



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

April 2014

# Academic Program Offerings

*For use at the April 2014 Student Assignment and School Boundaries Review Process  
Community Meetings*

## At DCPS...

*Our work each day is focused on providing the infrastructure to support neighborhood schools and a robust choice system that helps families make informed choices. A combination of rigorous core academic offerings, supplemented by specialized programs and initiatives across our elementary, middle, and high schools, supports our ability to ensure quality, efficiency, and equity of our city's system of public schools.*

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## Elementary School

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All families should have quality in their neighborhood schools. DCPS is focused on providing quality instruction in all neighborhood schools. We have made investments in our teachers, instructional materials, facilities, libraries, technology and musical instruments so our students and teachers have the tools they need to advance and excel.

### Early Childhood Programs

DCPS offers Pre-Kindergarten for 4-year-olds in every DCPS elementary school in the city. Pre-Kindergarten for 3 year olds is offered in most DCPS elementary schools. Because students are not required to attend Pre-Kindergarten, and some schools are unable to accommodate all applicants, these seats are allocated through a fair and equitable lottery system. The early childhood programs in the elementary schools have small class sizes, with aides and rich indoor and outdoor learning environments to support child development and play based learning.

### Reggio Emilia Approach and Montessori

The Reggio Emilia Approach is an innovative approach to early childhood education that values the child as strong, capable, resilient, and capable of constructing their own learning. The program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum. No two Reggio-inspired schools should look the same as the needs and interests of the children and families within each community will be different.

Montessori is a different approach which is designed to capture a child's intrinsic desire to learn. Components necessary for a program to be considered authentically Montessori include multi-age groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity.

#### Schools with Reggio Emilia Approach Programs:

Brent Elementary School  
Ludlow-Taylor Elementary School  
Mann Elementary School  
Miner Elementary School  
School Within a School Elementary School  
Walker Jones Education Campus

#### Schools with Montessori Programs:

Burrville Elementary School  
Capitol Hill Montessori Elementary School  
Langdon Elementary School  
J.C. Nalle Elementary School

### Tools of the Mind

Tools of the Mind (Tools) is a research-based program that builds strong foundations for school success in early childhood students by promoting their intentional and self-regulated learning. The Tools program focuses on helping students develop specific executive function skills, such as effortful self-control, working memory (holding thoughts in the mind) and cognitive flexibility (the ability to shift and focus attention). The Tools of the Mind curriculum promotes make-believe and dramatization-based play to help young children develop self-regulation, cognitive, and

social-emotional skills. Teachers learn how to teach academic content in the areas of literacy, math, science, and social studies in a manner that also works to build self-regulation skills in young children.

#### Schools with Tools of the Mind:

Amidon-Bowen Elementary School	Bancroft Elementary School	Barnard Elementary School
Beers Elementary School	Brightwood Education Campus	Brookland EC @ BH ES
Browne Education Campus	Burroughs Elementary School	CW Harris Elementary School
Cleveland Elementary School	Drew Elementary School	SWW @ Francis-Stevens EC
Garfield Elementary School	Garrison Elementary School	Houston Elementary School
JO Wilson Elementary School	Kimball Elementary School	ML King Elementary School
Marie Reed Elementary School	Noyes Education Campus	Orr Elementary School
Patterson Elementary School	Payne Elementary School	Plummer Elementary School
Powell Elementary School	Randle-Highlands Elementary School	Raymond Education Campus
Savoy Elementary School	Seaton Elementary School	Simon Elementary School
Smothers Elementary School	Stanton Elementary School	Takoma Education Campus
Thomas Elementary School	Truesdell Education Campus	Tubman Elementary School
Turner ES @ Green	Wheatley Education Campus	Whittier Education Campus

#### **Creative Curriculum**

The Creative Curriculum is a forward-thinking, comprehensive, research-based curriculum that helps teachers to be effective, while still honoring their creativity and respecting their critical role in making learning exciting and relevant for every child. The curriculum helps teachers to offer content-rich, developmentally appropriate programs that support active learning and promote children's progress in all developmental areas. Using exploration and discovery as a way of learning, *The Creative Curriculum for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills.

#### Schools implementing the Creative Curriculum:

Aiton Elementary School	Bruce-Monroe ES @ Park View	Burrville Elementary School
Cleveland Elementary School	HD Cooke Elementary School	Hendley Elementary School
Houston Elementary School	Hyde-Addison Elementary School	Janney Elementary School
Ketcham Elementary School	Ludlow-Taylor Elementary School	Maury Elementary School
Miner Elementary School	Moten ES @ Wilkinson	Nalle Elementary School
Peabody Elementary School	Thomson Elementary School	Tyler Elementary School
Walker-Jones Education Campus	West Education Campus	

#### **Early Stages**

Early Stages is a DCPS program for children between the ages of 2 years 8 months and 5 years 10 months. As mandated by the Individuals with Disabilities Education Act (IDEA), Early Stages identifies, locates, evaluates, and arranges appropriate services for (3-5) year old children who may have special needs.

All children referred to an Early Stages Center receive a developmental screening. If necessary, families receive a more in-depth evaluation and appropriate services for children with special needs or a diagnosed delay. Services are available to all families that live in the District, whether your child attends public school, private school, is home-schooled or has not yet entered the school system. Families with children who live outside of the district, but have children that attend a DC private school or a DC childcare center are also eligible for services. All of the Early Stages services are free of charge.

## Core Elementary School Academics

At each DCPS elementary school and education campus, students in grades PK-5 receive instruction in the following subjects each day with instruction beginning at 8:45 AM and ending at 3:15 PM:

### Reading and Math

At the core of the elementary education program is the time spent teaching, learning and practicing reading and math. These are part of a “literacy block” and a “math block” which give students varied instruction and experiences to grow and apply their reading and math skills. At least half of the school day is devoted to reading and math. Each grade level includes up to 20 short stories from a variety of noteworthy authors and represents many cultures.

### Science and Social Studies

Social studies or science is scheduled for 45 minutes each day. In some cases, subjects are held on alternate days throughout the week (e.g. 3 days for one subject and then 2 days for the other; alternating each week; or alternating science and social studies daily or weekly).

### Electives/Specials

There are 45 minutes of electives each day. Art, music, world language and physical education occurs once/week at a minimum. The elective offered on the 5<sup>th</sup> day varies and schools choose an additional elective or provide more art, music, world language or physical education. Examples include, but are not limited to additional time for writing, phonics, independent reading, readers/writers workshop, literature circles and literacy stations, along with additional time for the math block, responsive classroom components and additional time for recess.

## Special Program and Instructional Offerings

### International Baccalaureate: Primary Years Programme (3-12 year olds)

The international Baccalaureate (IB) Programme is a curriculum that emphasizes critical thinking and a global focus, while offering students the chance to do independent research. The IB program exists in over 2700 schools in 138 countries. In the Primary Years Programme (PYP), students are encouraged to develop independence and ask questions about what they are learning. For example, in fifth grade, students are expected to complete and present a project.

#### Schools offering Primary Years Programme (IB):

H.D. Cooke Elementary School  
Shepherd Elementary School  
Thomson Elementary School  
Turner Elementary School (*candidate school*)

### World Language

At the elementary level there are two approaches for world language learning: 1) dual language programs and 2) FLES - Foreign Language in Elementary School. In dual language programs, all students are provided instruction in their core, curricula in two languages, Spanish and English, with instructional time divided equally between the two languages beginning in Kindergarten. The DL programs provide the same academic content and address the same standards as other academic programs. In FLES programs, all students have periodic introduction and exposure to a world language. Languages range from Chinese, French, Italian, and Spanish. In addition, starting with the current school year (SY13-14) and continuing into next year (SY14-15), we have added world language teachers at elementary and middle schools.

Schools offering a Dual Language Program:

Bancroft Elementary School  
Bruce-Monroe @ Park View Elementary School  
Cleveland Elementary School  
Columbia Heights Education Campus - CHEC  
Marie Reed Elementary School  
Oyster-Adams Bilingual School  
Powell Elementary School  
Tyler Elementary School

**Arts Focus and Integration**

Fillmore Arts: Fillmore Arts Center provides training in dance, music, theater, visual arts and media arts to more than 3,000 students. The core of Fillmore's philosophy is a belief that all children should receive skill-based, quality arts & music education. **Hyde-Addison, Key, Marie Reed, Raymond, Ross and Stoddert** students are bused to Fillmore for this instruction.

Arts Integration: At arts integration school, art and music are not standalone classes and instead are connected to reading, writing, math or literature. Integrated into a challenging academic curriculum, the arts are used as a tool to engage the whole student – mind and body – in the learning process and add depth of knowledge. **Lafayette** Elementary School is a Kennedy Center CETA (Changing Education Through the Arts) School. **Savoy** Elementary School is Turnaround Arts School in partnership with the President's Committee on the Arts & Humanities.

**Museum Magnet Program**

At museum magnet schools and arts integration school is an object- and project-based academic program that is implemented through partnerships with museums and cultural institutions. Learning in a museum magnet school includes research, writing, object creation, exhibition creation, and public speaking. It emphasizes critical inquiry and analysis in a process-oriented and interactive learning environment that is fully interdisciplinary and expands beyond the classroom walls to the museums, the community, and the world. The museum magnet school leverages the educational power of museums and other community resources. It works on two levels: at the programmatic level by bringing museum programs and professional resources and expertise into the classroom; at the pedagogical level by facilitating collaborative interdisciplinary, process- and project-based learning.

Schools with Museum Magnet Programs:

Brent Elementary School  
Stuart-Hobson Middle School

**Blended Learning**

DCPS has launched more than a dozen blended learning initiatives focused on a variety of content areas including language development, literacy, mathematics, science, social studies, and world languages. Content specialists have researched and vetted the most powerful and proven products in the market that are aligned with district curriculum and academic goals. Rich digital content that supports instruction and is used in blended learning models to transform

teaching and learning in DC Public Schools is accessible by students from home, library, or any location with internet access. These initiatives, which personalize student learning, are available in all schools.

In addition to the targeted content-specific programs, DCPS has also engaged in whole-school redesigns to create entire blended learning schools. These schools are connected via feeder patterns, so that students in a blended learning school will have continuous access to a blended learning experience across their K-12 careers.

Whole school models include **Randle-Highlands, Ketcham, and Garfield Elementary Schools, Browne Education Campus, and Kramer and Johnson Middle Schools.**

### **Science, Technology, Engineering and Math (STEM)**

A rich and engaging STEM experience for students is provided to students in DCPS through initiatives centering on increasing STEM Literacy (student achievement in math and science; meaningful use of technology, and exposure to engineering) and alignment with the Common Core State Standards (CCSS) and Career and Technical Education work.

This is the 3<sup>rd</sup> year of implementation of the CCSS in Math-aligned scope and sequence documents and unit overviews for all grades K-2 and the 2<sup>nd</sup> year for grades 3-10. Respective elementary and secondary STEM Fairs are held annually. Secondary Science teachers receive professional development focused on secondary content area literacy and science inquiry as it relates to the teaching and learning of the DC Science Standards (and the recently adopted Next Generation Science Standards) - NGSS. Elementary science resource teachers also receive this same training in elementary science inquiry.

#### Science Technology, Engineering and Math (STEM) Integration Schools:

Beers Elementary School  
Burroughs Education Campus  
Langdon Education Campus  
Malcolm X Elementary School  
Whittier Elementary School

## Middle School

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DCPS understands the middle school years as the critical linchpin between elementary school, high school and beyond. Often challenging, the middle school years are a bridge to young adult intellectual engagement and civic responsibility. Providing each and every sixth, seventh and eighth grade student with rigorous and stimulating course offerings is fundamental. Supporting them through their physical and social growth is equally important.

Beginning in SY 2014-15, DCPS's middle school focus ensures a firm programmatic base and equity in scheduling across the district for all middle grades students. A course schedule is summarized below that will support our efforts to meet this goal.

### Core Middle Grades Academics

#### All Students in 6<sup>th</sup> Grade Receive:

- English (full year)
- Math (full year)
- Social Studies, Science and World Language (semester minimum)
- Art and Music (one term minimum each)
- Health and PE (one semester PE and one term Health)
- Instructional time of 45 minutes/day minimum
  - For all course offering requirements, the length of the class (full year, semester or term) can be attained through an \*A/B schedule or another formats such that the equivalent of 45 minutes minimum per day is provided to students.

(\*There are multiple schedule types implemented across middle schools and high schools including a 4X4, traditional, hybrid schedule, or an A/B schedule. An A/B schedule is distinguished by year-long credit courses, 4 courses per day with alternating days, and 80-90 minutes block classes.

#### 6<sup>th</sup> Grade Intervention Block Options and Electives

- A double intervention block is used for English and Math, along with other differentiated interventions. This time is used for enrichment for students that don't require academic intervention.
- Electives will be classes that align with the school theme or student interests.

#### All Students in 7<sup>th</sup> Grade Receive:

*The 7th grade schedule is very similar to the 6th grade schedule, except that Art or Music is required instead of both. If Art is a 7th grade class, then Music is an 8th grade class and vice-versa. This allows a 2<sup>nd</sup> elective to be placed into the schedule.*

- English and Math (full year)
- Social Studies and Science (semester minimum)
- World Language (semester minimum)
- Art or Music (one term minimum )
- Health and PE (one semester PE and one term Health)
- Instructional time of 45 minutes/day minimum
  - For all course offering requirements, the length of the class (full year, semester or term) can be attained through an A/B schedule or another formats such that the equivalent of 45 minutes minimum per day is provided to students.



### 7<sup>th</sup> Grade Intervention Block Options and Electives

- A double block is used for English and math, along with other differentiated interventions. This time is used for enrichment for students that don't require academic intervention.
- Electives will be classes that align with the school theme or student interests.

### All Students in 8<sup>th</sup> Grade Receive:

- English, Math, Social Studies and Science (full year)
  - Algebra must be scheduled for at least one section.
- World Language (semester minimum)
  - For high school preparation, a high school credit bearing semester World Language class should be on an A/B schedule in the eighth grade so that students take the class year round.
- Art or Music (whatever is not offered in 7th grade, one term minimum)
- Health and PE (one semester PE and one term Health)
- Instructional time of 45 minutes/day minimum
  - For all course offering requirements, the length of the class (full year, semester or term) can be attained through an A/B schedule or another formats such that the equivalent of 45 minutes minimum per day is provided to students.
  - The 8th grade schedule has full year classes for the four core subjects - the best preparation for HS.

### 8<sup>th</sup> Grade Electives

- Electives will be classes that align with the school theme or student interests. Electives can also be used for interventions or Advisory when needed.

## Special Program and Instructional Offerings

*A variety of initiatives enhance the middle grades experience. They will include, but are not limited to:*

- **Extended Day Program:** School days will be extended one hour to 4:15 p.m. daily (except Friday) at schools with staff buy-in as per union contracts. Planning and implementation will be staff supported.
- **Socio-Emotional Personnel:** A guidance counselor will be allocated for each middle grades school during the 2014-15 school year. Guidance counselors will focus on meeting students' greatest socio-emotional needs.
- **Exposure and Excursions:** Students will use the city and the region as classroom resources with an average of three expeditions per quarter and a culminating excursion for 8th graders. Trips will include regional (and international) travel as well as college/university visits. A full-time specialist will support schools with planning and implementing field trips.
- **Enrichment Opportunities:** Middle schoolers need to sample a variety of experiences and disciplines. Many of these varying needs and interests are met through clubs, enrichment activities and interventions scheduled throughout the day. DCPS' goal is to support a band, choir or other music class at each school where students can participate during all three years of their middle grades experience. Multiple athletic opportunities will be identified and offered to middle grades students based on the results of student interest surveys administered by the Department of Athletics. Two full-time specialists will provide this additional curricular and instructional support around music and health, assisted by a full-time Athletic Trainer and a Title IX Coordinator who add support for athletics.

**Advanced and Enriched Instruction** at DCPS provides curricular support and professional development to teachers and administrators on academic programming geared toward meeting the needs of high-ability and high-potential students. The School wide Enrichment Model (SEM) and Junior Great Books are two examples of this instruction implemented by DCPS teachers.

### **School wide Enrichment Model (SEM)**

An enrichment-focused model providing particularly challenging instructional experiences, this program is expected to be expanded to additional schools. SEM is a non-traditional approach to gifted and talented education developed originally by Dr. Joseph Renzulli, director of the National Research Center on the Gifted and Talented. Each SEM school has one full-time, professionally-trained enrichment resource teacher who facilitates a wide range of academic course offerings. SEM is currently implemented in six middle schools and PS-8<sup>th</sup> grade campuses:

#### SEM Schools:

Kelly Miller Middle School  
Hardy Middle School  
Johnson Middle School  
Sousa Middle School  
Stuart-Hobson Middle School  
West Education Campus

### **Junior Great Books**

The Junior Great Books Curriculum (offered in grades K-9) is another enriched instructional offering for reading available at a variety of middle schools and PS-8<sup>th</sup> grade campuses. Through this program, students read and discuss complex, thematically rich literary texts. The Junior Great Books Curriculum is in 45 schools

### **Blended Learning**

Blended learning refers to a mix of face-to-face classroom teaching and online instruction. It has been shown to accelerate student learning by engaging students, improving time on task, expanding access to content, and extending learning beyond the traditional classroom experience. Current blended learning programs include, but are not limited to First in Math, ST Math, PLATO Learning, Discovery Education, Edmodo, Blackboard Learn, and Lexia Learning.

#### Blended Learning Schools:

Kramer Middle School

### **International Baccalaureate (IB)**

DCPS has a number of authorized IB programs with more schools currently seeking authorization. MYP offers an interdisciplinary, inquiry-based approach engaging students in research, including completing a research-based project on a subject of personal interest, studying a second language, and apply critical thinking skills as they develop as learners. Completing the three-year MYP, students are better prepared for challenging coursework in high school.

#### Schools offering Middle Years Programme (IB):

- Deal Middle School
- Browne Education Campus (candidate school)
- Eliot-Hine Middle Schools (candidate school)
- Jefferson Middle School (candidate school)

**Science, Technology, Engineering, and Math (STEM)**

A rich and engaging STEM experience is provided through initiatives centering on increasing STEM Literacy (student achievement in math and science; meaningful use of technology, and exposure to engineering) and alignment with Common Core State Standards (CCSS) and Career and Technical Education work. Respective secondary STEM Fairs are held annually. Secondary Science teachers receive professional development focused on secondary literacy in Science. STEM is the focus at:

**STEM Schools:**

- McKinley Middle School
- Burroughs Education Campus
- Langdon Education Campus
- Whittier Education Campus

**Middle Grades World Language Offerings**

Middle grades world language courses are taught all year long for a minimum of 90 minutes per week. The Heritage Language Program in middle school is geared toward students who have advanced proficiency. Students who participate in this program, OR who have graduated from the district's Immersion programs have the option to take the AP Spanish Language exam at the end of eighth grade. If they do not pass, they can take it again in high school.

## High School

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A core mission of DCPS is to prepare its students for success in college and careers so that each student may pursue his or her dreams and goals in life and contribute positively in our community. DCPS operates nine comprehensive high schools each serving a region of the city, as well as six selective admissions high schools and a combination of eight alternative schools and programs. DCPS high school academic programs help students develop the skills, knowledge, and readiness necessary for college, careers and civic life.

### Core High School Academics

DC's standards have been recognized as among the most rigorous and college-aligned of all the states. Each DCPS high school offers a core academic program designed to support students in their preparation for success in college and in careers. The core program is aligned to the D.C. high school graduation requirements and to the Common Core State Standards. The core program includes course offerings in the following areas:

- English Language Arts (min. 4 credits)
- Mathematics (min. 4 credits)
- Social Studies (min. 4 credits)
- Sciences (min. 4 credits)
- World Languages (min. 2 credits)
- Art (min. 0.5 credit)
- Music (min. 0.5 credit)
- Health & Physical Education (min. 1.5 credits)
- Electives (min. 3.5 credits)

Additionally, all students must earn at least two credits in courses that are either college-level or career-preparatory. This requirement helps ensure readiness for postsecondary success.

### Special Program and Instructional Offerings

#### COLLEGE LEVEL COURSES

**Advanced Placement (AP):** Through differentiated instruction, DCPS high schools strive to challenge students in all courses by providing challenging material and assignments to students regardless of their level. With at least four AP courses offered at each traditional high school, exam participation has increased to over 2,500 students in 2013, up by more than 750 students since 2010. We continue to make improvements in this area with a pass rate of 30.8% on the 2013 exam administration, up 3.3% since 2010.

**Dual Enrollment:** Students enrolled in a secondary school may be dually enrolled at a local institution of higher learning, such as a community college or university. If students pass their college classes, they receive credit that may be applied toward their high school diploma or toward a college degree or certificate.

#### Dual Enrollment School:

School Without Walls High School

**International Baccalaureate (IB) Diploma Programme:** The IB diploma programme is a curriculum that emphasizes critical thinking and a global focus, while offering students the chance to do independent research. The IB Diploma is a rigorous and demanding two-year pre-university program that meets the needs of highly motivated students in grades 11 and 12. DCPS offers the IB diploma programme at Banneker HS and Eastern HS.

IB Diploma Schools:

Benjamin Banneker Academic High School  
Eastern High School

## Specialized Academic Opportunities

### Career & Technology Education (CTE)

To help students prepare for high-wage/high-growth careers, DCPS offers 30 industry-aligned CTE programs of study in 15 high schools. Because high-wage jobs in the modern economy almost all require postsecondary education, these CTE programs prepare students with the academic and technical knowledge and skills necessary for success at the next level of study or training in the field. Thus, participating students not only earn credit towards a high school diploma but also prepare to pass industry certification examinations and/or earn college credits.

In school year 2014–2015, DCPS will launch seven Career Academies with a focus on the Information Technology (IT), Engineering and Hospitality industries, three of the highest-growth sectors in DC. Additionally, planning has commenced for the re-opening of Spingarn HS in SY2016 – 2017 as a CTE hub for secondary students.

School with CTE Programs:

Anacostia High School	Ballou High School	Ballou STAY	Cardozo High School
Columbia Heights EC	Coolidge High School	Dunbar High School	Eastern High School
Duke Ellington	Luke C. Moore High School	McKinley Tech HS	Phelps ACE High School
Roosevelt High School	Roosevelt STAY	Wilson High School	Woodson High School

### 9<sup>th</sup> Grade Academies

As we work hard towards our goal of increasing on-time graduation to at least 75% for the Class of 2017, we have created 9<sup>th</sup> Grade Academies at our neighborhood high schools. These grade level academies support first-year ninth grade students to transition successfully to high school and promote to the tenth grade in one year. This new program model is designed around four strategies: data-driven decision making, teaming of instructional staff, course programming to meet student needs and student engagement. We are already seeing a culture shift in the 9th grade experience and expect better outcomes for this crucial first year in high school.

### Credit Recovery

Whether through traditional or blended models, DCPS offers students who fall off-track numerous opportunities to recover credits and get back on-track to graduation. High schools offer evening credit recovery and this summer, we will seek to boost the effectiveness of our summer school program by running credit recovery programs at each high school rather than at centralized sites.

## STEM OFFERINGS

Participating DCPS high schools offer a rich and engaging science, technology, engineering, and mathematics (STEM) experience for students through initiatives centering on increasing student achievement in math and science, the meaningful use of technology, and exposure to engineering.

McKinley Technology High School: McKinley Technology High School is a Science, Technology, Engineering and Mathematics (STEM) school with an application process for enrollment. The high school offers courses in engineering, biotechnology, mass media, and information technology. With a variety of rigorous academic options and character development, McKinley offers the opportunity to develop a well-rounded student.

HD Woodson High School: Woodson High School is a neighborhood school with a growing STEM program grounded in a project based learning instructional approach. With a strong CTE component that will support this STEM focus, the school has already implemented coursework on Renewable Energy. The school is also one of six schools to offer the first “Exploring Computer Science” course this year and plans for offering Honors Principles of Computer Science and Cybersecurity have commenced.

## INTERNATIONAL AND GLOBAL EDUCATION

### Columbia Heights Education Campus (CHEC)

CHEC is a unique globally themed bilingual campus that serves grades 6 through 12 and prepares all of its students for success in college and careers. CHEC has been recognized as one of the top schools in the area and country on the Advanced Placement Challenge Index for offering Advanced Placement to all students. It also has the only Spanish language dual immersion high school program in Washington, DC. Students can take a full bilingual program through the 12<sup>th</sup> grade. In 2013, CHEC was selected by Fight For Children as the winner of the Quality Schools Initiative Award for innovation in education. CHEC students come from over 20 countries and this diversity complements a globally themed curriculum. Every grade explores a global theme, which ties together their learning and builds their global awareness.

### International Academy at Cardozo EC

Internationals Network for Public Schools (Internationals) is a national, non-profit, school development organization based in New York City. Internationals’ mission is to provide quality education for recent immigrant students. The International Academy at Cardozo EC will open in SY 2014 – 2015 with students who are recent immigrants and new learners of English. Teachers will be experts in the core content/elective areas and committed to reaching recently arrived English Language Learners at the Academy. The Academy will be supported by a dedicated bilingual counselor, dedicated parent coordinator, and will share in the wrap-around services with the Cardozo EC community at large.

## PERFORMING ARTS

### Duke Ellington School of the Arts

Duke Ellington School of the Arts is the only high school in the District of Columbia that combines a full college-preparatory curriculum with intensive pre-professional arts training. With the support of its partners, Ellington serves diverse and talented students from all wards of the city. Students are admitted through an audition and interview process into one of eight majors: Dance, Instrumental Music, Literary Media & Communications, Museum Studies, Technical Design & Production, Theater, Visual Arts and Vocal Music. Students perform and exhibit their work at the Kennedy Center, the White House and national and international events.

## ALTERNATIVE PROGRAMS

Providing alternative school options is one of our most important priorities. Our alternative high schools are designed to help even our most challenged students complete their education. Some educational options available include traditional high school courses, certificated diplomas, and career technical programs.

We have eight alternative programs: Ballou STAY Senior High School; Choosing Higher Options for Individually Centered Education (CHOICE); Incarcerated Youth Program (IYP); Luke C. Moore Academy; Roosevelt STAY Senior High School; Twilight Program; Washington Metropolitan High School and Youth Services Center.

### Disclaimer

The DCPS Academic Program Offerings Guide includes information about our core academic and specialized programs for elementary, middle and high schools. It is meant to support discussion in the April 2014 Student Assignment and School Boundary Review Community Meetings and may not be exhaustive in its representation of each school. Information is subject to change. The content provided in this document is current as of the 2013-2014 School Year and subject to change.

The DCPS Chancellor Response Team – CRT – responds quickly, reliably, and efficiently to urgent requests from DCPS stakeholders on behalf of the Chancellor and other DCPS officials. They can be reached at 202.478.5738 or by visiting [dcps.dc.gov](http://dcps.dc.gov). As you review this guide and have questions that are not answered at one of the April 2014 Student Assignment and School Boundary Review Community Meetings, please contact the CRT directly.