to cultivate the school leader's 'emotional intelligence(EI). When school leaders exert emotional intelligence competencies associated within the four domains of self-awareness, self-management, social awareness, and relationship management (Goleman, Boyatzis, & McKee, 2002), they have the capacity to be catalysts for change. Leaders who are confident will confront issues that impede the adoption of effective practices, will initiate approaches that are consistent with common values, will be attentive to others' views, and will inspire everyone to collaborate in teams (Shields & Ramsey, 2006).

Third is the physical space and aesthetics of the school as a conduit for educational achievement and interpersonal connectivity. An aesthetic which provides architectural experiences for the senses in its proportions, scale, rhythm, light, materials, odors and colors, appeals to senses of the body and our emotional life. Ensuring that the aforementioned conditions are sought, created and maintained is a critical contributor to the school's climate and culture.

This aesthetic also includes the demand of sustainability and a good indoor climate. Healthy and lasting materials that among other things, ensure a good indoor climate so that the students do not get headaches. Or a good light which makes it possible to read a text without strain. And the temperature should be at a level where the body can relax. Not too cold in the winter or too hot in the summer.

Buildings Influence Our Ability to Learn

Buildings and the sense impressions that we get from the surroundings influence our emotional life and ability to learn. Consequently, school buildings provide experiences that influence the activities, communication, social gathering and well-being of the pupils and teachers. This applies to the entity of the building as well as each single room.

Several pedagogics regard the influence of the room as an important aspect of the pedagogical work. For instance, the Reggio Emilia pedagogic describes the room as the third pedagogue, and many schools are working with types of learning where sounds, light, temperature and order of the learning room are important.

Schools with an aesthetic quality will give the students an aesthetic awareness which will make them appreciate quality in their physical surroundings in the future. Therefore, the architecture of the school can contribute to an aesthetic development of the children. Buildings of high quality also signal to the students that the school or the educational institution is an important place. That society regards the school or educational institution as important. And hereby signal to the students that they are important.

The expectation is for students to meet these expectations across all settings. Students are rewarded for exhibiting these behaviors on a daily, weekly and monthly basis. The daily and weekly reward will include verbal acknowledgement and positive reinforcement. On a monthly basis, class-wide and school-wide incentives will be implemented.

A MALA Classroom

MALA expects that classrooms be spaces that are highly interactive. Classes will be full of positive energy and reciprocal communication. Technology will be used to facilitate discussions and assignments that reflect current events as well as student culture. MALA's tailored curriculum will allow for integration of multimedia and field experiences that link competencies to standards and utilize Bloom's Taxonomy to target varied learning styles.

Fully aware of the monotony of traditional schools and the impracticality of lessons, MALA seeks to take students beyond the classroom and experience learning in ways that are influenced by students and teachers. For example:

- A lesson in history may include intergenerational conversations with seniors at local nursing homes and community centers in which students get first hand accounts of prior events and defining moments in history.
- A math lesson could include working with culinary staff to devise a menu of pastries and snack to be sold in a school wide bake sale. Students will raise money for an event or cause that the students choose. Students will have to measure and bake as well as budget when spending and pricing items.

Our teachers, staff and students will be pushed to think creatively and with our specific student population in mind. The goal of instruction is to move beyond teaching to tests but teaching for meaning, application and understanding.

Extracurricular Activities

MALA will develop a Student Government Association (SGA) that will be responsible for surveying students and assessing student interest. The results of the data they collect will be used to guide the development of clubs, sports, recreation and extracurricular activities that focus on the development of leadership skills, healthy lifestyle habits, and entrance into the work force.

Safety, Order, and Student Discipline

The Code of Conduct will be a cornerstone of the MALA learning environment. The Code will define behavioral expectations and discipline policies, focusing on behavioral traits that are keys to success in school and life, e.g., responsibility, perseverance, respect, kindness, honesty, citizenship, courage, self-discipline and fairness. Expectations for appropriate conduct will be taught by relating student actions to character virtues as found in history, literature, performing and visual arts and other disciplines. All families/guardians and students will have to agree to abide by the code before acceptance

to MALA. The code will be based in a Restorative Justice Framework.

A restorative approach in a school shifts the emphasis from managing behavior to focusing on the building, nurturing and repairing of relationships. Schools need relationship management policies, which consider everyone's needs and responsibilities towards each other, rather than behavior management policies. Behavior management policies tend to focus only on the behavior of young people and the imposition of sanctions has the potential to harm the crucial adult/student relationships on which good teaching and learning depend.

Traditionally the response to conflicts between students or to unacceptable behavior has been:

- What happened?
- Who is to blame?
- What is the appropriate response to deter and possibly punish those at fault, so they will not do the same thing again?

We have not found this approach to be successful with MALA's target population because this approach (a) does not take into account the needs of those who have been harmed or distressed by the wrongdoing (b) does not take into account the desirability of repairing relationships between people who are still likely to be seeing each other regularly in their community and at school and (c) focuses on punishment instead of restoration.

MALA intends to use a restorative approach to address conflict or wrongdoing at the school. A restorative approach involves asking four key questions:

- Who has been affected by what has happened?
- What can be done to make things better for all concerned?
- How can we ensure that everyone involved gets a chance to tell their side of the story and hear everyone's perspective?
- What can be learnt so something like this can be avoided in the future?

This approach is based on the notion that people need to take responsibility for the impact of their behavior on other people and that the consequences of harmful (i.e. upsetting/distressing/disruptive/destructive) behavior are damaged relationships and disconnected people. Emerging research emphasizes the importance of connectedness for young people and how it can be a major factor in preventing destructive and anti-social behavior. Restorative responses are focused on healing the disconnections between people wherever possible.

An important restorative belief is that the people best placed to resolve a conflict or a problem are the people involved, and that imposed solutions are less effective, less educative and possibly less likely to be honored. Engaging in a restorative approach to conflict often requires certain attitudes and skills:

- A willingness to listen to others' perspectives on a situation and suspend the notion that there is only one way of looking at something.
- An ability to listen to the feelings and needs behind others' words, especially if these words are offensive, hurtful or accusatory.
- An ability to be in touch with one's own feelings and needs so that these can be expressed in a way that gets heard and understood by others.
- A commitment to giving everyone a voice and to respecting the contributions made even though this is a time consuming process.
- A belief that hearing all sides is a worthwhile and ultimately a time saving approach as people gradually learn these processes for themselves.

We believe this approach will be especially benefited for our student population as we aim to help them own their responsibilities and reintegrate with the community.

Peer Mediation/Conflict Resolution

Students will be provided an opportunity to receive mediation training and to volunteer to serve as peer mediators under trained professional staff supervision. This program promotes student leadership, facilitation skills, and to the resolution of peer related disagreements in a collaborative way that respects the rights of all individuals.

Parental/Familial Communication

MALA shall send copies of correspondence and reports initiated by the school and relevant to the student to the familial persons identified by the student on the enrollment form. The materials which shall be provided are: reports of the student's academic progress; reports of the student's emotional and physical health; notices of school initiated family-teacher conferences; notices of major school sponsored events; copies of the school calendar.

The Special Education Department of MaiAngel Leadership Academy will offer all students with exceptional characteristics a broad range of programs and services.

Students with Disabilities Behavior Intervention Policy

MALA will develop a family-teacher advisory committee. This committee will devise policy and procedures on the use of behavioral interventions for students with disabilities still in line with the Restorative Justice Framework. A fundamental principle of this policy is that non-aversive or positive interventions designed to develop and strengthen desirable behaviors should be used to the maximum extent possible and are preferable to the use of aversive and more restrictive interventions. The use of positive interventions is consistent with the educational goals of enhancing students' academic, social and personal growth. While positive approaches alone may not always succeed in controlling extremely inappropriate behavior, the use of more restrictive procedures should always be considered to be temporary and approached with caution and restraint. The use of restrictive interventions should maintain respect for the individual student's dignity and personal privacy and adhere to professionally accepted treatment practices.

All of the procedural protections available to students with disabilities and their families

or guardians under the Individuals with Disabilities Act, including notice and consent, opportunity for participation in meetings, and right to appeal, will be observed when implementing and/or developing behavioral interventions.

MALA's Student Conduct Policy

MALA's student conduct policies will address the following:

Possession, Use, and/or Sale of Drugs and Weapons Including Look-a-Likes

Possession means having any knowledge of, and any control over, an item. Control includes, but is not limited to, having access to an item in a school locker, personal effects, a vehicle, or other place where the item is located. It is not necessary that a student intend to control the item. A student may acquire knowledge of an item visually, by being told about the item, or through other sensory perception. A student's knowledge will be determined based on the surrounding circumstance, not just the student's statements. For example, "forgetting" that an item is in one's locker, personal effects, or vehicle does not constitute lack of knowledge. Also, for example, coming onto school grounds or to a school-sponsored event in a vehicle, which the student knows contains an illicit item, constitutes possession of that item. Students and families may be offered options other than the usual suspension/expulsion for students who are in violation of this policy.

Dangerous Weapons

Possession, use, control or transfer of any object which may be used to cause bodily harm, including weapons, knives, guns, firearms, rifles, shotguns, brass knuckles, Billy clubs, —look-alikes thereof, explosives, or other weapons or dangerous instruments shall be prohibited on school buses, in school buildings, on school grounds, at all school-sponsored activities or events, and at all activities or events which bear a reasonable relationship to school at all times.

“Weapon” is defined as the possession, use, control, or transfer of any object which may be used to cause bodily harm, including, but not limited to, the following: firearms, guns, knives, rifles, shotguns, pistols, starter pistols, brass knuckles, Billy-clubs, explosive devices, incendiary devices, poison devices, destructive devices, bomb, grenade, rocket, missile, mine, any substance which is designed or intended to be used in any weapon, firearm mufflers, firearm silencers, and any such —look-alikes.¶ In addition, items such as baseball bats, pipes, bottles, locks, sticks, pencils, ice picks, screw drivers, and pens and other such items may be considered weapons if used or attempted to be used to cause bodily harm.

Drug Abuse

Non-medical use of drugs is hazardous to the health of students. The illicit use, possession or distribution of drugs or look-alike drugs and drug paraphernalia is not permitted on school buses, in school buildings or on school grounds at any time. This policy extends to all school sponsored and related activities as well as field trips and athletic and music trips, whether held before or after school, evenings or weekends. Students shall not be permitted to attend school when they are under the influence of

illicit drugs. For the purpose of this policy, students who are under such influence shall be treated in the same manner as though they had drugs in their possession.

Substance Abuse Policy

MALA will not tolerate intake, possession, sale or distribution of any controlled substance on school property or at any school related activity. All offenders will be subject to the following procedures:

- If a student is suspected to be in possession of any controlled substance, that student will be referred to the Dean of Students' Office. If a student is suspected to be under the influence of a controlled substance, the student will be referred to the Health Service Office or a community-based Substance Abuse assistance provider for first aid and for nurse's advice. The student's health and safety are of primary concern and will be attended to as needed.
- The student will be afforded the opportunity to answer the school's charges.
- The student's parent/guardians and/or local law enforcement authority will be notified with a possible arrest resulting.
- Based on the standard of reasonable suspicion, school officials may search the student's locker and other possessions.
- If any controlled substance or paraphernalia is discovered on the student or in his/her possession, such paraphernalia will be confiscated.
- If a student has been suspended under this policy, the student and his/her families/guardians will be notified and suspension may result.
- The student and his/her family will be strongly encouraged to enroll in a community-based substance abuse assessment and treatment program (to be paid for at their own expense).

The above policy procedures will be followed during the individual student's high school career.

NOTE: A controlled substance includes alcohol, illicit drugs, over-the-counter and prescribed medication that produce physiological and/or psychological changes.

Vandalism or Property Damage

Property damage hurts all of us and, in a very real sense, represents a self-inflicted wound to our school body. If a student should accidentally cause damage, the damage should be reported at once. In cases of genuine accidents reported promptly, the student will not be required to make restitution.

Physical or Verbal Assault

Physical or verbal assault, including the use of foul or derogatory language or violent horseplay, upon any student, visitor or school employee will not be tolerated, nor will possession of any weapon or explosive device (including fireworks). Disobedience, disrespect, or open defiance of proper authority will not be permitted.

Cheating

Cheating harms the person who practices it. The student who cheats is both the offender

and the victim. If a student is caught cheating, the teacher will collect the work involved, mark it an “F” and must complete a new, different assignment in order to obtain credit.

Theft

Theft of school, student, and faculty or staff property will not be tolerated.

Fire drills

Fire drills will be held at regular intervals throughout the school year. The first drill will be announced; all subsequent ones will be unannounced. Students will be made familiar with the instructions posted in each classroom that indicate the direction to take upon leaving the classroom as well as the stairway and exit to use. Students will be taught to take these drills seriously, walk quickly to their designated areas outside the building, and will, at all times, be out of the way of moving vehicles. Students will not be allowed back into the building until the “all-clear” signal is given. In case of inclement weather, when DCPS is closed, MALA will also be closed.

Hazing/Harassment/Intimidation/ Bullying/Menacing Policy

The Board is committed to providing a positive and productive learning and working environment. To this end, hazing, harassment, intimidation, menacing or bullying by students is strictly prohibited and shall not be tolerated in this school.

Dress Code

A dress code is designed to promote a neat appearance of both the student and the school. Additionally, it is designed to teach standards of appropriate dress make our students easily identifiable both in and outside of the school building and eliminate one of a multitude of distractions in a school setting. In order to facilitate compliance, the code includes a variety of options as well as provisions for required movement classes or potentially dirty work related to putting on performances. In general, no hats are to be worn inside the building. At all times, students must look neat and have their shoes tied. Occasional free-dress days will be announced and publicized as scheduled.

Gangs/Crews and Gang/Crew-Related Activities

The presence of or student involvement in gangs/crew or gang/crew-related activities on school grounds, while school is in session or at school-related events, including the display of gang symbols or paraphernalia, is strictly prohibited. MALA staff will be in communication with community partners, government agencies and re-entry specialists to stay abreast of the climate of gang/crew related conflicts that may potentially affect students.

Investigation/Discipline

All complaints about behavior that may violate this policy shall be promptly investigated. Any student that feels he/she has been a victim of hazing, harassment, intimidation, bullying or menacing in violation of this policy shall immediately report his/her concerns to the Dean of Students, who shall have overall responsibility for all investigations. This report may be made anonymously. A student/family member may also report concerns to a teacher, counselor, principal or other administrator who will be responsible for

notifying the Dean of Students.

Student, Family & Team Conference

In instances where behavioral concerns need to be addressed there will be an opportunity for Student, Family & Team Conferences. These conferences will include the student(s) affected, family members as well as school staff (as necessary). This will be a forum for issues to be discussed openly, honestly and in confidence.

SUMMARY OF STUDENT CONDUCT CODE

Behavior	Definition	Examples of Consequences
Academic Dishonesty	Cheating, copying, or sharing answers or assignments, plagiarism.	Student, Family & Team Conference and no credit on assignment/ exam.
Alcohol or Drugs (possession or use)	Having possession or being under the influence of drugs, drug paraphernalia, or alcohol on school grounds or at student activities. This includes over-the-counter stimulants or depressants that produce a physiological change.	Student, Family & Team Conference, possible alcohol or drug evaluation and counseling, confiscation of paraphernalia
Arson or Attempted Arson	Attempting to or starting an unauthorized fire.	Student, Family & Team Conference, removal from class.
Assault/Battery (Fighting)	Verbal or physical abuse toward students or staff members.	Student, Family & Team Conference
Bullying	Acts of intimidation, which force students or staff to act against their values or wishes.	Student, Family & Team Conference, student conference/mediation
Cafeteria Disturbance	Throwing things and/or inappropriate behavior in or about the cafeteria.	Family notification by phone
Class Disturbance	Inappropriate classroom behavior or disruption of the learning atmosphere.	Student, Family & Team Conference, removal from class.
Counterfeiting	Reproducing any treasury plates or attempts at look-alike forms or documents.	Student, Family & Team Conference
Display of Affection	Display of affection other than hand-holding (includes kissing, fondling, and excessive displays).	Student, Family & Team Conference.
Drug Sales or Distribution	Attempted trafficking, aiding, abetting, concealing, or assisting in the distribution of any controlled substance such as narcotics, drugs, alcohol, or look-alikes.	Student, Family & Team Conference and/ or suspension, and confiscation of paraphernalia
Fireworks (possession or use)	Possession or use of any explosive material, including stink bombs.	Student, Family & Team Conference and confiscation of explosive materials.

Forgery and/or Possession of School Forms	Forging signatures and/or possession of school forms.	Student, Family & Team Conference and/or suspension.
Gang, Crew, Cult Activity or Tagging	Recruitment for gang/crew/cult membership, representation of membership, intimidation, tagging activities (etching, spray-painting, etc.) or any gathering that disrupts the educational process is not allowed.	Student, Family & Team Conference, student conference/mediation
Inappropriate or Unsafe Behavior	Includes, but is not limited to, unsafe acts while at any school related function or on school transportation.	Parent conference or student conference
Prescription Drugs (possession or abuse)	Possession or use of prescription drugs or over-the-counter drugs during school hours is prohibited. Medication must be held in the Nurse's Office and dispensed by a nurse.	Student, Family & Team Conference, confiscation of paraphernalia
Profanity/Obscene Language	Use of profanity, obscene language, gestures, or derogatory remarks.	Student, Family & Team Conference
Smoking/Paraphernalia	Smoking tobacco or drugs on or around school property or at school activities, or possessing smoking paraphernalia.	Student, Family & Team Conference and confiscation of paraphernalia
Theft	Students caught stealing or in possession of stolen property.	Student, Family & Team Conference, possible restitution
Vandalism	Willful or malicious destruction of school property.	Parent conference, clean up duty
Verbal Abuse and/or Physical Confrontation	Verbal or physical harassment by a student directed at anyone on school property or at a school related activity.	Student, Family & Team Conference

Violence	Use of violence, force, noise, threats, or other intimidation tactics toward anyone, or urging other students to engage in such conduct.	Student, Family & Team Conference
Weapons (sale, possession, use or distribution)	Possession of any type of weapon, look-alike, or item used as a weapon.	Student, Family & Team Conference, student conference, confiscation of weapon(s)
Academic Dishonesty	Cheating, copying, or sharing answers or assignments, plagiarism.	Student, Family & Team Conference and no credit on assignment/ exam.
Alcohol or Drugs (possession or use)	Having possession or being under the influence of drugs, drug paraphernalia, or alcohol on school grounds or at student activities. This includes over-the-counter stimulants or depressants that produce a physiological change.	Student, Family & Team Conference, possible alcohol or drug evaluation and counseling, confiscation of paraphernalia
Arson or Attempted Arson	Attempting to or starting an unauthorized fire.	Student, Family & Team Conference, removal from class.
Assault/Battery (Fighting)	Verbal or physical abuse toward students or staff members.	Student, Family & Team Conference
Bullying	Acts of intimidation, which force students or staff to act against their values or wishes.	Student, Family & Team Conference, student conference/mediation
Cafeteria Disturbance	Throwing things and/or inappropriate behavior in or about the cafeteria.	Family notification by phone
Class Disturbance	Inappropriate classroom behavior or disruption of the learning atmosphere.	Student, Family & Team Conference, removal from class.
Counterfeiting	Reproducing any treasury plates or attempts at look-alike forms or documents.	Student, Family & Team Conference
Display of Affection	Display of affection other than hand-holding (includes kissing, fondling, and excessive displays).	Student, Family & Team Conference.

Drug Sales or Distribution	Attempted trafficking, aiding, abetting, concealing, or assisting in the distribution of any controlled substance such as narcotics, drugs, alcohol, or look-alikes.	Student, Family & Team Conference and/ or suspension, and confiscation of paraphernalia
Fireworks (possession or use)	Possession or use of any explosive material, including stink bombs.	Student, Family & Team Conference and confiscation of explosive materials.
Forgery and/or Possession of School Forms	Forging signatures and/or possession of school forms.	Student, Family & Team Conference and/or suspension.
Gang, Crew, Cult Activity or Tagging	Recruitment for gang/crew/cult membership, representation of membership, intimidation, tagging activities (etching, spray-painting, etc.) or any gathering that disrupts the educational process is not allowed.	Student, Family & Team Conference, student conference/mediation
Inappropriate or Unsafe Behavior	Includes, but is not limited to, unsafe acts while at any school related function or on school transportation.	Student, Family & Team Conference or student conference
Prescription Drugs (possession or abuse)	Possession or use of prescription drugs or over-the-counter drugs during school hours is prohibited. Medication must be held in the Nurse's Office and dispensed by a nurse.	Student, Family & Team Conference, confiscation of paraphernalia
Profanity/Obscene Language	Use of profanity, obscene language, gestures, or derogatory remarks.	Student, Family & Team Conference
Smoking/Paraphernalia	Smoking tobacco or drugs on or around school property or at school activities, or possessing smoking paraphernalia.	Student, Family & Team Conference and confiscation of paraphernalia
Theft	Students caught stealing or in possession of stolen property.	Student, Family & Team Conference, possible restitution

Vandalism	Willful or malicious destruction of school property.	Student, Family & Team Conference, clean up duty
Verbal Abuse and/or Physical Confrontation	Verbal or physical harassment by a student directed at anyone on school property or at a school related activity.	Student, Family & Team Conference
Violence	Use of violence, force, noise, threats, or other intimidation tactics toward anyone, or urging other students to engage in such conduct.	Student, Family & Team Conference
Weapons (sale, possession, use or distribution)	Possession of any type of weapon, look-alike, or item used as a weapon.	Student, Family & Team Conference, student conference, confiscation of weapon(s)

Professional Development for Teachers, Administrators, and Other School Staff

Developing a Professional Learning Communities while also cultivating teachers and staffs emotional intelligence competencies will facilitate cultural responsive policy and practices for overall school improvement.

Socio-Emotional Professional Development

MALA believes that quality professional development has the power to increase educators' knowledge of academic content and teaching skills while changing what educators believe about student learning and how they interact with students. It is our intent to provide positive, powerful and consistent professional development to create a paradigm shift in schools via teachers understanding of the social, emotional, cognitive component of a whole student. All adults and students will be engaged in learning.

Effective professional development programs view all participants as important contributors and provide them with a sense of ownership. While at the same time, collaboration builds a sense of collegiality, belonging, learning culture, and self-respect (Wong, 2004). When planning and implementation is thoughtful, professional development can have a significant positive impact on teachers' classroom performance (Darling-Hammond, 2000; Wenglinsky, 2002) and classroom management (McNeely, Nonnemaker, & Blum, 2002).

MALA has adopted the Vermont Department of Education's Guide for Increasing the Effectiveness of Professional Development in Schools and Districts, April 2011. Effective professional development depends upon the quality of planning, implementation and evaluation. Presented clearly within this guide, planning, implementation and evaluation associated with research-based information, tools and worksheets are available for developing a relevant professional development plan, which, ensures thoughtful implementation, and evaluates results at each participating school. The researched based information and processes in the guide align with current trends in educator learning, change, and organizational development.

Research has shown educator quality to be the most important influence upon student achievement. As stated, high quality, professional development is essential to increase educators' knowledge, skills, attitudes and beliefs so that they may enable all students to learn at high levels. Professional development that is most effective in improving educator practice is results-oriented, data driven, constructivist in nature and job embedded. Newmann, King, and Young (2000) assert that what affects student achievement most is instructional quality and that improvements in instructional quality require both promoting teacher learning and developing school capacity.

MALA in partnership with each school's leadership team is committed to providing on-going professional development for its participating schools in the following areas:

- Effective Utilization of Data
- Culturally Responsive Pedagogy

- Effective Youth Development Best Practice
- Emotional Intelligence

Emotional Intelligence

Enhancing MALA's teachers and staff's emotional intelligence will be necessary to improving and ensuring effective teaching practice. *Emotional Intelligence* is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, relationship management, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation. (Boyatzis, 1982; Goleman, 1995, 1998). Emotionally intelligent leaders use competencies to guide members of the school community to develop such a community, which can lead to greater productivity and results. *Competencies* are a capabilities or abilities. They are a set of related but different behaviors organized around an underlying construct, which is intent. The behaviors are alternate manifestations of the intent, as appropriate in various situations (Boyatzis, 2008, p. 6).

- *Self Awareness*¹ is observed when a person exhibits deep understanding about his or her own emotions, strengths, weaknesses, values, and motives.
- *Self-Management* is observed when a person exhibits self-control, mental clarity, and concentrated energy that contributes to positive feelings in others and crafts an environment of trust, comfort, and fairness.
- *Social Awareness* is observed when a person listens, empathizes with other people's perspectives, is optimistic, thoughtful, and attuned to historical issues, informal structures, or unspoken rules in the organization.
- *Relationship Management* is observed when a person exhibits persuasive skills¹, manages conflicts, and encourages consistent cooperative collaboration.

Professional Learning Communities, PLC's

It is our priority to support MALA's teachers and staff in all endeavors, as they are responsible for creating the social, emotional and cognitive paradigm shift in students to strive for excellence. It is imperative that the school's organizational structure focuses on continuous improvement and promotes emotional intelligent competencies as the method for creating effective human relationships. Positioning human behavior within a professional learning community as a mechanism for transforming schoolholds promise for delivering enduring learning for all members of the school community (Darling-Hammond, 1996; DuFour, 1998; Hord, 1997; Morrissey, 2000; Newmann & Wehlage, 1995). Emotionally intelligent leaders use competencies to guide members of the school community to develop such a community, which can lead to greater productivity and results.

¹ The four emotional intelligence domains are taken from: Goleman, D. Boyatzis, R & McKee, A. (2002) *Primal leadership realizing the power of emotional intelligence*. Boston, MA: Harvard Business Press.

² The six professional learning community dimensions are taken from: Bumpers Huffman, J. & Kiefer Hipp, K. (2003). *Reculturing schools as professional learning communities*. Lanham, MD. Scarecrow Education.

Professional learning communities are characterized by teachers' and administrators' shared values and vision, collective collaboration within an inquiry stance that explicitly evaluates initiatives for improved student learning, professional development aligned for continual learning toward attainable time-bound goals, collegiality fostered through mutual respect, and a climate of trust (DuFour & Eaker, 1998; Huffman & Hipp, 2003; Shields & Ramsey, 2006).

Professional learning communities can potentially provide a lasting alternative for overall school improvement and increase student learning and achievement. Because people not products drive attributes of professional learning communities, the curriculum and other resources used for instructing students become secondary to the systematic social approaches that support learning. People are at the heart of professional learning communities. When adults in the school begin to explore their values, beliefs, and assumptions about learning; openly confront ineffective behaviors; and coalesce around a collective consciousness of consistent collaboration and shared decision making; a professional learning community is created that serves the intentions of early thinkers in education and addresses the critical demands pervasive in public education today.

- *Professional Learning Communities* are characterized by shared mission, vision, and values; collective inquiry and collaborative teams; an orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results (DuFour & Eaker, 1998, pp. 25-29).
- *Supportive and Shared Leadership*² relates to school leaders and teachers participating democratically in power, authority, and decision-making. This attribute fosters leadership among staff.
- *Shared Values and Vision* focuses on student learning and school improvement. The school leader and staff support norms that guide undeviating behaviors and decisions about teaching and learning.
- *Collective Learning and Application* involves staff at all levels sharing information and working collaboratively to plan, solve problems, and enhance learning opportunities. New knowledge, skills and strategies are implemented into practice.
- *Shared Personal Practice* includes peers visiting each other's classrooms to observe and offer encouragement and providing feedback on instructional practices that assist in student achievement and increase individual and organizational capacity.

DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Olivier, D. F., Hipp, K. K., & Huffman, J. B. (2003). Assessing and analyzing schools as PLCs. In K. K. Hipp & J. B. Huffman (Eds.). *Professional learning communities: Purposeful Actions, Positive Results*. Lanham, MD: Rowman & Littlefield.

- *Supportive Conditions-Relationship* promotes collegiality, trust, and respect, norms of critical inquiry and improvement, and positive caring relationships among students, teachers, and school leaders.
- *Supportive Conditions-Structures* includes systems that enable colleagues to share common plans through master scheduling options, to monitor student-enrollment-size-to-personnel ratio, to ensure the proximity of staff to one another, and to develop effective mechanisms for communication.

These descriptions are comparable to others' theoretical views on professional learning communities and serves as a definition of their characteristics. Members of these communities become more flexible as they shift from privatized practice to collaboration, and they are more open to divergent perspectives when decisions focus on common ends and yield desired results.

Structure of the School Day and School Year

The MALA school day will begin at 9am for teachers and staff and 10am for students. Teachers will be engaged in professional development exercises to promote the efficacy of the school's professional learning community. Teachers will also use the time to prepare for instruction. The school will become open to students at 9:30am. Period one will begin at 10am. Lunch will be served between 12pm and 1pm. Students will also have the opportunity to participate in independent study or teacher supported activities. On Friday's when there is advisory, students will participate in seminars prepared by community-based organizations. The students will also be released half-day for professional development. At 5pm when the school day ends, the students can participate in extra-curricular activities. FSTCA and parent conferences will also be scheduled at that time.

The MALA school year will have 195 days. The breakdown of the semesters and advisories will dependent upon the school's ability to use a competency-based approach rather than seat time. Competency-based approaches offer an alternative by redesigning the education system around learning and student success.

Daily Hours of Operation

	Monday	Tuesday	Wednesday	Thursday	Friday	Friday (Modified)
9am – 10am	Professional Development: Lesson Planning and PLC Efforts					
10am – 11am	Period I	Period I	Period I	Period I	Period I	Advisory
11am – 12pm	Period II	Period II	Period II	Period II	Period II	
12pm – 1pm	Lunch and Independent Study					
1pm – 2pm	Period III	Period III	Period III	Period III	Period III	Half Day for Professional Development
2pm – 3pm	Period IV	Period IV	Period IV	Period IV	Period IV	
3pm – 4pm	Period V	Period V	Period V	Period V	Period V	
4pm – 5pm	Period VI	Period VI	Period VI	Period VI	Period VI	
5pm – 6pm	Extra-curricular Activities					
5pm – 8pm	Parent- Teacher Conferences/ FTSCA Meetings (As Scheduled)					

Daily Academic Schedule

	Period 1 10am -11am	Period 2 11am-12pm	Period 3 1pm-2pm	Period 4 2pm-3pm	Period 5 3pm-4pm	Period 6 4pm-5pm
Math	X	PLANNING	X	X	X	X
English	PLANNING	X	X	X	X	X
Science	X	X	PLANNING	X	X	X
Social Studies	X	X	X	X	X	PLANNING
Elective	X	X	X	PLANNING	X	X
Elective	X	X	X	X	PLANNING	X

Schedule designed to support 90 students. MALA will increase the number of teachers and modify the schedule to support increased student populations.

July 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2013						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	*14	*15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jul. 16, 18, 23 & 25 Diploma Plus PD

Aug. 6, 8, 20 & 22
Diploma Plus PD

Sept. 3 All Teachers report

Sept. 4 Classes begin (FULL DAY)

Sept. 5 No School

Nov. 14& 15 Parent Teacher
Conferences

Nov. 28& 29 Thanksgiving Holiday
Break

Dec. 23-Jan. 3 Winter Break

Jan. 20 MLK Jr. Birthday Observance

Apr. 14-Apr. 21 Spring Break

May 26 Memorial Day

June 30- Summer Break Begins

Number of School Days

September-19

October-23

November-19

December-15

January-19

February- 20

March-21

April-16

May-21

June-20

193 Total School Days

Legend:

	Closed to Students (Staff must attend)
Closed	Closed for staff and students
	Half Day for students
*123	Parent-Teacher Conference
	Professional Development

January 2014						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2014						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2014						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Business Plan

Planning and Establishment

MaiAngel Leadership Academy will be operated under MaiAngel Inc. (501c3). The founding members currently manage MaiAngel LLC. MaiAngel LLC is a for-profit corporation. The organization was established in September 2009. The organization has contracts with the Children Youth Investment Trust. East of the River Clergy Police Community Partnership partners with MaiAngel LLC to establish and operate a General Education Program in Deanwood. MaiAngel LLC is also a member of the Region 1 Lead Entity to provide educational support to youth committed to DYRS.

MaiAngel LLC is an organization dedicated to uplifting community and supporting in the development of high risk youth ages 14-24. MaiAngel fulfills a unique role as liaison between school, family and agency. Our ability to connect the most uninspired and underserved young people makes our support of these young people meaningful and impactful. MaiAngel LLC serves as advocates, technical assistance consultants and direct service providers. It is the corporation's philosophy that collaborative partnership is essential for long term and sustainable change. High-risk youth populations living in impoverished urban communities do not exist within a vacuum; therefore, influencing their support systems will impact on their future as well as the social and economic development of the local and global community.

MaiAngel LLC will dissolve at the receipt of our non-profit status. All of our educational programming will be merged under the umbrella of the non-profit.

Profile of the Founding Group

Maia Shanklin Roberts and Angel Anderson are the founding members of MaiAngel Leadership Academy. Both founders are native Washingtonians and products of the DC Public School System. Our passion for youth advocacy and community organizing has prompted further study and engagement with programs within the field. Angel Anderson obtained a Masters from Howard University in Counseling Psychology, where she also received her Bachelor's in Psychology in 2008. Maia Shanklin Roberts received her Bachelor's in Urban Studies from Stanford University in 2007 and is currently a Juris Doctorate Candidate at American University. She has also taken coursework in the University of Maryland's Masters in Community Planning Program.

MaiAngel's diverse experiences and background give us significant perspective on the particular needs of the target population. Maia and Angel have over seven years experience working with disconnected youth and high-risk families. We have done significant research and have been trained to work specifically with highly disadvantaged youth. Our experience within the fields of education, youth development programming and gang violence intervention span the following:

Educational Support and Program Development

- Education Coordinator for Life Deeds Independent Living Program for DYRS youth.
- ABE/GED Program at Deanwood Recreation Center supporting disengaged and court involved youth.
- Educational placement and academic support service provider to youth committed to DYRS under the Region One Lead Entity
- Educational advocacy for special needs youth in Washington, DC
- Curriculum and content standards Developer for the Empowering Center in Washington, DC.
- Educator for See Forever Foundation at New Beginnings Youth Center
- Educator and Curriculum Developer for Peaceoholics, Inc.

Crew/Gang Violence Intervention

- Outreach Coordinator and Strategist for the Coordinating Council on the Youth Violence Prevention
- Youth Violence Prevention Strategist for the Deanwood Recreation Center Project; the Trinidad Violence Intervention Program; and the Bruce Monroe Violence Intervention Program
- Auxiliary Member of the Comprehensive Homicide Elimination Taskforce
- Contributor to the Responding to Gang, Crew and Youth Violence in the School of Columbia: A Blueprint for Action Report
- US Delegate to Denmark to train on issues surrounding Immigration and Marginalized Youth

Youth Development

- Group Facilitator in various DCPS High School for The Young Women's Project

Workforce Development

- Job Coordinator and for Facilitating Leadership in Youth
- Summer Youth Employment Coordinator for Peaceoholics, Inc.

Contact Information for Founding Members

Angel Anderson



Maia Shanklin Roberts



MALA has eleven board members. Their backgrounds represent an array of interests and professional accomplishments.

- Dr. Sharia Shanklin, Ed.D (Chairman)

Dr. Shanklin is a native of California who moved to the District of Columbia upon graduating from the University of California Los Angeles (UCLA) . It was there that she received her Bachelor of Arts in Psychology and her teaching credential. Dr. Shanklin

attended Howard University to pursue graduate work, receiving a Master of Education degree of Educational Psychology to further nurture her desire to be immersed in the field of education. Dr. Shanklin's quest for lifelong learning and great educational attainment propelled her into a doctoral program at the University of Pennsylvania where she received her Ed.d in Educational and Organizational Leadership.

Dr Shanklin published a professional work in 2009, Professional Learning Communities, People Leading Change. Dr. Shanklin has received a myriad of awards and recognition. Some of her most notable were; Achieved exceeding score, Interstate School Leaders Licensure Consortium assessment for District of Columbia of Public Schools (2005), the Fulbright Teacher Exchange Fellowship (2000), and being awarded Migrant Education Grant, District of Columbia Public Schools Transitory Services (1999)

A committed visionary strategicplanner, specializing in organizational leadership, school administration, school psychology and teaching with twenty-nine years of experience. Utilize relationship management approaches to develop supportive organizational conditions that increase shared personal practice and collegiality. Knowledgeable of current educational trends and policy, interpret curriculum to design courses of instruction and policy to formulate short and long-range goals.

- Dr. Jamie Ballard III, Ph.d

Dr. Ballard III has extensive clinical experience working with urban children, youth, and their parent(s) and families of various ethnicities via individual, group, and family therapeutic services, and within a variety of work settings: their homes, private practice, juvenile facilities, residential treatment facilities, group homes, shelter houses, middle and high alternative/non-public day schools (e.g., youth classified as being learning disabled, emotionally disturbed, Other Health Impaired, etc.), MR settings (e.g., youth/adults diagnosed with mental retardation), and community support centers.

Over the course of 20 years, Dr. Ballard III has provided therapy, counseling, and psycho-educational training; has conducted numerous clinical psychological and psycho-educational assessments and written consequent reports; has conducted research on racial socialization and its impact on the expression of delinquent behaviors with African-American and Jamaican youth (males); has presented as an expert nationally on cultural competence and sensitivity with therapeutic programming for African-American youth and internationally on racial socialization with African-American and Jamaican youth and their families; and is published in the area of examining the cultural factors in disruptive behaviors with the aforementioned population. Dr. Ballard III has also conducted numerous professional development in-services and seminars within the many settings where he has worked on cultural competence, sensitivity, and inclusion clinically for a variety of professionals (e.g., psychologists, social workers, licensed professional counselors, teachers, administration, etc.).

- Stephanie Fauntleroy

In 2005, Stephanie M. Fauntleroy graciously accepted an invitation from her already well-established father, Stephen M. Baker to set forth on a path to take-over his business

of 20 years. Seven years later, Mrs. Fauntleroy is the Owner and Director of the Washington, DC based firm, Baker's Tax and Accounting Services, Inc. She also serves as a Tax Preparer and Accountant in her role as Director, while overseeing day-to-day business operations. During her seven year tenure, she's played an integral part in propelling an already well-established and respected company, of 28 years, into a more competitive and technically savvy firm while still maintaining its' roots in the heart of the District's Southeast Community.

While at Baker's Tax and Accounting Services, she Co-Founded a Non-Profit Youth Organization in 2008, Dare 2B Chic, whose mission is to aide in the social and professional development of inner city under-served teenage girls between the ages of 14 and 19, by developing self-esteem and confidence through various etiquette, professional and educational programs. As a native Washingtonian, raised and educated at a few of the Districts finest educational institutions to include, Duke Ellington School of the Arts, Howard University and The University of the District of Columbia, this organization is very near and dear to her heart.

She also continues to pursue her deep rooted passion for music and arts, occasionally performing at events and singing background vocals for local artists. She maintains a Professional Aesthetics and Make-up Artist License which has afforded her the opportunity to serve many celebrities over the years from The Braxton's to, most recently, the Reverend Jesse Jackson.

In the midst of all of her professional endeavors and achievements, Mrs. Fauntleroy maintains a firm belief that family is paramount. With this belief she sustains a marriage of approaching ten years, raises three loving children and a dog. She approaches each busy day reflecting on and emphasizing the mantra and belief that "the will to act is a renewable resource" ~ Author Unknown

- Cheryl Gooding

Cheryl Norgrove-Gooding is a mathematics teacher at Phelps ACE High School in the District of Columbia Public Schools. She has taught in the District for 25 years and has served as a Mathematics Coach for teachers as well as a Mentor teacher. She holds her students to high standards. Ms. Gooding is also a mother of four, a devoted wife, a Girl Scout troop leader, a Sunday School teacher and a Volleyball coach. She has a BS in Mathematics from Howard University and a MA in Mathematics Education from Catholic University of America.

- Dr. Mark Lamont Hill, Ph.D

Dr. Marc Lamont Hill is one of the leading hip-hop generation intellectuals in the country. His work, which covers topics such as culture, politics, and education, has appeared in numerous journals, magazines, books, and anthologies. Dr. Hill has lectured widely and provides regular commentary for media outlets like NPR, Washington Post, Essence Magazine, and the New York Times. He is the host of the nationally syndicated television show *Our World With Black Enterprise*, which airs Sunday mornings on TV One and broadcast markets around the country. He also provides regular commentary for

CNN, MSNBC, and Fox News Channel, where he was a political contributor and regular guest on *The O'Reilly Factor*. An award-winning writer, Dr. Hill is a columnist and editor-at-large for the Philadelphia Daily News.

Since 2009, Dr. Hill has been on the faculty of Columbia University as Associate Professor of Education at Teachers College. He also holds an affiliated faculty appointment in African American Studies at the Institute for Research in African American Studies at Columbia University.

Since his days as a youth in Philadelphia, Dr. Hill has been a social justice activist and organizer. He is a founding board member of My5th, a non-profit organization devoted to educating youth about their legal rights and responsibilities. Dr. Hill also works closely with the ACLU Drug Reform Project, focusing on drug informant policy. In addition to his political work, Dr. Hill continues to work directly with African American and Latino youth. In 2001, he started a literacy project that uses hip-hop culture to increase school engagement and reading skills among high school students. He also continues to organize and teach adult literacy courses for high school dropouts in Philadelphia and Camden. He is currently a board member and organizer of the Philadelphia Student Union.

In 2005, *Ebony Magazine* named him one of America's top 30 Black leaders under 30 years old.

Dr. Hill is the author of *Beats, Rhymes, and Classroom Life: Hip-Hop Pedagogy and the Politics of Identity* and co-editor of *Media, Learning, and Sites of Possibility* and *The Anthropology of Education Reader*. His latest book, co-authored with political prisoner Mumia Abu Jamal, will be published in July 2011. He is currently completing two manuscripts: *First Class Jails/Second Class Schools: Black Youth in the Age of Incarceration* and *Knowledge of Self: Race, Masculinity, and the Politics of Reading*.

Trained as an anthropologist of education, Dr. Hill holds a Ph.D. (with distinction) from the University of Pennsylvania. His research focuses on the intersections between culture, politics, and education. He is particularly interested in locating various sites of possibility for political resistance, identity work, and knowledge production outside of formal schooling contexts. Particular sites of inquiry include prisons, Black bookstores, and youth cultural production.

- Dr. Melissa Kim, Ed.D

Melissa Kim is the Director of Instructional Improvement Initiative at NewSchools Venture Fund and is responsible for leading the DC Pilot for the DC Schools Fund.

Prior to joining the NewSchools team, Melissa served as the principal of Alice Deal Middle School, the highest-performing and largest public middle school in the District of Columbia. During her seven years as principal, Melissa transitioned the school from a traditional junior high serving 700 students in grades 7-9 to a team-based middle school serving more than 1,000 students in grades 6-8. During this time, classrooms were desegregated and de-tracked and math standards were raised to ensure that all 8th graders

enter high school with at least an Algebra or Geometry credit. She also led the successful effort by Alice Deal to become certified as the first International Baccalaureate Middle Years Program in DC Public Schools. She was able to lead these changes while managing a \$60 million *in situ* modernization of the historic school facility.

Melissa came to the District of Columbia as a Teach for America Corps member and taught for six years in Northeast and Southeast DC. After receiving her Masters in school leadership, she joined the inaugural cohort of NewLeaders in Washington, DC. She has served as an assistant principal in Washington, DC, as well as in Arlington, VA. Melissa holds a BS from Colby College, an MS from Trinity College, and an Ed.D from the University of Pennsylvania. Her dissertation focused on practices to integrate within schools to close both the academic achievement gap as well as the social engagement gap.

- RaqiyyahPippens, J.D.

Raqiyyah Pippins is an associate attorney at Kelley Drye , in the firm's Washington, D.C. office. She focuses her practice on food and drug law and consumer law matters, including advertising, FDA-regulated product labeling, Rx-to-OTC switches, and related regulatory and litigation considerations. Ms. Pippins counsels and defends companies that are engaged in the development, marketing, import and/or export of food, drugs, cosmetics, medical devices, biologics and veterinary products. Ms. Pippins has particular experience representing food and pharmaceutical companies in legal investigations conducted by the Food and Drug Administration (FDA), the Federal Trade Commission (FTC), and state agencies concerning product marketing practices. She also advises companies on mechanisms for limiting the risk of marketing-related challenges by regulators or private litigants, with a primary focus on minimizing the risk associated with the development, labeling and marketing of FDA-regulated products.

Ms. Pippens received her JD from the University of Virginia School of Law, in 2006. She received her Bachelors in Arts from Stanford University in 2003. Ms. Pippens is barred in the District of Columbia.

She is apart of the following organizations: National Bar Association, Commercial Law Section, Food and Drug Law Institute, H. Thomas Austern Writing Awards Competition Committee, and Delta Sigma Theta Sorority, Inc., Federal City Alumnae Chapter. She is also on pro bono rotation with The Children's Law Center Family Permanency Project, providing legal representation to third party care givers attempting to provide permanency to children in the neglect system. She has represented capital defendants before U.S. Attorney's Office and Department of Justice, succeeding in convincing DOJ not to seek the death penalty. She has also assisted prominent women's organization in defending legislation designed to support women-owned businesses. Ms. Pippens serves as an advisor on opportunities to appeal school expulsion and international anti-corruption watchdog on newsgathering and prepublication review issues.

- Dr. Gregory Reed, Ph.d

Dr. Reed is a licensed School Psychologist. He received his doctorate in School Psychology from The University of Iowa. He completed his pre-doctoral internship in Behavioral Pediatrics at the Children's Hospital of Iowa (2002), and his post-doctoral fellowship at the Marcus and Kennedy Krieger Institutes and Johns Hopkins University School of Medicine (2003). After training, Dr. Reed continued as faculty at the Marcus Institute where he served as Director of Outpatient Services for the Pediatric Feeding Disorders program. Currently, Dr. Reed holds joint appointments at Howard University as an Associate Professor of School Psychology and the Graduate School of Arts and Sciences. He also serves as the Program Director for the Masters/CAGS level Programs in School Psychology and oversees the school's Lab for Testing and Assessment. In 2008, Dr. Reed founded the Child Behavior Clinic, which offers assessment and intervention solutions to parents, teachers, and other care providers managing their children's challenging behavior. Dr. Reed has provided editorial services for several clinical and research outlets, including service on the Editorial Board of the prestigious *Journal of Applied Behavior Analysis*; he also serves on the Executive Board of the Maryland School Psychology Association.

Dr. Reed's has provided advanced level didactic (seminar-based) and experiential training in the areas of: clinical and educational research applications, applied behavior analysis, school psychology practice, ethics, and culturally competent assessment. Collectively, Dr. Reed has trained hundreds of medical residents, graduate students, and clinical staff in the assessment and treatment of childhood disorders. In this vein, the focus of Dr. Reed's research has been on the assessment and treatment of severe behavior problems of childhood. Research conducted by Dr. Reed and colleagues has focused on identifying and manipulating relevant environmental (antecedent and consequent) variables that serve to maintain, exacerbate, and aid in the treatment of severe problem behavior. Other topics of research interest include: the intersection between culture, language, and standardized cognitive assessments; reinforcement- and choice-based interventions for food refusal/selectivity and other behavior problems; parent & community-based interventions; the implications of trauma, violence, and urban environments on children's learning capacity and mental health, and bio-behavioral contributions to the development, occurrence, and treatment of feeding problems.

- Dr. Jennifer Smith, Ed.D

Jennifer Smith is the Chief Transformation Officer at the Rhode Island Department of Elementary and Secondary Education (RIDE). In this role, Dr. Smith leads the Office of Transformation, a newly established office created by Commissioner Deborah Gist to introduce and advance innovative approaches to schooling. This involves technical assistance and support to the state's persistently lowest-achieving schools, development of the systems that provide quality controls to strengthen state-wide charter school programming, and the establishment of an academy focused on developing transformational leaders equipped to create instructionally effective academic experiences for all Rhode Island learners.

Prior to joining the staff at RIDE, Dr. Smith worked as a professional consultant providing individual and team coaching to principals and leadership teams in the District

of Columbia. Dr. Smith entered the realm of private consulting following three years at The Education Trust - a national advocacy and research organization focused on revealing the causes of the gaps in achievement that chronically affect the lives of low-income students and students of color. Her experience as the Executive Director of the Principal's Leadership Institute for the District of Columbia Public Schools was established to address the need for the development of leadership skills that permanently change the neediest learning environments. Dr. Smith was promoted to this position after serving for eight years as the principal of the Capitol Hill Cluster School, a three-campus system in the District that serves students from pre-school through grade eight. Prior to her tenure as principal at the Cluster, Dr. Smith was an associate principal at William Henry Middle School in the Capital School District in Dover, Delaware.

Across her career, Dr. Smith has served as a consultant, facilitator and teacher with students through the post-graduate level, most recently as an adjunct professor at George Mason University in the School of Education Leadership. She was a member of the Aspen Institute's Commission on No Child Left Behind, organized to gather information and make recommendations on the re-authorization of the law.

Dr. Smith earned her Doctorate from the University of Pennsylvania's mid-career doctoral program, a Master's degree in education administration from George Washington University and a Bachelor's degree from The Catholic University of America in elementary education.

- Dr. Ivory Toldson, Ph.D

Dr. Ivory A. Toldson is an associate professor at Howard University, senior research analyst for the Congressional Black Caucus Foundation, and current editor-in-chief of "The Journal of Negro Education." Dubbed a rising "2028 presidential candidate" by the Washington Post, "a modern day Harlem Renaissance writer," by the New African Journal, and "Young Researcher of the Year" by Southern University, Dr. Toldson, according to Howard University's Quest Magazine, is "a much sought-after lecturer and researcher on a number of serious sociological and psychological issues that have implications for African Americans." According to Capstone Magazine, "Toldson has spent a lot of time traveling across the country talking with teachers about misleading media statistics that invariably either link Black males to crime or question their ability to learn."

Dr. Toldson has more than 40 publications and research presentations in 29 US states, Puerto Rico, Dominican Republic, Scotland, South Africa, and Paris. He has been featured on C-SPAN2 Books, NPR News, The Al Sharpton Show on XM Satellite Radio, and WKYS 93.9. Dr. Toldson's research has been featured on The Root, Essence.com, BET.com and The Griot. He also gave expert commentary in three documentaries on Black male achievement: Beyond the Bricks, Hoodwinked, and the Promise Tracker. Known as a "myth buster," Dr. Toldson has published reports challenging the merits of popular research reports and news sources that present negative statistics about Black people, which have been widely discussed in academic and popular media.

In 2005, Dr. Toldson won EboNetwork's Changing Faces award for outstanding literary achievement for his novel, "Black Sheep: When the American Dream Becomes a Black Man's Nightmare." Dr. Toldson is also the author of "The Breaking Barriers Series," which analyzes academic success indicators from national surveys that together give voice to more than 10,000 Black male pupils from schools across the country. Through his consulting firm, CREATE, LLC, he routinely works with schools to increase their capacity to promote academic success among Black males.

After completing coursework for a Ph.D. in Counseling Psychology at Temple University, Dr. Toldson became a correctional and forensic psychology resident at the United States Penitentiary. There, he worked with 1960s era political prisoners and modern casualties of the War on Drugs, and completed his dissertation on Black Men in the Criminal Justice System. Upon completion, Dr. Toldson joined the faculty of Southern University and became the fourth recipient of the prestigious DuBois Fellowship from the US Department of Justice. He also served as the clinical director of the Manhood Training Village. He has received formal training in applied statistics from the University of Michigan, and held visiting research and teacher appointments at Emory, Drexel, and Morehouse School of Medicine.

- Daphne Ward

Daphne Ward is an educator for the DC Public Schools System with 28 years of teaching and Special Education Coordination experience. Ms. Ward received her BS Rehabilitation Counseling, California State University Los Angeles. She holds her certification/license with in Special Education Teacher. Ms. Ward has served students in various capacities from being a Compensatory Education Case Manager to teaching Special Education for grades 1-6.

Advisory Board

MALA has an advisory board that will aid the Board of Directors, Managing Directors and school staff with specialized needs related to professional development; parent engagement, school operation, leadership development and special education. The following persons have agreed to serve on the advisory board:

- David Domenici, J.D.

David Domenici is a co-founder of the See Forever Foundation. He now serves as chair of the See Forever Board of Directors and is a founding board member of the Maya Angelou Public Charter School Board. He also recently transitioned into serving as the Principal at the Oak Hill School, DC's secure facility for youth who have been adjudicated delinquent, now currently being operated by the See Forever Foundation. He served as the executive director of See Forever until July 2006 and the school's principal from its founding until June 2002. He has worked with our target population since the inception of Project SOAR, the predecessor program to See Forever and Maya Angelou in 1995. His work experience includes teaching school full-time in D.C. for one year, an internship at the Public Defender Service for the District of Columbia, two years in finance on Wall Street, and three years in general practice at the law firm of Wilmer,

Cutler & Pickering. He also served for eight years as the volunteer director of DCWorks, a summer pre-college program for at-risk teens from DC, Philadelphia, and New York. Domenici is a 1992 graduate of Stanford Law School, an Echoing Green Fellow (1998), a member of the 1998-1999 Washington Post Principals Leadership Institute, and a 2002 Ashoka Fellow.

- Rema Reynolds, Ph.D

Dr. Rema Reynolds is the Section Editor for Counselor Education. Dr. Reynolds is an Assistant Professor at Azusa Pacific University teaching aspiring school counselors and school psychologists and offers support and instruction to pre-service Secondary teachers at UCLA's teacher education program, Center X. Rema is also a former teacher, counselor, administrator, and currently organizes Black parents for the improvement of student achievement in various schools. Having recently earned her doctorate (PhD) from the Urban Schooling division of the Graduate School of Education and Information Studies at UCLA, Rema received the competitive University of California Office of the President's Postdoctoral Fellowship. She will further her research agenda focusing on Black families in the Psychology Department at UC Riverside. Dr. Reynold's research is centered in urban schools serving culturally, ethnically, and racially diverse students and families. Specifically, Rema examines issues of parent engagement as they relate to Black families and student achievement, instructional strategies educators employ to honor and incorporate literacies students bring to the classroom, cultural competencies counselors and school counselors acquire through their respective preparatory programs, and the roles of school administrators in community and civic development. Within the last three years before finishing her doctorate, Dr. Reynolds was recognized with an Emerging Scholar Award at APU, was a UC ACCORD fellow, and has published five articles and presented at numerous conferences.

Additional advisory board members will be sought as the school is implemented.

Diploma Plus

Diploma Plus was founded in 1996 as a response to the alarmingly high dropout rates and barriers to postsecondary success for underserved youth, and the inadequate supply of high quality alternatives to traditional high schools. As of 2010 there were 27 schools in six geographic regions.

MaiAngel has begun immersing itself within the Diploma Plus Community. In learning from current school leaders about the challenges and strengths of operating a Diploma Plus school, MaiAngel is able to effectively prepare for our proposed school. These discussions and school visits have significantly improved the quality of our plans. Diploma Plus will remain a partner of MALA and aid in the development of our curriculum and professional development strategy.

MaiAngel will continue to seek partners to enhance the school curriculum, professional development and funding. It will be the primary responsible of the Founding Members to seek opportunities to increase capacity and funding for the school. MaiAngel believes

that the success of our school is wedded to our ability to leverage resources for the benefit of our students and larger school community.

Planning Process

Maia and Angel set out to open MaiAngel Leadership Academy after working in the community and in the juvenile detention center for so long having seen the cyclical nature of recidivism and lack of appropriate services for court involved young people. Each of us has a passion for juvenile justice, education and advocacy. Maia's love for education and lifelong learning ingrained in her and modeled for her through her parents. Angel's passion for education grew as school became the only place where encouragement and positive reinforcement were commonplace. Home was a place of emptiness and solitude.

An appreciation for education and the desire to have access to the best education are what led us to cross paths. At a high school where failure was not an option because the school culture was such that excellence was the norm. Failing would make you an outcast. Understanding that this was the inverse for our peers at most other schools, this was a daunting and bleak reality.

MaiAngel Leadership Academy has existed as a vision of the Founders for the last five years. The goal to create a school specifically for disconnected and court involved youth in an outgrowth of our constant confrontation with youth who have been unsuccessful in traditional educational environments. These youth inability to demonstrate academic prowess highly correlates with their engagement in risky behaviors. A charter school creates a solution to this problem. It creates the opportunity to educate untraditional students in an untraditional environment. Education can be focused on the specific needs of the target population so that these students stand in the forefront rather than in the margin.

Professionals, who study, teach and develop programming for youth were consulted in the planning of the school. Their expertise on developmental outcomes and best practice has shaped the original vision and construction of the mission and philosophy of the school. The Board members and community partners have been instrumental in providing feedback on the schools educational plan and operation. Families of current MaiAngel clients, serve as a sounding board for best practice and practical means to engage the students' entire support system. The FTSCA will sustain this sounding board and keep families involved.

MaiAngel's current youth clients' have made the most significant contribution to MALA design. These youth have shared their educational histories and explained why traditional education was ineffective. MaiAngel has assessed their psychological and cognitive functioning assessments to gain a better sense of the backgrounds, learning styles and capacities of youth who we hope to engage. The GED program has enabled us to evaluate the inputs that cultivate the desire to learn. MALA is a student center school. The student's input on the school's processes and goals are equally as vital as their academic achievement output.

MaiAngel chose to adopt the Diploma Plus model because it combines high expectations for every student, a competency-based and standards-aligned performance-based approach, a personalized learning environment, opportunities to make academic and real world connections, and challenging post-secondary experiences while still in high school. Diploma Plus (DP) is intended for youth who have been failed by a traditional system that did not adequately nurture their gifts, curiosity, intelligence, and power as learners. DP values the wealth of creativity, honesty, courage, and hopefulness our youth and their families bring. When students come to a DP School, they are making a commitment – to honor generations of struggle for the promise of education, to their families, legacies, and future. DP is an alternative in the best sense of the word. Its role is to transform students’ learning experience from what they’ve been told they can’t be to what we know they can and will be.

Diploma Plus uses a competency-based and standards-aligned approach to shape curriculum, instruction, and assessment. Diploma Plus Competencies highlight what is most essential in a discipline; they are designed to help facilitate rigorous and relevant understanding in the classroom. When used to their full potential, Diploma Plus Competencies support students in mastering the standards and provide a framework for teachers to authentically assess student work.

By designing units and lessons driven by the Diploma Plus Competencies teachers are emphasizing essential critical thinking skills that students need to use and master as they develop knowledge in different areas. Students continue to develop their abilities using the same competencies throughout their years at a Diploma Plus school. The competencies don’t change because what is essential to the discipline remains constant. However, in competency-based and standards-aligned curriculum, instruction, and assessment, the content standards are taught through the lens of the competencies. As students progress through a DP school, they encounter increasingly sophisticated content yet interact with this content using the same familiar and meaningful competencies.

For example, whether they are learning biology, chemistry or earth science, students are employing the DP Competencies of Scientific Investigation, Scientific Tools, Scientific Systems, etc. to “get at” the content. Additionally, when students have the opportunity to engage in schoolwork that utilizes the DP Competencies and the Prioritized Standards, they are placed at the center of their learning rather than being passive recipients of packaged content and skills. The DP Competencies enable classrooms to become creative spaces where students learn the Prioritized Standards through lessons that allow students to engage in the content as scientists, mathematicians, and historians would.

How are DP schools different from traditional schools?

Diploma Plus Schools look and feel significantly different than traditional high schools. Aside from their smaller size that provides for closer peer and adult-student relationships, and a safer and more supportive school community, Diploma Plus Schools are distinct in other important ways. One major difference is that rather than grade levels, students are

placed into and promoted through three distinct Diploma Plus Phases (Foundation, Presentation, and Plus) that allow students to learn content and skills at the appropriate level, regardless of their age or previous credit accumulation.

Another key difference between a DP School and the traditional school model is that throughout each of these DP Phases, students are involved in transitional experiences, which culminate in enrollment in a college course, participation in a high-quality internship, and the development and completion of a Community Action Project during their Plus Phase (or senior) year.

Perhaps the most important difference is the rigorous learning that occurs at Diploma Plus Schools through the combination of Diploma Plus Competencies which are designed to allow students to critically interact with key content and skills, Gateway Portfolios to ensure that students deeply understand the Learning Standards before they are promoted or graduate, and student-centered classrooms designed to engage students in their learning.

Corporate Structure and Nonprofit Status

MaiAngel Inc. will apply for its non-profit status in February 2012.

- A draft of the By-Laws are developed and are being reviewed by the Board. The draft is in the appendix of the application.
- Once finalized MaiAngel will file its 501c3 Tax Exemption with the IRS and the District of Columbia.

Governance and Management

Board of Trustees

The Board of Directors is composed of 11 members and is responsible for identifying and recommending additional individuals to the board for service. The founding members selected the current board members based on their respective professions and areas of expertise. Two seats for the of the Board of Directors will be slated for parent/guardian members of the school community bringing the Board of Directors total to 12. The board members will each have a personal interest in youth advocacy and education.

Two parents or guardians will be appointed to the board through an application process. The Board of Directors will review applications, interview applicants who pass preliminary review and come to a consensus about the final selection of the two families to serve on the board. The selection of these members but will include input from the Family Teachers, Students, Community Association.

The powers to govern and supervise the organization shall be vested in a Board of Directors. The Board of Directors shall possess, and may exercise, any and all powers granted to the organization under the Articles of Incorporation, the Bylaws and the District of Columbia Nonprofit Corporation Act. Many of the founding members of the board have and continue to serve on the boards of other non-profit institutions. Based on this experience, the creed of the Board is to serve as an advisory, executive-level body, responsible for maintaining the foundation of the school and guiding its direction towards the achievement of the goals set by the board.

The Board will have ultimate authority over all decisions concerning the school, but will not involve itself in the day-to-day operation of the school. The board, or a committee thereof, will serve a due process function, but will not engage in the practice of regularized second-guessing or usurpation of the management team's authority. The teaching and support staffs are accountable to the school's management team, who, in turn is accountable to the Board. Everyone running the school will be accountable to the families and students.

Responsible for ensuring that the academic program of MaiAngel Leadership Academy is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

The board defines policies that clarify roles and responsibilities, philosophies, and expectations for the school organization, and assures a system of accountability. Policies define the board's collective beliefs, commitments, and vision. Board membership shall be limited to three (3) year terms.

New Candidates to the Board of Directors

When considering candidates for recommendation, the board identifies the current needs with regard to professional background, personal skills, and individual talents. In addition, they consider the value of having a broad perspective with regard to school involvement. The committee seeks candidates for service from a variety of sources, including individuals with past service to the school community and individuals currently serving the school.

The qualifications of the Board of Directors include:

- Belief that all children can achieve the highest levels of academic excellence regardless of the circumstances into which they are born.
- Availability to participate meaningfully in the governing of the school.
- Expertise in law, real estate, financial management, governance, marketing, fund raising, community organizing / outreach, education or strategic planning.
- Personal experience with entrepreneurship and working in diverse teams.
- Willingness to leverage personal and professional networks on behalf of the school.
- A deep commitment to improving the quality of education for District of Columbia children and the quality of life for the citizens of the District of Columbia.

As a board member, I will consistently act responsibly and prudently. I understand my duties to include:

1. Legal, fiscal and moral responsibility, along with my fellow board members, for the well- being of this organization. As such, it is my responsibility to:
 - a. Be familiar with our budget and take an active part in the budget planning process.
 - b. Know and approve all policies and programs and oversee their implementation.
 - c. Take responsibility for making decisions on organization issues and board matters.
 - d. Interpret the organization's work and values to the community, represent the organization and serve as a spokesperson.
 - e. Keep up-to-date on the business of the organization.
 - f. Excuse myself from discussions, decisions and votes where I may have a conflict of interest.
2. Attendance at 12 board meetings per year upon the start of the school. Should I be unable to attend a meeting, I will, if needed, be available for telephone consultation. Additionally, I will serve on at least one board committee.
3. An annual personal financial contribution to the organization. This may be given as a one -time donation each year or in mutually agreed to installments during the course of the year. I will personally donate an amount that I consider generous.
4. Active participation in one or more fundraising activities. This may include individual and/or special event solicitation or direct mail/e-mail

- appeals.
5. Working in good faith with my fellow board members and staff toward the achievement of the organization's goals.

Once a candidate is identified who meets the current needs of the board, that candidate is interviewed by several of its members. This will include input from the parents through the parent/guardian board members selected for the Board of Directors. In accordance with the bylaws, nominations are then presented to the full board to fill existing openings or as a slate of nominations on an annual basis.

Training Opportunities for Board Members

Board members will have the opportunity to attend the DC Youth Investment Trust Corporation's Advanced Youth Development (AYD) training, Corporate Governance Board training through Charter Board Partners, non-profit management and any other pertinent trainings.

Committees of the Board of Directors

Through committees, the Board of Directors will be able to monitor school performance and ensure effective operation and functioning of the school. The Board of Directors for MALA will include the following committees that will be comprised of board members:

School Performance Committee - The School Performance Committee monitors and reports to the Board on the school's educational performance, monitors the school's compliance to laws and regulations through review of reports from the PCSB and OSSE, and reviews human resource policies and processes, as well as general school policies that promote and align with the school's mission.

Grievance Committee - The Grievance Committee comprised of both families and teachers to make non-binding recommendations to the Board of Directors concerning the disposition of complaints. The Grievance Committee shall have four members who will serve one-year terms, with one member designated as chairperson. Committee members shall be appointed each year at the first Board of Directors meeting following the annual meeting. Grievance Committee members may serve no more than two consecutive terms on the committee.

Development Committee - The Development Committee makes recommendations to the Board of Directors about the strategy, actions, and monitoring the board and board members will need to take to ensure that MALA has the resources necessary to implement the school's program and to coordinate with the Comprehensive Campaign.

Facilities Committee - The Facilities Committee makes recommendations to the Board of Trustees about the actions needed to ensure that students and staff have appropriate facilities for MALA's program now and in the future and that those facilities are managed well.

Audit and Finance Committee - The Audit and Finance Committee advises the Board of Directors on funding the operations and housing the institution by a) recommending policies and b) ensuring the gathering of resources, stewardship of funds, appropriate oversight of finances, and prudent management of assets and liabilities.

Executive Committee - The Executive Committee oversees the annual evaluation of the Head of School, tracks the progress of all committee action plans, monitors the effectiveness of the Board as a whole, nominates candidates to be trustees on the Board, and ensures best practices in non-profit governance are followed.

Strategic Planning

A strategic plan will be developed annually. The purpose of the strategic planning process is to produce a four to five page document that can be understood by all stakeholders including families and community members. The completed plan will contain the vision and mission statements, the school's Strengths, Weaknesses, Opportunities and Threats (SWOT analysis), annual and long- term objectives, functional strategies, individual responsibilities, and status toward meeting goals.

After setting goals, the school staff will focus on implementation. Long-range goals are broken down into annual objectives. The leadership team then selects the functional strategies the school will employ to reach the objectives. These steps may include training, new policies, new instructional materials and other purchases, or staff changes.

Evaluating Administrator Performance

The board should annually evaluate the performance of the administrator to identify opportunities for professional growth and acknowledge areas of excellence. The outcome of the administrator evaluation will determine his or her areas of strength and weakness. Acknowledgement of accomplishment is important. The board may publicly acknowledge the achievements or create a reward/bonus plan. The board may create a corrective action plan for areas in need of improvement that includes long-range goals and interim benchmarks provided that it is done in a manner that won't modify the administrator's at-will employment.

Evaluating School Performance

The board will participate in the annual performance of the overall school and school culture. The outcome of the school performance evaluation will determine areas of strength and weakness.

Providing Continuous Support

A positive relationship begins by hiring an individual who meets the board's expectations and has the experience and skills to run the school. The board shows confidence in the discernment and abilities of their chosen school leader by staying out of the day-to-day operations of the school. The board should involve the administrator in the strategic planning process and provide sufficient time to meet the board's requests. Members should also verbally encourage administrators and convey their appreciation. If the

administrator is new, the board can provide resources for the administrator to have a mentor or coach (usually an experienced administrator from a nearby school). The board should provide new and experienced administrators with resources to acquire professional development.

Board and Staff Relationships

Boards should form a positive relationship with school administration and staff while maintaining an appropriate distance from day-to-day decision-making. Frequent communication dispels rumors, mistrust and alienation between the board and the staff. Contact can be initiated by holding “board visit days” where the staff and faculty are invited to informally interact with the board to ask questions, listen to reports, and provide input into important decisions. During the development of the strategic plan, staff should be invited to provide ideas and feedback. Board members should also attend school functions.

Board and Parent Relationships

The board should engage parent participation in the operation of the school and the maintenance of a high achieving, safe, fun environment. The board can provide opportunities to families to serve on committees, tutor after school, help in classrooms, serve lunches, help with events, and attend board meetings. The board should also establish clear grievance procedures.

Board and Community Relationships

The board will actively work to engage community partners and stakeholders to ensure continued demand for the school. MALA’s relationships with referring agencies and organizations are key to the success of the school. The school will position itself well within the community and support the community’s development goals in an attempt to nurture positive relationships and opportunity for growth.

Rules and Policies

Policies concerning dismissal, suspension and expulsion will be developed by the education professionals of the school Leadership Team, subject to the approval of the Board. Policies concerning employment, financial procedures and other business management functions will be developed by the business professionals of the school Leadership Team, subject to the approval of the Board. The substance of these policies will reflect the views of the Leadership Team, as well as those of the experienced educators, business people and legal professionals who currently serve on the board. All major policies will be in place before the staffing process begins. The school’s policies and procedures will comport with § 2207 of the D.C. School Reform Act. The rules and policies will be established by May 2013.

Administrative Structure

MaiAngel Leadership Academy will be a program under the MaiAngel Inc. umbrella. The School will be led by one Principal who will be responsible for the administration of the school. The Principal will report to MaiAngel Inc.'s Managing Directors. The Board of Directors will oversee the Managing Directors and all programs under the MaiAngel Inc. umbrella.

The Finance Director will manage the accounting and financial operations of the school and MaiAngel Inc. The Finance Director will work alongside the school Principal. The Finance Director will be responsible for the development and implementation of the accounting policies of the school and ensuring compliance with federal and local accounting procedures.

The Special Education Coordinator, Technology Coordinator, teachers and other support staff will be supervised by the Principal. Through regular staff meetings and professional development sessions, staff will be able to shape the governance of the school. School staff will have access to the Grievance committee to file any grievances. Parent will serve on the Board of Directors and will also have a voice in our annual school-wide evaluations. A Family, Teacher, Student and Community Association (FTSCA) will be developed to increase parental involvement.

Student input will be solicited through surveys and the Student Government Association. Students will have the opportunity to discuss concerns directly with the Principals and Managing Directors.

The administrative structure of MALA will include the following:

School Management Contracts

Diploma Plus is neither a Charter Management Organization nor an Educational Management Organization. MALA has, however has adopted their model and curriculum framework. A draft Memorandum of Agreement with Diploma Plus will be included in Section I.

MaiAngel chose to adopt the Diploma Plus model because it combines high expectations for every student, a competency-based and standards-aligned performance-based approach, a personalized learning environment, opportunities to make academic and real world connections, and challenging post-secondary experiences while still in high school. Diploma Plus (DP) is intended for youth who have been failed by a traditional system that did not adequately nurture their gifts, curiosity, intelligence, and power as learners. DP values the wealth of creativity, honesty, courage, and hopefulness our youth and their families bring. When students come to a DP School, they are making a commitment – to honor generations of struggle for the promise of education, to their families, legacies, and future. DP is an alternative in the best sense of the word. Its role is to transform students’ learning experience from what they’ve been told they can’t be to what we know they can and will be.

Below are the names and descriptions of the Diploma Plus schools in the region:

Mid-Atlantic Diploma Plus Network

Antioch Diploma Plus High School

Address: [REDACTED]
Contact: Daric V Jackson, [REDACTED] 21
Web Address: <http://antioch.baltimorecityschools.org/index.html>

School Overview :

Antioch Diploma Plus opened its doors in September 2009. The Antioch Philosophy works to empower students to act responsibly and to affect personal, social, and environmental change within a global context. Antioch’s academic approach emphasizes integration of academic and experiential learning as well as encouraging creative, critical and independent thinking.

Baltimore Liberation Diploma Plus

Address: [REDACTED]
Contact: Michael L Manning, [REDACTED]
Web Address: <https://baltimore.diplomaplus.net/558950>

School Overview:

Under the direction of Baltimore City Public Schools, Baltimore Liberation opened as a small high school in August 2009, serving students who have achieved limited success in the traditional education system. Baltimore Liberation is committed to offering students a rigorous and engaging experience that nurtures the whole-student. The school thrives by their motto: “Liberating and transforming minds to soar beyond expectations.”

Contingency Plan

MALA is only using the Diploma Plus model for curriculum development and student assessments. If the partnership is unsuccessful, MaiAngel will work with a curriculum development team to develop a substitute framework, as Diploma Plus is not the only model that support disconnected youth populations. Because Diploma Plus will not be responsible for operations, as it is with most of its schools, any breach of a contract will only affect the implementation of the phase based model, language and linkage to the DP network. MaiAngel will be most proactive and work with the Board to develop an appropriate and swift solution.

Organizational Structure

Please see the attached organizational chart included in the section *Administrative Structure* that describes the relationship between Diploma Plus and MALA.

Financial Diplomas

Section I includes the recent audits for Diploma Plus.

Annual Reports

Diploma Plus uses Third Sector New England, Inc. (TSNE) as its fiscal sponsor. TSNE is a resource center for non-profit organizations and foundations committed to building knowledge, skills and capacity in the nonprofit, voluntary sector of our economy. TSNE has been providing fiscal sponsorship services since 1959. As Diploma Plus' fiscal sponsor, TSNE assumes all legal and financial responsibilities for Diploma Plus.

Student Performance Data

Please see Section I for detailed Student Performance Data for the Mid Atlantic Diploma Plus schools, as reported by Baltimore City Public School System. There is an additional report, "Report on a Study of the Performance of Diploma Plus Schools in New York and California on State Exams in Literacy/ELA and Numeracy/Math as compared with Matching Schools", to give further information on the performance of the Diploma Plus Program.

Finance

Anticipated Sources of Funds

MALA primary source of funding will be the Per Pupil Assessments from the D.C. Board of Education. In addition, we will be relying on the per pupil facilities allowance and special educational assessments. We intend to apply for Federal Entitlement Funds I, II, IV (b), V, and V (b) as well as Meal reimbursement for Title I students. MaiAngel Leadership Academy will also seek IDEA funding to provide support for our special needs students.

MaiAngel Inc. will also seek federal and private funding to support pre-opening expenses.

MALA will also seek annual contributions from individual donors and organizations.

Planned Fundraising Efforts

1. "Raising the Bar" –Fall. 3k or 5k walk.

It will be an annual event occurring in the Fall. We will establish relationship with the Greater Washington Area Bar Association or other Bar Associations, to serve as a corporate sponsor. Tentatively, the walk could be held in the surrounding neighborhood where the school is located. Drawing from corporate relations, walking teams make pledges. Also there will be a minimal registration fee.

2. "Looking for Change" – Summer and Fall. Social media fundraising initiative.

This will occur before the school's opening. Working to increase the school's profile and establish relationships, "Chip-In" will be used to stimulate awareness of the school's opening. A goal will be set e.g. \$5000, and establish giving incentives. For example, contributions of \$100 receive a private guided tour of facilities.

3. Silent Auction- Spring. This will be an annual event.

Working with local artist such as Rachel Crouch, Rebecca Crouch and Imani Shanklin Roberts (rachelcrouch.com, rebeccadcrouch.com, imanishanklinroberts.com) the auction will showcase art pieces and the proceeds will serve as contributions for the school.

4. Regular Social Events

A. "After Class"

After work events targeting young professionals and peers in educational advocacy, these events are partnered with local vendors. Restaurants or bars agree to give a proportion of the nights proceeds to MaiAngel Inc. These will be monthly or bi-monthly events designed to increase profile, fundraising, and networking.

B. Kickback - to coincide with "Raising the Bar" walk. Fall.

To further support the walk event, teams may organize or form teams during these social events. It will create greater awareness of the events and allow individual teams to fundraise for their goals.

Financial Management and Accounting

Internal Accounting Procedures

The Financial Director will be primarily responsible for financial management and internal accounting procedures. MaiAngel will select an organization for auditing purposes. This staff person will ensure that MaiAngel Leadership Academy's accounts are segregated. MaiAngel Inc. will use separate accounts for MALA and its other educational programs. Accordingly, MaiAngel Inc. will maintain independent ledgers to ensure that the schools cash-flow; accounts receivable and payable are properly managed.

The Financial Director will handle the daily finances of MALA. This person will be responsible for processing all payments and invoices for school related expenses. Any expenses over \$10,000 will also require approval of the Managing Directors. All bank accounts for the school will require two signatures, one of which must be the signature of one of the Managing Directors.

One of Board members is an accounting and tax professional. This member will chair a subcommittee to develop and implement appropriate financial policies and procedures. This subcommittee will also help implement the financial systems including a software program to operate a sound business services department within the school; the software package will be QuickBooks. An independent firm selected by the Board, after the Executive Director and the Board subcommittee have considered several auditing firms will conduct an annual audit. The entire Board will annually vote on and approve the budget prior to the beginning of the school year. The budget will include a projected monthly cash flow for the coming school year.

Cash Management Plan

The company will maintain two checking account purposes within the MaiAngel Leadership Academy Account:

- 1) General Disbursement
- 2) Petty Cash

The framework of the control process is that access to funds is limited to the Managing Director and Financial Director. Only funds needed to satisfy issued checks are released to be accessed by non board members.

Petty Cash Accounts are managed by the Managing Director/Financial Director. The typical use is for a flow through of student activities or for a tutor reimbursement. There is no established dollar value by the Board indicating the maximum balance of the petty cash account. The Owners are the main authorized signer.

The Board Reserve account is managed by the Treasurer on behalf of the board. This account is generally intended to accumulate surplus funds generated from operations.

The School will implement a policy to segregate funds received by purpose. Separate deposits will be prepared based on the funds generated since each source of money generally has its own bank account. Deposits will be made twice a week. In general, when funds reach \$500.00 they will be taken to the bank. Documentation from the deposit is forwarded to the Accountant for entry into the general ledger.

Reconciliations

The Financial Director on a monthly basis will reconcile all accounts. This person does not have access to funds or signature authority. The Financial Director will work with the Managing Director to ensure appropriate information is available to update the General Ledger. Bank reconciliations, including key support are retained by the Accountant in binders.

Civil Liability and Insurance

All School personnel, officers, and members of the board will be indemnified against liability not resulting from illegal acts. The following types and minimum levels of coverage will be purchased in time for the planning of the opening and the opening of the school:

* All numbers are expressed in \$1,000's

General Liability	\$1000 per occurrence, \$2000 aggregate
Directors and Officers Liability	\$1000
Educators Legal Liability	\$1000
Umbrella Coverage	\$3000 (not providing transportation)
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	Actual loss sustained
Auto Liability Insurance	\$1000
Workers Compensation	As required by law
Health Insurance	Major Medical, Hospitalization, Dental, Vision, Prescription

Provision for Audit

An audit of financial statement will be made annually by a Certified Public Accountant licensed in the District of Columbia.

Facilities

Identification of the Site

MaiAngel has not yet identified a site for the school. The school will likely be located in Ward 4 of NW or Ward 6 in SW Washington, DC. These sections of the city have fewer secondary education opportunities for young people as well as lower reported crime rates in 2011. These two factors are important for MaiAngel Leadership Academy because the

young people we plan to target have a history of anti-social behavior in traditional schools.

MaiAngel will plan to acquire a school facility by January 2013, six months prior to the opening of the Leadership Academy.

Financing Plan for Facilities

The acquisition of a facility to house the School will be financed from all available revenue sources including but not limited to per pupil funding, federal funding (to the extent permitted by law) private grants and donations, and other fundraising activities. In the short-term it is our intention to rent space while continuing the process of identifying a permanent home for this facility. Any needed renovations to the rental space will be funded from the same sources.

The School expects that a permanent facility will be financed on a long-term basis through some form of borrowing. The School may enter into a long-term lease or mortgage, or may seek non-profit bonds to finance acquisition or construction. A determination as to the mechanism for said financing will be made at the time of acquisition/construction and will be based on the method that provides the lowest overall cost to the School.

Because the Board intends to lease facilities, extraordinary initial financing will not be necessary. We will begin a fundraising campaign to raise \$50,000 per year for the next four years. This will also help us to solicit additional funds.

The Board of Directors will remain flexible in its plan to finance a facility. The Board will plan a number of options in the event of a reduced per pupil revenue.

Building Maintenance

MALA will employ a full-time on-site maintenance engineer who will be responsible for general cleaning and maintenance of the site. In addition, MALA will contract with an industrial cleaning service to provide daily cleaning services. Prior to signing a lease, MALA will have the building inspected by an appropriate engineer.

Recruiting and Marketing

Outreach to the Community

MaiAngel will aggressively outreach to organizations and agencies that support high risk youth in Washington, DC. Department of Youth and Rehabilitation Services, Court Social Services, Metropolitan Police Department and DC Department of Corrections, DC Child Welfare Agencies will be the primary agencies which MaiAngel will seek referrals for the school. Through collaboration MaiAngel hopes to serve as critical resource for disconnected youth in Washington, DC. Our consistent engagement with the population

will position the Academy as a source of best practice for education and youth development. Furthermore, the schools' facility will serve as a hub for community-based organizations seeking opportunities to connect with the target population and their families.

MaiAngel will also initiate an internet campaign, using the organizations website, Facebook and Twitter for ongoing outreach to the schools community. These social media tools are vital to maintain the schools "buzz" and foster new relationships with potential students, funders and partners.

MaiAngel is currently a member of the CASE Foundations' Startup America Partnership. We will continue to seek opportunities for organizational growth and expansion, as well as membership with organizations focused on urban education and vulnerable populations.

Recruitment of Students

MaiAngel will recruit students using the following mechanisms:

1. Direct Referrals – Referrals from agencies and organizations that work with disconnected youth. MaiAngel will set up partnership agreements with agencies like DYRS, DOES, DHS, CFSA, DPR, CSS to aid in the enrollment of youth who are "wards of the state", homeless and/or have "dropped out". These agreements will enhance the system of accountability around student attendance and performance. MaiAngel will conduct open houses for the stakeholders of the particular agencies to inform them of the schools program and its mechanisms to appropriately engage the target population.
2. Community Based Referrals –MaiAngel will also conduct outreach to organizations that work with high-risk youth. MaiAngel will similarly host open houses to engage community partners in the school.
3. Direct outreach to target youth and families – MaiAngel will hire outreach and family engagement staff, at least 5 months prior to the schools opening. This team will be responsible for conducting outreach to target youth in the community; managing relationships between community-based organizations, families and MALA; and facilitating the intake process.

Outreach and Family Engagement Coordinator Responsibilities:

- Work closely with the school Leadership Team and Academic Support Team to establish and develop a student recruitment strategy and adjust that strategy as necessary
- Develop and manage relationships with key community members and community organizations
- Engage in grass roots recruitment strategies
- Educate families and families on the mission and goals of MaiAngel Leadership Academy

- Manage follow up with families to ensure that enrolled students matriculate
- Liaise with the Operations Assistant around enrollment and intake paperwork
- Contribute to the overall planning and startup of MaiAngel Leadership Academy

MALA will follow § 38-1802.06 re its student admission, enrollment, and withdrawal policies:

(a) Open enrollment. -- Enrollment in a public charter school shall be open to all students who are residents of the District of Columbia and, if space is available, to nonresident students who meet the tuition requirement in subsection (e) of this section.

(b) Criteria for admission. -- A public charter school may not limit enrollment on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs. A public charter school may limit enrollment to specific grade levels.

(c) Random selection. -- If there are more applications to enroll in a public charter school from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random selection process, except that a preference in admission may be given to an applicant who is a sibling of a student already attending or selected for admission to the public charter school in which the applicant is seeking enrollment.

MALA will not have a sibling priority. Youth will be enrolled based upon the capacity of the school and the needs of the students. MaiAngel will follow the policy as outlined in the McKinney-Vento Homeless Assistance Act of 1987 in enrolling homeless youth.

MALA aim is not to compete with traditional high schools. MALA offers a performance-based program for youth who have been unsuccessful in traditional settings.

If significantly fewer students apply than anticipated, the effect on the viability of the charter school will be negligible. The School is designed as a small school. The curriculum was chosen because it works well with small class size and small school size. The educational effect may be enhanced and that will serve as a means to attract more students. The Board will adjust its staffing and space requirements to match the enrollment. The Board will continue to recruit throughout the year. In addition, there is no school currently in the District of Columbia that offers an academic program like the Leadership Academy. The Board does not believe that the school will be under-subscribed.

Future Expansion and Improvements

	SY 2013/2014 (90 students)	SY 2014/2015 (140)	SY 2015/2016 (190)	SY 2016/2017 (195)	SY 2017/2018 (200)
Foundation Phase (9 th and 10 th Grade)	90 (45 9 th grade and 45 10 th grade)	140 (50 9 th grade and 45 10 th grade)	190 (50 9 th grade and 50 10 th grade)	50 (9 th grade and 50 10 th grade)	50 (9 th graders and 50 10 th graders)
Presentation Phase (11 th Grade)		45	45	50	50
Plus Phase (12 th Grade)			45	45	50
Total ELL population	2	4	4	4	4
Special Needs Level 1	10	15	20	20	24
Special Needs Level 2	5	10	15	15	15
Special Needs 3	4	5	5	5	5

MALA will open in 2013 with 90 students and reach its capacity in SY 2017/2018 with 200 students. MALA will not expand its facility as it plans to begin in a facility that supports its projected student population.

MALA will seek highly qualified teachers to support the academic and socio-emotional needs of our staff. MALA will register for the annual Charter School Fair in January 2014 as well as seek partnerships with Teach for America and Urban Teacher Center. We will also post job announcements on websites such as Idealist.org and the WashingtonPost.com as well as utilizing social media to attract dynamic and diverse staff.

School Staffing Chart

The school staffing chart describes MALA’s plan for staffing the school during the first five years.

	<u>Planning</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2015-2016</u>
Grades Served		9th - 10th	9th - 11th	9th -12th	9th -12th	9th -12th
# Students		90	140	145	195	200
<u>School Leadership</u>						
Managing Director	0.25	0.5	1	1	1	1
Finance Director	0.25	0.25	0.5	0.5	1	1
Principal	0.5	1	1	1	1	1
Dean of Students	0	0	0	1	1	1
Sub-Total	1	1.75	2.5	3.5	4	4
<u>General Ed Instruction</u>						
Non SPED Teachers	0	5	9	9	12	12
Sub-Total	0	5	9	9	12	12
<u>Special Ed Instruction</u>						
Special Ed Coordinator	0	0.5	1	1	1	1
Special Ed Teachers	0	2	3	4	4	4
Sub-Total	0	2.5	4	5	5	5
<u>Instructional Support</u>						
Guidance Counselor	0	1	1	1	1	1
Licensed Clinical Social Worker	0	1	1	1	1	1
Outreach and Engagement Coordinator	0.5	1	1	1	1	1
Sub-Total	0.5	3	3	3	3	3
<u>Non-Instructional Staff</u>						
Secretary/Registrar	0.5	1	1	1	1	1
Food Service	0	0.25	0.25	0.25	0.25	0.25
Building Maintenance	0	0.5	0.5	0.5	0.5	1
Security		2	2	2	3	3
Sub-Total	0.5	3.75	3.75	3.75	4.75	5.25
# Students per Staff		5.63	6.29	5.98	6.78	6.84
# Students per Teacher		12.86	11.67	11.15	12.19	12.50

Operations Plan

Student Policies and Procedures

Timetable for Registering and Enrolling

We will begin distributing literature and holding information sessions as soon as it is practical upon approval of the Application for a charter. We will communicate to DC Government agencies as well as community-based organizations when MALA is accepting registration packets.

We will use the registration period to accomplish a number of specific purposes as outlined below:

1. Assess the level of interest in our program, verify that applicants meet residency requirements for enrollment in a D.C. Public School;
2. Provide baseline data to school administrator on our incoming first year population;
3. Screen, for special education, the appropriateness of the placement in the school, provide an additional opportunity to communicate the school's mission and philosophy to prospective applicants and increase the opportunity for applicants and their families to understand the program and share a commitment to the goals of the school.

The MaiAngel Leadership Academy is a public school and will be open to all applicants within the age ranges we serve. In accordance with charter school legislation, following Year 1, preference in registration will be first given to students already enrolled in the school. MALA is hoping to waive the sibling preference requirement. The school is targeted for disconnected youth. The school should be an alternative to a traditional school. Each child is unique and thus does not create a need for a sibling preference. All other student applicants will be enrolled on a first-come, first-served basis.

Sample Timetable for Year One Admissions:

January- March 2013	Open Houses, Orientation, Community Outreach, Compilation of Mailing List Form, Events
March 2013	Applications made available, Open Houses, Community Outreach, Review of Applications for completeness
April 21 2013	Random Selection Process for applicants
April 23 2013	Admission Letters sent out
May-August 2013	If not oversubscribed, will continue to enroll students on a first- come, first-served basis

In the event of over enrollment, all new applicants, including siblings will participate in a random selection process conducted by an independent third party. Decisions about changes to class and grade configuration of the school will be made by the Board of Directors in consultation with the Managing Directors, before any families are notified.

Accepted applicants must either accept or decline an invitation to enroll within two weeks. If spaces are still available in some grades after the designated registration period ends and any reconfiguration has been decided, the school will conduct additional outreach and recruiting, and continue to accept registrations on a first-come, first-served basis until all remaining classroom spaces are filled and the projected enrollment level has been reached.

Policies and Procedures for Enrollment, Withdrawal, Suspension, and Expulsion of Students

Admission to MALA will be open to all students that reside in the District of Columbia. Applications will be evaluated for residency verification. We will not discriminate on any basis and will not impose any eligibility requirements or give preference in admissions to any group.

All Special Education students will be asked to provide a copy of their Individual Education Plan. Students will be evaluated to determine whether our program can accommodate their needs. All families and students will be required to sign an enrollment contract acknowledging and accepting their understanding of school day, time, dress code and discipline policies required for successful attendance and participation in the school program.

The school Principal will be responsible for day-to-day discipline in the schools. All other attempts at discipline will involve consultation of teachers, counselor(s), families and the school Principal. Discipline is considered a function of the school staff in its entirety as a normal part of day-to-day operations. By June 2013, the Board of Directors will develop an official policy governing expulsion and suspension.

Students may withdraw from MALA at any time. The school will forward any student records to another school, upon the written request of a parent or adult student. The MALA counselor and Outreach and Engagement Coordinator will also follow-up to be sure the student has successfully enrolled in another school.

Students wishing to attend MALA who are not residents of the District of Columbia may do so only when space exists in the desired class and the full waiting list has been accommodated for such space. Non-D.C. resident students will be required to pay a fee equal to the per-pupil allocation as it is established in that year of attendance and all other fees, including lease-aid and special education as deemed necessary for their education, in accordance with D.C. Public Schools' current policies.

Code of Conduct

MALA has high expectations for student behavior that exemplifies good citizenship in the school community and the home community. The school community will participate in the refinement and implementation of the policies and procedures outlined in this document. MALA expects students to respect the rights of others, to participate actively in the process of learning, and to demonstrate care in the use of the school's educational materials and facilities. The Code of Conduct will also be devised within the Restorative Justice framework.

Teachers and administrators will write classroom rules in cooperation with families and students. Students who exemplify good citizenship will be recognized for their positive contribution to the school and community.

A Student/Family Handbook will be published and updated as needed. The Student/Family Handbook will be sent to every student's home and discussed in the FSTCA meetings so that all families have access to and understand the information.

Dismissal Policies and Procedures

The dismissal policies and procedures will conform to applicable laws and regulations of DC Public Schools and ensure that the student right to due process is secured. These policies will be completed after notification of award of charter.

Suspension/Expulsion Policy

MALA recognizes that suspension or expulsion from the school is the most severe disciplinary action that can be imposed on a student. Because of the nature of the population of students we will enroll, our policies surrounding suspension and expulsion are very flexible. MALA will make every attempt to conduct family- student team meetings to remedy concerns before such a decision is made. Students are always welcome in school as we plan to make this a safe space and understand it will be a haven for some.

Disciplinary Procedures for Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. Discipline of a classified student will be in accordance with the following:

1. Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others notwithstanding adherence to those guidelines, the matter will be immediately referred to the Special Education Coordinator and the Child/Study Team (CST) for action.
2. Students for whom the IEP does not include specific disciplinary guidelines shall be disciplined in accordance with standard school policy relating to each infraction. The Special Education Coordinator must be notified immediately of any suspension from classes and will arrange appropriate alternate instruction.
3. The SPED Coordinator will explore whether the infraction is a result of the disability. If a connection is found, no penalty may be imposed.
4. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student must be immediately referred to the SPED Coordinator for reconsideration of the student's educational placement. In considering the placement of the students referred because of disciplinary problems, the SPED Coordinator will follow its policies with respect to parental notification and involvement.

The SPED Coordinator shall meet within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
2. The commission of any infraction that is a result of the student's disability;
3. The commission, by a disabled student, of any infraction that would have involved the School Principal and resulted in a suspension in excess of five days for a regular education student.

Human Resource Information

Key Leadership Roles:

Managing Director: Angel Anderson (50%) & Maia Shanklin Roberts (50%)

The Managing Directors are responsible for the overall operation of the school and the supervision of administrative staff. The Managing Directors will report directly to the Board of Directors of MALA and act as liaison between the school and the D.C. Public Charter School Board. Other duties include fundraising; grant writing and monitoring the financial health of the school. The Managing Directors along with the board are responsible for hiring the Principals, Special Education Coordinator and Human Resources/Business Manager.

The Managing Directors will exemplify the pursuit of excellence in education; have a strong academic background and a commitment to Juvenile Justice, Education and Advocacy. The Managing Directors will be unselfish in regards to time and effort on behalf of the school, accept accountability for student learning and the perpetuity of the school.

Fund Development: Paula Evans , \$10,000 annually.

Paula Evans is the founder and principal of her consulting firm, CurrentPR. Ms. Evans is a highly creative and results-driven non-profit management professional with entrepreneurial passion, drive and vision. Ms. Evans has more than 10 years' experience and expertise generating revenue and increasing support bases for national and local non profit and for-profit organizations. She is responsible for a wide range of fundraising services, including fundraising programs directed at foundation, individual, and corporate donors, board recruitment and development, strategic planning, executive coaching, staff training, and program development.

Ms. Evans has secured more than \$5.4 million dollars through effective major gift solicitations, creative sponsorship opportunities, and effective donor cultivation events. She has also built strong partnerships with leading Fortune 400 and 500 companies, community-based organizations, and educational partners to deliver programs and train more than 10,000 volunteers on fundraising program delivery techniques. An important focus of her work is on helping organizations identify and successfully solicit major donors. Her services include coaching staff and volunteers on conducting solicitation visits, prospect reviews and capital campaigns. Ms. Evans earned a Juris Doctor from the University of Maryland School of Law, and a B.S. in Business from Bowie State University. Ms. Evans is a member of the Association of Fundraising Professionals.

Diploma Plus Coach: The Diploma Plus school coach is responsible for working closely with a school in order to support the school's mission, vision, and student achievement outcomes through the implementation of the Diploma Plus model. It is the role of the DP school coach, in conjunction with the DP network manager, to support each school in articulating and achieving the goals and objectives defined in the annual Diploma Plus

school workplan. This is done primarily through working with the Student Achievement Support Team, the school instructional leaders, the DP.net site administrator, the future focus coordinators, and the advisory team at the school. Additionally, the school coach may provide targeted professional development at the school connected to the DP school workplan in the form of workshops, model lessons, tool development, and facilitated professional learning communities.

The responsibilities of the school coach also include supporting and developing the Diploma Plus network through such activities as: planning and running workshops for network events; facilitating cross-site meetings on a range of topics related to Diploma Plus design and delivery; and serving as a liaison between schools within the network. Additionally, the Diploma Plus school coach supports the DP National efforts by collecting documents and data from the schools; attending regular coach meetings to discuss best practices, the DP model, and current research; and assisting communication efforts between the schools and the Diploma Plus National office.

The remainder of this document outlines the role of the Diploma Plus School Coach, organized around the Four Essentials of Diploma Plus schools.

- Performance-Based System
- Supportive School Culture
- Future Focus
- Effective Supports

1. Performance-Based System

The main focus of the Diploma Plus school coach is to support the development and implementation of the Performance-Based System in the schools. In addition, while it is vital that all DP schools have rigorous curriculum, effective instructional practices, and authentic assessment, the school coach is first responsible for facilitating the processes to develop and implement the promotion and graduation structure. School coaches provide extensive support in the development, revision, and execution of the promotion and graduation structures mainly through work with the Student Achievement Support Teams. In relation to this, the school coach is responsible for coaching schools and teachers on the use of DP.Net, a web-based tool for competency- and performance-based curriculum planning, lesson sharing, student assessment, record keeping, and grading. The coach will meet regularly with the DP.net site administrator to support the use of DP.net and its connection to the Performance-Based System. When necessary and connected to the Diploma Plus school workplan, the school coach provides professional development to the Student Achievement Support Team, to teacher workgroups, or to the whole school faculty in the areas of rigorous curriculum, effective instructional practices, and authentic assessment. As articulated in the Diploma Plus school workplan, the school coach supports:

- A. Rigorous Curriculum
 - Competency-based and standards-aligned curriculum
 - Backwards planning

- Appropriate materials and resources
- B. Effective Instructional Practices
- Competency-based and standards-aligned Instruction
 - Student-centered instruction
 - Engaging and rigorous instruction
 - Whole-school teaching and learning strategies
- C. Authentic Assessment
- Competency-based and standards-aligned assessments
 - Authentic products and performances
 - Developmental and gateway portfolios
 - Continuous assessment
- D. Promotion and Graduation Structure
- Identified promotion and graduation criteria including Gateway Portfolios required for every student in every phase
 - Individualized student pace and progress linked to standards and competency attainment and not tied to seat-time
 - Articulated scope and sequence aligned to the DP phases, including Plus phase experiences (college, internship, Community Action Project)
 - A competency-based tracking and reporting system (DP.net or some other comparable and approved system)
 - Phases (Foundation, Presentation, and Plus) that are used to identify and group students
 - Reliable intake assessments (including tests and other evaluative tools) that are used to determine new students' needs and place them in appropriate phases (generally Foundation or Presentation)
 - A school-wide portfolio system for portfolio development, collection, and presentation

2. Supportive School Culture

Diploma Plus school coaches assist the Student Achievement Support Team in the development and implementation of a supportive school culture, with the annual goals and objectives of the work identified directly from the DP school workplan. Additionally, school coaches meet regularly with the schools' advisory teams to provide support in the implementation of the advisory program. When necessary and connected to the DP school workplan, the school coach provides professional development to the Student Achievement Support Team, to teacher workgroups, or to the whole school faculty in the areas of positive relationships, youth leadership and voice, and cultural responsiveness. As connected to the Diploma Plus school workplan, the school coach supports:

- A. Positive Relationships
- Advisories that develop positive peer and adult-student relationships
 - School wide rituals, celebrations, and gatherings

- Opportunities for students in each phase to develop a group identity, norms, and relationships
- Parents, family, and/or caregivers engaged in the school in meaningful ways
- Collegial and professional learning communities for faculty
- Positive connections to the wider community

B. Youth Leadership and Voice

- Student representation within school governance
- A student advisory board or student council
- Opportunities for student input into school decisions
- Student input on individualized, student-centered learning plans

C. Cultural Responsiveness

- Positive school norms
- A validating and respectful school climate
- School-wide exploration of issues related to personal and group identity and privilege
- Faculty and staff that are representative of student population
- Faculty and staff commitment to learning and responding to personal and group identities and cultures of students

3.Future Focus

It is the role of the Diploma Plus network manager to support the schools in the majority of the areas identified within future focus. The role of the DP school coach, in relation to future focus, is to stay informed of any school needs in these areas and alert the DP network manager of the issues and potential supports and resources required. When necessary and connected to the DP school workplan, the school coach provides professional development to the Student Achievement Support Team, to teacher workgroups, or to the whole school faculty in the areas of post-secondary education preparation, career preparation, and civic engagement. As connected to the Diploma Plus school workplan, the school coach supports:

A. Post-secondary Education Preparation

- Post-secondary awareness, exploration, and experiences
- On-campus classes and credits

B. Career Preparation

- Career awareness, exploration, and activities
- Internships and other workplace experiences
- Personal and Workplace competencies used throughout the school

C. Civic Engagement

- Community awareness, exploration, and activities
- Community action projects

Effective Supports

It is the role of the D schools in the majority of the areas identified within effective supports. The role of the

It is the role of the D

DP school coach, in relation to effective supports, is to stay informed of any school needs in these areas and alert the DP network manager of the issues and potential supports and resources required. The school coach should alert the DP network manager on issues related to:

A. Fundamental School Needs

- Effective operations
- Start up and implementation supports
- Equitable resources
- Appropriate school size
- Sufficient and appropriate staffing
- Range of student support services
- Data and evaluation systems
- Technology systems
- Fund development capacity
- Effective marketing and communications capacity

B. Positive and functional relationships

- Community, college, and business partnerships

Diploma Plus Network Manager

The Diploma Plus network manager is responsible for working closely with all schools within a network to support the overall implementation of the Diploma Plus model. Additionally, the network manager coordinates the supports received by schools within the network by leading the network's team of coaches and support staff and serving as liaison between the network and national Diploma Plus offices.

The DP network manager also works with the school leadership to set benchmarks and monitor progress related to the implementation of the Diploma Plus model. To do this, the network manager works with schools to craft and manage expectations through the development of an annual Diploma Plus work plan. This work plan enables the school to clarify its goals and progress related to the DP model, and allows the network manager to monitor progress against and coordinate supports for the school to meet those goals. The network manager encourages progress when the work is on- track and enforces agreements and expectations when the goals are not being met.

The responsibilities of the network manager also include supporting and developing her or his Diploma Plus network by coordinating Diploma Plus events and other technical assistance designed to share best practice, strengthen collegial relationships, and deepen the model. These events include the planning and running of workshops related to the Diploma Plus Four Essentials, convening and facilitating cross- site meetings on a range of topics related to Diploma Plus design and delivery, and serving as a liaison between schools within and across the networks.

The DP network manager is also the primary representative for Diploma Plus at the

regional, state, city, and district levels within the network. In this role, the network manager serves to influence education policies, advocate for necessary autonomies, promote the model, and support the DP National efforts by developing new relationships with potential partners and cultivating existing partnerships. Included in this work is the development of relationships with states, cities, and/or districts in order to open new Diploma Plus schools and to participate in the groundwork needed for this to happen, leading these efforts when appropriate.

The role of the DP network manager in relation to the Performance based System and the Supportive School Culture Essentials is to stay informed of any network wide needs in these areas and find potential supports and resources to improve implementation and sustainability of these areas. The network manager, coupled with the DP School coach, helps orchestrate network wide professional development opportunities and coordinates the supports schools receive from the network coaches related to these essentials. The network manager also bridges relationships between outside experts in these areas, in order to offer the network the most comprehensive support. Additionally, Diploma Plus network managers work with community partners, wrap around service agencies, and the private sector to assist DP Schools in cultivating partnerships that could enhance elements of these essentials in individual schools and across the network.

Principal and Finance Director: Although not identified MaiAngel Leadership Academy will be seeking a strong Principal and a Finance Director to support in rounding out the educational and non-profit financial management expertise needing to successfully run to the school.

Legal Counsel: MaiAngel Leadership Academy will seek pro bono legal counsel. Currently, a member of the Board of Directors is serving as ad hoc counsel for the school and supporting in the research and recruitment of a legal counsel.

Qualifications for School Staff

Recruitment of staff will begin in January 2013. Staff candidates will be identified through classified ads, search firms, website advertisements and personal referrals. All academic staff will be required to have at least a B.A./B.S. degree. Teachers will be required to be certified according to the Washington, DC mandates. Licensing and certifications will also be required for the Licensed Clinical Social Worker, teachers and Nursing staff. All adult members of MALA community must be fingerprinted and undergo local and federal background checks before beginning employment. All non-parent/guardian volunteers will also be required to undergo the same checks.

It takes a person with high emotional intelligence, cultural responsiveness coupled with academic credentials that afford them the opportunity to support student achievement. We expect that our students will come to us with a myriad of psycho-social concerns and it is necessary for staff to have an understanding of this population. A belief in Restorative Justice and non-punitive measures is mandatory to creating a cohesive and supportive school culture.

All members of the MALA community must be dedicated to high standards for children in conduct and content areas. All members of the MALA community must demonstrate through professional development, the writing of lesson plans and participation in the life of the community, a dedication to and respect for Advocacy, Juvenile Justice and Alternative Education.

All staff members will be required to undergo 4 weeks of professional development in systems and processes as well as in content training prior to the school's opening. Regular professional development days will be scheduled throughout the school year to ensure that the Diploma Plus model, and the school's mission and vision are consistently followed and furthered. Regular staff, grade level and leadership team meetings will be used to keep staff on top of the pace of the curriculum, changes in policy or procedure, to facilitate communication and to advance the mission of the school. All Instructional Staff will meet the criteria to be highly qualified as outlined under the No Child Left Behind Act.

Staffing Plan

Class sizes will not be any larger than 15 students to 1 teacher. The goal is to have a class size of no more than 12:1.

There will be time for staff teams to meet weekly. The school Principal will be responsible for arranging schedules and the school day to ensure that the teams have an opportunity to meet. Once every month, the school Principal will conduct a staff meeting for all employees. Professional Development will be held every other week. The concerns of the staff and the ways of structuring the instructional program will be the primary focus of the meetings.

The Family, Teacher, Student & Community Association will plan meetings once per month for the school community. By improving communication and involving the group in school issues, new and innovative means for addressing pressing school issues may be brought forward.

Leadership Team

Managing Director (2): The Managing Director is responsible for the operation of the MALA school. This position is responsible for ensuring that all planning and operations are conducted appropriately and in a timely fashion. The Managing Director will ensure the smooth opening and full enrollment of the school.

Principal (1): The Director of Academics will oversee every facet of the school's operation that directly impacts student learning. This will include monitoring of classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas. The Director of Academics will be responsible for direct oversight of the instructional staff. The Director of Academics

reports to the Managing Director.

Dean of Students (1): The Dean of Students will be the primary person responsible for the oversight of non-academic concerns regarding students. He or she will serve as the primary interface between the school and the student's homes, ensuring consistent and timely communication from the school. The Dean will also be responsible for student discipline, coordination of parent orientation, and oversight and/or coordination of family events outside of the regular academic program.

Academic Support Team

Special Education Coordinator (1): The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the districts' program of services. Responsibilities include: managing the districts' special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements. Significant time is required for analyzing data, planning activities, monitoring programs/services, responding to others and consulting with program personnel.

Lead Teachers (6-12): All teaching staff will be hired to fulfill specific content areas. This employee is responsible for planning and delivering an integrated educational program that blends competencies and Common Core Standards. Teachers will be unselfish regarding their time and effort spent on student achievement. Teachers will possess a strong academic background and be committed to an arts integration program and the demands of being an arts educator. Teachers are expected to attend regular after-school or weekend activities as it relates to their students.

Special Education Certified Teachers (2-4): Under direction of Special Education Coordinator will provide specific content area instruction to students. The Special Education teachers establish instructional/learning environment for students to reinforce appropriate pupil behavior; develops, adapts/modifies and sequences a variety of instructional activities to meet the students' individual goals/objectives which are based on the student's IEP

Guidance Counselor (1): Responsible for developing a counseling program for students and families; must coordinate all programs with the Principals. Counselors provide a comprehensive guidance program which meets the needs of their assigned students. Counselors promote and enhance academic, personal, and career development of all students. The Guidance Counselor is also responsible for developing student schedules as well as enduring credits are earned and recorded in a student's record.

Volunteer Teacher Aides (5-10): Teacher Aids will assist the teachers as directed by the Principal or the Special Education Coordinator. The teaching assistants are to provide

support to the instructional program within assigned school with specific responsibility for assisting in the supervision and instruction of special needs students, severely special needs students; observing and documenting student progress; implementing plans for instruction; and assisting students by providing for special health care needs.

School Culture Support Team

Licensed Clinical Social Worker (1): The School Social Worker promotes and enhances the overall academic mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. The School Social worker significantly contributes to the development of a healthy, safe, and caring environment by advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student successes and by implementing effective intervention strategies.

Outreach and Family Engagement Coordinator (1): to ensure that school is fully enrolled with students when the school opens in August 2012. The Coordinator should have extensive knowledge of neighborhoods and community resources throughout DC. As the face of MALA in the community, they should be comfortable engaging with a variety of constituents and building new and long-lasting relationships.

Nurse (.5): Responsible for developing and maintaining an area appropriate for students with health problems in school; meets with families to discuss health issues; develops health education program for use with families; works cooperatively with the Counselor, Director of School Culture and Social Worker.

School Support Staff

Secretary/Registrar (1): The Secretary/Receptionist is responsible for all clerical/secretarial duties; serves as secretarial support for the Principals and Managing Director. Under supervision of the Principals, the Registrar performs varied secretarial, clerical and student information processing duties requiring maintenance of student records (often of a confidential nature), computer input functions, and independent judgment. Requires frequent contact with staff, students, and families.

Technology Coordinator (1): The Technology Coordinator is responsible for the implementation of the technology to support the instructional program, instruction of staff in the use of technology, maintaining the technology system including hardware and software, and performance of other duties as assigned by the School Director. The Technology Coordinator reports to the Managing Director.

Maintenance and Facilities Manager (1): Responsible for cleaning and maintaining the school; repairing minor problems; reporting and supervising significant problems; monitors trash removal; selects all supplies and equipment for cleaning and maintaining school and creates purchase order; reports to the School Director;

Employment Policies

All MALA employees will be employed through the use of annual employment contracts. The Board of Directors will prepare the annual contracts of the school Principal. All other contracts will be initiated by the Managing Directors and approved by the Chairman of the Board. The employment contracts will contain provisions on termination and non-renewal and retention of employees. Staff policies will include a grievance procedure, rules and regulations about workplace expectations, a sexual harassment policy, and a zero-tolerance drug free workplace policy. All staff members will be presented with a staff/faculty handbook prior to the signing of an employment contract. MALA will provide a comprehensive benefits program for employees, including, but not limited to, health plans and 403(b) savings plans.

For those members of the DCPS pension plan, teachers/staff may continue to participate in the city program. Provisions will be made to ensure that those contributions are appropriately allocated.

The timetable for establishing these policies is as follows:

1. April 2012 - approval of the charter application;
2. August 2012 – initiate the development of policies that effect human resources and the basic operation of the school;
3. January 2013 – first draft of policies presented to the Board;
4. February 2013 – modifications and improvements on existing policies;
5. April 2013 – Board will approve key policies;
6. May 2013 – the Board will adopt the last of the policies.

Equal Opportunity Employer

No person working at MALA or applying for work at MALA is to be discriminated against in employment or application for employment or subjected to harassment in the work environment because of age, gender, color, race, creed, national origin, religion, marital status, ancestry, health condition or sexual orientation.

Employment or application shall not be affected by physical or mental disability where the employee is able to satisfactorily perform the essential duties required by the job.

MALA will strive to thoroughly investigate instances of alleged discrimination and take corrective action, if warranted. MALA will also strive to be continually alert to identify and correct any practices by individuals that are at variance with the intent of its equal opportunity policy. MALA would like to reaffirm this policy and call upon all personnel to effectively pursue the policy, as stated.

At-Will Employment Relationship

While MALA expects the employment relationship to be mutually beneficial, employment with MALA is entered into voluntarily and the employment relationship is considered at-will. Given the at-will employment relationship, either employee or MALA may terminate the employment relationship at any time with or without notice, with or

without reasons. No employee has the authority to enter into any agreement for employment or employment for a specified period of time, or to make an agreement or contract contrary to the at-will employment relationship stated above. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the MALA Executive Director.

Credentials

To meet the requirements of Washington, DC, MALA teachers must possess a current teaching credential. MALA supports teachers in their effort to obtain and renew teaching credentials. It will facilitate evaluation procedures. All other staff will be required to be credentialed in their respective fields before higher.

It is the responsibility of instructional employees to maintain the required credential for their position as a condition of continued employment. Any changes of their credential status should be reported to the Principals.

Teacher Evaluations

The Marzano Evaluation Model is the tool that MaiAngel Leadership Academy will use to evaluate its teachers. The Marzano Evaluation Model is based on a number of previous, related works, including *What Works in Schools* (Marzano, 2003), *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management That Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading That Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

Domain 1: Classroom Strategies and Behaviors
Domain 2: Preparing and Planning Professionalism

Domain 3: Reflecting on Teaching

In summary, the Marzano Evaluation Model was designed using literally thousands of studies conducted over the past five or more decades, and published in books that have been widely used by K-12 educators. In addition, experimental/control studies have been conducted that establish more direct causal linkages with enhanced student achievement than can be made with other types of data analysis. Correlation studies (the more typical approach to examining the viability of a model) have also been conducted, indicating positive correlations between the elements of the model and student mathematics and reading achievement. Finally, the model has been studied as to its effects on the use of technology (i.e., interactive whiteboards), and found it to be highly correlated with the effectiveness of that technology.

Use of the Model Across the Country

The model is being used in a variety of states, districts, and schools across the country. At a formal level the states of New York, New Jersey, and Florida employ the model whole or in part as the basis for teacher evaluation. It is also being piloted or considered in a number of other states (e.g. Oklahoma, Missouri). Additionally, a growing number of districts across the country have adopted or adapted the model as the basis for teacher feedback and development (e.g. Cherry Creek Public Schools, Denver, CO; Adams School District 50, Westminster, CO, Rockwall School District, Rockwall, TX). In all of its professional development with individual schools, consultants for Marzano Research Laboratory use the model as the basis for teacher and feedback. Thus, the model is also being used as the basis for professional development in a wide variety of schools across the country. Web-based tools for gathering, aggregating, and reporting data on teacher status and growth are available from Learning Science International.

Volunteers

As used in these policies, “bona fide volunteer” means an individual who:

- Volunteers of his/her own free will;
- Does not receive and does not expect to receive compensation (with no agreement or expectation of payment at a later date); and
- Provides services that would normally be provided by an (unpaid) volunteer.

Volunteering is not employment; therefore, volunteers cannot be used to fill or hold any vacancies. Volunteering also must not affect or influence any future decisions the employer may make with regard to the volunteer’s possible employment in the local education agency.

Please find attached the MALA Employment and Benefits Manual

Arrangements for Meeting District and Federal Requirements

a. Health and Safety See §2202(11) and §2204(c) (4), *D.C. School Reform Act*.

MaiAngel Leadership Academy will comply with all District of Columbia and federal codes, regulations and laws governing the health and safety of the building and its occupants including the Americans With Disabilities Act.

Building Safety:

- MALA will be maintained by a full-time custodial engineer and an industrial cleaning service. The maintenance team and the school staff will be responsible for maintaining a clean and safe space for students and visitors.
- Any special materials that the student needs will be kept away from the rest of the class in a secure, clean cabinet or refrigerated compartment.

Medical Concerns and Support:

- If a parent, child, school staff member, or other member of the public charter

school community has or is suspected of having a reportable communicable disease (as identified by the District of Columbia's Commission of Public Health), the school's Director will be responsible for ensuring that the District of Columbia's Preventive Health Services Administration is notified and that the school staff cooperates fully with said entity.

- MALA will admit students with medical needs. MALA will adhere to federal and local requirements on how to attend to students with such needs.
- MALA will employ a part time nurse with whom the staff may consult regarding any questions. There will be a designated area in which the school nurse will function which will contain a refrigerator designated for medications. federal regulations for preparing and serving meals. There will be a designated area in which the school nurse will function which will contain a refrigerator designated for medications. Medication will only be administered under the direction of the school nurse (or the physician if one is present). The Board of Directors will establish and approve the policies and procedures to govern the administration of medication in accordance with the applicable laws.
- MALA staff will be CPR certified and trained. Staff will also be required to have TB Test and Drug Test on file.

Food Safety:

- MALA projects that the majority of our students will be eligible for a free or reduced price breakfast/lunch under the United States Department of Agriculture's Free Lunch Program (in compliance with the District of Columbia's Public Schools regulations), the charter school will comply with all local and the charter school will comply with all local and federal regulations for preparing and serving meals.

Health and Wellness Program:

- MALA will implement a health and wellness program for students and staff. It will be important given the social, psychological and emotional issues presented by students and staff that there be outlets for physical release. Our program will impress students and staff the importance of healthy eating; healthy living and mental and physical wellness. The school nurse will develop the program. MALA will integrate community partners for the implementation of a regular health, wellness and recreation program at the school.

b. Safety and Fire Codes for Buildings(e.g., Compliance of facilities with Americans with Disabilities Act) See *D.C. Code sec. 5-501 et seq.*

MALA will comply with all District of Columbia and Federal codes, regulations and laws governing the health and safety of buildings and its occupants including the Americans With Disabilities Act. The Board will ensure that all facilities are inspected and given a Certificate of Occupancy before anyone enters the building. The Board will have the buildings inspected regularly by a certified contractor to ensure that the facilities remain in compliance.

c. Transportation See §2208, D.C. School Reform Act.

Transportation will be provided as required in the IEPs of classified students. The Board will not offer transportation services to other students. Students and their families will be notified of the students' eligibility for reduced fares on Metro systems.

d. Enrollment Data See §2204(c) (12), D.C. School Reform Act.

In accordance with the District of Columbia School Reform Act §2204(c)(12) MALA will provide enrollment data to the District of Columbia's Schools in compliance with Section 3, Article 2 of the 1925 Act.

e. Maintenance and Dissemination of Student Records

In accordance with the District of Columbia School Reform Act Parts B and D, and other applicable Laws, including D.C. Code sec. 31401 et seq. (Compulsory School Attendance); D.C. Code sec. 31-501 et seq. (Immunization of School Students); D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents); D.C. Code sec. 29-501 et seq. (Non-profit Corporations), MALA will seek the transfer of all student records including IEP's, Title I, and other entitlement programs from each enrolled student's previous school when appropriate. MALA will establish and maintain a central database of all school student records and personnel records, ensure the confidentiality of those records, and make those records available to the District of Columbia Public School officials as required by local and federal laws and regulations cited above. The Director's Office will collect, maintain, and monitor these records.

f. Compulsory Attendance Laws

The daily attendance rate of each student will be monitored. Any student whose absence is extended will be contacted at home and the parent(s) invited to a meeting at the school, in accordance with MALA's attendance policy. Any student whose absence is excessive and the parent(s) refuse to cooperate will be pursued as truant and reported to the appropriate agencies including DCPS. MALA will comply with all local and federal compulsory attendance regulations.

g. 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)

WEDJ PCS will provide special education services as required under 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). MALA believes that at least 50% of its students will be classified with learning disabilities. The school has provided for a thorough and efficient educational response to the special needs of these students. Every classified student will have an IEP as well. Families and teachers are required to meet four times per year to discuss the child's educational development and home-support activities.

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

MALA projects that at least 85% of its students will be Title 1 eligible. MALA will be classified as a whole school program under Title I. Title I funds may be expended on

whole school programs that will improve the performance of Title I students. The Board’s Business Manager will ensure that the Title I expenditures comply with all fiscal requirements.

i. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia See §2202(11) and 2204(c) (5), D.C. School Reform Act.

MALA will comply with the Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia, section §202(11) and section §2204(c)(5), D.C. School Reform Act. Public notices will be prominently displayed.

j. Other:

MALA will comply with all District and Federal requirements. The Board of Directors will examine all requirements and determine whether there is a need to implement additional policies and procedures in order to comply with the law. If so, measures will be taken to put such policies and procedures into place prior to the opening of school.

Implementation of the Charter

Timetable and Tasks for Implementation of Charter

<i>Task</i>	<i>Date</i>
Site	
Identification of a site	December 2013
Financing Secured January	March 2013
Signed lease/purchase and sale agreement	April 2013
Issuance/award of bids for renovation	April 2013
Final inspection and occupancy certificate	June 2013
Completion of build-out	July 2013
Acquisition of furniture and materials	July 2013
Admissions	
Open Houses	January-May 2013
Orientation	Contingent upon enrollment numbers
Community Outreach	January-June 2013
Applications made available	February 2013
Evaluation of Applications	As received
Acceptance Letters sent out	June 2013
Request student records	Ongoing
Send Finance Director an enrollment report	July 2013
Staffing	
Advertise and disseminate job descriptions	January-April 2013
Develop hiring policies and procedures	January 2013
Develop contract or at-will arrangements	January 2013
Design benefit packages, including retirement	January 2013

Determine need for staff who are multilingual or representative of the student population	Ongoing
Hire administrator	January 2012
Make arrangements for SPED services	June 2013
Develop staff handbook	May 2013
Design professional development plans	June 2013
Hold staff orientation	June 2013
Design and implement staff evaluation plan	August 2013
Board Organization and Procedures	
Develop and adopt by-laws	Complete
Develop governance strategy	Complete
Determine how to keep continuity between founders and board	Complete
Arrange board liability insurance January 2004	January 2013
Financial Management	
Identify check writer for board	January 2013
Identify check writer for school	March 2013
Appoint Treasurer	Complete
Reports (Budget v. Actual)	Done and ongoing
Forms (PO's, Expense reports)	January 2013
Segregation of Funds (Pub. v. Private)	September 2012
Auditor/preparer identified	June 2013
Schedule of Board Financial Reviews	January 2013
Establish Payroll	September 2013
Arrange insurance	September 2013
Special Education Services	
Identifying students with IEP's	March- August 2013
Acquire records	March-August 2013
Form teams	June-August 2013
Develop alternative IEP's	July - August 2013
Get parent approvals	June- August 2013
Contact with SPED administrator from previous school	June-August 2013
Define Services required (For all SPED students)	July-August 2013
Identify internal and external resources	April- August 2013
Food Service	
Identify free/reduced lunch students	June-August 2013
Identify legal requirements	May 2013
Define requirements	April-May 2013
Issue RFP	April 2013
Select Vendor	June 2013
Draft Contract	July 2013
Sign Contract	July 2013

Maintenance and Reporting of Academic and Non-Academic Performance Data

MALA staff will be responsible for maintaining Diploma Plus .Net system. DP.Net is an online learning management system that allows you to establish and maintain a virtual classroom and track/grade competencies. Teachers will be required to upload academic performance data in that system. Additional information on the DP.Net system is in the appendix.

MALA will also seek technology that will properly maintain students IEP's and progress toward service learning goals.

There will also be an additional system for our counselor's clinical social worker and Dean of Students to record behavior and enable staff to monitor the non-academic progression of students towards the goals outlined in the ISS Plan.

A technology infrastructure will also be developed to assess teacher performance.

Student academic performance and non-academic performance will be reviewed regularly by staff. Comprehensive reports will be submitted to the Principals for their review and communication to the Managing Directors, the Board and external stakeholders. Much of the data will be maintained electronically. Paper files, will be maintained by the appropriate school staff in secure locations within the school.

MaiAngel will hire an Information Technology Director to manage the technology infrastructure. Their job will be to maintain the technology systems and inform staff of more effective and efficient means to introduce technology into the classroom and for the evaluation of student and staff performance.

Major Contracts Planned

The contract with Diploma Plus has been planned. The contract is for curriculum development assistance, model implementation and professional development.

MALA will seek additional major contracts for the following services:

- Technology Infrastructure
- Food Service
- Community Partners for non-academic services, life-skills and work-force development
- Facility Lease or Mortgage

All major contracts will be subject to review by the District of Columbia Public Charter School Board and will be advertised in the D.C. Register as required. Major contracts will be handled in the following manner:

1. Scope of work will be determined by the Director, Business Manager, or subcommittee of the Board of Directors;

2. Contracts will be reviewed by a person with expertise in the field so that the scope of work is correct;
3. All contracts shall be approved by the Board of Directors (see Bylaws);
4. Technically difficult contracts or with sums of \$25,000 or more shall be reviewed by the Board's attorney before being approved by the Board of Directors;
5. Contracts of \$25,000 or more shall be placed for bid with a notice in the D.C. Register;
6. The contracts will be awarded based upon the bidders ability to deliver goods and services in the time prescribed and at a level of appropriate quality and reasonable cost.

Major contracts will be monitored in the following manner:

1. The Managing Partner will monitor the work of the contractor on an operational basis;
2. The Business Manager will monitor contracts on a financial compliance basis;
3. All invoices shall be matched against materials received and all materials checked to see that the proper amount is present and that the material is in new condition;
4. All invoices shall be matched against services received and all checked to ensure that the services were provided as specified; and
5. No contract shall be paid without the approval of the Board of Directors.

Orientation of Families, Teachers and other Community Members

Teachers and school staff will be expected to participate in an orientation and professional development prior to school's opening. This training will occur annually. MALA will continue the professional development throughout the year. The schools' calendar allows for bi-monthly teacher training and workshops. The daily school schedule builds in time for teacher planning and the enhancement of our professional learning communities.

All school staff will be provided with the school's information packet. The packet will background information, a description of our program, literature about our curriculum, general information about charter schools along with contact information for School Directorship.

Several orientations will be scheduled in the spring and summer for families and prospective students. The orientations will provide background on the school and its purpose. Participants will receive enrollment packets and an information packet. Families and students will be invited to join the FTSCA. The Outreach and Family Engagement Coordinator will be key in maintaining connectivity to interested families and students from orientation to the start of school and during the academic year.

MALA will be open to community involvement and engagement. MALA hopes to be fully integrated into the social and economic fabric of the community that we are situated.

Services Sought from the District of Columbia Public Schools

We will make the free/reduced rate student lunch program available to our students. Additionally, we do not intend to function as an LEA for Special Education students. We will seek services for assessment from DCPS. We also request ESL support from DCPS as we do not expect a high number of ESL students to require the build out of full-time capacity.