



A DC Demonstration Public Charter School

Annual Report

2015 – 2016

Inspired Teaching Demonstration Public Charter School

200 Douglas Street NE

Washington, DC 20002

(202) 248-6825

www.inspiredteachingschool.org

Marc Fisher
Chair, Board of Directors

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I. School Description

I. A. Mission Statement

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

I. B. School Program

I.B.1. Curriculum Design and Instructional Approach

The Four I's, Intellect, Inquiry, Imagination, and Integrity are integral to the Inspired Teaching Demonstration PCS curriculum across all grades and throughout all academic disciplines.

Intellect

- Reading and Literature: Students comprehend and analyze age- appropriate literature and nonfiction text.
- Communication: Students communicate powerfully through writing, speaking, and the arts.
- Math: Students solve math problems using both procedural fluency and conceptual understanding.
- Science and Social Studies: Students demonstrate understanding of the complexity of the social and scientific worlds.
- Students apply content knowledge to relevant and current situations, problems, and experiences.
- Students are intellectually and physically active, self-directed learners.

Inquiry

- Students demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; and the ability to play.
- Students exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Our curriculum integrates opportunities for students to develop their intellect, inquiry skills, imagination, and integrity – our Four I's. Each of these goals is reviewed throughout the school year. In each of our classrooms, the Four I's are supported with the belief that in the 21st century, real, strong intellectual development is dependent upon the cultivation of strong inquiry skills. Similarly, imagination is not only supported through play and creative expression, but also celebrated as a key aspect of intelligence. Through our curriculum, students demonstrate the ability to create multiple solutions to complex problems, exhibit resourcefulness, cultivate resilience and maintain optimism when challenged.

Success in the real world relies on one's ability to think deeply, creatively problem solve, and work as a productive member of a team. Our curriculum integrates multiple disciplines throughout student projects and experiences. Although we use commercially available curricular materials, a substantial part of our curriculum is teacher created, guided by content area standards, and based on student interests and needs. Teachers create standards driven, project-based instructional units that support student inquiry and mastery.

For the early childhood years, teachers use Creative Curriculum, Teaching Strategies Gold, which is aligned with both the District of Columbia's kindergarten readiness standards and the Common Core State Standards for English Language Arts and Mathematics.

The preschool and prekindergarten curriculum is guided by developmentally appropriate practice and shaped by the young child's play as work. Over the course of three years –

Preschool, Prekindergarten and Kindergarten – students are introduced to the world of school in a nurturing environment that prepares them to excel in the development of the four Is, Intellect, Inquiry, Imagination, and Integrity. Classroom practices are inspired by the Reggio Emilia approach to the development of young children. School is presented as a system of interactions and relations. Teachers work closely with families to cultivate a love of learning in each child by ensuring that they are supported and challenged as they progress through developmental milestones and secure their mastery of foundational learning skills. In preparation for studying the Common Core early childhood students are immersed in a world of mathematical exploration that includes counting and sorting, comparing and measuring, and using data to tell stories about the world around them.

The elementary curriculum is based on the Common Core State Standards for English Language Arts and Mathematics. Teachers implement these grade appropriate standards through interdisciplinary projects that build towards culminating Learning Showcases. Additionally, teachers make use of enVision Math for focused math instruction, and the workshop model provides the foundation for teaching writing combined with guided reading for literacy instruction.

Our elementary program presents a comprehensive curriculum through an integrated classroom approach. Special classes, including Spanish, Physical Education, Music and Visual Art, are taught by specialists in each field. Language arts instruction is offered through a workshop and guided reading approach and emphasizes the development and authentic implementation of all communication skills (speaking, listening, reading, and writing). The math curriculum is based on Common Core State Standards, providing students with a foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals. The core resource in K-6 is enVision Math, a program that provides opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving. Math is hands on and problem based encouraging learners to do the work of mathematicians. The science curriculum is based on the Next Generation Science Standards. Students are offered an inquiry-based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Science and social studies are integrated throughout the curriculum. Social Studies instruction is integrated into the balanced literacy framework. Through individual and group projects, shared reading, read-alouds, and topic-specific independent reading and writing, students develop social studies knowledge and skills as they develop as readers and writers. Students in kindergarten through fourth grade learn about ways that groups and communities are governed, geography and topography, change over time, and the relationships between cities, states, countries, continents and international organizations. Our social curriculum is based on nationally recognized programs, Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings. We teach students to solve conflicts peacefully and to develop social skills that allow them to work independently, in small groups and as a whole class. As students move through the academic curriculum they develop the skills of empathy required to become innovators – observation, listening, self-expression, problem solving and

creativity. Spanish instruction integrates language acquisition goals with cross-cultural studies in which students are exposed to the histories, art, food, traditions, and folktales from Spanish speaking communities. Inspired Teaching School is an arts integration school. Working in partnership with the Phillips Collection, a private museum located in the District of Columbia, all students benefit from the opportunity to both take art classes and have the arts integrated across the curriculum. In the artists' studio, students participate in a model for art instruction called Teaching for Artistic Behaviors (TAB), in which students are taught how to use a range of materials and invited to make choices about which materials and method they use and for how long. Choice-based art education regards students as artists and offers real choices for responding to their own ideas and interests through the making of art. Physical education and nutrition classes are conducted by a team from the Capital YMCA, who share their Physical, Healthy, and Driven (PHD) Program. PHD integrates physical education activities ranging from yoga and dance to soccer and basketball, as well as health education including topics such as nutrition, growth and development, sleep, and productive problem solving. Classroom teachers further students' knowledge of nutrition and health by supporting school-wide healthy eating and decision-making. Music education including singing, music history and exploration of recorders and percussion instruments is offered to all students. Students demonstrate their learning in twice a year concerts based on themes such as winter holidays and music through the ages.

The Inspired Teaching Demonstration PCS Middle School emphasizes a student centered inquiry based approach to learning. Middle school students are taught to view themselves as change agents so that they can enter the world ready to make a difference. Through the core content and specialized subject areas students approach their work through a social justice lens. Instruction in the Middle School is departmentalized.

Math: Our math program allows students to apply their mathematical knowledge to real world problems. In grades 6-8 the core resource is Digits. Our two math programs, Envision and Digits provide opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving.

Science: Our science curriculum emphasizes a student-centered approach to learning. The sciences are the lens we use to examine local and global environmental and social justice issues. We use the Next Generation Science Standards to guide our work. Science, Engineering and Math principals are embedded in all of our learning. Students in all grade levels study science throughout the year. Students are offered an inquiry- based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Students in 5th-8th grades tackle STEM challenges in addition to their inquiry based science program.

Humanities: The humanities are the lens we use to examine local and global social justice issues. We employ a balanced literacy approach to teach the Common Core State Standards and the C3 Framework for Social Studies. Our history curriculum teaches students how to conduct research and convey information in a thoughtful way. Throughout the year students take on a problem/solution-based examination of a

historical social justice issue. In 5th grade, students determine what it means to be an upstander/bystander through the lens of United States history. In 6th grade students delve into the human story by examining ancient civilizations.

7th graders explore the theme “Journey, Struggle and Survival” through a world history lens. The workshop approach allows students to read high-interest books at their just-right reading level. In addition, to reading novels at their independent reading levels, students participate in guided reading groups and small group book clubs. Students also engage in exploring grade level literature as a class. Students learn not just how to comprehend a text, but also how to unpack the text, search for subtext, and develop their ideas about a text in writing and in class discussions.

Social Development: Our social curriculum is based on nationally-recognized programs: Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings; to solve conflicts peacefully; and to develop social skills that make it possible for them to work independently, in small groups, and as a whole class.

World Language: Students are exposed to the culture, language, and traditions of Spanish speaking countries. In addition, students are taught at a developmentally appropriate level to demonstrate mastery in reading, writing, and listening in Spanish.

Special classes include Physical Education provided through the YMCA, Spanish, Visual Art, Dance, Capoeira and Music including theory, history, and chorus.

I.B.2. Family Involvement

Families participate in many ways at Inspired Teaching School, from volunteering in classrooms and providing enrichment opportunities, to recruiting students, fundraising, and supporting and supervising activities throughout the school year. Family events are held during the school day, evenings and weekends. The first events for families are held before the start of the school year to connect families and facilitate building community for all adults and children. Our highly involved Inspired Families Association includes the families of all students, and has its own events, blog, and newsletter. Families regularly volunteer to support classrooms as Room Parents, chaperone field trips, present special topics to students, assist with classroom projects and support teachers.

Family Conferences and Learning Showcases occur three times a year and provide families with an in-depth understanding of students’ growth and learning. At Learning Showcases, students showcase their work to their own families as well as their schoolmates’ families and school visitors. As families are drawn in to not only their children’s classrooms, but other classrooms as well, they build upon the sense of school-wide community. Over the year, the majority of students’ families attended Family Conferences, and each of three Learning Showcases.

The Inspired Family Association raises funds to purchase resources to enhance student

learning and increase resources throughout the building. During the 2015 – 2016 school year the IFA raised over \$125,000, to support student learning and provide specialized resources across the school.

Highlights of Family Events during the 2015-2016:

Inspired Family Association Morning Coffees

Inspired Family Association Family Picnics

Middle School Family Education Night

Fall and Spring Festivals

Family Education Events – Cultivating Resilience & Preventing Bullying, Supporting Student Learning – Mathematics and English Language Arts

Student Concerts, Winter Holiday and Spring

Family Game Night

Middle School Genius Hour Showcase

Learning Showcases

Health and Sex Education Family Discussion

II. School Performance

II.A. Performance and Progress

II.A.1. Mission-related Programs

Inspired Teaching School implements the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn. The school houses a Teacher Residency Program in which Inspired Teaching Fellows study under the guidance of Master Teachers. The school is a leader in improving the way teachers are trained and students are educated in DC and beyond, as the school relies on the innovative methodology of teacher training developed by Center for Inspired Teaching. Students benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom serve as models of a lifelong commitment to learning.

The defining characteristic of Inspired Teaching School is a professional learning community focused on a progressive, constructivist approach to teaching and learning

based in the research on how the brain works and how children learn. The school is organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for new teachers and teacher leaders.

Dominant methods of instruction include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction includes an emphasis on social-emotional learning, and classrooms are characterized by student-centered practices such as differentiated instruction, collaborative groups, and child-initiated play. **Inspired Teaching School adopted the PMF as our goals and academic achievement expectations.**

At Inspired Teaching Demonstration PCS, we view student discipline systems and classroom management as important teaching tools that help us reach our goals of teaching the whole child. All faculty and staff work together to help students become responsible community members and take responsibility for their behaviors. We expect students and families to observe and maintain the rules of the school, and closely monitor student behaviors throughout the year. When infractions of the rules occur, each student's case is handled individually according to our tiered system for engaging children's cooperation. Families are informed and involved at every step in the process. Students are asked to take responsibility for their actions and are supported in finding ways to restore the relationships that have been strained.

The teacher-student relationship and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching Demonstration PCS. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries and consistency necessary for student success.

There are three simple rules at Inspired Teaching Demonstration PCS. We call them "Rights and Responsibilities" and they are:

Everybody learns.

Everybody is safe.

Everybody builds the community.

Within every classroom, teachers and students develop agreements about what every student and staff member must do in order to uphold these school rules. Through this process, all learners in the community develop an understanding of the expectations for participation in our community.

As a Demonstration School, Inspired Teaching School receives visitors from around the globe. It is part of our mission to demonstrate the benefits of Inspired instruction and share progressive teaching and learning practices. Our goal is to enable other educators to deepen their understanding of a child-centered approach and also to contribute to the national conversation about teacher training and professional development. Our professional learning community strives to ensure that all students achieve their potential as accomplished learners, thoughtful citizens and imaginative and inquisitive problem solvers through our demanding, inquiry-based curriculum.

II.B. Lessons Learned and Actions Taken

We added 7th grade and a second section of 3rd grade for the 2015-2016 school year in fulfillment of our growth plan. We are pleased to note that each year of growth has moved us closer to our goal of educating students from age three through 8th grade. Our growth has also given us opportunities to review our family and staff orientation. Given the unique aspects of teaching and learning at Inspired Teaching School we have learned about the importance of engaging families immediately to ensure that their students are able to benefit from our program. We renewed our focus on family education and offered multiple events to introduce families to the teaching and learning methods of Inspired Teaching.

We looked closely at student achievement across the curriculum and incorporated new and expanded supports for tiered interventions. The supports were offered in the general education classroom and through pullout support for students in small groups and in one-to-one sessions.

Teacher professional development was expanded with the creation of two key positions, Early Childhood Program and Curriculum Specialist and Elementary Instructional Coach. These positions made it possible for all teachers to have expanded specialized support according to their needs and interests as well as student needs. Each of these professionals worked closely with teachers reviewing student data and supporting the modification of instruction as needed in full alignment with our curriculum and program.

We expanded our Special Education Team and provided additional opportunities for Special Educators to plan with general education teachers.

We added Music Education for all grades and offered music performances for all students.

We continued to review assessment tools and added opportunities for teachers to focus on data analysis and modification of instruction in order to meet the needs of our diverse community of learners.

We expanded student portfolios to include a wider range of projects and samples of student work across the curriculum.

We brought together a multi-disciplinary team of general education teachers, special education teachers, the school psychologist, the school social worker and division

principals to work collaboratively on wellness across the school.

II.C. Unique Accomplishments

5-Year Charter Review and Renewal: PCSB conducted our Charter Review as required by the School Reform Act. Based on the findings PCSB voted to continue our charter without conditions.

Expanded Community Engagement: We held meetings and established norms for communicating with the neighborhood surrounding our building and engaged members of the community and community organizations to improve and encourage greater connection and cooperation. We demonstrated a track record of proactive engagement and timely communication with our neighbors.

Ongoing Collaboration with Center for Inspired Teaching: We continue to work in partnership with the Center for Inspired Teaching and enjoy regular communication and collaboration in support of the Teacher Residency Program. We also partnered with the Center in support of research on the Torrance Test of Creativity, an assessment tool relevant to our vision and mission.

Strategic Planning: We undertook our first Strategic Planning Process engaging with our families, Board of Directors and staff to create a plan to guide our growth for the next five years. The process looked at all facets of our work, identifying goals, challenges and ultimately uniting the community in pursuit of our mission and vision for Inspired Teaching Demonstration PCS.

Fundraising and Development: Launched a very successful Give 5 to Raise 95 Campaign yielding 100% participation by our Board of Directors and an outstanding rate of participation from family and community donors resulting in a grand total of more than \$125,000.00.

Compliance: We maintained compliance with PCSB and OSSE across all areas including Special Education and financial management.

Young Artists' Exhibition at the Phillips Collection: our students celebrated Art with our fifth Opening and Exhibition at the Phillips Collection.

Pulitzer Center: Our Middle School students presented an exhibit following extensive work with the education team from the Pulitzer Center. Students practiced journalistic storytelling methods and photography exploring a range of topics of their choosing.

Camping: Middle School students camped overnight and studied nature and team building with peers and chaperones.

Demonstration: We welcomed visitors from around the world and the nation as well as the Washington Metropolitan area. A team of teachers from Denmark traveled to study our teaching methods and observe our students, teachers and teacher residents in action.

Inspired Teaching Demonstration PCS Middle School was again awarded first place as Best Middle School in the *Best of DC* and our Lower School earned Runner-up for Best Elementary School as recognized by *Washington City Paper*.

II.D. List of Donors*

Eric Albert and Lucy Newton
Gui Alves
Stephanie Aument
Scott Barash and Gayle Wald
Richard Bebaut and Jerri Anglin
James Bishop
Michael Brodsky and Aleta Margolis
Phil Campbell
Nichole Carlyle
Gary Cohen (and Willco Residential, LLC)
Michael Cuttler
Colleen Dailey
Dara Dann
Janine Davidson
Raja Deepti
Richard and Paula Dobrow
Pamela Ehrenberg
John Farden and Lee Richter
Marc Fisher
Hugh and Evelyn Gaskill
Sean Griffin
Daniel Hernandez and Lina Guzman
Hundt Family Foundation
Robert Hanson and Kate Keplinger
Rebecca Hunt
Allison Irby
Sarika Joshi
Todd and Koren Keller
Shemaya and Dori Klar
John and Monica Leibovitz
Mark and Susan Leta
Josh Marks
Robert McLaughlin
Genevieve Melford
Susan Minnemeyer
Daniel Murphy
Abraham Newman
Adam and Sarah Newton
John O'Kelly
Barbara Perlmutter
Sean Phelan and Miranda Brown
John and Mary Pitts
Michael and Amy Reed
Massie and Meredith Ritsch
M.E. Ritsch

Rotary Foundation of Washington, DC
Jennifer Rumph
Micah Salb
Adam Strasburg and Nora O'Connell
John Stubbs and Victoria Espinel
Jennifer Vollett-Krech
Andrew Volmert
Erin West
Wingate Family Foundation

*This list includes donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2015-2016 school year. We apologize in advance if we failed to include donors on this list.

Data Report

SY 2015-16 Annual Report Campus Data Report

| Source | Data Point |
|--------|--|
| PCSB | LEA Name: Inspired Teaching Demonstration PCS |
| PCSB | Campus Name: Inspired Teaching Demonstration PCS |
| PCSB | Grades served: PK3 - 8 |
| PCSB | Overall Audited Enrollment: 368 |

Enrollment by grade level according to OSSE's Audited Enrollment Report

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 46 | 43 | 47 | 45 | 50 | 48 | 26 | 23 | 25 |
| Grade | 7 | 8 | 9 | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Student Data Points

| | |
|--------|--|
| School | Total number of instructional days: 178 |
| PCSB | Suspension Rate: 2.2% |
| PCSB | Expulsion Rate: 0.0% |
| PCSB | Instructional Time Lost to Out-of-School Suspension Rate: 0.0% |
| | |

| | |
|------|---|
| PCSB | <p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p> |
| PCSB | Midyear Withdrawals: Validated in mid-August |
| PCSB | Midyear Entries: Validated in mid-August |
| PCSB | Promotion Rate: 99.6% |
| PCSB | College Acceptance Rates: Not applicable |
| PCSB | College Admission test Scores: Not applicable |
| PCSB | Graduation Rates: Not applicable |

Faculty and Staff Data Points

| | |
|--------|--|
| School | <p>Teacher Attrition Rate: 70.3%</p> |
| School | <p>Number of Teachers: 27</p> |
| School | <p>Teacher Salary</p> <ol style="list-style-type: none"> 1. Average: \$62,997 2. Range – Minimum: \$42,436 Maximum: \$88,216 |

Appendices

Appendix A: Staff Roster, 2015-2016

| First | Last | TITLE/RESPONSIBILITIES | QUALIFICATIONS |
|-----------|-------------|---|--|
| Liane | Alves | Lead Teacher, PreKindergarten | MA- Cultural Anthropology |
| Jodi | Ash | Master Teacher, Science, 5 th -7 th grade | BA- Political Communication |
| Brittaney | Austin | Paraprofessional, Special Education | BA-Psychology & Management |
| Brianna | Balboni | Art Teacher (60% time) | BA- Art History; MAT-Art Education |
| Jay | Banks | Teaching Resident, 1 st grade | BA- Psychology |
| Jon | Berg | Lead Teacher, 1 st grade | BS- Wildlife Ecology & Conservation; MS- Environmental Education |
| Aisha | Bhatty | Master Teacher, PreSchool | BA-Psychology; M.Ed – Elementary Education, Curriculum and Instruction |
| Eli | Blum | Teaching Resident, 4 th grade | BA-History |
| Benita | Bocar | Teaching Resident, PreSchool | BA-Communications |
| Sybil | Bolden | Master Teacher, Kindergarten | BA-Communications |
| Connie | Brown | Master Teacher, PreKindergarten | BS-Child & Family Studies; MS- Child & Family Studies |
| Kelly | Brown | Data Manager & Special Projects Manager | BA-History; M.Ed-Elementary Education |
| Bettya | Burgess | Paraprofessional, 3 rd grade | High School |
| Jenni | Button | Teaching Resident, 1 st grade | BS-Youth & Family Ministries |
| Page | Christensen | Teaching Resident, PreKindergarten | BA- Fine and Studio Art |
| Latisha | Coleman | Middle School Principal | BA-Psychology and Sociology; MA-Educ Leadership and Policy Studies |
| Anna | Curtis | Teaching Resident, 2 nd grade | BA-English |
| Hubert | Dixon | Lead Teacher, 3 rd grade | BA-Political Science; MA- Teaching |
| Leslie | Douglas | Administrative Assistant | BA-Studio Art |
| Zoe | Duskin | Lower School Principal | BA-American Studies; MA- Policy, Organization and Leadership Studies |
| Cassi | Duvall | Teaching Resident, 1 st grade | BA-Fine Art |
| Michele | Eaton | Special Education Teacher | BS-Journalism |
| Ben | Frazell | Instructional Coach | BA-English, Political Science; M.Ed-Elementary Education |
| Misty | Freeman | School Psychologist | BA-Psychology; MA-Early Childhood Education |
| Garyn | Gabriel | Special Education Teacher | BA-Political Science |
| Brandi | Gardner | Behavior Intervention Specialist | High School |
| Kina | Gee | Teaching Assistant, PreKindergarten | BS-Finance |
| Gabrielle | Gonzales | Master Teacher, 4 th grade | BA-Psychology |
| Adriana | Gonzalez | Paraprofessional, PreSchool | High School |
| Shaka | Greene | Master Teacher, Math, 5 th -7 th grades | BS-Integrative Studies; MA- Educational Leadership |

| | | | |
|-----------|-----------------|---|---|
| Tasha | Harris | Special Education Teacher | BS-Biology |
| Chrystena | Hill | Paraprofessional, PreKindergarten | High School |
| Maureen | Ingram | Master Teacher, PreSchool | BA-Russian and Political Science; MA-International Studies |
| Val | Jones | Teaching Assistant, Kindergarten | High School |
| Jessica | Julius | Special Education Teacher | BS-Psychology |
| Costia | Karolinski | Teaching Associate | BA- Fine and Performing Arts |
| Kate | Keplinger | Chief Operating Officer | BA-International Studies; MAT-Secondary Education |
| Renana | Keynes | Teaching Resident, PreSchool | BA-Human Ecology and Interior Design |
| Athena | Kopsidas | Master Teacher | BS-Curriculum & Instruction; MA-Teaching |
| Betsy | Lavender | Teaching Resident, PreSchool | BA-Political Science and Asian Studies |
| Daris | McInnis | Lead Teacher, PreKindergarten | BA-General Business; MBA |
| Courtney | McIntosh-Peters | Teaching Resident, Middle School | BA-Chemistry |
| Madeline | McNeil | Art Teacher | BA- Fine Arts |
| Bevan | Morrison | Special Education Coordinator | BA-English; MS-Special Education |
| Ash | Moser | Master Teacher, 3 rd grade | BS-Elementary Ed/History; M.Ed-Education Administration |
| Cornelius | Paige | Paraprofessional | High School |
| Kristin | Roberts | Lead Teacher, Kindergarten | BA-Health & Exercise Science; MA-Nonprofit Administration |
| Justin | Robinson | Spanish Teacher | BA-Modern Foreign Languages, Spanish; MS-Educ Leadership |
| Hannah | Salisbury | Early Childhood Program and Curriculum Specialist | BS-Anthropology; MS.Ed-Educational Psychology |
| Elizabeth | Singanong | Teaching Resident, Middle School | BS-International Studies |
| Neoka | Smith | Master Teacher, 2 nd grade | BA-English |
| Shawnicka | Snipe | Lead Teacher, 2 nd grade | BA-Sociology; M.Ed.-Curriculum and Instruction |
| Kim | Spotts | Master Teacher, Humanities, Middle School | BA-Integrated Curriculum for the Humanities/English |
| Timothy | Street | Manager, Strategic Initiatives | BA-Sociology; MA-Teaching |
| Imani | Taylor | Business Manager | BS-Journalism and Mass Communications |
| Paul | Thomas | Building Services Manager | High School |
| Liza | Tredway | Music Teacher | BA-Music Education |
| Deborah | Williams | Head of School | BA-Sociology/Political Science; MCP-Urban and Regional Planning; MA-Organization and Leadership |
| Miranda | Williams | Paraprofessional, Special Education | High School |
| Sheresse | Williams | Teaching Resident, Kindergarten | BA-Psychology |
| Ra'Shaun | Wright | Paraprofessional, PreSchool | BS-Physical Education |

Appendix B: Board Roster, 2015-2016

Miranda Brown

Member, Fundraising Committee
Member, Strategic Planning Committee
DC Resident
Current Term 2015-2018

Gay Cioffi

Member, Executive Committee
Member Fundraising Committee
Member, Nominating and Governance Committee
DC Resident
Current Term 2013-2016

Gary Cohen

Chair, Fundraising Committee
Member, Executive Committee
Member, Finance Committee
Current Term 2014-2017

Marc Fisher

Board Chair
Member, Executive Committee
Member, Finance Committee
Member, Nominating and Governance Committee
DC Resident
Current Term 2015-2018

John Leibovitz

Parent Member
Chair, Strategic Planning Committee
Member, Finance Committee
Member, Fundraising Committee
DC Resident
Current Term 2015-2017

Aleta Margolis

Member, Finance Committee
Member, Nominating and Governance Committee
Current Term 2014-2017

Michael Reed

Board Treasurer
Chair, Finance Committee
Member, Fundraising Committee
Current Term 2015-2018

Anika Simpson

Member, Nominating and Governance Committee
Member, Strategic Planning Committee
Parent Member
DC Resident
Current Term 2015-2018

Deborah Dantzler Williams

Ex-officio, Non-voting Member
Ex-officio, Non-voting Member, All Board Committees
Head of School
DC Resident

Laurel Wingate

Chair, Nominating and Governance Committee
Member, Finance Committee
Member, Strategic Planning Committee
DC Resident
Current Term 2015-2018

APPENDIX C

Income and Cash Flow Statements

Inspired Teaching Demonstration Public Charter School

July 2015 through June 2016

| Income Statement | Quarterly | | | | Year-To-Date (YTD) | | | | Annual Budget |
|--|---------------|---------------|-----------------|-------------|--------------------|---------------|-----------------|-------------|---------------|
| | Actual | Budget | Variance | % | Actual | Budget | Variance | %Over | |
| Revenue | | | | | | | | | |
| 01. Per Pupil Charter Payments | 912,146 | 947,989 | -35,843 | -4% | 4,737,075 | 4,739,946 | -2,872 | 0% | 4,739,946 |
| 02. Per Pupil Facilities Allowance | -9,372 | 0 | -9,372 | N/A | 1,149,632 | 1,124,352 | 25,280 | 2% | 1,124,352 |
| 03. Federal Entitlements | 44,820 | 18,758 | 26,062 | 139% | 61,158 | 75,032 | -13,873 | -18% | 75,032 |
| 04. Other Government Funding/Grants | 10,332 | 10,567 | -234 | -2% | 193,453 | 46,232 | 147,221 | 318% | 46,232 |
| 05. Private Grants and Donations | 127,925 | 15,000 | 112,925 | 753% | 158,440 | 60,000 | 98,440 | 164% | 60,000 |
| 06. Activity Fees | 0 | 0 | 0 | 0% | 1,803 | 0 | 1,803 | N/A | 0 |
| 07. Other Income (please describe in footnote) | 8,480 | 12,151 | -3,671 | -30% | 39,060 | 54,509 | -15,449 | -28% | 54,509 |
| Total Revenue | 1,094,331 | 1,004,465 | 89,866 | 9% | 6,340,620 | 6,100,070 | 240,550 | 4% | 6,100,070 |
| Expenses | | | | | | | | | |
| 08. Principal/Executive Salary | 85,182 | 87,410 | 2,228 | -3% | 348,746 | 349,639 | 893 | 0% | 349,639 |
| 09. Teachers Salaries | 419,072 | 429,930 | 10,859 | -3% | 1,622,122 | 1,719,722 | 97,600 | -6% | 1,719,722 |
| 10. Teacher Aides/Assistance Salaries | 43,930 | 80,546 | 36,616 | -45% | 195,463 | 322,184 | 126,721 | -39% | 322,184 |
| 12. Business/Operations Salaries | 51,435 | 49,167 | -2,268 | 5% | 205,741 | 196,668 | -9,073 | 5% | 196,668 |
| 13. Clerical Salaries | 26,033 | 20,533 | -5,500 | 27% | 90,646 | 82,131 | -8,514 | 10% | 82,131 |
| 14. Custodial Salaries | 10,000 | 8,355 | -1,645 | 20% | 37,661 | 33,418 | -4,242 | 13% | 33,418 |
| 15. Other Staff Salaries | 61,515 | 70,594 | 9,079 | -13% | 257,096 | 282,375 | 25,279 | -9% | 282,375 |
| 16. Employee Benefits | 105,702 | 111,389 | 5,687 | -5% | 423,227 | 445,554 | 22,327 | -5% | 445,554 |
| 17. Contracted Staff | 16,385 | 4,360 | -12,025 | 276% | 22,892 | 19,621 | -3,271 | 17% | 19,621 |
| 18. Staff Development Expense | 836 | 21,470 | 20,634 | -96% | 54,266 | 85,881 | 31,615 | -37% | 85,881 |
| 19. Textbooks | 0 | 0 | 0 | 0 | 33,943 | 42,728 | 8,784 | -21% | 42,728 |
| 20. Student Supplies and Materials | 2,725 | 0 | -2,725 | N/A | 49,537 | 55,230 | 5,693 | -10% | 55,230 |
| 21. Library and Media Center Materials | 0 | 0 | 0 | 0 | 3 | 1,000 | 997 | -100% | 1,000 |
| 22. Student Assessment Materials | 0 | 1,750 | 1,750 | -100% | 5,324 | 7,000 | 1,676 | -24% | 7,000 |
| 23. Contracted Student Services | 203,204 | 131,538 | -71,666 | 54% | 707,186 | 591,921 | -115,266 | 19% | 591,921 |
| 24. Miscellaneous Student Expense ** | 938 | 4,361 | 3,423 | -78% | 3,764 | 17,445 | 13,681 | -78% | 17,445 |
| 25. Rent | 282,722 | 281,088 | -1,634 | 1% | 1,149,632 | 1,124,352 | -25,280 | 2% | 1,124,352 |
| 26. Building Maintenance and Repairs | 0 | 15 | 15 | -100% | 0 | 60 | 60 | -100% | 60 |
| 27. Utilities | 0 | 0 | 0 | 0% | 3,817 | 0 | -3,817 | N/A | 0 |
| 28. Janitorial Supplies | 0 | 40 | 40 | -100% | 0 | 161 | 161 | -100% | 161 |
| 30. Office Supplies and Materials | 4,193 | 5,056 | 864 | -17% | 16,764 | 20,225 | 3,460 | -17% | 20,225 |
| 31. Office Equipment Rental and Maintenance | 7,397 | 3,099 | -4,298 | 139% | 21,920 | 12,396 | -9,524 | 77% | 12,396 |
| 32. Telephone/Telecommunications | 3,304 | 4,182 | 877 | -21% | 14,214 | 16,727 | 2,513 | -15% | 16,727 |
| 33. Legal, Accounting and Payroll Services | 28,215 | 30,290 | 2,075 | -7% | 131,862 | 145,761 | 13,899 | -10% | 145,761 |
| 34. Printing and Copying | 425 | 963 | 538 | -56% | 1,148 | 3,850 | 2,702 | -70% | 3,850 |
| 35. Postage and Shipping | 517 | 420 | -98 | 23% | 2,016 | 1,678 | -338 | 20% | 1,678 |
| 36. Other | 11,558 | 14,705 | 3,147 | -21% | 41,007 | 57,330 | 16,323 | -28% | 57,330 |
| 37. Insurance | 6,100 | 5,903 | -198 | 3% | 28,692 | 23,611 | -5,081 | 22% | 23,611 |
| 38. Transportation | 337 | 196 | -142 | 72% | 576 | 783 | 206 | -26% | 783 |
| 39. Food Service | 30,811 | 21,558 | -9,253 | 43% | 114,775 | 95,136 | -19,638 | 21% | 95,136 |
| 40. Administration Fee (to PCSB) | 15,351 | 15,250 | -101 | 1% | 62,934 | 61,001 | -1,933 | 3% | 61,001 |
| 42. Other General Expense | 7,318 | 6,920 | -398 | 6% | 21,316 | 27,682 | 6,366 | -23% | 27,682 |
| 44. Depreciation Expense | 12,109 | 8,665 | -3,445 | 40% | 52,049 | 34,659 | -17,390 | 50% | 34,659 |
| Total Expenses | 1,437,314 | 1,419,752 | -17,562 | 1% | 5,720,341 | 5,877,930 | 157,590 | -3% | 5,877,930 |
| Net Income | -342,983 | -415,288 | 72,304 | -17% | 620,280 | 222,140 | 398,139 | 179% | 222,140 |
| Cash Flow Statement | Actual | Budget | Variance | %Var | Actual | Budget | Variance | %Var | Budget |
| Net Income | -342,983 | -415,288 | 72,304 | -17% | 620,280 | 222,140 | 398,139 | 179% | 222,140 |
| Cash Flow Adjustments | | | | | | | | | |
| Investing Activities | 12,109 | 8,665 | 3,445 | 40% | 26,239 | -15,483 | 41,722 | -269% | -15,483 |
| Operating Activities | 45,968 | 0 | 45,968 | N/A | 9,881 | 0 | 9,881 | N/A | 0 |
| Total Cash Flow Adjustments | 58,078 | 8,665 | 49,413 | 570% | 36,121 | -15,483 | 51,603 | -333% | -15,483 |
| Change in Cash | -284,905 | -406,623 | 121,718 | -30% | 656,400 | 206,658 | 449,743 | 218% | 206,658 |

APPENDIX C

Balance Sheet

Inspired Teaching Demonstration Public Charter School

As of June 30, 2016

| Balance Sheet | |
|-----------------------------|-----------|
| Assets | Amount |
| Assets | |
| Current Assets | |
| Cash | 2,275,110 |
| Accounts Receivable | 13,569 |
| Other Current Assets | 40,869 |
| Total Current Assets | 2,329,548 |
| Noncurrent Assets | |
| Operating Fixed Assets, Net | 57,206 |
| Facilities, Net | 457,085 |
| Total Noncurrent Assets | 514,290 |
| Total Assets | 2,843,838 |

| Liabilities and Equity | Amount |
|-----------------------------------|-----------|
| Liabilities and Equity | |
| Current Liabilities | |
| Accounts Payable | 63,292 |
| Other Current Liabilities | 7,330 |
| Total Current Liabilities | 70,622 |
| Equity | |
| Unrestricted Net Assets | 2,135,822 |
| Temporarily Restricted Net Assets | 17,114 |
| Net Income | 620,280 |
| Total Equity | 2,773,216 |
| Total Liabilities and Equity | 2,843,838 |

APPENDIX D

2016-17 APPROVED BUDGET

Inspired Teaching Demonstration Public Charter School

| Income Statement | | SY16-17 |
|--|--|------------------|
| Account | | Future |
| Event | | - |
| Revenue | | |
| Per Pupil Charter Payments | | 5,671,575 |
| Per Pupil Facilities Allowance | | 1,293,336 |
| Federal Entitlements | | 84,027 |
| Other Government Funding/Grants | | 58,763 |
| Private Grants and Donations | | 90,000 |
| Activity Fees | | 43,601 |
| Other Income | | 1,732 |
| Total Revenue | | 7,243,034 |
| Operating Expense | | |
| Personnel Salaries and Benefits | | |
| Principal/Executive Salary | | 489,370 |
| Teachers Salaries | | 1,792,882 |
| Special Education Salaries | | 513,128 |
| Summer School Salaries | | - |
| Teacher Aides/Assistants Salaries | | 218,382 |
| Before/After Care Salaries | | - |
| Other Education Professionals Salaries | | 265,288 |
| Business/Operations Salaries | | 161,028 |
| Clerical Salaries | | 144,338 |
| Custodial Salaries | | 42,000 |
| Other Staff Salaries | | - |
| Employee Benefits | | 572,714 |
| Contracted Staff | | 5,810 |
| Staff Development Expense | | 112,450 |
| Total Personnel Salaries and Benefits | | 4,317,387 |
| Direct Student Expense | | |
| Textbooks | | 49,645 |
| Student Supplies and Materials | | 68,104 |
| Library and Media Center Materials | | 1,162 |
| Student Assessment Materials | | 7,000 |
| Contracted Student Services | | 488,637 |
| Miscellaneous Student Expense | | 8,651 |
| Total Direct Student Expense | | 623,200 |
| Occupancy Expenses | | |
| Rent | | 1,293,336 |
| Building Maintenance and Repairs | | 69 |
| Utilities | | - |
| Janitorial Supplies | | - |
| Contracted Building Services | | - |
| Total Occupancy Expenses | | 1,293,405 |
| Office Expenses | | |
| Office Supplies and Materials | | 23,499 |
| Office Equipment Rental and Maintenance | | 27,162 |

| | |
|--|------------------|
| Telephone/Telecommunications | 14,587 |
| Legal, Accounting and Payroll Services | 140,098 |
| Printing and Copying | 4,474 |
| Postage and Shipping | 2,229 |
| Other | - |
| Total Office Expenses | 212,048 |
| General Expenses | |
| Insurance | 25,942 |
| Transportation | 18,403 |
| Food Service | 96,410 |
| Administration Fee (to PCSB) | 71,216 |
| Management Fee | - |
| Interest Expense | - |
| Other General Expense | 67,608 |
| Total General Expenses | 279,578 |
| Total Ordinary Expenses | 6,725,619 |
| Depreciation | |
| Depreciation Expense | 54,025 |
| Total Depreciation | 54,025 |
| Total Expenses | 6,779,644 |
| Net Income | 463,390 |
| Cash Flows | |
| Net Income | 463,390 |
| Operating Activities | |
| Add Depreciation | 54,025 |
| (Increase)/Decrease in Current Assets | - |
| Increase/(Decrease) in Current Liabilities | - |
| Cash Flows from Operations | 517,415 |
| Investing Activities | |
| Purchase of property, plant and equipment | (58,260) |
| Purchase of investment securities | - |
| Other investing activities | - |
| Cash Flows from Investing | (58,260) |
| Financing Activities | |
| Proceeds from loans / Repayment of loans | - |
| Repayment of loans | - |
| Other financing activities | - |
| Cash Flows from Financing | - |
| Net cash increase for year | 459,155 |