

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mr. Howard Mebane
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Washington Global Public Charter School
(As it should appear in the official records)

School Mailing Address 525 School Street SW
(If address is P.O. Box, also include street address.)

City Washington State DC Zip Code+4 (9 digits total) 20024-2729

County District of Columbia

Telephone (202) 796-2415 Fax (202) 479-1047

Web site/URL <https://www.washingtonglobal.org> E-mail eltorres@washingtonglobal.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Elizabeth Torres Ed.D. E-mail eltorres@washingtonglobal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Washington Global Public Charter School Tel. (202) 796-2415

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr Teresa Curristine Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
1 Middle/Junior high schools
0 High schools
0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	93
7	66
8	81
9	0
10	0
11	0
12 or higher	0
Total Students	240

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 0 % Asian
 - 93.8 % Black or African American
 - 2.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 1.7 % White
 - 1.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 11%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2021	209
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Amharic

English Language Learners (ELL) in the school: 2 %

4 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 240

8. Students receiving special education services with an IEP: 20 %
Total number of students served 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>6</u> Autism	<u>5</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>17</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 7

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	89%	92%	93%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC. It utilizes a rigorous, internationally based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.washingtonglobal.org/join-our-team/>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

As a public charter school in the District of Columbia, Washington Global Public Charter School (Washington Global) participates in a city-wide common lottery enrollment system called My School DC. My School DC is managed by the city and is independent of Washington Global. The My School DC common lottery is a single, random lottery that determines placement for new students at all participating schools. When completing the lottery application, students can list up to 12 different schools and then order them based on their preference as to which school they would like to attend for the following school year. Through this system, all DC residents whose students are entering 6th, 7th, or 8th grade are able to select Washington Global as one of their schools of choice and the lottery system matches the students to a school through their algorithm. Washington Global accepts all students who are matched with the school. As allowed by My School DC policy, Washington Global offers preference for siblings of current students and children of employees.

PART III – SCHOOL OVERVIEW

Washington Global Public Charter School (Washington Global) is a public charter middle school located in Washington, DC near the National Mall. Washington Global was founded in 2015 by local educators and community members who have a fierce commitment to closing the academic achievement gap. The school primarily serves students from underserved areas of Washington, DC. It provides a rigorous, internationally-minded education that develops students' academic skills, critical thinking, and problem-solving skills through a curriculum that embraces cultural awareness and diversity. Washington Global prides itself on serving one of the highest at-risk student populations of any school in Washington, DC and ensuring that its students are invested in their own learning and make significant academic and social emotional gains. In October 2022, Washington Global received the Bold Performance Award from EmpowerK12 for its students' performance on the statewide Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. At its core, Washington Global is like a family with a shared vision. Many of the school's founding faculty, Board members, and families are actively involved with the school, and share a commitment to continuous improvement, academic achievement, and social and emotional growth for all students.

Washington Global implements an engaging, rigorous, and student-centered academic program that provides ample differentiation to ensure that all students' needs are met. All Washington Global students engage in core academic classes, including math, English Language Arts (ELA), social studies, science, physical education/health, service learning, Global Citizenship, and foreign languages. Within all classes, students participate in project-based and blended learning, which foster student engagement, differentiation, and student academic growth. The school's teachers and leaders continually review and modify the curriculum in all subject areas to ensure that the content is culturally representative of the student community. Washington Global also believes that real-world learning is critical to student achievement. Academic concepts are continually brought to life for students through hands-on labs and projects, and through academic excursions to area museums and embassies.

To ensure the success of its students, the school customizes each student's academic program plan to meet their specific needs. Since a majority of Washington Global's students enter the school two or more grade levels below in reading and math, the school offers intensive, research-based intervention programs to address student academic gaps in these subjects. In addition to a daily ELA class, a majority of Washington Global's students participate in a daily reading intervention class. Students with disabilities and English Language Learners also receive additional individualized programming to meet their needs. Washington Global provides robust free after school and summer programming to ensure that students receive supplemental learning beyond the regular school day.

Washington Global's unique academic programming focuses on the community and world, fostering student engagement, cultural awareness, and diversity. All students at Washington Global participate in a year-long service learning project each year. Service learning projects are student-driven and encourage students to select a community-based, national, or international issue that they are passionate about addressing. During service learning class, students explore and choose their issue before developing an actionable project on the topic. Students have tackled critical issues such as gun violence, homelessness, food deserts, and mental health during the COVID-19 pandemic.

Washington Global also provides ample opportunities for students to develop cultural awareness. All students at the school take a Global Citizenship course, which utilizes the International Middle Years Curriculum (IMYC) to expose students to new cultures through thematic project-based learning. Washington Global's students also take intensive Spanish language courses, where they engage in cultural and linguistic lessons. One of the school's most unique programs is its Korean program. Through a partnership with the Embassy of the Republic of Korea, Washington Global's students have the opportunity to take a Korean course during the school day where they study Korean language and culture.

Washington Global's culture focuses heavily on student well-being. Through the school's small, familial atmosphere, students thrive in a caring and joyful space centered around individual student needs. The

school's Student Support Team (SST), culture team, and mental health providers meet with students individually, in small groups, and push into classrooms to ensure that students receive the support that they need. To assist families, the school has forged various community well-being partnerships. During the COVID-19 pandemic, Washington Global was one of the first public schools in Washington, DC to open in-person to ensure that the social emotional needs of its students were safely met.

Washington Global's strong bond with families and the local community has also contributed significantly to its students' success. The school frequently surveys its families to ensure that the school is meeting their needs. Washington Global holds frequent events for the full school community, and encourages family involvement through special events such as the annual Black History Showcase. The school has also forged partnerships with community organizations to support its students. For example, Washington Global currently partners with the Boys and Girls Club of Greater Washington, DC to provide extended day and summer enrichment opportunities for its students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Students at Washington Global engage in a rigorous and differentiated English Language Arts (ELA) curriculum that includes a strong focus on diversity and inclusion. In ELA class, teachers use Expeditionary Learning's Common Core-aligned curriculum. The Expeditionary Learning (EL) curriculum contains compelling and engaging texts, which support student ownership and agency throughout the learning process. The units are organized thematically and cover pertinent social and political issues, the adolescent brain, and analyzing and creating "rules to live by." Students are engaged in interesting, relevant work while also refining their reading and writing skills. This curriculum is further differentiated and modified to make the texts, tasks, and projects more accessible and culturally relevant for the school's diverse student population. For instance, in 2019, teachers modified the seventh-grade curriculum to include a comprehensive unit on the Harlem Renaissance.

In the ELA classrooms, units incorporate literary and informational text standards to ensure students have a strong foundation in both domains. Students take summative assessments quarterly based on the EL curriculum, encompassing standards learned over the quarter. Formative assessment data guide ELA teachers, providing insights into strengths and areas for further support for students. Teachers engage in "Data Talks," which cover both formative and summative data, facilitate scaffolding, and inform future units. Additionally, ELA teachers ensure that students have agency in their data. This includes providing students with the opportunity to grade their work against a rubric, set SMART goals, and complete individualized tasks to assess understanding of standards. Students also take standards-aligned assessments provided by the Achievement Network (ANet) to ensure alignment of standards and level of rigor are present. At the end of the school year, students take the PARCC to determine student mastery of standards.

In addition to participating in ELA class, all Washington Global students who are two or more grade levels below in reading - approximately 52% of the school's student body - take part in a research-based reading intervention class. These targeted classes utilize Fountas & Pinnell Leveled Literacy Instruction (LLI), Lexia, and the Wilson Reading System to improve students' reading and writing skills. Students are grouped based on data so that they receive individualized and small-group instruction within the class.

At Washington Global, reading and writing instruction is instrumental in all classes. Teachers across content areas incorporate reading and writing Common Core State Standards (CCSS). This involves more purposeful reading and writing tasks across all subjects, solidifying what is taught in the ELA classroom.

Washington Global provides ELA teachers across grade levels with shared planning time, allowing collaboration to occur. Collaboration takes place through vertical alignment meetings, standardizing grading practices, and teacher-to-teacher observations to continue to hone instructional practices. Culturally responsive teaching practices, such as curriculum reviews and tangible "whys," are developed in shared planning sessions. ELA teachers work with the shared vision of ensuring the curriculum is achievable yet rigorous and culturally relevant to their students.

Washington Global's ELA approach has resulted in significant student achievement. In October 2022, the Washington, DC-based research organization, EmpowerK12, recognized Washington Global as achieving the highest ELA PARCC scores of any traditional public or public charter school serving an at-risk student population.

1b. Mathematics curriculum content, instruction, and assessment:

Washington Global's math program holds students to high expectations and strives to support their ability to problem solve, develop critical thinking, and express themselves mathematically. Washington Global uses Eureka Math, which is aligned to the CCSS. While the school's math teachers use Eureka as their primary

curriculum, teachers have differentiated and scaffolded the content to meet student needs. In addition, the school employs a blended learning model to support its students. In addition to Eureka Math, Washington Global uses platforms, such as IXL and Edulastic, to properly execute the blended learning model. Teachers at the school consistently review both formative and summative assessment data. Students complete daily exit tickets, which are reviewed and revisited to prepare students for quarterly summative unit assessments based on the Eureka Math curriculum. Quarterly, students take the standards-aligned ANet assessment to determine learned skills and provide teachers with additional information to support student acceleration. At the end of the school year, students take the PARCC to determine student mastery of standards.

The blended learning math model is an effective approach that supports students' individual needs. The model has been refined over the last four years at Washington Global to provide a flexible, differentiated learning environment. The intention of the program is to provide differentiated learning to support the diverse learning needs of the students. In the blended learning math class, students rotate between three stations: direct instruction, collaboration, and independent computer-based learning. The blended learning model allows the teacher to differentiate each station based on the needs of the students. This includes a CCSS-aligned direct instruction lesson with an approach based on the needs of the small group, a collaborative station including challenge questions aligned to the standardized assessment, and independent work tailored to the students' current level on IXL. Washington Global introduced the model in 2018 and saw a significant increase in its math PARCC scores that year.

Washington Global's students also engage in project-based learning within the math classroom. Math teachers use projects to reinforce learning and to tie instruction to real-world experiences. For example, students in 6th grade math created murals using rate and ratio calculations. Students have also developed a business plan and budget to understand the concept of percentage. Through these projects, students are able to link the standards to real-world scenarios.

Math teachers at Washington Global regularly collaborate and reflect on how to effectively implement the blended learning approach. Shared collaborative time allows for regular math meetings across grade levels, providing teachers the chance to review differentiation techniques, data, and best practices. Washington Global's math coach observes math classes weekly and provides instructional support and feedback to the math team. Instructional support includes refining co-teaching models, providing feedback on curriculum and instructional techniques, reviewing effective differentiation strategies, and incorporating technology in the classroom. The math coach tailors their support to ensure that teachers are always able to support the diverse needs of their learners.

1c. Science curriculum content, instruction, and assessment:

Students at Washington Global participate in a wide-ranging science program that incorporates lessons in thinking and inquiry, science and technology, earth science, biology, ecology, and physics. Given Washington Global's strong focus on education for global leadership, particular emphasis is given to the interconnectedness of science, technology, engineering, and math to prepare students to compete in a global economy. Washington Global also devotes significant efforts towards encouraging students to use scientific knowledge to improve their local community.

Washington Global's science program is based on the Next Generation Science Standards (NGSS) and uses the Amplify curriculum. Since 2015, students have worked through disciplinary core ideas in physical, life, and earth science in order to prepare for the DC Science Assessment, which is administered at the end of the students' 8th grade year. Throughout the course, students take formative and summative assessments to gauge student understanding and learning. The NGSS are organized by performance expectations, science and engineering practices, and core ideas. This means that students go beyond learning facts into true engagement with science. Students develop and use models, plan and conduct investigations, and analyze and interpret data. To build student engagement and interests, science classes regularly hold lab activities such as dissecting frogs to understand anatomy, making ice cream in a bag to understand chemical reactions, building mock cities to showcase student understanding of cellular organelles, and examining the DNA of strawberries. Standards and skills vary across grade levels but develop and overlap through the middle school years to strengthen learning.

In science class, teachers assess students through daily exit tickets, frequent curriculum-based assessments, and hands-on labs. Additionally, in 8th grade, students take the DC Science Assessment to measure their knowledge of 6th through 8th grade standards.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Washington Global follows the DC Social Studies Standards. Students take social studies classes focused on both content standards and historical skills. Washington Global uses TCI as the primary resource and curriculum. In 6th grade, students focus on geography, learning about physical and cultural spaces around the world. In 7th grade students take an exploratory approach to ancient history through examining early civilizations from Egypt to Rome. In 8th grade students dive into the history of the United States. The curriculum prioritizes informational texts, and primary and secondary sources, to provide opportunities for students to practice content literacy. This involves teachers taking a literacy-based approach, such as previewing vocabulary, differentiating the Lexile level of the texts students read, and providing context. Students take standards-aligned formative assessments daily, as well as TCI-aligned, document-based assessments each unit.

Social studies at Washington Global is highly engaging, student-driven, and interactive. Rather than sit back as passive learners, students are tasked with challenging their understanding of the world. They participate in project-based learning to bring content to life. For example, some students develop models of our physical environment, while others write a historical analysis of characters prominent in the Civil Rights movement. Students and teachers work towards developing a global understanding of what it means to be a citizen. Culturally responsive teaching practices are paramount in the social studies classrooms, as teachers reflect and alter curriculum to ensure that it is representative of Washington Global's diverse student body.

The department is highly collaborative with the social studies teachers connecting frequently. The department also regularly engages in cross-departmental activities, including participating in ELA-related professional development opportunities. Social studies teachers play an integral role not only in developing student content knowledge, but also in teaching important critical thinking skills that support students across their educational journeys.

1e. For schools that serve grades 7-12:

Washington Global prides itself on its service learning program, which provides opportunities for student agency, team building, leadership, and building resiliency. All students at Washington Global participate in a student-driven and led service project based on the interests of the students and the needs of the global community. The service learning program's curriculum is created in-house and is based on the National Youth and Leadership Council (NYLC) standards. Over the course of the year, students engage in a reflective root-cause analysis around a broad theme. Students then narrow down their area of interest, develop an action plan, and execute their project. The service learning program culminates with a showcase. Service learning projects have included gathering resources for a school in Cambodia, holding a peace march in Washington, DC in collaboration with local elected officials, and conducting food drives for a local food bank. Students take ownership through the development and implementation of these projects, while also developing the skills needed to be leaders in the broader community.

To prepare students for life after Washington Global, the school provides a required High School Prep class for all 8th grade students. This class develops students' social-emotional, organizational, and time management skills, while also supporting resume building. The teacher acts as an advisor to students as they navigate the high school application process. This includes helping students identify the schools that best fit their goals, arranging tours with prospective schools, and helping students write applications, and secure references.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At Washington Global, art is embedded in a variety of classes, allowing students to make meaningful connections across content areas. Students engage in art projects related to school and community events. For example, students created a Japanese watercolor about an original Haiku in connection with the Japanese Embassy, developed a story quilt for Black History Month, and engaged in a ratio paint project to make acrylic tie-dye designs on canvas. Recently, Washington Global's performing arts students danced and sang at the National Cherry Blossom Festival. These art opportunities provide creative and educational outlets for students.

Outside of class, Washington Global has a robust extracurricular arts program. Students have the option to join activities, such as the journalism club, to expand on their research and creative writing. They can also enroll in a seminar with an artist to explore painting, ceramics, and other visual arts.

2b. Physical education/health/nutrition

Washington Global follows the DC Health and Physical Education Standards and the SPARK curriculum to guide its Health and PE instruction. Depending on the grade level, students receive either health, PE, or a combination of the two subjects. Students learn about what it means to live a healthy life by engaging in the curriculum and project-based learning. Projects have included creating food logs to track macro intakes and interviewing family members to learn about family health history. Students take summative assessments aligned to the SPARK curriculum, with 8th grade students taking the Washington, DC mandated Health and Physical Education Assessment.

In PE classes, students engage in fitness on the National Mall, one of the most scenic outdoor spaces in the country. In PE, students not only develop and emulate healthy lifestyles while working on cardio, calisthenics, and stretching, but also broaden interpersonal skills around collaboration, team building, respect, and resiliency.

2c. Foreign language(s), if offered (if not offered, leave blank)

Washington Global's foreign language programs support the school's mission of fostering global citizens who value diversity. At Washington Global, all students study Spanish to work towards proficiency in a foreign language. Differentiated Spanish classes are offered, beginning with basic classes (Spanish 1A and 1B) and then a higher-level Spanish I course. The school uses the Cervantes Institute internationally recognized Santillana, USA curriculum which aligns with standards from the Common European Framework of Reference for Languages (CEFR). This structure allows for a rigorous focus on one subject and deeper study of Spanish-speaking cultures while also preparing students for more challenging high school language courses. Within the course, students also learn about the culture of Spanish speaking countries and engage in field trips. In 8th grade, students take a Spanish proficiency assessment aligned to the CEFR. Students' Spanish language acquisition is impressive. Since 2018, an average of 93% of students taking Spanish have passed the school's Spanish language proficiency assessment.

In addition, through a partnership with the Embassy of the Republic of Korea, Washington Global offers a Korean elective course weekly for 7th and 8th grade students. Through this opportunity, students learn Korean language, culture, and history. Cultural activities have included celebrating Korean Thanksgiving and exposing students to unique Korean traditions. This affords a group of interested students the opportunity to study two foreign languages to expand their foreign language skills and cultural awareness.

2d. Technology/library/media

Washington Global has been a 1:1 laptop school since 2017. Technology is heavily infused in each content area, providing opportunities for students to use the technology as a structured resource. Each classroom is equipped with a SMART Board, which teachers incorporate into their lessons. Washington Global is a Google Workspace school, which allows students to seamlessly work between Docs, Slides, and Forms, and receive feedback in real-time from both peers and teachers. Technology is also integrated across classrooms to ensure that Washington Global's classes incorporate Universal Design for Learning (UDL) principles. All teachers receive training on how to effectively use each platform provided by the school and incorporate the technology into their lesson plans. During the Covid-19 pandemic, Washington Global effectively used iPads and Swivl technology to bring the hybrid classroom alive to students attending from home. This ensured students were immersed in a classroom experience, regardless of the circumstances. Teachers provide students continuous opportunities to develop skills needed through the utilization of technology in all classes, providing students with the skills necessary to be successful in the 21st century.

2e. Any other interesting or innovative curriculum programs you would like to share

Washington Global's Global Citizenship course is an innovative and engaging program that supports the school's mission of cultivating cultural awareness and diversity. Global Citizenship is a class offered to 6th and 7th grade students based on the International Middle Years Curriculum (IMYC). The IMYC is an internationally inspired curriculum that horizontally aligns classes around a big idea or theme. Big ideas can include topics such as courage, challenge, or competition, which students examine and discuss more closely in each of their classes. Each unit begins with an exploratory entry task to launch the learning, followed by students documenting what they have learned about the big idea to complete an exit task. At the end of the unit, students demonstrate understanding through project-based learning opportunities. For example, students created a skit to demonstrate how courage can be used to confront a bully, explored non-verbal communication skills to solve problems, and collaborated with classmates to build a sensory diorama.

3. Academic Supports

3a. Students performing below grade level:

Washington Global staff strives to ensure equitable outcomes for all students, including those performing academically below grade level. The school has implemented a variety of research-based programs to engage and support learners, such as an intervention block, a reading intervention class, research-based interventions embedded into core classes, and special education support. Washington Global endeavors to support academically diverse learners by differentiating and scaffolding the curriculum to ensure equitable access. Part of this differentiation process is utilizing multiple sources of data, such as i-Ready, NWEA MAP, and Lexia, to individualize student support. In addition to these macro data sets, teachers consistently collect formative assessment data to ensure students are effectively supported on their individualized learning paths.

The intervention block utilizes the i-Ready platform's adaptive model. Based on diagnostic assessment data, students are placed on learning pathways that provide individualized instruction, which students engage in for at least two hours each week. Teachers support students through their individualized lessons. Support includes real-time data reviews occurring during each intervention block. Additionally, students who are reading two or more grade levels below receive a reading intervention class in addition to their ELA course. This intensive intervention class utilizes research-based curriculum and methods to support reading and writing growth. Students follow an individualized learning plan using a blended learning model that incorporates various reading programs such as Lexia, Fountas & Pinnell LLI, and Wilson Reading Programs.

Finally, classes in which students are performing below grade level in ELA and math are supported by an interventionist or special education teacher, who collaborates with the general education teacher to further meet student needs. Students who require more intensive intervention are pulled into small groups two times per week to build the prerequisite skills needed to equitably access the curriculum.

3b. Students performing above grade level:

Extending student learning is an essential component of Washington Global's curriculum. Washington Global offers honors classes for students performing above grade level. Honors classes utilize an enhanced curriculum with extended learning opportunities such as modified assessments, targeted lessons, and higher rigor questions. This can include students reading texts at a higher Lexile level, students learning 7th grade math concepts in 6th grade, or working on extended writing assignments in science or social studies. Students also take an advanced literacy course, focusing purely on advanced concepts and higher-level texts. Extended writing opportunities are provided to continue to foster skill development and student autonomy in writing. Teachers across grade levels pull small groups to work on high-rigor questions in order to provide extra opportunities for students to extend their learning above their grade level.

Washington Global's project-based and small-group learning environment facilitates extended learning for students performing above grade level. To further differentiate the curriculum to meet the needs of all learners, students who are performing at higher levels in math or ELA, based on i-Ready and NWEA MAP data, engage in small-group extended learning twice per week. Additionally, students performing above grade level have significant autonomy in selecting classroom-based projects, which allows them to engage in more personalized learning. For example, students in service learning class have completed complex research projects, such as researching the educational system in Cambodia.

3c. Students with disabilities:

Washington Global has a culturally diverse student population inclusive of students with disabilities. Washington Global promotes comprehensive and equitable learning for all students by using pedagogical approaches that support intensive-tiered instruction, UDL, and culturally responsive teaching practices.

Students with disabilities receive most of their academic instruction within the general education setting to promote diversity, equity and inclusion. Special education and general education teachers work together within the ELA and math classrooms to create a collaborative, student-centered environment that provides standards-based instruction. Students with individualized education programs (IEPs) are supported with differentiated and scaffolded instruction so they can access the general education curriculum.

Washington Global utilizes research-based intervention programs, including online platforms and direct instruction, to meet the individual needs and learning styles of students with significant academic deficits. To address reading disparities among sub-groups of tier 2 and tier 3 students, teachers developed a literacy intervention course that provides foundational reading skill and comprehension development. By using a blended learning model in the literacy intervention and math classes, students collaborate with their peers and teachers in an environment that offers multiple modalities for assessing prior knowledge and learning outcomes. These measures will help close the greater than 10 point achievement gap on the PARCC assessment between students with disabilities and the general student population.

3d. English Language Learners:

Washington Global's inclusive and diverse environment allows English Language Learners (ELLs) to excel. ELL students at Washington Global follow the CCSS, which are designed to ensure that all students are held to the same high expectations. Washington Global assesses each ELL student, provides the appropriate instructional supports and services, and closely monitors progress to adjust instruction accordingly while using the inclusion model. The WIDA assessment is used to determine student eligibility into the program, as well as determining whether a student exits the program. Washington Global utilizes the UDL to differentiate materials in order to make the work accessible to ELLs.

Essential elements of the ELL inclusion program include developing background knowledge and vocabulary, fostering critical thinking and problem-solving skills, and teaching academic language necessary across the disciplines. The curriculum focuses on the academic language that the ELL population needs to master, including listening, speaking, reading, and writing skills. ELLs receive appropriate academic supports, assessments, and special services. To further support ELLs, Washington Global promotes learning environments that value linguistic and cultural diversity through teaching international-

mindfulness and encouraging school involvement from all families. ELLs use their knowledge in their native language to boost their skills, while offering a diverse perspective that enriches the school and community.

3e. Other populations, if a special program or intervention is offered:

As a school community that has an at-risk population of approximately 70%, Washington Global prioritizes social-emotional well-being for students to ensure they are provided with holistic support. All students participate in both an advisory and homeroom period. The advisory period provides an academic touchstone teacher who will review data, grades, and address specific interventions needed by students. During homeroom periods, students have opportunities to connect with their peers and teachers as they learn and develop skills associated with the WOLFPACK acronym, which provides positive student traits aligned with the school's mission.

The school provides additional assistance for at-risk students, such as academic and social emotional support staff. These methods of support are integral in maintaining the academic progress and well-being of the student population. Students at Washington Global participate in the cohort model, meaning that students travel with the same group of students throughout the day. As a result, deep rapport and trust is built amongst the students, building a sense of community unparalleled by other approaches. The school also employs multiple social workers who support the well-being of students by providing emotional support and skill building sessions, as well as remediation to support the diverse needs of learners.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Washington Global promotes a positive environment for students by providing engaging and inclusive programs to support academic and social-emotional learning in a nurturing environment. The school creates a motivational space for students. Each day, staff, teachers, and leaders greet students in the hallway with a smile and an affirmation to ensure a positive start to the day. Students attend a homeroom period as an opportunity to connect with their peers and teacher, and to set a positive mindset for the academic rigors of a school day. Following lunch, students attend an advisory period during which they reflect on their academic performance and receive support from their advisory teacher. Providing the opportunity to connect with multiple mentors and advisors throughout the school day is essential for creating an engaging environment.

Washington Global understands the importance of cultivating student engagement and fostering a positive school environment. Through student-provided feedback and surveys, the school has grown its School-wide Positive Behavioral Interventions and Supports (SWPBIS) to celebrate and motivate students throughout the year. Teachers regularly provide points to students who display WOLFPACK traits, via the use of the DeansList platform, and students redeem the points through Fun Friday events and the school store. Students are further celebrated with schoolwide culture events, such as the Wolf of the Quarter, and academic award ceremonies.

Positive student relationships are fostered through the use of the school's cohort model. To support the school's mission of providing cultural awareness and inclusion, students at each grade level work together to select a country's name to represent their cohort. Students then research and learn about the culture of their cohort's country over the course of the year. Students develop a strong sense of community as they collaborate and work as a team. Students regularly attend field trips on the National Mall allowing them to engage with the greater, resource-rich community. Annually, students participate in a scavenger hunt across Washington, DC, exploring different landmarks, and examining exhibits in museums. Fostering positive relationships is an integral component to the start of students' Washington Global experience. All new students attend a week-long Summer Bridge program, which provides students with the skills they need to be successful in middle school, while also building community with their new classmates.

2. Engaging Families and Community:

Washington Global prides itself on engaging with families and the wider community. The school includes families in recognizing students through quarterly award ceremonies that celebrate student academic, social, and citizenship achievements. The school hosts health and wellness, and cultural events regularly to bring families together. Events such as the Black History Showcase are student-led and include family participation. The school's annual Health and Wellness Night brings families together to learn about emotional well-being, nutrition, and physical health. Likewise, parent surveys and town halls ensure parent voice is incorporated in the Washington Global community. Consistent parent communication occurs with a weekly newsletter, highlighting student events, health and safety information, and extracurricular opportunities. Washington Global supports the needs of its busy families by providing free before and after school programs. Programs, including visual arts, basketball, tutoring, journalism, dance, and Anime, provide students the chance to explore their passions. Two active parents, as well as the parent of a Washington Global alumni, sit on Washington Global's Board. This ensures families are included at the highest levels of school decision making.

Washington Global has also forged a variety of key community partnerships to address the needs of its students and families. Several partnerships focus on the health and wellness of the school's families and students. During the COVID-19 pandemic, for example, Washington Global collaborated with Elaine Ellis, a nonprofit health partner. The nonprofit provided health education to students and families, shared vaccination opportunities, and tested students so they could safely attend school. The Latin American Youth Center (LAYC) is a nonprofit organization based in Washington, DC that provides students and families with mental health support. Washington Global began its partnership with LAYC in 2020, which has

consisted of on-site and virtual social work support.

Washington Global's partnerships also support students' academic development and cultural awareness. The Embassy of the Republic of Korea has partnered with Washington Global since 2018 to provide students with an interactive Korean language and culture class. This past year, the Japanese Information and Cultural Center (JICC), an extension of the Japanese Embassy, partnered with Washington Global. To support students' after school programming and academic growth, Washington Global has partnered with the Boys and Girls Club of Greater Washington, DC. Through this partnership, a group of students attend the Boys and Girls Club to receive academic tutoring, participate in STEM projects, and engage with mentors.

3. Creating Professional Culture:

Washington Global believes that communication and support are key to teacher success. At the start of each year, the school's leadership collaborates with teachers to review school goals, data, and make updates to the curriculum. The mindset of a shared journey resonates with staff throughout the year.

Additionally, staff are regularly celebrated throughout the school year. The school engages in events that build community, including hosting staff breakfasts, celebrations, and small acts such as providing surprise gift bags. The Sunshine Committee, which is the staff-led committee that plans events, further strengthens school culture.

Each year, Washington Global supports the school's staff to be responsive to the needs of the community. School leadership surveys teachers each semester to determine specific areas of support and to prioritize future professional development (PD) opportunities. Every Wednesday, students are released early so that staff can learn as a professional community. The Wednesday PD is conducted in a whole group setting, covering areas such as teacher health and well-being, or as collaborative planning time. In order to grow the staff's instructional capacity, teachers participate in quarterly Professional Learning Cycles. During the cycle, teachers examine key data points aligned to the Danielson Framework, which is the school's teacher evaluation and professional growth tool. Teachers work in teams to observe one another, share resources, and leverage strengths. At the conclusion of each cycle, staff and administrators reflect on the experience to determine how to continue that growth.

Teachers are further supported by a robust instructional leadership team. All administrators at Washington Global provide instructional feedback and support to teaching staff. The current ratio of administrators/instructional coaches providing support to teachers is 1:3. Support includes weekly meetings, instructional feedback, and collaborative reflection. In addition to instructional coaching, Washington Global provides a mentorship program for new teachers to ensure a smooth transition into the school community. By partnering new teachers with veteran teachers, school culture remains positive and strong.

4. School Leadership:

Washington Global is proud of its collaborative and committed school leadership team. The school's leadership team consists of the CEO/Co-Founder, the Principal, the Director of Operations, the Senior Director of Specialized Programs, the Director of Intervention, and the Academic Coordinator/Curriculum Director. The team, composed of three founding administrators, is committed to Washington Global's success and meeting the needs of the entire school community. The team oversees matters pertaining to academics, operations, health and safety, and school culture. The team engages in collaborative decision-making to best support the vision and mission of the school and the well-being of its students and other community members.

Washington Global's small size benefits the leadership team's collaborative nature. In their roles, each team member positively impacts student academic achievement and well-being. The CEO/Co-Founder oversees the school's overall mission, vision, and path towards student success. The CEO/Co-Founder serves as the school leadership team's liaison to its Board of Trustees and educational agencies in DC, ensuring the success and well-being of the school community. The CEO/Co-Founder works hand-in-hand with the school's Principal to oversee all aspects of the school's operations, academic programs, school culture, and

family/community outreach. The school's Director of Operations manages non-academic, operational aspects of the school, creating a healthy environment conducive to student achievement.

The Senior Director of Specialized Programs, the Director of Intervention, and the Academic Coordinator/Curriculum Director serve as the academic-specific members of the leadership team. The Senior Director of Specialized Programs oversees all aspects of the school's special education program and collaboratives to develop intervention programs. The Director of Intervention oversees school-wide and small-group academic intervention programs and manages the Washington Global's School Support Team (SST). The Academic Coordinator/Curriculum Director leads the school's curriculum design, teacher professional development, and academic data effort to drive student success. The full team strategically plans together to ensure that school goals are met and that the school's vision and policies best serve all students.

The school leadership team also works closely with teacher leaders, including department chairs and grade-level leaders, to ensure that decision-making is collaborative and the vision and mission of Washington Global is embodied throughout the school. The school's CEO/Co-Founder also prioritizes building a leadership pipeline within the school to foster commitment and collaboration. The school also adapted the leadership team to better meet the needs of its students. Over the years, leadership roles that directly address student academic intervention and well-being were developed to increase the school's focus on student academic growth and social emotional well-being.

5. Culturally Responsive Teaching and Learning:

Diversity and cultural awareness are key aspects of Washington Global's mission and vision, and deeply embedded in the school's culture and programming. The school understands the importance of an environment that reflects the diverse needs and backgrounds of its students, families, and staff. Therefore, culturally responsive teaching and learning is at the heart of Washington Global's model. The school's emphasis on diversity, inclusion, and cultural awareness enhances each stakeholder's sense of belonging and engagement, creating an inclusive and thriving school.

The school's academic programs reflect its focus on diversity, equity, and fostering an inclusive community. Since the school's founding, Washington Global's student population has been over 93% African American/Black. Teachers and administrators actively strive to ensure that curriculum is reflective and meaningful to the student population. Through curriculum reviews, teachers have modified texts and other aspects of their curriculum with content more representative of the school's students. This has included a shift in the ELA class to the Expeditionary Learning curriculum because it is more reflective of students' backgrounds. Students now engage in a Harlem Renaissance unit in ELA class, and research historical African American changemakers in social studies.

Washington Global's internationally-minded course offerings foster cultural awareness and celebrate diversity. In the school's global citizenship class, students celebrate their individuality, linguistic abilities, and cultural heritage while learning about cultures around the world. The school's comprehensive foreign language program introduces students to various languages and cultures. Through immersive experiences that include visits to embassies, students learn to value and respect diverse cultures.

In addition, students complete projects throughout the school year that allow them to embrace diversity and their own cultural heritage. For example, the school's annual Black History Showcase provides a forum for students, staff, and families to celebrate Black History through art exhibitions, music, performances, poetry, and projects. Students, teachers, and school leaders have also collaborated to build a school library that includes texts in which students can see themselves and represents students' unique cultures and backgrounds.

Professional development at Washington Global promotes a culturally responsive teaching model in classrooms. Through professional development series and teacher orientation, Washington Global implements a culturally responsive teaching model, where teachers document specific steps taken in lessons to ensure the lessons are reflective of Washington Global's diverse community.

PART VI - STRATEGY FOR EXCELLENCE

Washington Global's dedication to equity by educating each individual student has been most instrumental to the school's success. The school's leadership and faculty understand that the academic needs of each student are very different. Therefore, the school implements academic offerings tailored to the needs of each student to ensure that all students progress. This is particularly critical for Washington Global since over 70% of the school's students typically enter the school two or more grade levels below in reading and math, and approximately 20% of the school's students qualify for special education services. This effort to personalize student learning actively engages and empowers students, leading to student academic growth, achievement, and engagement.

Washington Global provides students with a robust offering of intervention programs constructed to meet each student's individual needs. Schoolwide, all students engage in a math and ELA intervention block using a variety of intervention programs, including i-Ready and IXL, at least two days per week. Academic leadership and teachers review individual student data to identify students' specific academic needs and to develop individualized academic intervention programs for students. All students who are two or more grade levels below in reading receive targeted reading instruction daily in a specialized Literacy Workshop class. Within this class, teachers implement research-based reading interventions, including Fountas & Pinnell LLI, Lexia, and Wilson Reading System, to improve students' reading comprehension, fluency, and phonemic awareness.

Student level academic data is also used to develop small intervention groups so that students receive targeted math and ELA interventions according to their specific needs. Small-group interventions occur one to five days per week depending on need. Within the small-group intervention sessions, students receive targeted instruction from a member of Washington Global's academic team. Instruction consists of research-based intervention programs in reading and math or teacher-created, standards-based interventions. Student progress is tracked and shared with the students so that they own their data, which contributes to their investment in their academic progress.

Washington Global's commitment to addressing all students' academic needs also includes opportunities for extension and acceleration. Students who require accelerated learning opportunities are challenged in small-group settings with more advanced math or ELA content, allowing them to enrich their skillset and take ownership of their learning.

The school's individualized approach to student learning ensures that students' needs are met and that they are motivated and actively engaged to take ownership over their academic trajectory.