

CLEVELAND ELEMENTARY SCHOOL

PREPARING STUDENTS FOR TOMORROW'S CHALLENGES.

AT A GLANCE:

Startup type: Whole-school redesign

Start date: 2016

Grades served: PreK3-5

Operator: District of Columbia Public Schools

Operator type: District

Students at start: 306

Students at capacity: 325

Cleveland Elementary School's breakthrough model will incorporate both competency-based and project-based learning, as well as self-directed learning paths, in order to meet students where they are academically.

Project-based learning will help Cleveland students cultivate creativity, innovation, and problem-solving skills. This type of instruction will extend teachers' ability to provide students with rigorous experiences that build resilience, persistence, and collaboration skills—abilities that will be crucial for both college and career. The individualized learning pathways inherent in this approach to instruction will allow students to work at their own pace through curriculum and learning activities that are appropriate for them. Pathways will be created on a unit-by-unit basis using data gathered from assessments, and teachers will provide regular guidance to students working individually and in small groups.

Cleveland will also provide targeted professional development for teachers in order to assist them in the transition to a 21st-century learning environment. Programming will focus on three major areas: developing inquiry-based projects that foster deeper student understanding of content and collaboration with peers, ensuring technological competencies among staff, and using data to drive instruction. Through these tactics, Cleveland hopes to ensure that every child receives a personalized educational experience.

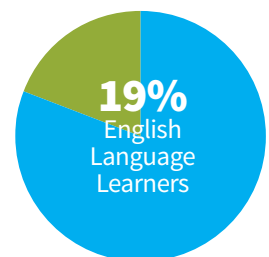
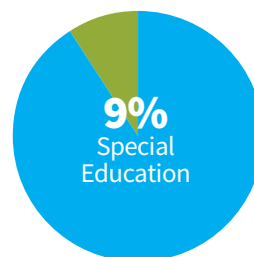
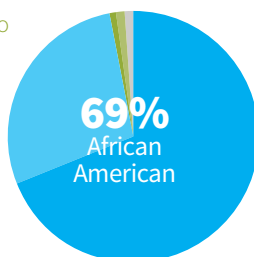
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Cleveland Elementary will use mixed-age, competency-based grouping practices—enhanced by blended instruction strategies—to personalize learning for all students. Our 45-minute block schedule will foster student independence, digital literacy, mathematical competency, and cooperative learning; as a result, Cleveland scholars will be equipped not only with the tools to be global citizens, but also with the motivation and ingenuity to solve tomorrow's problems.

Dawn Feltman, Principal, Cleveland Elementary School

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27% Hispanic/Latino
1% Asian
1% White
1% multiple races



DC INTERNATIONAL SCHOOL

PERSONALIZED LEARNING ACROSS THE GLOBE.

AT A GLANCE:

Startup type: Whole-school design

Start date: 2016

Grades served: 6-7; ultimately 6-12

Operator: District of Columbia International School

Operator type: Existing CMO

Students at start: 210

Students at capacity: 1,500

DC International School (DCI) will launch a project-based and student-directed elective model, grounded in the International Baccalaureate's Approaches to Learning Framework (ATL), to allow students to pursue areas of interest and passion. Students will design and complete their own electives with guidance and facilitation from a teacher. Elective courses will incorporate ATL skills into discovery and project-based learning. Instead of being content-specific masters, teachers will become elective facilitators or experts in the ATL skills and will work with students to develop, monitor, and assess their inquiry into an elective topic of choice.

Online and distance learning will ensure that coursework is available on demand and that students can progress toward mastery at their own pace. This component is increasingly important for students studying overseas and allows the creation of a virtual campus for students to complete requirements for DCI and an IB diploma or certificate no matter where they are. The possibilities are limitless, and the opportunity to show students the world beyond their community is priceless.

With 2,000 students at the five Member Schools that feed into DCI, the model has ample opportunity for scale. Member schools will implement interventions in the early grades so that students arrive at DCI well-prepared for a breakthrough learning environment.

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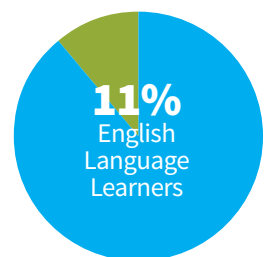
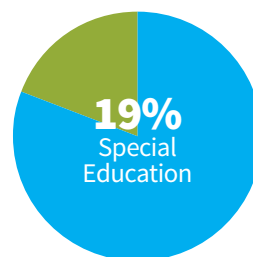
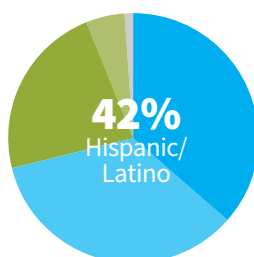
DC International School's breakthrough proposal is the response to the need for language immersion programming at the secondary level in Washington, D.C. We will leverage an innovative elective model, online and distance learning, and our relationship with our five partner schools to create a rigorous and personalized experience for students.

Carmen Rioux-Bailey, Chief Education Officer, DC International School

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40% African American
26% White
6% Asian
>1% Pacific/Hawaiian

*Students identify with multiple racial groups.



MUNDO VERDE BILINGUAL PCS

SUSTAINABILITY AND BILINGUALISM AS TOOLS FOR CHANGE.

AT A GLANCE:

Startup type: Whole-school redesign

Start date: 2016

Grades served: PreK3-3; ultimately PreK3-5

Operator: Mundo Verde Bilingual Public Charter School

Operator type: Existing CMO

Students at start: 122

Students at capacity: 560

With a complex instructional model integrating Expeditionary Learning, Spanish language immersion, and sustainability education, Mundo Verde Bilingual Public Charter School's core belief is that *how* children learn is as important as *what* they learn. Accordingly, Mundo Verde's breakthrough model will focus on emotional and cultural connection as the basis for rigorous learning.

Hands-on, project-based, and learner-centered instruction will instill critical thinking, problem-solving skills, and deep understanding of complex concepts, and small classes will support individualized instruction through cooperative groups and teacher-student continuity. An early emphasis on language will make the most of young children's innate ability to learn languages, contribute to their increased cognitive skills, and support the long-term academic achievement and leadership development of English Language Learners.

Mundo Verde will leverage technology to accelerate learning and will produce individual learning profiles to provide teachers, parents, and students with a common understanding of each student's learning goals and progress.

Teachers, students, and parents will all document student progress, which will be tracked through a digital portal and communicated within and across teams and at home. Mundo Verde's model will also be aligned to the International Society for Technology in Education Standards, and students will have access to a kit of digital devices and non-digital tools to analyze, learn, and explore in both classroom settings and alternative environments.

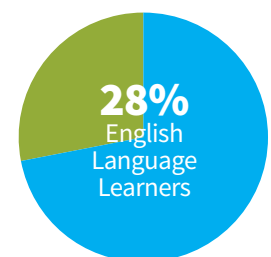
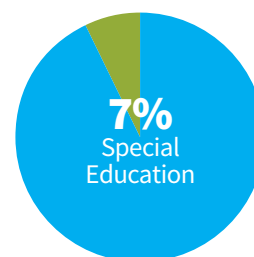
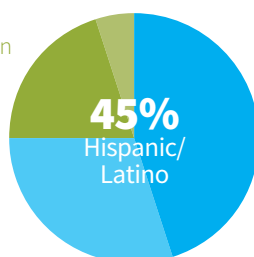


Mundo Verde's framework for the 21st century posits that sustainability and bilingualism are essential tools for change—tools that prepare students to succeed and take on personal responsibility for tomorrow's world. Our students develop a sense of identity, culture, place, and purpose, as well as the knowledge, skills, values, and efficacy to thoughtfully take on stewardship for their communities and the Earth.

Kristin Scotchmer, Founder and Executive Director, Mundo Verde Bilingual PCS



30% White
20% African American
5% multiple races



SUSTAINABLE FUTURES

RE-CONNECTING DISCONNECTED YOUTH.

AT A GLANCE:

Startup type: New school

Start date: 2016

Grades served: Ages 14-21

Operator: Sustainable Futures

Operator type: New CMO

Students at start: TBD

Students at capacity: TBD

Sustainable Futures is working to open a new charter school with a mission to develop globally competent leaders by teaching the tenets of environmental justice and ecological sustainability while providing a comprehensive, rigorous, and personalized education program to disconnected youth.

The students of Sustainable Futures will be those who have typically felt, at traditional schools, that they are on the outside looking in. They lack connections both to school and to their communities. The goal of Sustainable Futures is to create a school where these students feel as though they are connected to and welcomed by a caring, engaging, and challenging learning community.

Sustainable Futures will serve students ages 14-21 and will utilize an ungraded and competency-based model, blended instruction, and project-based learning. The model is designed to meet students where they are

and support them toward high academic achievement while preparing them for college, career, and to be active, globally conscious citizens.

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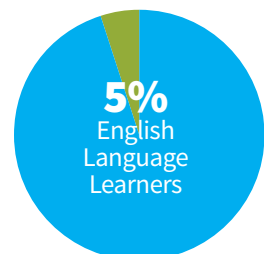
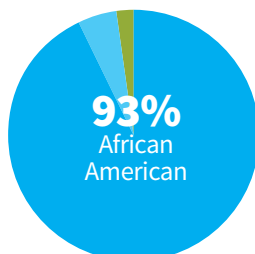
Washington, D.C. is home to thousands of “disconnected” young people—those who have dropped out of school, who have been incarcerated, who are homeless or are otherwise estranged from their families and their community. Sustainable Futures will be designed to reconnect these young people through an array of relevant and engaging academic and social services centered on global citizenship and community.

Natasha Warsaw, Executive Director, Sustainable Futures

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5% Hispanic/Latino
2% multiple races

*New school;
demographics are
estimated.



THURGOOD MARSHALL ACADEMY

MASTERY FOR ALL STUDENTS.

AT A GLANCE:

Startup type: Whole-school redesign

Start date: 2015-16

Grades served: 9-12

Operator: Thurgood Marshall Academy Public Charter High School

Operator type: Existing CMO

Students at start: 400

Students at capacity: 400

Thurgood Marshall Academy (TMA) will launch a mastery-based learning model in the 2015-16 school year, piloting with ninth grade math and science classes. TMA's model is based on best practices from public school districts in California, Maine, and Massachusetts, where similar models have removed time and grade constraints on learning and demanded demonstration of mastery of subject-area competencies.

As a non-selective public high school, TMA accepts students who apply through the My School DC citywide lottery system, regardless of grade level ability. As a result, students represent more than 60 different middle schools and have a wide range of pedagogical backgrounds. Many arrive as ninth graders with fifth or sixth grade math and reading skills—well below proficiency standards mandated by local and national standardized exams. Given the spectrum of skills and accumulated academic deficiencies of incoming ninth graders, many students need more time than is allotted in the traditional academic calendar.

TMA's model will pair teacher-centered instruction with blended learning so that all students receive content and instruction through an individualized online delivery system tailored to their strengths and weaknesses. This model will ensure that all students are able to demonstrate knowledge and retention of concepts necessary for promotion, decrease the number of non-proficient students on standardized exams, increase scores on AP and SAT exams, and ensure that students have the academic skills to succeed in college.

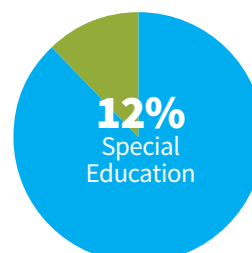
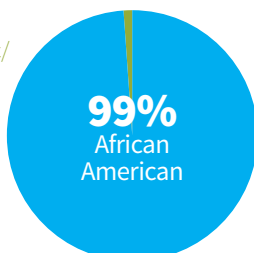
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TMA's mastery-based model will remove time and grade constraints on learning and demand demonstrated proficiency on subject-area competencies. Through a combination of teacher-delivered instruction, personalized learning, and real-time, data-driven feedback, our students will be better prepared for college and for active engagement in our democratic society.

LaRita Williams, Academic Director, Thurgood Marshall Academy

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>1%
Hispanic/
Latino



TWO RIVERS PCS

CREATING A FRAMEWORK FOR DEEPER LEARNING.

AT A GLANCE:

Startup type: New school
Start date: Fall 2015
Grades served: Preschool-8
Operator: Two Rivers Public Charter School
Operator type: Existing CMO
Students at start: 520
Students at capacity: 1,040

Instruction at Two Rivers Public Charter School is guided by the understanding that while students have many different learning styles and skill levels, all can access the same rich content in order to grow their knowledge, deepen their level of understanding, and prepare them for success beyond Two Rivers. Thus, Two Rivers implements a rigorous, standards-based curriculum, augmented by an integrated arts program and a content-based Spanish program. These elements come together through Expeditionary Learning, an educational model that allows students to incorporate and apply their classroom learning through real-world experiences.

While Two Rivers is a vibrant educational community that is committed to educating the whole child and achieving deeper learning for all students, there are no comprehensive national assessments of this type of learning at the elementary and middle school levels. Because educators should

measure what they value, Two Rivers intends to create and share a framework that will allow them to better assess this deeper learning.

With many schools and organizations interested in new depths and definitions of learning, Two Rivers hopes to provide others with tools to better assess the 21st-century learning that they hope to provide for their students. With quality assessments of deeper learning, instruction will improve, and the next generation will be better prepared for a future with rich and varied options.

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*Two Rivers Public Charter School operates on an Expeditionary Learning instructional model, which emphasizes experiential learning and project-based learning. **Expeditionary Learning models, when executed well, build the sorts of metacognitive skills that are valued in college and the workplace but are rarely measured on standardized tests.** As such, Two Rivers is attempting to build assessments to measure these important skills.*

Jessica Wodatch, Executive Director, Two Rivers Public Charter School

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26% White
8% Hispanic/Latino
1% Asian
1% multiple races

