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ABSOLUTE PRIORITY

Absolute Priority 1 - Low Income Demographic: All of Eagle Academy Public Charter School's campuses are school-wide Title I schools, serving disadvantaged students from PreK-3 through third grade. Eagle Academy participates in the USDA Community Eligibility Provision (CEP), a meal service option for schools and school districts in low-income areas. This indicates that 100% of our students qualify for free breakfast, lunch, and dinner. A provision of the Healthy, Hunger Free Kids Act (HHFKA), CEP is limited to the nation's highest poverty schools and districts, allowing them to serve breakfast and lunch at no cost to all enrolled students and without the burden of collecting household applications. Schools that qualify for CEP are reimbursed using a formula based on the percentage of students participating in other specific means-tested programs, such as SNAP and TANF. This places Eagle Academy students well-above the 60% threshold required as part of Priority 1. Each of Eagle Academy's two schools serve students who are predominately African American (94%, 99%). The proposed expansion to Eagle Academy's Naylor Road School, located in the predominantly low-income Randle Highlands neighborhood in Ward 8 of Washington, D.C., will serve educationally disadvantaged students, who demographically mirror the students of Eagle's other schools.

A majority of Eagle Academy's students reside in Ward 8. Thirty percent of Ward 8 residents are children under 18 years old, 48% of whom live in poverty. Ninety-four percent of Ward 8 residents are African-American. Ward 8 children have the lowest state standardized test scores in reading (19% are proficient) and math (17%) in the nation's capital, indicating a substantial achievement gap among the children of this community compared to the rest of the District and the nation. Ward 8 also has the highest proportion of elementary students (75%) who are eligible for free and reduced lunch in the District. Younger children are particularly at-risk in

the area that will be served by the Naylor Road School. Fifty-nine percent of pre-school children under 5 (9.3% of Ward 8's population) live below the federal poverty level, and 89.1% of the births in the ward are to households with single-mothers. Poverty is endemic in the Ward, where the average family income is \$44,076 (compared with \$115,016 for the District of Columbia); 35% of the 73,662 residents live under the poverty level (compared with 18% for DC as a whole). Unemployment levels, currently at 25% of the adult population, are higher than in any U.S. metropolitan area with a labor force of comparable size¹. The structural challenges facing Ward 8 students are undoubtedly profound, and they are apparent in the relatively low levels of academic achievement. However, Eagle Academy's educational record serving students in the community is compelling evidence that high levels of academic achievement can be attained through effective program design that are coupled with comprehensive support services.

COMPETITIVE PERFORMANCE PRIORITIES

Competitive Performance Priority 3 – Novice Applicants: Eagle Academy qualifies as a novice applicant. Eagle Academy has not previously received, applied for, nor has been a member of a group application that received grant funding from the USDOE Charter Schools Program (CSP). Additionally, Eagle Academy PCS has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications for new awards under the CSP.

SELECTION CRITERIA

(a)(1) Eagle Academy PCS has successfully operated charter schools in Washington, D.C. since 2003, where it was the first public charter school focused entirely on early childhood education.

¹ Clabaugh, Jeff. "Ward 8 Has Nation's Highest Jobless Rate." *Bizjournals.com*. Washington Business Journal, 30 Mar. 2011. Web.

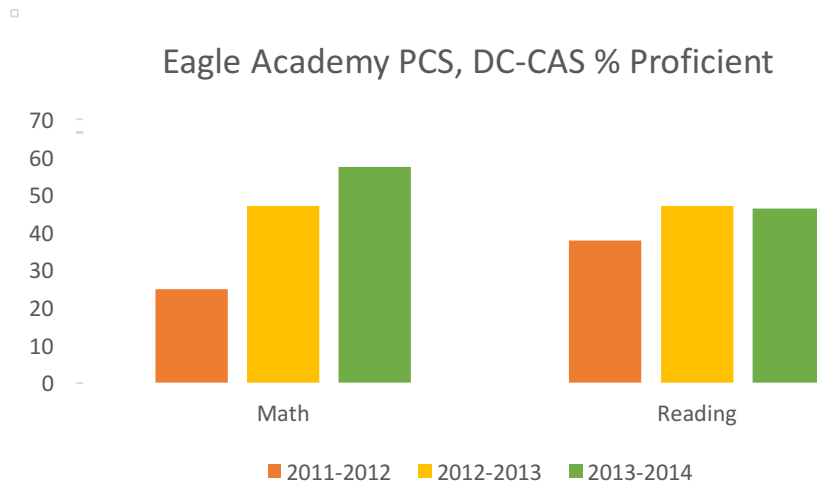
Eagle Academy is a nonprofit entity that manages two or more charter schools, meeting the criteria to qualify as a Charter Management Organization (CMO). Further, Eagle Academy has a central office that helps its school sites take advantage of economies of scale; collaborate with similar schools; replicate models that work; and assist with key tasks such as professional development, hiring, public relations, and funding. Eagle Academy is recognized by the DC Public Charter School Board (DC PCSB) and other organizations for its outstanding curriculum and instructional program in early childhood education. It has, for example, the distinction of being the first early childhood public charter school in DC to be accredited through the prestigious Middle States Association of Colleges and Schools. In 2011, to ensure that it was meeting the educational standards of other high-achieving educational institutions, the school aligned its curricula with the Common Core National Standards. Eagle Academy's curricula and instructional programs draw from the "best practices" of research-based, empirically proven early childhood education programs. In 2012, the LEA established the first early childhood STEAM (Science, Technology, Engineering and Mathematics through the Arts) program in the District. This is a distinctive achievement. Nationwide, STEM and STEAM programs rarely serve children before fourth grade, and almost never in pre-school.

Since it began serving high-need students in the District, Eagle Academy PCS has dramatically increased its enrollment. This rapid expansion responded to community concerns about low-performing schools, which, during this period, were widely discussed in the press and acknowledged by Mayor Fenty's administration². Under-enrollment and low performance of DCPS schools, particularly in Ward 8, were the subject of numerous, and quite often, heated

² Office of the State Superintendent, Brookings Institute, and 21st Century School Fund. "Planning for Quality Schools: Meeting *Planning for Quality Schools: Meeting the Needs of District Families*

community meetings. Eagle Academy began operations in 2003 with 117 students in grades PreK-3, PreK-4 and Kindergarten. During SY 2009-2010, it had 441 students in grades PreK-3 through Grade 1, and the next year, it opened Eagle Academy PCS at Capitol Riverfront and now had 525 students in grades PreK-3 through Grade 2. In SY 2011-2012, Eagle Academy added Grade 3 and totaled 610 students. To adequately serve this growing population, the LEA in 2012 initiated a dramatic expansion of its facilities at Congress Heights, creating a new state of the art LEED Gold certified school in the heart of Ward 8. In the current school year, Eagle Academy has two schools with a total of 920 students, PreK-3 to Grade 3: Eagle Academy at Capitol Riverfront with 150 students, and Eagle Academy at Congress Heights with 770 students. Eagle Academy at Naylor Road will open in August 2018, with the capacity to serve 240 students.

Eagle Academy PCS has not only demonstrated its ability to increase and meet enrollment expectations, but also to provide a quality education that results in high levels of student achievement. Both of our schools have demonstrated success in academic achievement as measured by the NWEA MAPS assessment (for grades K-3) and, beginning in SY 2011-12, when Eagle added Grade 3, by the District-wide math and ELA standardized assessments of 3rd-grade students (initially using the DC Comprehensive Assessment System [DC-CAS], which was replaced by PARCC in SY 2014-2015). As indicated in the graph below, the percentage of students proficient in math more than doubled, from 25% in SY 2011-12 to 57% in SY 2013-14, far exceeding the District's average of 39%. During the same period, Eagle DC-CAS ELA scores increased from 38% proficient to 46%, again exceeding the SY 2013-14 District-wide average of 41%. Last school year, Eagle Academy PCS third graders were assessed using PARCC and again, the percent of students scoring proficient in math and ELA were significantly higher than the average across the District of Columbia.



In 2015-2016, DC Public Charter School Board (DC PCSB) implemented a tiered ranking system for early childhood programs through third grade. DC PCSB’s Performance Management Framework (PMF) is used to produce the annual detailed School Quality Reports for each public charter school over which it provides oversight. DC PCSB uses the tool to review each school’s academic performance annually. The Reports provide a high level of accountability, permitting families to gauge the relevant performance level of schools and facilitating an informed process of school selection. The PMF ranks charter schools in Washington, D.C using a three-tier scale from Tier 1 (meeting the highest composite of multiple performance measures) to Tier 3 (falling significantly below the highest performance standards). The PMF measures include: (1) academic achievement as measured by NWEA for grades K-2 and PARCC for grade 3; (2) attendance; (3) re-enrollment; and (4) scores on the validated Classroom Assessment Scoring System (CLASS), a measure of the quality of teacher interactions with students. Eagle’s pre-kindergarten program is independently monitored yearly with the CLASS tool by D.C.’s Office of the State Superintendent of Education (OSSE). For the past four years straight, both Eagle’s Congress Heights and Capitol Riverfront Schools

significantly exceeded the CLASS national averages in all Domains (Emotional Support, Classroom Organization, and Instructional Support). In 2015-2016 school year, Congress Heights achieved a score of 5.97 and Capitol Riverfront achieved a score of 5.98 in Emotional Support (**over 19% higher than the national average of 5.0**). Congress Heights achieved a score of 5.8 and Capitol Riverfront achieved a score of 5.87 in Classroom Organization (**over 28% higher than the national average of 4.5**). Congress Heights achieved a score of 3.32 and Capitol Riverfront achieved a score of 3.62 in Classroom Organization (**over 32% and over 44% higher than the national average of 2.5**). Even though D.C.'s OSSE does not require CLASS evaluations of K-3 classrooms, Eagle was recently awarded a grant to monitor K-3 CLASS scores and provide CLASS mentoring to K-3 (this award was largely based on Eagle's exceptional record of pre-kindergarten CLASS scores). Each category of the PMF from CLASS to attendance to academics is weighted, and a final score is assigned to each independent school. PMF reports, as developed by DC PCSB, are attached in Appendix E.

Both Eagle Academy PCS at Capitol Riverfront and Eagle Academy PCS at Congress Heights perform particularly well compared to their public charter school counterparts. In SY 2015-2016, Capitol Riverfront achieved a score of 76.4% up from 67.8% in 2014-2015, resulting in a Tier 1 ranking both years (a composite score of 65% or more). In fact, the school has been ranked as one of the top early childhood programs in Washington, D.C during the past two school years³. Eagle Academy PCS at Congress Heights achieved a composite score of 60% (5% shy of Tier 1 status) resulting in a top Tier 2 ranking. The reason that Congress Heights did not attain Tier 1 status in SY 2015-16, however, is not because of academic achievement, where it excelled; rather it is the result of a slight shortfall in attendance and re-enrollment. Eagle

³ "DCPCSB School Quality Report SY15-16." (n.d.): n. pag. 22 Nov. 2016. Web.

Academy has taken several measures to improve attendance and reenrollment levels this year, including bolstering student support services and expanding parent education (e.g. adult literacy classes) and outreach activities. Given current performance levels, from interim NWEA assessments to attendance levels, there is every reason to believe that both Capitol Riverfront and Congress Heights will be ranked as Tier 1 schools in SY 2016-17.

Eagle Academy's success in fostering a high level of academic achievement is largely the result of a model of PD and coaching, described further below, which ensures that every classroom is characterized by a high level of adherence to research-based pedagogical practices and techniques, including classroom management practices, effective use of technology, differentiated instruction, and Response to Intervention (RTI) methods of assessment and support. Throughout every grade level, teachers are using the evidence-based Responsive Classroom Framework. The LEA has a strong commitment to maintaining small class sizes and teacher to student ratios. Eagle has also implemented all the components of Danielson Group's highly regarded Framework for Teaching. The LEA works year-round to recruit high-quality instructional staff, employs a rigorous and inclusive selection process, and commits extensive time and resources toward ensuring that its staff are highly trained and supported, with the goal of maintaining strong retention levels. This educational model, elaborated upon below, will be replicated at the Eagle Academy PCS at Naylor Road school. Eagle's adherence to this on-going PD model is evidenced by exceptional scores on teacher quality assessments such as CLASS, where Eagle appears to significantly exceed nationwide averages.

As part of a five-year US Department of Education School Climate Transformation grant, Eagle Academy implemented the Responsive Classroom Framework at both of its current schools, beginning in SY 2014-15. The Responsive Classroom approach provides a spectrum of

techniques to incorporate social and emotional growth into the academic curriculum. Students develop a level of autonomy that increases engagement and a positive attachment to the classroom. Independent research has found that Responsive Classroom is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), it is one of the most “well-designed evidence-based social and emotional learning (SEL) programs.”⁴ Eagle Academy is in its third year of implementing the School Climate Transformation grant targeting Responsive Classroom implementation, use of an evidence-based PBIS multi-tiered behavioral framework for monitoring/supporting/motivating students, and research-based counseling services. This grant effort has resulted in increased attendance rates (from 89.0% in 2014-2015 to 91.7% in 2015-2016), and a 15.7% decrease in overall disciplinary referrals. The School Climate program also includes an after-school educational enrichment program for students whose progress has lagged, which has improved their academic performance over the course of each school year.

Class sizes and teacher to student ratios are an important part of the Eagle Academy PCS model. Research suggests that small class sizes of 20 or less for earlier grades, particularly before 4th grade, has a measurable and positive impact on levels of academic achievement⁵. Eagle Academy adheres to this research, maintaining small class sizes in all grade levels. In all its pre-school and Kindergarten classrooms, there is one lead teacher and one teacher assistant to every 16 students PreK-3, 18 students in PreK-4, and 20 students in Kindergarten. In grades 1

⁴ "Responsive Classroom: What the Research Says." (n.d.): n. pag. Responsive Schools, Jan. 2016. Web.

⁵

through 3, Eagle provides a lead teacher for every 20 students. This class size model has resulted, as discussed above, in high levels of academic performance as determined by the DC PCSB.

The Framework for Teaching, developed by the Danielson Group, and implemented by Eagle, is a research-based set of components of instruction, aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. In the context of the 15-year charter review, DC PCSB is using the Framework for Teaching's domains on two and three (Classroom Environment and Instruction) as part of its evaluation. Eagle Academy principals, instructional coaches, and teachers are receiving ongoing training and coaching on the Framework for Teaching, particularly on domains two and three.

The recruitment, training, and retention of high quality teachers is an integral component of the Eagle Academy educational model. The LEA uses multiple proven strategies for recruiting high-quality teachers, including: (1) college fairs; (2) partnerships with Urban Teachers, a program of the Johns Hopkins School of Education that educates and prepares new teachers to succeed in urban schools through a clinical training model based on the School's doctoral program; (3) targeted advertisements in various media outlets including print and

electronic; and (4) the Haberman Screening Assessment to evaluate potential teacher knowledge and skills when it comes to working with students in poverty.

Once teachers are recruited, they are enrolled in a rigorous training program: (1) 80 hours of pre-service training focused on the areas of school culture, policies and procedures, the Eagle Academy PCS model, technology integration, curricula, and the Responsive Classroom framework; (2) ongoing coaching and monitoring provided by Eagle Academy PCS principals and instructional coaches; (3) nine full and nine partial professional development days focused on topics such as social-emotional skills, the Responsive Classroom Framework, Language Essentials for Teachers and reading Spelling (LETRS), NWEA and data interpretation, student engagement, in depth curricular reviews for both Journeys and Big Day, STEAM, and developmentally appropriate instruction; and (4) use of student data, teacher surveys, and instructional leader observations to plan for high quality small group professional development.

Because Eagle Academy PCS invests significantly in recruitment and training, retention of teachers is of the utmost importance. To boost retention of high quality teachers, Eagle Academy partnered with George Mason University in 2015 to develop and expand a master's degree program in early childhood education for diverse learners. The first cohort of eight teachers will graduate in 2017. Additionally, Eagle Academy PCS teachers participate in Professional Learning Communities (PLCs) where teachers can share best practices, demonstrate new and successful teaching methodologies, and strategize over student data. Teachers, coaches and principals also participate in ongoing data meetings to analyze student assessment data and to plan for re-teaching and differentiated instruction. These programs are further enhanced through peer-to-peer observations, instructional coaching, and classroom videoing to allow for reflection and refinement of instructional practices. Ongoing professional development is

provided to teachers by high quality educational consultants and subject matter experts. Finally, Eagle Academy PCS schools have established a “Sunshine Committee” to promote positive morale and teacher incentives.

(a)(2) As noted above, both the Capitol Riverfront and Congress Heights schools perform particularly well as ranked by the DC PCSB. In 2015-2016, Eagle’s Capitol Riverfront school achieved a score of 76.4% up from 67.8% in 2014-2015, resulting in a Tier 1 ranking (65% or more). In fact, Capitol Riverfront was one of the top-ranked early childhood schools in Washington, D.C. Congress Heights achieved a composite score of 60% (5% shy of Tier 1 status) resulting in a top Tier 2 ranking. The reason that Congress Heights did not attain Tier 1 status in SY 2015-16, however, is not because of academic achievement, where it excelled; rather it is the result of a slight shortfall in attendance and re-enrollment. As a result, student attendance and re-enrollment have been a focus for Eagle administrators at Congress Heights. Both Congress Heights and Capitol Riverfront are top performing schools compared to both neighborhoods schools and their charter school counterparts across the District⁶. Of the 50 public charter schools eligible for the most recent PMF tier rating, only 20 achieved Tier 1 status. Eagle’s Tier 1 and high Tier 2 school rankings put it among the top CMO performers in the District, and this accomplishment is magnified considering the at-risk population it serves the in capital’s neediest wards.

Eagle Academy PCS at Naylor Road will serve a similar population and will be the only public charter school in the Randle Highlands neighborhood. Two public elementary schools currently serve the Randle Highlands neighborhood: 1) Orr ES; and 2) Randle Highlands ES. Both are classified by the D.C. Public Schools system (DCPS) as “developing” schools. In SY

⁶ DC PCSB School Quality Report SY15-16." (n.d.): n. pag. 22 Nov. 2016. Web.

2015-16, only 16% (Math) and 7% (ELA) of Randle Highlands ES students were proficient as measured by PARCC. Orr ES set similar low performance standard that year, with 16% of student proficient in math and 14% in ELA. By contrast, at Capitol Riverfront, PARCC results indicated that 33% of students were proficient in ELA in SY 2015-16 and 25% in math. At Congress Heights 26% were proficient in ELA and 29% in math. In sum, replicating the Eagle Academy model at Naylor Road will provide students in the Randle Highlands community and from Wards 7 and 8 with the important opportunity to access a higher quality educational program.

(a)(3) Since being established in 2003 as the first exclusively early childhood public charter school in Washington, DC, Eagle has met all of its annual goals and academic achievement expectations for students in grades PreK-3 through Grade 3. On June 2013, the DC Public Charter School Board (DC PCSB) concluded its 10-Year Review and recommended Eagle's charter be continued "based on the LEA's overall academic, compliance, and fiscal performance." Eagle is currently undergoing a Qualitative Site Review in order to be eligible to petition for 15-Year Charter Renewal during the 2017-2018 school year. Based on Eagle's overall academic, compliance and fiscal performance so far, it is expected that the DC PCSB will renew Eagle's charter for another 15 years.

(b)(1) This project will serve economically disadvantaged students. Eagle's Capitol Riverfront campus serves students who are 94% African American. At Congress Heights, 99% of students are African American. At both schools, all students qualify for free breakfast, lunch, and dinner as part of CEP. The current special education rates are 8% at Capitol Riverfront and 15% at Congress Heights. All of these factors place a majority of these students in the educationally disadvantaged category. There is every reason to anticipate that the new Naylor Road school will

serve an identical population through the life of the grant and beyond. Naylor Road will be the only public charter school located in the Randle Highlands neighborhood.

As noted above, the two elementary schools currently serving this neighborhood are, relative to Eagle Academy schools, underperforming academically and rated as developing by DCPS. Orr ES serves a student population that is 98% African American, 100% free and reduced lunch, and 11% special education. Randle Highlands ES serves a student population that is 99% African American, 100% free and reduced lunch, and 11% special education. Their student demographics look very similar to Eagle's, with most students being African American, and educationally and economically disadvantaged.

The academic programming at Eagle is effective at improving educational achievement and outcomes for educationally disadvantaged students, including students with disabilities. Eagle Academy educates each child through a holistic approach that includes the provision of health and social services. Its goal is to educate every child to the highest level possible. The program for all age levels focuses on readiness skills using developmentally appropriate activities with an emphasis on Science, Technology, Engineering and Mathematics through the Arts (STEAM). The school opened as the first exclusively early childhood public charter school in Washington, DC. Eagle Academy has the distinction of being the first early childhood public charter school in DC to be accredited through the prestigious Middle States Association of Colleges and Schools, and is authorized as a local educational agency (LEA) by the DC Public Charter Schools Board.

Given the fact that most of Eagle's students come from families and a community (Ward 8) with the highest rate of poverty in our nation's capital, Eagle's leadership decided from the very beginning to be much more than just a high-performing school. Eagle has an excellent track

record of creating partnerships with a variety of community groups and government agencies that benefits our students, their families and the broader community. Eagle works closely with its students and families to identify their academic, health, and daily living needs. We put in place safety nets for the hungry child (free breakfast, lunch, and dinner), for the sick child (three full-time school nurses, partnerships with the DC Department of Health's Oral Health Division and the DC Department of Behavioral Health), and social services for parents.

The skills-based instruction at Eagle is performance-based, allowing students with a wide range of learning issues to make progress on foundational skills, while also being given access to grade level content. Eagle uses the Big Day for PreK curriculum and the Journeys curriculum for K to Grade 3; both curricula teach developmentally appropriate subject matter and skills. Big Day for PreK is a proven comprehensive early-learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them. Journeys is a Common Core aligned curriculum with a focus on the key elements of reading instruction outlined by the National Reading Panel's meta-analysis of literacy programming. The curricula offered at Eagle are used for all students, both general and special education.

In 2005, Eagle's leadership initiated one of the District's most comprehensive and admired Special Education Departments. It includes: (1) Diagnostic and Prescriptive Evaluations; (2) Individualized Education Programs; (3) Early Childhood Curricula Related Services, including Occupational Therapy, Physical Therapy, Speech Language Therapy, and Behavior Support Counseling; and (4) Mental Health Services. The Special Education Department also operates the first Multi-Sensory Room and Auditory Room available at a public school in DC.

Eagle Academy is deeply committed to serving students with special needs, as evidenced by the extensive wrap-around services. In accordance with IDEA requirements, Eagle is responsible for monitoring its students who are subsequently placed in a non-public school. Those students remain enrolled in Eagle until the parents enroll the students in another school. Eagle maintains an open seat policy at all times, and is responsible for keeping records for these students as they would for any enrolled student. Eagle monitors each student's academic and social emotional progress. It is responsible for: scheduling and attending IEP meetings, conducting needed evaluations, and developing a plan of return. Eagle Academy is also responsible for making sure that IDEA requirements are implemented as defined in the law.

Eagle Academy conducts awareness activities to inform the public of its robust early intervention and special education services and programs and the manner in which parents/legal guardians can access those services and programs. Written information is published in the Parent/Student Handbook and the website. The public awareness efforts include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

During parent orientation and back to school night, Eagle provides parental outreach with "Child Find" flyers. After students have been accepted, parents are requested to complete a survey with regards to their child's development, as well as answer specific questions related to children with disabilities. All assessments data is shared with parents. When proposing to conduct an initial evaluation, Eagle's special education coordinator makes reasonable efforts to obtain informed consent from the child's parent(s) before an evaluation can be completed. If the student is determined eligible for services pursuant to 34 CFR & 300.306-311, Eagle will again obtain informed consent from the parent(s) of the student before the initial provision of special

education and/or related services to the student. Parents are presented with a copy of their Rights (Procedural Manual for Parents). Eagle Academy is aware that parental consent for initial evaluation is not consent for initial provision of special education and related services.

Services at no cost to the family are available to all eligible students from 3 through 9 years of age, regardless of the severity of their disability. Special services are available to children identified with a disability who may be experiencing difficulties in one or more of the following areas: Auditory Impairment, Autism, Deafness-Blindness, Emotional Disturbance, Intellectual Disability, Other Health Impairment, Orthopedic Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment, etc. Yearly, students are assessed with various instruments at the beginning of the school year: DIBELS, Envision Math, Teaching Strategies GOLD. Newly enrolled students in pre-kindergarten and kindergarten are screened prior to the school year with Brigance and Stage and Ages Questionnaires. Students that perform low on these instruments are provided with intervention strategies and are flagged as "at-risk." At-risk students are monitored for the first 90 days of school and an intervention plan is developed if warranted. All assessment data is also shared with parents. The school nurses also review each student's health record, to determine if the child's physician has indicated that there are areas of concern in the cognitive, speech, hearing, or gross and fine motor domains. If there are any concerns, a referral slip is submitted to the Director of Special Education Services for following up with parent(s).

Eagle has a pre-referral and intervention process team, the SST (Student Support Team), which has responsibility for Tier 2 and 3 interventions. In the pre-referral process, the SST provides strategies for teachers to implement. The SST meets with the instructors for 6 - 8 weeks after strategies have been implemented to assess their impact. If the strategies are deemed

successful, teachers will continue implementing them. If the strategies are not successful, the SST reconvenes to establish an alternative intervention plan. In two months, the SST then determines the next steps for the students, including referral for evaluation. The parents are involved in the entire process. At any time during the SST process, the parents can request an evaluation, and the request will be honored. Also, all of the student's health physicals are reviewed to determine if the student's pediatrician referred them for evaluations.

Presently, Eagle Academy has not had a need to provide English language learner programs to its students. As stated previously, all of Eagle's schools, as well as the surrounding public schools, serve a predominantly African American community population that does not include many non-English speakers. Eagle closely monitors neighborhood and school demographics and is prepared to begin development of appropriate ELL programs as needed.

Eagle constantly adjusts and improves its curricular offerings as the teachers and students are assessed using CLASS for PreK and K-3, Danielson, NWEA, and PARCC. This practice will continue for the duration of the grant and into the foreseeable future.

(b)(2) As part of this project, Eagle will design a marketing plan that continues to ensure that Eagle Academy PCS at Naylor Road will recruit and enroll educationally disadvantaged students. The overarching goal of this project is to create a total of 240 new high quality charter seats in Ward 8 at Naylor Road by August 2021. We expect enrollment to accelerate as more community members become aware of the school, the charter replication, and the renovation of the Naylor Road School. Based on the rates of student enrollment and retention at our current schools, Eagle Academy PCS at Naylor Road plans to meet the following annual growth targets for recruitment, enrollment, and retention.

School Year	Total Enrollment	Increase in enrollment over last year	# Inquiries (phone, email, drop-in) *	# Parents and guardians visiting school for admission events	Retention Rate
17/18	Planning Year				
18/19	150	150	2,727	300	80
19/20	175	25	455	75	83
20/21	200	25	455	75	87
21/22	240	40	727	100	92

**Projected number of inquiries needed to generate projected enrollment is based on an average conversion rate of 5.5%.*

Recruitment and enrollment efforts will focus on data collection, research, community outreach, school tours, participation in city- and ward-wide events such as EdFest, traditional advertising including radio and print, social media advertisements, and leveraging business relationships. Understanding that a majority of Eagle’s students come from the surrounding neighborhoods (Wards 7 and 8), we are confident that Eagle will successfully recruit and enroll educationally disadvantaged students. Below is a chart with the current ward breakdown of students by school.

	Wd. 1	2	3	4	5	6	7	8
Eagle Academy PCS at Capitol Riverfront (150/920)	2%	<1%	0%	<1%	4%	35%	22%	35%
Eagle Academy PCS at Congress Heights (770/920)	<1%	0%	0%	2%	4%	3%	11%	80%
Total (920/920)	<1%	<1%	0%	2%	4%	8%	12%	73%

Eagle Academy PCS utilizes MySchoolDC.org as its random lottery system. My School DC is a partnership between DC Public Schools and DC Public Charter Schools that makes it easier for families to take advantage of their school choices. The My School DC common lottery

is a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of available spaces at each school managed by Eagle, as well as sibling attendance, sibling offers, transfers, and children of staff. Students and families rank their schools in preferred order (up to 12). This system eliminates biases that could occur in the enrollment process. If there is greater interest in a particular school than seats offered, students will be provided an offer from the next school on their ranking chart.

(c) A Comprehensive Evaluation Plan: Eagle Academy is partnering with the Youth Policy Institute (YPI), a national, not-for-profit agency that specializes in evaluating evidence-based programs serving high-need communities, to conduct an outside evaluation of this program. YPI has extensive expertise evaluating multi-systemic educational initiatives aimed at improving instructional practices, school climate, and student achievement. Working with 26 District of Columbia public charter schools, YPI has evaluated 10 projects in DC including the following federally-funded initiatives: Transition to Teaching; Early Reading First; Innovative Approaches to Literacy; Safe Schools/Healthy Students; and School Climate Transformation.

YPI has developed a conceptual evaluation framework that is fully aligned with the logic model. It will use objective performance measures related to the project outcomes and, in its formative and summative activities, produce extensive and pertinent qualitative and quantitative data for stakeholders both on an ongoing basis and at the end of the performance period. YPI evaluators will use qualitative and quantitative methods to monitor the implementation of Eagle Academy's replication plan, assess fidelity to the replicated model of professional development (PD), and provide ongoing feedback to support improvement. As discussed below, the evaluation will apply two complementary quasi-experimental methods, which, if their findings

converge, will provide strong evidence of the relationship between project activities and intended outcomes.

YPI’s evaluation framework incorporates current research regarding the critical processes, strategies, and determinants underlying proposed marketing and professional development and its impact on students and teachers. As shown in **Chart 1** below, the ultimate goals of the proposed replication plan are to reproduce (or exceed) the levels of instructional practices, teacher retention, and student academic achievement, motivation, and behavior achieved by the current Eagle program. The evaluation takes into account that the impact of programmatic variables may be influenced by contextual factors at the school, classroom, and teacher levels, and that these factors may significantly influence the extent to which planned outcomes are achieved. The overarching evaluation question, then, is: Are Eagle Academy’s strategies for teacher and student recruitment (marketing) sufficient to fully staff the expansion school with high-quality teachers and students, representative of the surrounding community, and will the approach to professional development effectively promote the predicted levels of student and teacher outcomes?

Chart 1: Framework for Studying the Project’s Effects on Teacher & Student Outcomes

<i>Contextual Factors in the Expansion School Measured by Teacher Survey and School Data</i>			
School & Classroom		Characteristics of Teachers	
<ul style="list-style-type: none"> • Demographics • Class Size • Climate • Leadership 	<ul style="list-style-type: none"> • Professional community • Staff turnover rate 	<ul style="list-style-type: none"> • Age • Race/Ethnicity • Gender • Experience 	<ul style="list-style-type: none"> • GPA and GRE • Certifications • Mobility • Attitudes/Perceptions
▼			
<i>Programmatic Variables Measured by Community Surveys, Focus Groups/Interviews, Classroom Observations, Teacher Surveys, and Project Records</i>			

<ul style="list-style-type: none"> • Implementation and monitoring of marketing strategies to enroll students and recruit teachers • Selection, training, and support of high-quality teachers • Intensity, fidelity, and duration of PD and Coaching to improve instructional practices 		
▼		
<p><i>Teacher Outcomes Measured by Classroom Observations and Teacher Survey Data: Replication School (Naylor) v. Baseline (Congress Heights)</i></p>		
<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Instructional planning • Classroom management skills • Assessment practices • Attachment to the profession </td> <td> <ul style="list-style-type: none"> • Use of professional collaboration skills • Use of culturally relevant pedagogical practices • Differentiated instruction skills • Retention in position and profession </td> </tr> </table>	<ul style="list-style-type: none"> • Instructional planning • Classroom management skills • Assessment practices • Attachment to the profession 	<ul style="list-style-type: none"> • Use of professional collaboration skills • Use of culturally relevant pedagogical practices • Differentiated instruction skills • Retention in position and profession
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<p><i>Student Outcomes Measured by Student Assessments, Teacher Surveys, and School Data</i></p>		
▼		
<table border="1"> <tr> <td> <ul style="list-style-type: none"> • Academic Achievement (multiple measures) • Attendance, Motivation, and Behaviors </td> </tr> </table>	<ul style="list-style-type: none"> • Academic Achievement (multiple measures) • Attendance, Motivation, and Behaviors 	
<ul style="list-style-type: none"> • Academic Achievement (multiple measures) • Attendance, Motivation, and Behaviors 		

Formative evaluation. A review of the literature on program replication, current knowledge of teacher development research and practice, and discussions with proposed project staff indicate that the way in which the project is implemented will determine its effectiveness. YPI’s formative evaluation will furnish objective and systematic data to stakeholders on the progress of project implementation, focusing on the scope, quality, utility, and fidelity to proven strategies and practices. This phase of the evaluation will be guided by critical process questions, as indicated in **Table 1: Core Formative Evaluation Questions**

1. Is the project providing the planned services and activities? What problems are encountered during project development/refinement? How are they resolved?
2. Are project resources, services, and activities reaching the intended target audiences?
3. What are the reactions of community members to Eagle Academy’s marketing and outreach? To what extent are the expansion enrollment and community engagement targets met each year?
4. What features of the staff recruitment process are perceived as effective by teachers and assistants? Are the target staffing targets met each year? Is the selection process yielding the quality of staff as anticipated?
5. How do teachers, assistants, trainers, and administrators assess the quality and the quantity of the PD and follow-up training assistance (TA) and mentoring? When do teachers and assistants begin to implement the critical instructional practices and techniques with fidelity?

YPI will monitor measures aligned with the project’s core components, drawing data from multiple data collection procedures and instruments. For example, measures regarding the quality of PD and TA will be drawn from surveys of instructional staff, focus groups with project staff, interviews with administrators, and a review of PD and TA processes and materials.

Table 2: Formative Evaluation Measures, Data Sources, Development of Data Collection Instruments, and Frequency of Collection

Formative Evaluation Measures	Sources (developed by...)	Collection Frequency
Enrollment marketing implemented is designed to reach 66+% of households in Wards 7 and 8 with eligible school-age children annually	Census data; project data (collection protocol developed by Month 3)	Semi-annual review
95% of annual student enrollment and retention targets are met; 90% of annual parent inquiry & participation in admission events met	School data (protocol developed by Month 4)	Annual
100% of annual teacher and teacher assistants’ recruitment and retention targets are met	School data (protocol developed by Month 6)	Semi-annual
75% of parents/caregivers indicate they were substantially influenced to enroll their children as a result of Eagle marketing/outreach activities	Parent/caregiver focus groups (protocol developed by Month 8)	Annual
85% of teachers and teacher assistants indicate that the recruitment and retention process is informative and selection is characterized by a high level of equity	Instructional staff baseline survey (developed by Month 6)	Annual
95% of instructional staff meet evidence-based standards for experience and qualifications	Résumé review and Instructional staff baseline survey	Annual
100% of teachers and teacher assistants receive 80 hours of pre-service training. Each project year, 90% of instructional staff receive at least 9 full days and 9 half days of PD using: a) active learning techniques; and b) teams to foster collective participation. 95% receive at least one week of coaching services annually	Project records; PD/Coach focus groups and Instructional Staff survey (protocol & survey developed by Month 9)	Annual
100% of PD and coaching are aligned with evidence-based protocols and procedures	PD/Coaching materials review; PD/Coach focus groups; Instructional staff survey; site visits	Annual (except site visits, which are 3X/year)

Summative evaluation. Once educational services are being delivered at Eagle Academy PCS at Naylor Road (SY 2018-19), YPI will annually assess the impacts of the project on teachers and teacher assistants (pedagogical practices and recruitment) and on student learning, behavior, and retention. YPI will explore the relationship among process and outcome variables in accordance with the evaluation framework. This phase of the evaluation will be guided by a series of critical questions regarding impacts, as indicated in **Table 3: Core Summative Evaluation Questions**

1. As a result of this initiative, what changes were made in school policies and procedures, organizational structures, resource allocation in ongoing schools to support the expansion?
2. In the replication school, what changes occurred in teacher understanding and use of effective, research-based instructional and classroom management practices, and how long did it take for them to achieve understanding and use levels comparable to those in the established Eagle Academy schools?
3. Did PD staff and coaches present certain instructional strategies more effectively and with greater fidelity than others? Did implementation levels vary by grade/classroom?
4. Compared to the baseline school, to what extent were each year's programmatic effects among students (academic achievement, motivation, attendance, and behavior) comparable? To what extent were gains at Eagle Academy PCS at Naylor Road consistent across grade levels, and demographic backgrounds (e.g., race/ethnicity, gender, and SES)?
5. To what extent are the programmatic effects among Eagle Academy PCS at Naylor Road students increase with teacher experience? To what extent do the programmatic effects among Eagle Academy PCS at Naylor Road students increase each year they attend?
7. How did variations in implementation affect student outcomes? How did school contextual factors affect program implementation and student outcomes?

As measured by self-assessments (annual instructional staff surveys), structured classroom observations by coaches, and interviews with administrative staff, YPI will assess annual and project-long improvements in teacher quality at Eagle Academy PCS at Naylor Road, using multiple components of quality including: use of instructional strategies; classroom management skills; use of technology to promote student learning; incorporation of culturally relevant pedagogical practices; and so on. At the end of the first expansion year, YPI will develop, for each teacher, an aggregate score for instructional skills. These scores will be compared to baseline scores calculated for teachers at ongoing Eagle Academy schools.

Controlling for teacher characteristics listed in Chart 1 above and data on PD and coaching services provided, YPI will conduct a factor analysis to identify factors promoting and impeding growth in instructional skills. This process will be repeated annually. It is expected, based on the relevant research, that aggregate instructional scores of Eagle Academy PCS at Naylor Road teachers will, on average, be 75% of those in ongoing schools at the end of the first expansion year, and that, by the end of the third year, the aggregate scores will be equivalent. Each year YPI will also analyze teacher recruitment, conducting an analysis of the relationship between teacher characteristics and instructional skills and recruitment.

Change in student academic achievement over the course of a year and across years will be measured based on the high-quality assessments employed by Eagle, including NWEA and PARCC. Trends in student behavior will be calculated using the LEA's SWIS database (including referrals for discipline). Student attendance and re-enrollment data will be provided by the LEA. With technical assistance from YPI, all evaluation data will be de-identified by Eagle Academy, with unique identifiers provided to support data linkage.

Given the underlying research and the historical records at Eagle Academy, it is expected that impacts on student achievement and behavior by Year 3 of the replication (SY 2020-21) taught by Cohort 1 teachers who began in the Year 1 (SY 2018-19) will be positive and statistically significant, with effect sizes of at least 0.15 in reading, 0.20 in math, and 0.15 in behavior. Lower effect sizes are expected for Cohort 1 in Year 2, Cohort 2 teachers in Year 3, and Cohort 3 teachers in Year 4.

This component of the summative evaluation will employ two complementary Quasi-Experimental Designs (QEDs) to approximate the counterfactual state and to draw plausible inferences about student outcomes -- a (1) comparative time-series and a (2) level of

implementation (or dosage-response) analysis. Using both QEDs to gauge the relationship between program inputs and student outcomes will meet What Works Clearinghouse (WWC) criteria for moderate evidence of effectiveness without reservation.

Comparative Times Series Design. Each year, YPI will conducted a time-series analysis that compares within year improvements at Naylor Road with those of the ongoing schools. Controlling for student socio-economic variables and other factors, this analysis will compare the slope of growth in academic achievement, attendance, and behavior at Naylor Road and at baseline schools within and across cohorts.

Levels of Implementation (LoI) Design. In this factorial design, YPI will use “levels of program implementation” as the independent variable for determining program impact. Here, aggregate implementation of instructional skills scores will be used to classify teachers into *high-* and *low-implementing groups*. Once the groups are formed, student outcomes will be compared using analysis of covariance (ANCOVA).

Data Analysis. Both descriptive and inferential analyses will be performed. The initial treatment of the quantitative data will involve the calculation of descriptive statistics including measures of central tendency and variability. These statistics will be calculated for each variable in the conceptual framework, and for aggregate variables. To determine whether teacher instructional skills have a statistical and meaningful impact on key teacher and student outcomes, General Linear Modeling will be employed to estimate the nested nature of the data (i.e., students nested within teachers nested within a grade). With subsequent waves of data (Years 2-4), growth curve modeling will be employed to examine longitudinal changes in individual students’ achievement. Growth curve modeling permits the analysis of differences in group (e.g.,

classroom) and individual (e.g., student) averages over time, differences in the rate of change, and the modeling of individual trajectories of change.

Effect size calculations in conjunction with power analyses and hypothesis testing p-values will be used to determine the statistical and meaningful magnitude that comprehensive induction has on improving teaching quality and student learning. The qualitative data gathered through the interviews, focus groups, and site visits will be synthesized through content analyses. Qualitative and quantitative results will then be integrated to provide a rich analysis of the project.

Findings from the formative and summative phases of the evaluation will be shared with Eagle Academy's administrators and teachers and with project staff through a variety of communication channels including periodic meetings/briefings, *annual evaluation reports* (at end of each of the first 4 years) and a *final* evaluation report (at the end of Year 5). YPI will also provide the stakeholders with ongoing feedback on all aspects of the evaluation, including the achievement of project milestones, short- and long-term formative measures, problems/solutions, and forecasts. The progress reports will describe early (and ongoing) implementation results focusing on marketing, teaching recruitment and selection strategies, and the development and roll-out of effective PD and coaching services. The final report will provide a comprehensive analysis of the expansion initiative, addressing all evaluation questions, including recommendations that can be used for future planning and decision-making. All reports will be written in a manner suitable for distribution to a broad audience of policymakers and practitioners.

(d)(1) Eagle Academy PCS has been operating early childhood public charter schools since 2003, shortly after Washington, D.C.'s Charter School Law was enacted (1996). We understand

the unique needs of providing early childhood education for at-risk populations and have extensive experience improving student achievement, teacher's behavior management and motivational skills, school climate, and parent engagement. The results of these improvements can be seen in the extensive increases in enrollment and overall academic achievement of Eagle Academy's two current schools.

Eagle Academy's staff members will play a significant role in the development of Eagle Academy PCS at Naylor Road and the replication of the Eagle Academy PCS model. All of them have extensive experience working with Eagle Academy in Wards 7 and 8. These individuals include: The *Chief Executive Officer*, Joe Smith, Ph.D. (14 years of experience working in Eagle Academy schools); the *Deputy CEO*, Mayra Martinez (7 years working in Eagle Academy schools); the *Director of Special Education*, Trenice Jett-Jones (14 years working in Eagle Academy schools), the *Director of Research, Innovation, and Accountability*, Kathy McKeon (7 years working in Eagle Academy schools); *Compliance Officer and Registrar*, Melissa Hammett (12 years working in Eagle Academy schools); and the *Director of Marketing*, Karen Alston (3 years working in Eagle Academy schools). Office support services (human resources, payroll, purchasing, invoicing, etc.) will be performed by members of our Human Resources Department and administrative personnel. PD will be provided by Educational Solutions (a leading provider of research-based PD and coaching services in early childhood education), Reem Labib (President of EDspired, a District-based educational consultancy), and Maurice Sykes (Executive Director of the Early Childhood Leadership Institute of the University of the District of Columbia). These organizations and individuals all have extensive experience implementing Eagle Academy's rigorous PD and coaching programs for teachers and administrators.

This project’s *overarching goal* is to replicate the high-quality public charter schools operated by Eagle Academy at the new Naylor Road school. The project’s principal objectives, detailed below, are to: (1) recruit and select high quality teachers and teacher assistants; (2) ensure that the instructional staff receive sufficient PD and coaching to implement the Eagle educational model; and (3) enroll 240 new students at Naylor Road by implementing a comprehensive marketing and communications plan which engages parents and community members to become allies in establishing a new, high-performing charter school in the heart of Ward 8, Washington, D.C.’s most hard-pressed community.

Teacher Recruitment and Retention: High-quality teachers and teacher assistants will be recruited and retained by replicating the Eagle Academy model including (1) college fairs; (2) partnerships with Urban Teachers, a program of the Johns Hopkins School of Education that educates and prepares new teachers to succeed in urban schools through a clinical training model based on the School’s doctoral program; (3) targeted advertisements in various media outlets including print and electronic; and (4) the Haberman Screening Assessment to evaluate potential teacher knowledge and skills when it comes to working with students in poverty.

The total number of teachers and teacher assistants will be based on predicted enrollment for the academic year as outlined previously in recruitment and enrollment targets. At peak enrollment (240 students), Naylor Road will have 13 general and special education lead teachers and 8 teacher assistants. Below is a table with the predicted staffing patterns of teachers and teacher assistants required by grade level for each school year:

School Year	PreK-3	PreK-4	K	Grade 1	Grade 2	Grade 3	Total
17/18	Planning Year						
18/19	2	2	2	1	1	1	9
19/20	4	4	2	1	1	1	13
20/21	6	4	4	2	1	1	18
21/22	6	6	4	2	2	1	21

The teacher recruitment and retention objectives will be managed by the Deputy CEO and the Human Resources Coordinator. Eagle Academy PCS anticipates retaining at least 85% of high quality teachers and teacher assistants annually by: (1) providing high quality professional development; (2) competitive compensation packages; and (3) maintaining a supportive and positive school climate.

Professional Development. Professional development is critical to not only boosting teacher retention but also to ensuring instructional staff have the necessary tools and knowledge to improve academic achievement. Eagle Academy will provide: (1) an 80-hour pre-service training annually for all teachers (new and returning); (2) 9 full days and 9 half days of professional development will occur each school year; and (3) professional learning communities for teachers, teacher assistants, and coaches to learn from each other, which will meet weekly.

PD will ground support skill development in research-based instructional techniques (e.g. lesson planning, classroom management/de-escalation techniques, differentiated instruction, productive use of technology, RTI, and so on). In addition, the PD regimen will include the following topics: (1) the Responsive Classroom Framework; (2) Language Essentials for Teachers of Reading and Spelling (LETRS); (3) common core standards; (4) STEAM Integration; (5) NWEA and data interpretation; (5) In depth curricular reviews for both Journeys and Big Day; (6) technology integration; (7) developmentally appropriate instruction; (8) teaching children in poverty; and (9) socioemotional health.

PD implementation will be supervised by school principals and the Deputy CEO. The PD calendar will be developed by June before each academic year for the duration of this grant and beyond. To provide PD and follow-up coaching, Eagle will contract with a range of highly

experienced trainers, including: Educational Solutions, Eric Jensen (a leading authority of culturally relevant pedagogy), and Maurice Sykes.

Project Timeline – Year 1 (Goals 1 and 2)			
Benchmark(s)	Indicator(s)	Person Responsible	Time
Supporting Goal #1: Recruit and select high quality teachers and teacher assistants			
Hold 1-2 day project management meeting, review activities, timelines, and tasks to be completed	Detailed project agenda/work plan completed	Deputy CEO	Q1
Develop schedule of college and community fairs and register for included events	Calendar completed distributed to staff	HR Coordinator, Deputy CEO	Q1
Review Haberman model and compare it with current teacher screening processes	A recruitment screening assessment	HR Coordinator, Deputy CEO	Q1
Schedule meetings with UT to formalize partnership and develop strategies for recruitment	Partnership between UTC and Eagle Academy PCS	Deputy CEO, Director of Research, Innovation, and Accountability (DRIA)	Q1
Develop and place high quality print and online advertisements	High quality teacher applications as measured by Haberman	HR	Q1
Screen and interview teacher candidates	High quality teachers hired	HR, Principals	Q1
Schedule meeting to review compensation packages	Compensation review and plan for adjustment	HR, Principals, CEO, Deputy CEO	Q2
Schedule meeting to review school climate	A school climate assessment as it pertains to instructional staff	Deputy CEO	Q2
Evaluate project data and make programmatic improvements	Data disseminated to schools, EVAL annual reports analyze program, Develop Yr. 2 schedule based on changes.	DCEO, CEO, Prins, HR, DRIA, YPI	Q3-Q4
Supporting Goal #2: Ensure that the instructional staff receive sufficient PD and coaching to implement the Eagle educational model			
Finalize schedule for professional development planning meetings	Calendar completed, distributed to key staff, posted on website	Consultants, Principals	Q1

Create agenda for initial intensive training	Agenda completed, materials assembled,	Consultants, Principals	Q1
Complete initial intensive pre-service training for teachers and teacher assistants	Training sign-in sheets, evaluations, manuals	Consultants, Principals	Q1
Complete regular workshops outlined in PD section	Training sign-in sheets, evaluations, manuals	Consultants, Principals	Q2-Q4
Weekly coaching begins in all classrooms	Coaching logs, teacher feedback reports, observation checklists	Consultants, Principals	Q1-Q4
Evaluate project data and make programmatic improvements	Data disseminated to schools, EVAL annual reports analyze program, Develop Yr. 2 schedule based on changes.	Principals, Consultants	Q3-Q4

Student Recruitment and Enrollment. Student Recruitment and enrollment of educationally disadvantaged students will be accomplished through an extensive information campaign designed to increase awareness of the new school in the surrounding community. This marketing strategy is designed to involve potential families during the beginning stages of the renovation and preparation of the Naylor Road school. The Eagle recruitment plan is modeled after the successful Baltimore Curriculum Project, an initiative designed to increase enrollment on a similar scale (200 students) through multi-channel marketing, community engagement, and expanding cultural competencies. Renovation of the new school will be completed by August 2018. A comprehensive marketing and community engagement plan is provided below.

Marketing and Community Engagement Plan

Vehicles	Strategies and Objections and Action Steps	Deadline	Project Costs	Responsible Party
Data collection /research record keeping	- Survey current parents of Eagle Academy PCS regarding their initial interactions with the respective schools - Analyze current parent data on an ongoing basis to identify	January 2018 Ongoing		Director of Marketing, Compliance Officer and Registrar

Vehicles	Strategies and Objections and Action Steps	Deadline	Project Costs	Responsible Party
	<p>commonalities and trends that require action or suggest new opportunities for outreach</p> <ul style="list-style-type: none"> - Identify methods to help better track how and where interested families come in contact with Eagle Academy PCS - Develop creative innovative programs to encourage parent/friend referrals 	<p>Ongoing</p> <p>Ongoing</p>		
Communications and Community Outreach	<ul style="list-style-type: none"> - Convene a Communications and Community Outreach Team to oversee efforts to market Eagle Academy PCS at Naylor Road to prospective families and other key stakeholders and to coordinate community outreach efforts among community-based organizations - The committee will meet monthly - The committee will consist of school leadership, Eagle Academy leadership, community representatives, and potential parents 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		Director of Marketing, CEO, Deputy CEO, and Compliance Officer and Registrar
Enrollment Process	<ul style="list-style-type: none"> - Ensure that the enrollment process is set up through MySchoolsDC.org for the new school - Develop talking points or scripts for every step of engagement – initial contact, school tour, meeting after visit - Make sure that all phone calls and emails about enrollment are responded to promptly by logging calls and response in a spreadsheet or database which includes notes, questions and comments from families 	<p>December 2017</p> <p>December 2017</p> <p>Ongoing</p>		Director of Marketing, Compliance Officer and Registrar

Vehicles	Strategies and Objections and Action Steps	Deadline	Project Costs	Responsible Party
School Tours	<ul style="list-style-type: none"> - Provide 4 individual tours led by Principal, Eagle Academy PCS staff, or other school representatives for prospective families by March 2018 - Develop and share a virtual tour of Eagle Academy PCS at Naylor Road to provide tours to parents and members of the community who might not be able to make a previously schedule tour of the school - Develop an agenda and framework for 6 open houses where parents can tour the school and ask school leaders and teachers questions. Include time for refreshments - Consider holding 4 Saturday kindergarten mini-mornings where parents and their PreK children can get a taste of Eagle Academy PCS. This would be conducted at one of the other two schools as Eagle Academy PCS at Naylor Road will still be under construction 	<p>March 2018</p> <p>January 2018</p> <p>January 2018</p> <p>January 2018</p>	<p>Refreshments for tours (4 * \$60/tour = \$360) for four years = \$1,440</p> <p>Refreshments for mini-mornings (4 * \$60/morning = \$240), Stipends for 5 teachers and leadership members (\$50/hour * 4 mornings *2 hours = \$2,000 for 4 years \$8,000</p>	Principals, Director of Marketing, Compliance Officer and Registrar
Branding and Messaging	<ul style="list-style-type: none"> - Refine and agree upon Eagle Academy PCS at Naylor Road Brand/Positioning Framework, which includes the school's positioning statement, brand promise, and key messages 	November 2017		Director of Marketing
Media – Print & Radio	<ul style="list-style-type: none"> - Meet with local education reporters to (1) educate them about Eagle Academy PCS at Naylor Road; (2) provide potential Eagle Academy PCS news stories; (3) offer Eagle Academy PCs leadership as expert commentators - Draft press release templates for recurring and known events 	<p>December 2017</p> <p>December 2017</p>	<p>\$7,500/year for 4 years =</p>	Director of Marketing, CEO

Vehicles	Strategies and Objections and Action Steps	Deadline	Project Costs	Responsible Party
	<p>ahead of time</p> <ul style="list-style-type: none"> - Distribute press releases for events/programs/news (follow-up with phone calls on the day of the event) - Draft template op-eds for timely issues - Coordinate publicity of student and community events - Place print ads monthly in two local publications including East of the River and Hill Rag. The ads will highlight Eagle Academy's programs, student performance, and upcoming events. These ads will be targeted to current and prospective parents. - Develop and purchase radio ads to be broadcast to the target audience (parents in the neighboring community) 	<p>Ongoing</p> <p>December 2017</p> <p>Ongoing</p> <p>December 2017</p> <p>December 2017</p>	<p>\$30,000</p> <p>\$3,000/year for 4 years = \$12,000</p>	
Social Media	<ul style="list-style-type: none"> - Eagle Academy has robust and interactive social media channels, including Facebook, Twitter and YouTube, to reach parents, community members, organizations and the general public. <p>Eagle Academy encourages its parents and supporters to "check in" at the schools and share the Eagle Academy story with their friends and neighbors. Eagle Academy promotes upcoming events, recruitment dates, open houses and community events actively using social media platforms. Eagle Academy also shares key dates for the enrollment process through social media.</p> <ul style="list-style-type: none"> - Purchase targeted social 	<p>Ongoing</p> <p>Ongoing</p>		Director of Marketing

Vehicles	Strategies and Objections and Action Steps	Deadline	Project Costs	Responsible Party
	medias add to promote enrollment and events at Eagle Academy PCS		\$3,000/year for 4 years = \$12,000	
Eagle Academy PCS Newsletter	- Develop simple, but professional e-newsletter which will be sent monthly during the school year	November 2017		Director of Marketing
Education Festivals	- Eagle Academy PCS will continue to participate in annual citywide and Ward specific education festivals, specifically EdFest which takes place December every year	December 2017		Director of Marketing, Compliance Officer and Registrar, Principals
Cultural Competency	- Provide cultural competency and sensitivity training for all staff including a focus on teaching children in poverty. - The training will be conducted by Eric Jensen author "Teaching with Poverty in Mind"	August 2018	3-day training (\$12,500/day * 3 days = \$37,500)	Deputy CEO

(d)(2) The qualifications including relevant training and experience of the CEO and Deputy CEO and other key project personnel, especially in managing projects of the size and scope of the proposed project.

The key personnel for this project include the following:

Joe Smith, CEO, Eagle Academy PCS, (Project Director)

Mayra Martinez-Fernandez, Deputy CEO

Kathy McKeon, Director of Research, Innovation, and Accountability

Karen Alston, Director of Marketing

Resumes for each are attached as Appendix B.

As CEO of Eagle Academy Public Charter School, **Joe M. Smith**, Ph.D., has implemented programs and systems that moved the school from an operating deficit to a current surplus, while increasing the financial and human resources for classroom instruction; providing support for the school to increase enrollment from 225 students to 920 students; and establishing systems to support the school's education operations.

Dr. Smith was a professor of education at the College of New Jersey (Trenton State College) from 1970 to 2003, where he developed and received \$22.5 million in grants and contracts between 1970 and 1990. Dr. Smith served as Graduate Advisor to the Master of Arts in Teaching program and the Secondary School Principals program. He directed a number of large grants, e.g., Teacher Corps, Project BUILD (redevelopment of urban high schools), and Alternative Route to Teaching. Dr. Smith's research has been published in Educational Leadership, Peabody Journal of Education, and Phi Delta Kappa.

Dr. Smith has appeared a number of times on national news broadcasts including ABC World News, BBC, WOR, NPR, and New Jersey Public Television discussing his research and its impact on education. He has been interviewed by the New York Times and the Philadelphia Inquirer to discuss educational issues. In addition, Dr. Smith has been a consultant to 27 school districts plus a number of corporations including Johnson and Johnson Medical Division, GPU Nuclear, Mercer Community College, Chem-Fleur, and New Jersey Bank.

In the last ten years, Dr. Smith has helped to develop and open 21 public charter schools and private schools across the country. All schools have opened successfully and had full student enrollment.

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

Mayra Martínez-Fernández is a highly accomplished and dynamic professional with over 20 years of senior level experience in education, public policy and government relations in the government, nonprofit and private sectors. Mayra has a unique skill set combining keen strategic thinking and problem-solving; political and policy acumen; honed analytical skills; deep understanding of public policy; expertise in local, state and federal government affairs; extensive school administration and community relations experience; exceptional multicultural sensitivity; and outstanding communication abilities in both Spanish and English.

Mayra currently serves as Deputy Chief Executive Officer for Eagle Academy Public Charter School, a high-performing early childhood school in Washington, DC. For the past eight years, she has been a key leadership team member and an active participant in making strategic decisions affecting the school. Before working in the education field, Mayra held senior positions in the private sector for eight years at the number one lobbying firm in Washington, DC, Patton Boggs LLP; and in the federal government sector for eight years at the Clinton White House. Mayra has also worked as a government and community relations consultant for a Member of Congress and a Governor.

Before coming to Washington DC, Mayra held senior positions in Chicago, Illinois at the premiere Midwest Hispanic think tank, Latino Institute, and at the Center for Community and Leadership Development, a community-based organization serving the Latino community. Mayra was named one of the 100 Most Influential Hispanics in the United States by Hispanic Business magazine.

Born and raised in San Juan, Puerto Rico, Mayra obtained a Master of Arts at the University of Wisconsin in Madison, and a Certificate in Legislative Studies at Georgetown

University. She is current pursuing a Masters of Arts in Educational Leadership from Indiana University at Bloomington.

Kathleen M. McKeon serves as the Director of Research, Innovation and Accountability for Eagle Academy Public Charter School located in Washington, DC. Kathy brings leadership and experience to develop systems for teaching and learning in a robust learning community, preparing students for success the 21st century. Her efforts include developing accountability systems for all aspects of the school system. Additionally, has demonstrated the integration of research into the professional learning communities.

Her background includes an array of innovative teaching experiences designing training and conducting professional development training and coaching for teachers and administrators throughout the United States, Eastern Europe and the former Soviet Union. Additionally, Kathy has been teaching at the college level in New York State and Washington, DC.

Kathy directed the Professional Development School at the Center for Systematic Educational Change and served as Master Teacher in Washington, DC as well as New York State public schools. She coordinated reform efforts for turnaround low performing schools and assisted early childhood teachers in implementing developmentally appropriate practices.

As a Senior Associate at the Early Childhood Leadership Institute, in Washington, DC, Kathy mentored pre-service early childhood educators. She has worked with several charter schools in the District of Columbia to build sustainable systems, structures, and processes for a highly effective educational program.

Kathy is committed to high quality educational programming for all students and meaningful professional development to support reflective practitioners.

Karen Alston is the Director of Marketing at Eagle Academy Public Charter School and founder of AM+G, a woman and minority owned communications firm. She has worked on notable advertising campaigns in Washington, D.C area, including the notable Capital Bikeshare campaign and numerous health related initiatives. Karen received a Bachelor of Business Administration degree in Finance from Howard University, an Executive Education Certificate in Branding and Design from Harvard University, and an Executive Education Certificate in Non-Profit Management from Kellogg School of Business at Northwestern University. She has been admitted to Harvard Business School Executive Education program in June 2017 for a specialized class in Women's Leadership. She has been recognized for her work by the Annenberg Center, Copa Style Magazine, and the American Enterprise Institute (AEI).

Sabrina O'Gilvie is principal of Eagle Academy PCS at Capitol Riverfront. A native of Jamaica, she earned her diploma in teaching from St. Joseph's Teachers' College, A Bachelors of Arts in Linguistics from the University of the West Indies and a Masters in Education, concentrating in Special Education from George Mason University.

Jenae Jones is a native Washingtonian and has lived in Prince George's County since 1993. Since 2009, she has been the HR Generalist, now currently the HR Coordinator, for Eagle Academy Public Charter School. Her responsibilities include employee relations, recruitment and retention, and company/personnel compliance. Her educational background holds a primary focus in Human Resource Management from the University of Maryland with over 14 years of Human Resource experience.

Melissa Hammett is the Compliance Officer and Registrar for Eagle Academy PCS and has been so since 2005. Melissa is responsible for the adherence to operation regulations as development by OSSE and DCPCSB, as they relate to recruitment and enrollment.

Maurice Sykes is a nationally recognized early childhood expert and author of *Doing the Right Thing for Children: Eight Qualities of Leadership*. He is also the current Executive Director of the Early Childhood Institute where he is responsible for providing leadership and vision for Washington, D.C.'s system of professional development and training. Maurice has previously served as Deputy Superintendent for DC Public Schools. Maurice has a Masters of Arts in Early Child Education from Anitoch College. He serves on the governing board for the National Association for the Education of Young Children.

Jay Michney has worked in the fields of literacy, special & general education, and professional development since 1996. Mr. Michney started his educational career at Lindamood Bell Learning Processes in 1996, where he served as the Head Consultant in charge of training, program oversight, curriculum development, and lesson plan development. From there, Mr. Michney went on to serve as an Evaluator/Tester/Consultant for the D.C. Reads program in 1998. In 1998 Mr. Michney also started Educational Solutions, an educational services firm that provides a variety of services. Mr. Michney helped oversee the growth of the company from two employees providing compensatory educational tutoring and professional development to over 35 employees and contractors providing speech therapy/testing, occupational therapy/testing, counseling/psycho-educational testing, tutoring, professional development, special education staffing, grant writing services, and grant implementation staffing.

Mr. Michney is trained and certified in nine literacy programs (Language to Literacy; Lindamood Phoneme Sequencing; Phono-Graphix; Visualizing Verbalizing; Seeing Stars Symbol Imagery for Phonemic Awareness, Sight Words, and Spelling; Promoting Awareness in Speech Sounds, Vocabulary Enhancements, Orton Gillingham and Instructional Supplements) and one math program (On Cloud Nine) designed for interventions with special education

students. Mr. Michney is a trained and certified educational tester (Lindamood Auditory Conceptualization Test, Peabody Picture Vocabulary Test, Slosson Oral Reading Test, Gray Oral Reading Test, Wide Range Achievement Test, Detroit Tests of Learning Aptitude, Woodcock Reading Mastery Tests-Revised, Woodcock Johnson Tests of Achievement, Durrell Analysis of Reading Difficulty, Yopp Singer Test of Phoneme Segmentation, Test of Early Mathematics Ability, Learning Accomplishment Profile, Early Learning Accomplishment Profile, and Phonological Awareness Literacy Screening). Mr. Michney received training on the pre-kindergarten Classroom Assessment Scoring System (CLASS) through the University of Maryland in 2006, and has overseen the implementation of CLASS mentoring, CLASS administration/scoring, and CLASS report writing for multiple federal grants. Mr. Michney also received CLASS observer reliability for grades K-3 from Teachstone. Mr. Michney has also served as an expert witness for the areas of literacy and compensatory education and is on the expert witness list for the District of Columbia.

In 2005, Mr. Michney served as the writer for a successful Early Reading First Grant (The Literacy Partnership) on behalf of three public charter schools (E.L. Haynes PCS, Bridges PCS, and EAGLE). From 2006-2009, Mr. Michney served as the professional development coordinator for the Literacy Partnership's grant. In 2008, Mr. Michney was the writer of another successful Early Reading First grant (HELP). Mr. Michney also served as the HELP Professional Development Coordinator from September 2009 to September 2014. Mr. Michney wrote a successful Innovative Approaches Literacy grant and has served as a Project Management Team member as well as professional development Coordinator implementing this grant from October 2012 to present. Mr. Michney is also is also a principal investigator in the District of Columbia for a federal Transition to Teaching grant called Mobilizing National Educator Talent (Project

mNET); where he oversees recruitment, creation of professional development modules, and teacher certification programs.

In addition to providing literacy professional services, Mr. Michney provides an array of comprehensive professional development services for parents and teachers. Parent professional development services include: (1) encouraging the development of self-regulation skills, (2) home literacy instruction, (3) home practices for dual language learners, and (4) best practices to support children with learning disabilities. Teacher professional development services include: (1) early childhood STEM – science, technology, engineering, and mathematics, (2) understanding the needs of children with learning disorders, (3) supporting the needs of anxious children in the classroom, (4) play therapy, (5) behavior management/promoting self-regulation (6) managing lesson plans/material preparation, (7) the classroom environment, (8) working with parents, (9) establishing transition plans, (10) understanding and responding to CLASS, (11) reflective teaching, and (12) best practices in early childhood education.

John Campbell is the Development Manager at Eagle Academy Public Charter School. At Eagle Academy, John is responsible for management of the grant application and reporting process, the formation of a new foundation, the diversification of organizational funding and design of long term development strategy. Prior to Eagle Academy, John was Development Director for Equality Pennsylvania, an organization committed to advancing LGBTQ equality in Pennsylvania, where he was responsible for designing and implementing a \$2 million development strategy. John graduated from Lebanon Valley College with a degree in Business Administration and Economics. Currently, John attends graduate school at the Kogod School of Business at American University where he is pursuing his MBA. Outside of work, John is on the

board of directors for the Southwest Neighborhood Assembly, an organization that supports and promotes DC's Southwest quadrant.

(d)(3) This expansion and replication grant will fund the recruitment of high quality teachers as determined by the Haberman model, intensive training and coaching in the curriculum used by Eagle and additional topics such as: (1) the Responsive Classroom Framework; (2) Language Essentials for Teachers of Reading and Spelling (LETRS); (3) common core standards; (4) STEAM Integration; (5) NWEA and data interpretation; (5) In depth curricular reviews for both Journeys and Big Day; (6) technology integration; (7) developmentally appropriate instruction; (8) teaching children in poverty; and (9) socioemotional health. This grant will also fund the marketing of Eagle Academy PCS at Naylor Road as well as engagement with the community to help the school grow and thrive.

After the grant period ends, we anticipate that word of mouth and parent satisfaction will decrease the need for funds for marketing and outreach. In fact, our current schools reach their enrollment targets mostly through word of mouth and parent satisfaction with minimal funds spent on marketing and communications. Today, the school enrollment has grown to the point of full capacity at each school.

Furthermore, after the grant period ends, there will be a decreased need for the level of intensive training and coaching necessary at the beginning of an implementation. Building capacity will have increased dramatically, and grant funds will no longer be necessary to provide adequate coaching.

Our current and on-going business plan has three main components: (1) excellent Eagle Academy PCS Board oversight; (2) sound financial management and budgeting procedures; and

(3) extensive experience with Washington, D.C. public charter school funding models and institutional knowledge of what it takes to run a school efficiently and effectively.

We will address the third component of the business plan first. Our experience with Washington, D.C.'s Uniform Per Student Funding Formula (UPSFF) has demonstrated that the current per pupil funding is adequate for the on-going implementation of the Eagle Academy PCS charter, once initial start-up costs have ended. With the current funding level, a school of 240 students experiences enough economies of scale to allow for carry-over funds which can go towards capital improvement or infrequent major expenses, such as technology upgrades. Eagle Academy receives additional funding through the Office of the State Superintendent of Education (OSSE) for Title I, Title II, and IDEA for special education students. Eagle Academy participates in the National School Lunch Program which provides free breakfast, lunch and dinner to 100% of our students. In 2013, Eagle secured a five-year USDOE grant to implement a school climate transformation program, making Eagle one of a few public charter schools in the nation to receive such funding. Finally, Eagle Academy has secured a number of small foundation and corporate grants from KaBoom!, Action for Healthy Kids, Association of American Medical Colleges, the Richard and Nancy Marriott Foundation, and General Dynamics Information Systems.

As the site of a former private school, Eagle Academy PCS at Naylor Road will benefit from having an existing facility. Eagle Academy PCS has already secured the necessary funding to renovate and build out the existing buildings to meet the schools needs by August 2018.

Maintenance of high student achievement is assured through the charter renewal process. Since being established in 2003 as the first exclusively early childhood public charter school in Washington, DC, Eagle Academy Public Charter School has met all of its annual goals and

academic achievement expectations for students in grades PreK3 through Grade 3. On June 2013, the DC Public Charter School Board (DC PCSB) concluded its 10-Year Review and recommended Eagle Academy's charter be continued "based on the LEA's overall academic, compliance, and fiscal performance." Eagle Academy is currently undergoing a Qualitative Site Review in order to be eligible to petition for 15-Year Charter Renewal during the 2017-2018 school year. Based on Eagle Academy's overall academic, compliance and fiscal performance so far, it is expected that the DC PCSB will renew Eagle Academy's charter for another 15 years.

For the first point in our business plan, Eagle Academy PCS has a well-functioning, highly qualified Board of Trustees who provides sound governance for the organization. There are currently 7 members of the Board, representing a wide range of expertise in financial management and early childhood education, as well as representing parents of our students.

The second point in our business plan pertains to sound budgeting and financial management practices. Eagle Academy PCS develops and approves the budgets for both of its schools each spring, based on anticipated enrollment. The budget is adjusted on September 30th of each year based on the actual number of enrolled students. Once the budget is approved by the CEO, it is forwarded to the Board for final approval, which reviews it and makes any necessary modifications. Eagle Academy PCS maintains a 2 to 3-month cash reserve, and typically spends slightly less per year than allowed per the budget.

Eagle Academy PCS receives a monthly financial statement from our certified accountant contracted through BDO. These statements are reviewed by the CEO and the Board of Trustees as well as reviewed internally with each principal. We analyze spending to date and anticipate the needs for the rest of the year.

On a weekly basis, invoices are reviewed and approved by each principal for costs incurred at their school, then are reviewed and approved by Eagle Academy PCS. We have a procurement policy which has been approved by DC PCSB. DC PCSB reviews and issues an annual financial report card for each public charter school. Every year, Eagle Academy PCS receives some of the highest scores.

APPLICATION REQUIREMENTS (a)

(a) Eagle Academy Public Charter School, established in 2003, is a high-performing community school in Washington, DC providing an innovative academic program to young children, from PreK-3 through Grade 3 (a total of 920 students), at two schools located in Wards 6 and 8. The school educates each child through a holistic approach that includes the provision of health and social services. Eagle Academy's goal is to educate every child to the highest level possible. The program for all age levels focuses on readiness skills using developmentally appropriate activities with an emphasis on Science, Technology, Engineering and Mathematics through the Arts (STEAM). The school opened as the first exclusively early childhood public charter school in Washington, DC. Eagle Academy has the distinction of being the first early childhood public charter school in DC to be accredited through the prestigious Middle States Association of Colleges and Schools, and is authorized as a local educational agency (LEA) by the DC Public Charter Schools Board (DCPSCB).

Both Eagle Academy PCS at Capitol Riverfront and Eagle Academy PCS at Congress Heights independently meet the definition of “charter school” under section 4310(2) of the ESEA and are separately authorized by the DC PCSB. DC PCSB and public charter schools in the District of Columbia are authorized under the DC Code. The School Reform Act is codified in Title 38, Subtitle IV, Chapter 18.

DC PCSB’s Performance Management Framework (PMF) is used to produce the annual detailed School Quality Reports for both Eagle Academy PCS at Capitol Riverfront and Eagle Academy PCS at Congress Heights. DC PCSB uses the tool to review each school’s academic performance annually. The PMF ranks and compares charter schools in Washington, D.C on a three-tier scale with one being the highest and three being the lowest. The PMF measures: (1) academic

achievement as measured by NEWA and PARCC; (2) CLASS; (3) attendance; and (4) reenrollment. Each category is weighted accordingly and a final score is assigned to each independent school.

APPLICATION REQUIREMENTS (b - m)

(b) All of Eagle Academy PCS students qualify for free breakfast, lunch, and dinner as part of the USDA Community Eligibility Provision (CEP). Eagle Academy’s schools serve students who are predominately African American (94% at Eagle Academy PCS at Capitol Riverfront and 99% at Eagle Academy PCS at Congress Heights), and educationally at-risk and economically disadvantaged. Provided in the tables below for each of our schools is: (1) student assessment data as measured by PARCC; (2) retention and attendance rates; and (3) suspension and expulsion rates. Due to the population size (n is fewer than 25 students), subgroup information is not provided by DC PCSB for Eagle Academy PCS at Capitol Riverfront.

Table 1: Student assessment results for all students and subgroups at Eagle Academy PCS at Congress Heights

Group/Subgroup	ELA	Math
All Students	26%	29%
Black or African American	25%	30%
Economically Disadvantaged	26%	29%
Special Education	3%	5%
Not Special Education	41%	45%
At-Risk	31%	27%

Table 2: Student assessment results for all students and subgroups at Eagle Academy PCS at Capitol Riverfront **subgroup information is not provided by DCPCSB for Eagle Academy PCS at Capitol Riverfront due to small population size.*

Group/Subgroup	ELA	Math
All Students	33	25

Table 3: Attendance and student retention rates Eagle Academy PCS for SY15-16

School	Attendance	Student Retention
Eagle Academy PCS at Capitol Riverfront	91.7%	76.0%
Eagle Academy PCS at Congress Heights	89.0%	80.9%

Table 4: Suspension and expulsion rates for the past three years for each subgroup at Eagle Academy PCS at Congress Heights

Group/Subgroup	Suspension			Expulsion		
	SY13-14	SY14-15	SY15-16	SY13-14	SY14-15	SY15-16
All Students	1%	2%	2%	0%	0%	0%
Black or African American	1%	2%	2.1%	0%	0%	0%
Economically Disadvantaged	1%	2%	2.0%	0%	0%	0%
Special Education	2%	3%	3.9%	0%	0%	0%

Table 5: Suspension and expulsion rates for the past three years for each subgroup at Eagle Academy PCS at Capitol Riverfront

Group/Subgroup	Suspension			Expulsion		
	SY13-14	SY14-15	SY15-16	SY13-14	SY14-15	SY15-16
All Students	6%	0%	0%	0%	0%	0%
Black or African American	6%	0%	0%	0%	0%	0%
Economically Disadvantaged	6%	0%	0%	0%	0%	0%
Special Education	N/A	0%	0%	0%	0%	0%

(b)(4) Eagle Academy PCS has not encountered significant compliance or management issues relating to student safety or finance in the past three years.

(c) Since being established in 2003 as the first exclusively early childhood public charter school in Washington, DC, Eagle Academy Public Charter School has met all of its annual goals and academic achievement expectations for students in grades PreK3 through Grade 3. On June 2013, the DC Public Charter School Board (DC PCSB) concluded its 10-Year Review and recommended Eagle Academy's charter be continued "based on the LEA's overall academic, compliance, and fiscal performance." Eagle Academy is currently undergoing a Qualitative Site Review in order to be eligible to petition for 15-Year Charter Renewal during the 2017-2018 school year. Based on Eagle Academy's overall academic, compliance and fiscal performance so far, it is expected that the DC PCSB will renew Eagle Academy's charter for another 15

years. There are no current or recent compliance issues at any of the two schools operated by Eagle Academy PCS.

d) Eagle Academy PCS Logic Model

Program: Replication of the Eagle Academy PCS Model to Eagle Academy PCS at Naylor Road

Overarching Goal: To replicate the high-quality charter schools operated by Eagle Academy PCS, a leader in early childhood education in Washington, D.C.

Program Goals: (1) To recruit and retain high quality teachers and teacher assistants; (2) To train high quality teachers and teachers assistants; and (3) To create 240 new seats at Eagle Academy PCS at Naylor Road, by implementing a comprehensive marketing and communications plan which engages parents and community members in creating an outstanding charter school.

Inputs	Activities	Outputs	Outcomes
<ul style="list-style-type: none"> □ <u>Teacher Recruitment and Retention:</u> <ul style="list-style-type: none"> • USDOE grant funds • Staff • Time □ <u>Teacher Training:</u> <ul style="list-style-type: none"> • USDOE grant funds • Staff • Time • Consultants • Existing Resources • Curriculum □ <u>Student Enrollment:</u> <ul style="list-style-type: none"> • USDOE grant funds • Staff • Time • Marketing Plan • My School DC 	<ul style="list-style-type: none"> □ <u>Teacher Recruitment and Retention:</u> <ul style="list-style-type: none"> • Attend college fairs • Place targeted ads. • Provide competitive salaries and benefits to teachers and teacher assistants □ <u>Teacher Training:</u> <ul style="list-style-type: none"> • Continue partnership with Urban Teachers • Implementation of Haberman model • Provide high quality professional development □ <u>Teacher Training:</u> <ul style="list-style-type: none"> • Develop PD calendar • Bring in consultants to conduct PD • Establish PLCs for teachers □ <u>Student Enrollment</u> <ul style="list-style-type: none"> • Participate in community fairs, • Place targeted advertisements (print, radio, and social media) • Host open houses, school tours, and classroom observation opportunities 	<ul style="list-style-type: none"> □ <u>Teacher Recruitment and Retention:</u> <ul style="list-style-type: none"> • Recruited 21 teachers and teacher assistants by Year 5 of the grant • 85% of teachers are retained annually □ <u>Teacher Training:</u> <ul style="list-style-type: none"> • An 80-hour pre-service training • 9 full day and 9 half day PD days annually • Teachers, teacher assistants and coaches involved in PLCs • Teachers have deep knowledge of Responsive Classroom, LETRS, NWEA, Early Childhood Standards, and curriculum □ <u>Student Enrollment:</u> <ul style="list-style-type: none"> • The enrollment of 240 students by Year 5 • Student retention rate targets are being met • The reduction of marketing expenditures due to high retention rates in Year 6 • 240 high quality seats 	<ul style="list-style-type: none"> □ <u>Teacher Recruitment and Retention:</u> <ul style="list-style-type: none"> • 100% of annual teacher and teacher assistant recruitment and retention targets are met • 85% of teachers and teacher assistants indicate that the recruitment process is informative and selection is characterized by a high level of equity • 95% of teachers and teacher assistants meet evidence-based standards for experience and qualifications □ <u>Teacher Training:</u> <ul style="list-style-type: none"> • 100% of teachers and teacher assistants receive 80 hours of pre-service training. Each project year, 90% of instructional staff receive at least 9 full days and 9 half days of PD using: a) active learning techniques; and b) teams to foster collective participation. 95% receive at least one week of coaching services annually • 100% of PD and coaching are aligned with evidence protocols and procedures □ <u>Student Enrollment:</u> <ul style="list-style-type: none"> • Enrollment marketing implemented will reach 66%+ of households in Wards 7 and 8 with eligible school-age children • 95% of annual student enrollment and retention targets are met, 90% of annual parent inquiry & participation in admission events met • 75% of parents/caregivers indicate they were substantially influenced to enroll their children as a result of Eagle marketing/outreach activities

(e) The Eagle Academy PCS at Naylor Road educational program will serve grades PreK-3 through Grade 3 and will feature:

- Replicable, sustainable and effective curricular and school climate tools;
- Intensive staff development which includes both training and in-class, side-by-side coaching;
- Weekly monitoring of curriculum-based student progress and performance;
- Fall to Spring student growth measures as indicated by the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP);
- Carefully controlled financial management, accounting and human resource support;
- Community-school based supports; and
- 21st century tools for staff and students.

Design Elements: Key design elements featured in all of Eagle Academy PCS schools and which we would employ at Eagle Academy PCS at Naylor Road (grades PreK-3 through Grade 3) include: Project Based Learning, Responsive Classroom, NWEA, CLASS, GOLD and a community school component designed to act as a hub for neighborhood services and resources. Every student in our school receives high quality instruction which will both give that student a reasonable challenge each day, and will ensure every student's growth. This is true for students operating above expected grade level, below expected grade level, and student with disabilities.

Eagle Academy PCS is deeply and fervently committed to serving students with special needs. The skills based instruction at our schools is performance based, which allows students with a wide range of learning issues to make progress on their foundation skills, while also being given access to grade level content. Eagle uses Big Day curriculum for PreK, and Journeys

curriculum for K-Grade 3 which teaches age and developmentally appropriate subject matter and skills. Big Day for PreK is a proven-effective comprehensive early-learning program that embraces children's natural curiosity and encourages them to explore and connect to the world around them. Journeys curriculum is specifically designed to incorporate guided reading strategies into the classroom. The curriculum offered at Eagle is used for all students, both general and special education.

Educational Plan: Eagle Academy uses research based curricula and instruction. We use differentiated instruction, and teach to mastery. Assessment is constant and ongoing to ensure student mastery. Data meetings are held regularly at all levels of the schools and administration to refine and redirect lesson plans, skills, and subject matter.

Data Analysis: The instructional staff and administrators of Eagle Academy PCS at Naylor Road will engage in weekly analysis of student performance data generated by curriculum based assessments and will construct remedies for problem areas, as well as identify students or groups who are ready for acceleration and enrichment. Data analysis sessions are led by Eagle Academy PCS's data team who are well-versed in the instructional programs and are able to help identify problems and generate solutions.

Furthermore, staff and administrators will use NWEA MAP data to identify more broadly where student skills need strengthening. The NWEA MAP is administered in the fall, and can be used to shape more intense instruction in the areas where students show need. The NWEA MAP is administered again in the spring, and assesses student growth.

Professional Development: The school will provide extensive professional development. Professional development will be in the form of formal training on how to use instruction tools, how to incorporate the Responsive Classroom Framework, Language Essentials for Teachers of

Reading and Spelling (LETRS), and common core standards as they apply to early childhood education. Professional development will also occur in the form of in-class coaching. Coaches will demonstrate lessons, co-teach, help plan lessons, analyze data, provide instructional remedies and give observational feedback. Finally, Professional development will take the form of customized Professional Learning Communities (PLCs) which allow for peers to help “teach the teacher,” model best practices, and provide opportunities for innovative thinking.

(f) Eagle Academy PCS currently operates two public charter schools in Washington, D.C. The two schools are managed in the following ways:

- Each school has at least one Principal who is the educational leader responsible for the daily academic operations. Eagle Academy PCS at Capitol Riverfront has a single Principal responsible for grades PreK-3 through Grade 3. Eagle Academy PCS at Congress Heights has two Principals, one responsible for PreK-3 through K and another responsible for grades 1 through 3.
- Instructional management is the primary role of the school principal(s), with support in various ways from Eagle Academy PCS. The principal(s) evaluates teaching and school staff, while Eagle Academy provides annual evaluations of the school principal(s). Our school principals are highly qualified each having experience and a background in Early Childhood Education.
- Eagle Academy PCS is responsible for recruiting and retaining school principals. Two of our principals have been with Eagle Academy for five years and the third has been with Eagle Academy for nearly twelve years. All three have served in the position of principal for the last two years.

- The Eagle Academy PCS central office has the following personnel: CEO, Deputy CEO, Human Resources Coordinator, Director of Marketing, Compliance Officer and Registrar, Director of Research, Innovation, and Accountability, and a Development Manager.
- Instructional coaches are assigned to each of the schools and spend all of their time in their assigned institution. One coach works on STEAM integration.
- The coaches are instructional support personnel and they work side by side with teachers. They also provide professional development, data gathering and analysis, and team supports.
- The Human Resources Coordinator provides hiring support and benefits analysis.
- The Eagle Academy PCS Board of Trustees meets quarterly. The Board regularly reviews reports on all aspects of our schools, including student achievement, faculty recruitment, relationships with partners and financial affairs.
- Eagle Academy PCS's operations, overall management and financial management have received the highest scores from the DC Public Charter School Board financial and managerial review process.

(g) Once the Federal grant period has expired, Eagle Academy PCS at Naylor Road will operate on Washington, D.C.'s Uniform Per Student Funding Formula (UPSFF). Our experience has demonstrated that the current per pupil funding is adequate for the on-going implementation of the Eagle Academy PCS charter, once initial start-up costs have ended. With the current funding level, a school of 240 students experiences enough economies of scale to allow for carry-over funds which can go towards capital improvement or infrequent major expenses, such as technology upgrades. Eagle Academy receives additional funding through the Office of the State

Superintendent of Education (OSSE) for Title I, Title II, and IDEA for special education students. Eagle Academy participates in the National School Lunch Program which provides free breakfast, lunch and dinner to 100% of our students. Eagle Academy also employs a full-time Development Manager whose main responsibilities include identifying new grant opportunities.

For this replication grant in particular, the bulk of the funds are going towards initial teacher training and support, and marketing and community engagement. Financial support for both of these activities will decrease dramatically after year 4.

Our existing schools have demonstrated that once student enrollment reaches at least 240 students, and start-up costs have been incurred, the per pupil funding provides for adequate staffing and supplies. We are confident that Eagle Academy PCS at Naylor Road will be able to operate sufficiently with expected funding from the per pupil funding formula once initial start-up costs are incurred.

(h) Current parents, prospective parents, teachers, students, volunteers, and other members of the community have been and will continue to be extensively involved in the planning, program design, and implementation of the replication of Eagle Academy PCS. Although Eagle Academy PCS brings an educational plan that is has developed through the nearly 15 years of its existence, we are committee to involving parents and other community partners in developing a program suited specifically to the needs and desires of this community.

Eagle Academy PCS will engage in individual and small group meetings to discuss the new charter school and to gather community input around program design and implementation. Eagle Academy PCS's Board currently has two parent representatives as voting members who will provide continued feedback on the program design of Eagle Academy PCS at Naylor Road.

Additionally, a strong parent organization is critical to actively engaging parents in this process. One of Eagle Academy PCS goals is to strengthen the parent organizations associated with Eagle Academy PCS. Eagle Academy schools are community schools, and have a dedicated staff person who works with and supports parent engagement.

Historically, Eagle Academy PCS has enjoyed extensive community support. This is due to the community benefits our schools provide including joyful food markets, literacy programs for parents, community events and meetings, and ongoing physical, mental, and behavioral health supports to our students and their families. Eagle Academy PCS has over 45 partners of which a sample list is provided below:

- DC Department of Behavioral Health
- DC Department of Health – School Based Oral Health Program
- DC Public Library
- U.S. Department of Transportation
- Office of the Secretary of the Navy
- UPO Foster Grandparents
- JumpStart
- Far Southeast Family Strengthening Collaborative
- LET’S GO Boys and Girls
- Howard University, Center for Urban Progress
- George Washington University, Graduate School of Education and Human Development
- George Mason University, Graduate School of Education, Early Childhood Education
- Simply United Together
- Martha’s Table

- CSX

(i) See Selection Criteria, sub-sections (b)(2) and (d)(1)

(j) See Selection Criteria, sub-sections (b)(1)

(k) See Selection Criteria, sub-sections (b)(1), also sub-sections (a)(1) and (a)(2)

(l) The grant funds will be used for five primary purposes. (1) Funds will pay for consultants from Educational Solutions and the Early Childhood Institute to provide adequate training and coaching support to teachers. This is a necessary step to ensuring that student achievement increases at a satisfactory rate. (2) Funds will also pay for the various components of a marketing and community engagement program as described in section (d)(1) of the Selection Criteria. (3) Funds will pay for an extensive teacher recruitment program as described in section (d)(1) of the Selection Criteria. (4) Funds will be used to provide high quality evaluation of the program to ensure fidelity of proposed objectives and outcomes. Finally, (5) funds will pay for 10% of the salaries and benefits for three key individuals in Eagle Academy PCS organization who will be spending much more than 10% of their time on the replication of Eagle Academy PCS at Naylor Road. There are no other grants or Federal funds administered by the Secretary for this project at this time, nor are there any matching funds.

(m) There are no requests for waivers of any Federal statutory or regulatory provisions for the replication of Eagle Academy PCS at Naylor Road at this time.