Imagine Hope Community Charter School

Washington, D.C.

Roxane Rucker

Board Chairperson

ANNUAL REPORT

2015-2016

Submitted by:
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School Leader List for 2015 – 2016

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ANNUAL REPORT NARRATIVE

I. School Description

Mission Statement

*It is our **mission** to shape the hearts and minds of our students positively, by providing them with an academically rigorous, content rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.*

Hope's mission statement is based on the "Three **C**'s" principle. It establishes the foundation for our students to demonstrate Hope's vision and model our mission through **C**ontent, **C**haracter and **C**ommunity. The "Three C's" principle is defined as follows:

1. Content

Hope Community Public Charter School (Hope PCS) is a Core Knowledge school. Hope PCS utilizes the Core Knowledge curriculum developed by E.D. Hirsch to teach rigorous content to scholars in grades Pre-K3 through 8th grade. Implementation of the Core Knowledge Curriculum requires collaboration between teachers, administrators, and parents. Implementation often occurs over a two to three-year period, with schools phasing in topics subject-by-subject or adding additional grade levels each year. The Core Knowledge's scope and sequence are founded on the belief that literacy depends on a shared knowledge. Core Knowledge clearly articulates that content must be sequenced and reflects what students are to learn in each subject. Hope PCS teachers use the Core Knowledge scope and sequence to guide their planning.

2. Character

Character is at the core of our daily actions and interactions. We are constantly developing character and enriching minds. This starts with the modeling of appropriate character by our teachers, staff and parents. We believe that students must see character enacted in the lives of others so that it can become real to them. Another explicit way that character is nurtured in our students is through the context of classroom lessons, whether it is language arts, science, or physical education. In addition to embedding character in our daily actions, we explicitly teach a monthly core virtue and performance character traits that are research based and proven to improve academic achievement.

Hope PCS is also very intentional about the embedded curriculum that shapes the culture of a school. Our major priority here is establishing rituals that make up our daily life, including the way that we begin each day with Monday morning meetings and announcements, the way we share meals together, the way we encourage a sense of stewardship of the building, and the way we celebrate together.

3. Community

Community is an essential part of school life, and it is our hope that through relationships among and between the school, families, and the greater community, the goal of teaching children to be people of character will be reinforced. As we collectively pursue our mission and vision, we commit to:

- *Helping our students know that they are members of a particular community in a particular place, and that they are accountable to that community;*
- *Involving ourselves in the local community, as well as inviting our local community members to involve themselves in our work;*
- *Recognizing the strengths rather than the limitations of every member of our community, and modeling relationships of mutual respect;*
- *Prioritizing the needs of our students and families;*
- *Developing continuity between home and school, and respecting cultural and educational differences that may exist; and*
- *Treating parents as full partners and active participants in the educational process.*

The formation of a strong community within the school begins with the way we have structured the school into four (4) academies within each campus. Our Early Childhood Program (Pre-K3 & Pre-K4), Elementary (K - 5th), and Middle School (6th - 8th) and arts and athletics grade levels make up our academic community. Each academy works as a team to plan, participate in events and serves as a task force for one of the Measures of Excellence. Our goal is to create a place in which children can build trusting relationships with others, where staff can work closely with students and other staff members, and where families and community members can work in relationship to aid the learning and growth of our students.

4. Academic Growth and Positive Character Development

The Imagine Schools Academic Excellence Framework is directly aligned to the school excellence plan. The school excellence plan is our roadmap to achieving our goals. Each of our stakeholders, leaders, teachers, students, parents, and governing board play a critical role in helping to frame how our school will optimize teaching and learning, in order to improve academic excellence and growth for our scholars. The school excellence plan follows a cycle of improvement that encompasses four (4) main actions: establish, equip, engage, and evaluate. The actions are defined as follows:

- **Establish:** Setting goals to attain and develop our path to reach our goals;
- **Equip:** Obtain the necessary resources (knowledge, strategies, relationships, capital, technology) we need to accomplish our goals;
- **Engage:** Employ resources and taking the necessary steps to execute our plan;
- **Evaluate:** Assess the outcomes and taking stock of the effectiveness of our plan in accomplishing our goals.

5. Imagine Schools Six (6) Measures of Excellence

We monitor and evaluate our school performance based on six measures of excellence. These measures clarify expectations and the metrics by which we measure the results. They are:

1. ***Shared Values*** of integrity, justice, and fun allow every teacher, student, and parent associated with Imagine Schools to unite around common themes that guide our collective behavior.
2. ***Parent Choice and Satisfaction*** are the most reliable indicators of the quality of our schools.
3. ***Academic Growth*** balances instruction in reading, math, science, social studies, and the arts, and is measured by student learning gains as well as proficiency.
4. ***Positive Character Development*** in our schools is a high priority. We strive for growth in students' character measured by positive changes in behavior and world view.
5. ***Economic Sustainability*** means every school in our family is financially able to stand on its own, which is the best indicator of that school's ability to continue educating children over the long term.
6. ***New School Development*** enhances our ability to reach more children, more families, and more communities. As we increase our family of schools, more opportunities abound for Imagine Schools' educators to grow professionally as well.

Hope Community PCS School Program

At Hope we are one school with two campuses. The school program at Lamond serves grades Pre-K3 through 5th grade. The school program at Tolson serves grades Pre-K3 through 8th grade.

Academic Standards

Hope Community PCS instructional program is driven by the Common Core Standards and data to ensure that each students' needs are being met. In addition to having strong academic standards, Hope PCS utilizes many research based resources that are aligned to the Common Core Standards. Curriculum frameworks and curriculum mapping have also been established to translate the knowledge and skills described in the standards into clear, specific guidance for teachers. Teachers also implement the Core Knowledge sequence.

Hope Community PCS students, participated in the PARCC assessment. This standardized assessment is new and is the District-wide tool used to measure student progress toward achieving proficient performance relative to the Common Core State Standards. Hope Community PCS administered the STAR assessments, which is administered four times per year to provide benchmark data to drive instruction and decisions in regards to the instructional program.

Curriculum/Academic Texts

Hope Community PCS implements the Core Knowledge Sequence developed by E.D. Hirsch (from the University of Virginia), and Reading Street Pearson as resources for teaching the Reading class. To support writing, teachers utilize Craft Plus for writing. Hope Community PCS uses the Envision Math program, published by Pearson as well, for our elementary school and the Holt curriculum for our middle school. We also use FOSS/Delta Science curricular materials, which align with our Core Knowledge scope and sequence. Each teacher is provided with a scoping and sequence for Core Knowledge, reading, math and writing. The reading

and math scoping and sequence is standards based. The tool aligns and unwraps each of the Common Core State Standards that must be taught each week. The scoping and sequence ensures that each teacher is teaching the Common Core State Standards and has the specific resources that are needed to teach each standard. In addition to the core subjects emphasized at Hope Community PCS, the students study several special subject areas including art, music, physical education/health and Spanish. These special area courses are aligned with Common Core State Standards and the National Standards in each respective area of study and instruction.

Instructional and Organizational Approach

Our instructional and organizational approach meets these curriculum goals through a focus on: academy leaders, Balanced Literacy, Common Core State Standards, data driven decisions, differentiated instruction, direct teaching model, learning centers, project based learning, response to intervention and professional learning communities. The descriptions are as follows:

- ***Academy Leaders*** – Our school is structured into 5 major academies. Each academy has a designated academy leader to guide and coordinate the efforts of the team. Each academy meets weekly for strategic planning and to discuss academic initiatives.

- ***Balanced Literacy*** – Balanced Literacy is a curriculum approach that integrates various modalities of literacy instruction. Assessment based-planning is at the core of this approach. The Balanced Literacy approach is characterized by explicit skill instruction and the use of authentic text. We have adopted the Balanced Literacy approach in our Kindergarten through 8th grade classrooms where students are spending 90 uninterrupted minutes in the reading block. The components of our literacy block, include a read aloud, a phonics lesson, a whole group lesson focusing on the priority standard(s), small group instruction meeting the needs of individual students and then ending with a literacy wrap up to assess students on that day's objective. Teachers are likewise utilizing their academy assigned paraprofessional to meet intensely with small intervention groups.

- ***Common Core State Standards*** – Learning tasks are centered and guided by the Common Core Standards, and Core Knowledge. As a general rule, the more time students spend on core academic disciplines, the higher they will achieve. Hope Community PCS' teachers will design activities that focus student use of time on academic content. Attention is directed to the content outlined by Core Knowledge at specific grade level and ages. Learners who are actively engaged in learning tasks that focus on explicit instructional objectives make more progress toward achieving those objectives.

- ***Data Driven Decisions*** – Teachers use data to make informed decisions about the instructional needs of students. Benchmark assessments allow teachers to plan meaningful and engaging lessons for students based on data. Also, between the Benchmark assessments our teacher's progress-monitor their students to ensure that each student is making adequate progress towards mastery. The frequent progress monitoring also provides more opportunities for teachers to re-teach standards and differentiate instruction at a high level. Teachers collaborate every month to analyze student data from Bench Mark assessments, progress monitoring, student observations, unit tests, attendance data and character data in order to:
    - Determine strengths and weaknesses
    - Create flexible learning groups and re-teach plans
    - Develop differentiated lesson plans base on the diverse individual needs of students

- ***Differentiated Instruction*** – Through data driven decisions, teachers at Hope Community PCS will strive to reach out effectively to students of varying readiness, interests, and experiences in the world. In our classrooms, teachers will begin where students are. They accept and build upon the premise that learners differ in important ways. Therefore, they engage students through different learning modalities and by using varied instructional approaches matched to student learning styles. In our classrooms, teachers motivate students to grow, nurturing strengths, and addressing specific weaknesses as identified.

- ***Direct Teaching*** – Hope Community PCS' instructional approach to learning requires that students develop deep content knowledge and meaning. This requires a balance of student inquiry and direct teaching. Hope Community PCS' teachers will use direct teaching to enhance student ability to develop content knowledge and make content connections. These include:
    - Daily review of essential concepts, homework, and re-teaching
    - Engagement with new content/skills, but in small steps
    - Guided student practice with careful teacher monitoring
    - Clarifying feedback and reinforcement of success
    - Individual practice
    - Weekly and monthly reviews of key content/skills
    - Differentiated small group instructions

- ***Learning Centers*** – A learning center contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept. Centers motivate students' exploration of topics. Our centers will focus on important learning concepts, contain materials that promote individual student growth toward goals, and include activities that address specific learning levels or learning styles. In addition to the use of project-based learning and centers, students will experience these instructional approaches in higher concentration during several Intercessions throughout the school year. Intercessions are often a week long and are heavily project-focused, hands on, and exploration orientation learning opportunities designed to reinforce the integration of content across the curriculum, build on prior knowledge and close gaps in important prior knowledge that students may not have previously developed but is important for mastery of content for the current grade level. The learning infrastructure created by these instructional methodologies has three (3) major components:
    - A specific content rich curriculum, aligned with the Common Core State Standards and designed to be used on a regular basis to guide instructional planning;
    - A central set of essential methodologies that are used in all classrooms at all grade levels;
    - A repertoire of supporting methods that enable effective individualization and adjustments based on data-driven decision making processes.

For our special education students, Hope modifies assignments, provides alternative testing and assessment, uses manipulatives in instruction, and makes test accommodations. Many of our curriculum texts also have supplemental materials designed for special education students.

Hope Community PCS uses ladders of success, math steps, and Ralley in addition to supplemental instructional support for students. These instructional resources allow us to provide intense intervention for our students below grade level. Our special education students receive speech and language therapy, counseling, and/or occupational, physical therapy and/or Applied Behavior Analysis (ABA). Specialized

instruction varies from student to student based on their IEP. Hope Community PCS' special education teachers' use both pull-out and inclusion instruction.

- ***Project-Based Learning*** – Projects are essential to developing content knowledge and building upon prior knowledge. Projects can achieve this goal through multidisciplinary instruction. Teachers will plan projects that support grade level themes. Project-based learning is an effective strategy to extend student learning. Projects allow students to investigate, construct knowledge, problem solve, and use multiple forms of creative expression. Projects help students build conceptual understanding and provide opportunities to engage students in meaningful, creative activities.

- ***Professional Learning Communities*** – Through weekly Professional Learning Team (PLTs) meetings, teachers are engaged in analyzing student work and data, sharing best practices, and creating action plans to increase student achievement. More importantly, teachers have an opportunity to learn new instructional strategies and techniques that are research and evidence based that build teacher capacity and increase student achievement.

- ***Response to Intervention*** – We meet the diverse learning need of our students by providing them with "Response to Intervention (RTI)" approach that embeds Tier II plans into the student's daily instructional program. The RTI block is scheduled for thirty minutes in the morning and thirty minutes in the afternoon. The primary focus is Reading and Math. During this time Students are provided with Tier II interventions. The targeted intervention is planned and delivered by the classroom teacher. If students are not progressing and are struggling then we begin the SST process to determine Tier III interventions. This is a well-documented process that includes various stakeholders to determine what is in the best interest of the student.

English Language Development Program

English Language Development (ELD) is a component of a total program designed to serve the needs of ELL. ELD is a specific curriculum that addresses the teaching of the English language according to the level of proficiency of the ELL student. All learners acquire English faster and easier if the curriculum they receive and the methodologies utilized to deliver the curriculum are finely tuned to their evolving fluency. The ELD curriculum is essential to the success of all ELL students and is closely linked to the first goal of bilingual education; English language proficiency. All ELL students must, by law, receive ELD instruction in addition to the core curriculum.

ELD is a part of the daily program for every ELL student at Hope Community PCS. It is neither relegated to a nonspecific exposure to the English language through activities with English only students (i.e., during Physical Education, Music and Art etc.) nor is it the only instruction ELL students receive. It is a vital, planned, specific component of the total education.

To maximize comprehension, retention and speed in acquiring English language proficiency, research shows that ELD must be taught in real-life settings where the language is used in context and the atmosphere of the classroom is free of anxiety. Thematic instruction connects the ELD curriculum, which can be student or teacher-generated. Examples of thematic instruction concepts are: safety, personal information, ecology, immigration, etc. A short unit on dinosaurs or apples does not constitute thematic instruction. Themes can move from concrete to abstract as students build background knowledge and vocabulary. The curriculum

standards for Hope Community PCS English Language Development include the thematic instruction units that are recommended for each level of English language acquisition.

English Language Learners and Special Education

Hope Community PCS abides by all applicable laws regarding special education in public schools. Hope Community PCS' staff includes special education coordinators, teachers, social workers and an English Language Learners (ELL) teacher to meet the needs of special education students and assist in proper placement.

ELL students come to Hope Community PCS from a variety of backgrounds, primary languages and levels of English language proficiency.

Hope Community PCS' Special Education Department provides services for a number of students with various special needs. Hope Community PCS' Special Education Teachers differentiate instruction, modify student assignments, provide testing accommodations for assessment, conduct alternative assessments for identified students, use manipulatives during instruction, and incorporates classroom accommodations. Our autistic and intellectually disabled students use technology to enhance their abilities. Our curriculum includes supplemental components designed for struggling students.

Hope Community PCS uses Ladders of Success, Math Steps, Study Island, Waggle and Ralley in addition to supplemental instructional support for students. These instructional resources allow us to provide intense intervention for our students below grade level. Our special education students receive speech and language therapy, counseling, and/or occupational, physical therapy and/or Applied Behavior Analysis (ABA). Specialized instruction varies according to the students IEP. Hope Community PCS' special education program entails the push-in/pull-out model, as well as, the self-contained model.

Brief Description of Key Mission-Related Programs

The after school and before school programs support Hope Community PCS' commitment to academic content, character, and building community through academic support for our most at-risk students, excellent staff role models, and hands-on learning clubs wherein students gain confidence and skills. The out-of-school, on-site programming is directly tied to Hope's Core Knowledge curriculum and D.C. Standards objectives through staff training and the curriculum materials used.

School-Year and Hours of Operation

Hope Community PCS' 2015-2016 school-year began August 24, 2015, and ended June 16, 2016. The school's hours of operation were from 7:45 am to 4:00 pm, Monday through Friday. Early riser program begins at 6:30 am, and extended day programming concludes at 6:00 pm.

Parent Involvement Efforts

There is strong parent involvement and partnerships at both campuses. The activities that bring parent involvement include, but are not limited to: Open Door Policy, New Parent Orientation, Open House, Back-to-School Night, Curriculum Nights, Twenty (20) Parent Volunteer Hours, Parent Workshops, Parent Data Meetings, and Parent/Teacher conferences are scheduled at least three (3) times a year. Our parents also participate in many field trips, fundraisers, as well as, various activities held at both campuses, they are as follows:

Lamond:

- Parent of the Month Award is given to the parent with the most volunteer hours for the month
- Pastries with the Principals
- Holiday Gala – Magical Winter Wonderland
- Science Exploration Night
- Black History Showcase
- Mother's Day Fashion Show
- Father's Day Cookout
- Parent volunteers partnered with teachers to engage scholars in small group activities during our St. Patrick's Day and Earth Day Celebrations
- Spring Musical
- Spring Carnival

Tolson:

- Parent of the Month Award is given to the parent with the most volunteer hours for the month
- Father/Daughter Dance
- S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics) Night
- The "Meet Parents at The Door" campaign
- Parent Night Out
- iParent Meetings
- Breast Cancer Awareness (all donations go to the Susan G. Komen race for the cure)
- Hispanic Heritage week (our Hispanic parents donate food from the different countries)
- Kids Kan food drive
- Diabetes Awareness (all proceeds will be donated to the Juvenile Diabetes research fund)
- Coronation Ball
- Girl Power Day
- Boys Brunch
- Back to School Night
- Core Knowledge Showcase
- Black History Program

Early Childhood

Hope Community PCS is a Core Knowledge school. The Early Childhood utilizes the Core Knowledge Preschool Sequence to reach each of our scholars needs. Our teachers also use Success for All as supplemental materials to enhance early literacy and math instruction throughout the early years. Our teachers also utilize data from CLASS observations and other assessments to drive instruction within each of the classes to ensure each of our scholars are prepared and ready for Kindergarten.

Elementary

Hope Community PCS is a Core Knowledge schools that utilize Reading Street and enVision Math resources to support the teaching of thematic units. CraftPlus is used as an additional resource to support the teaching of the Writing Common Core State Standards in Grades K-5. Our classroom teachers utilize Core Knowledge sequence, as well as, FOSS/Delta Science Kits to support Science and Social Studies instruction.

Middle School

Hope Community PCS implements the Read 180 program in the Middle School ELA classroom and Prentice Hall in the Middle School Math classroom to meet the needs of diverse learners while fostering mastery of the Common Core State Standards. In support of the Next Generation Science Standards, our Science classroom uses Pearson Interactive Science that is also aligned with the Core Knowledge units. Middle School Social Studies instruction is Core Knowledge aligned and uses Holt Education as a resource in teaching the standards and thematic units.

Each Hope Community PCS Teacher has a scoping sequence that aligns the Common Core Standards with each curricular component, to ensure a cohesive instructional program. In addition to the core subjects emphasized at Hope Community PCS, the scholars participate in Art, Music, Physical education/ Health, and Spanish. These specialized content areas are aligned with the respective standards for the area of study and instruction.

II. School Performance

Performance and Progress

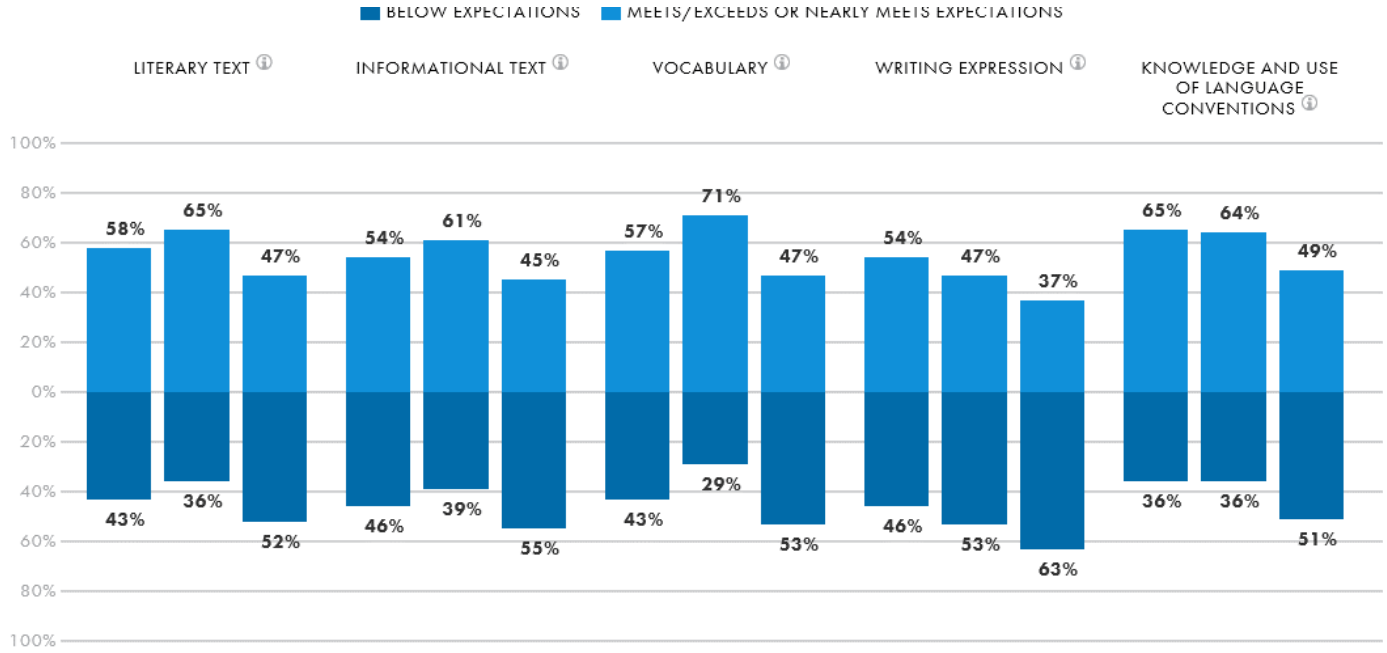
Hope Community PCS is in the process of adopting the DCPCSB PMF as goals. We had a hearing on our goals in July 2016 and a vote will take place in September 2016. DCPCSB will report on our PMF progress with the publication of the 2015-2016 results.

2015-2016 LEA PARCC Results

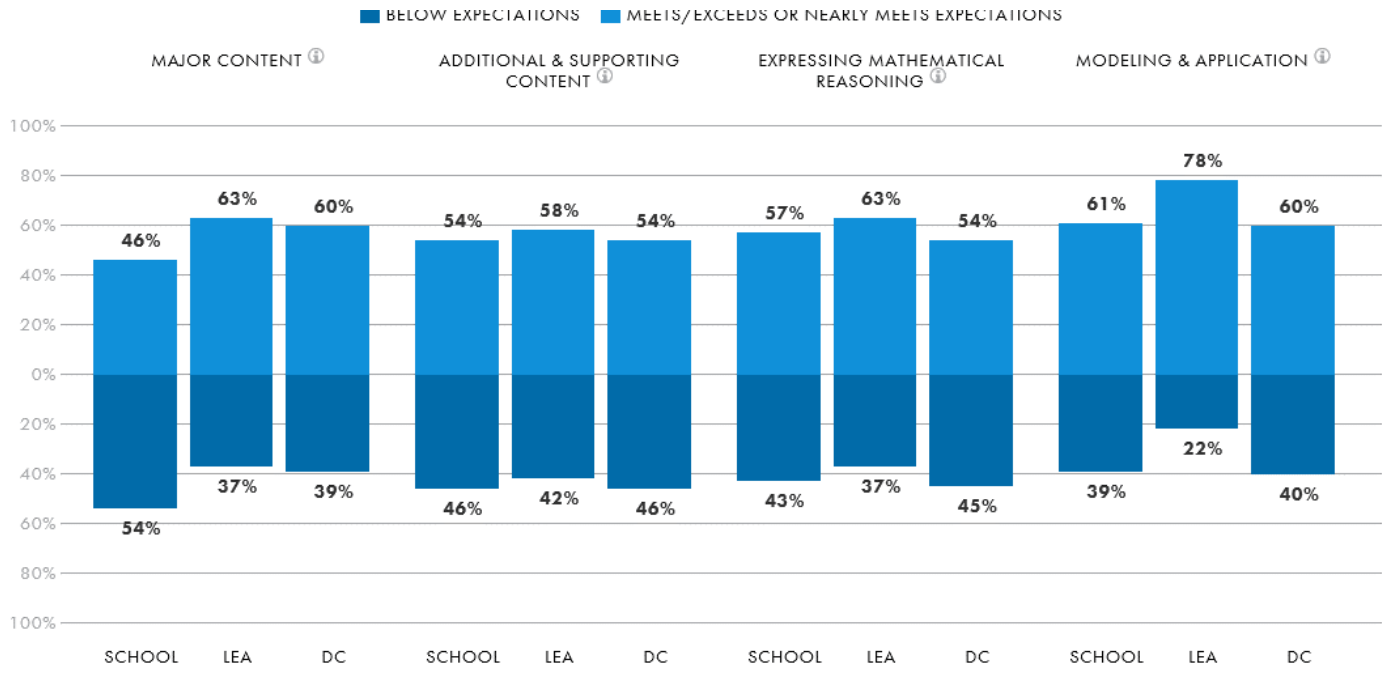
	Lamond	
ELA	**2014-15**	**2015-16**
Levels 3+	59%	62%
Levels 4+	27%	25%
Math	**2014-15**	**2015-16**
Levels 3+	37%	59%
Levels 4+	7%	24%
Performance Management Grade(s)		
Grade 3	**2014-15**	**2015-16**
Level 3+	59%	68%
Levels 4+	28%	36%

	Tolson	
ELA	**2014-15**	**2015-16**
Levels 3+	51%	60%
Levels 4+	16%	25%
Math		
Levels 3+	42%	52%
Levels 4+	13%	22%
Performance Management Grade(s)		
Grade 3	**2014-15**	**2015-16**
Level 3+	49%	76%
Levels 4+	17%	41%
Grade 8	**2014-15**	**2015-16**
Level 3+	63%	38%
Levels 4+	32%	12%

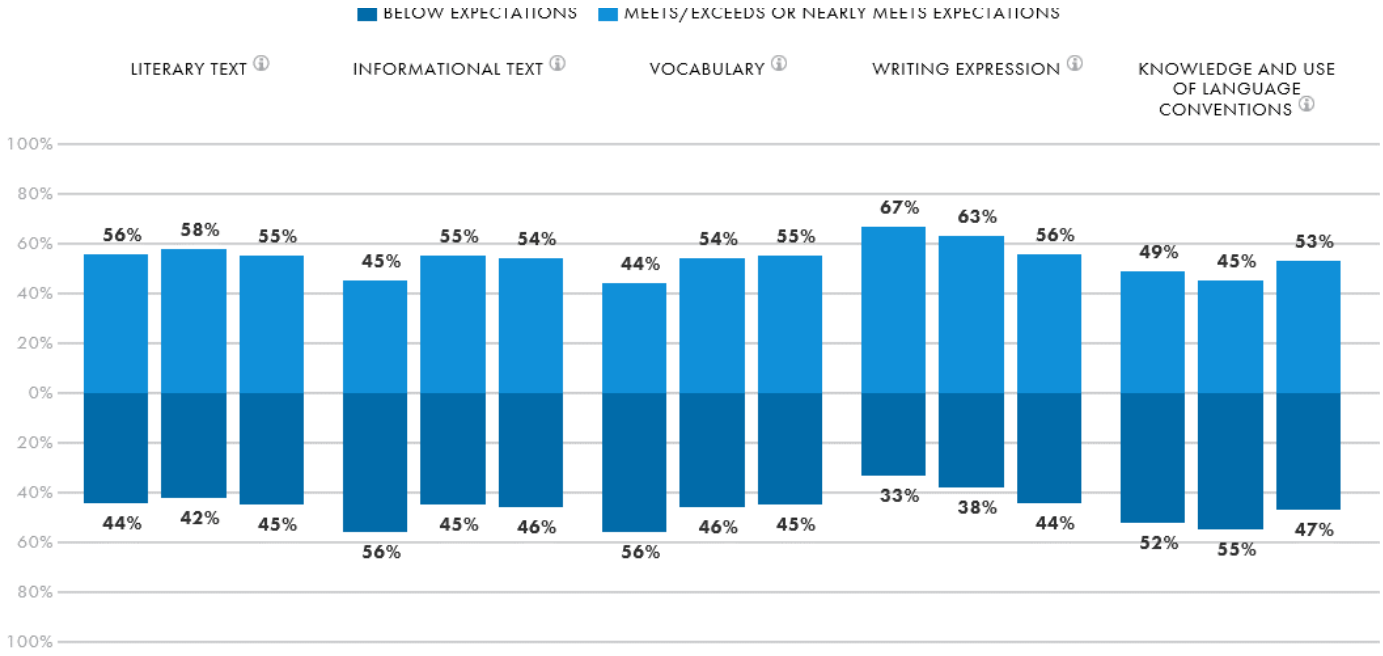
LAMOND Grade 3 English Language Arts/Literacy assessment



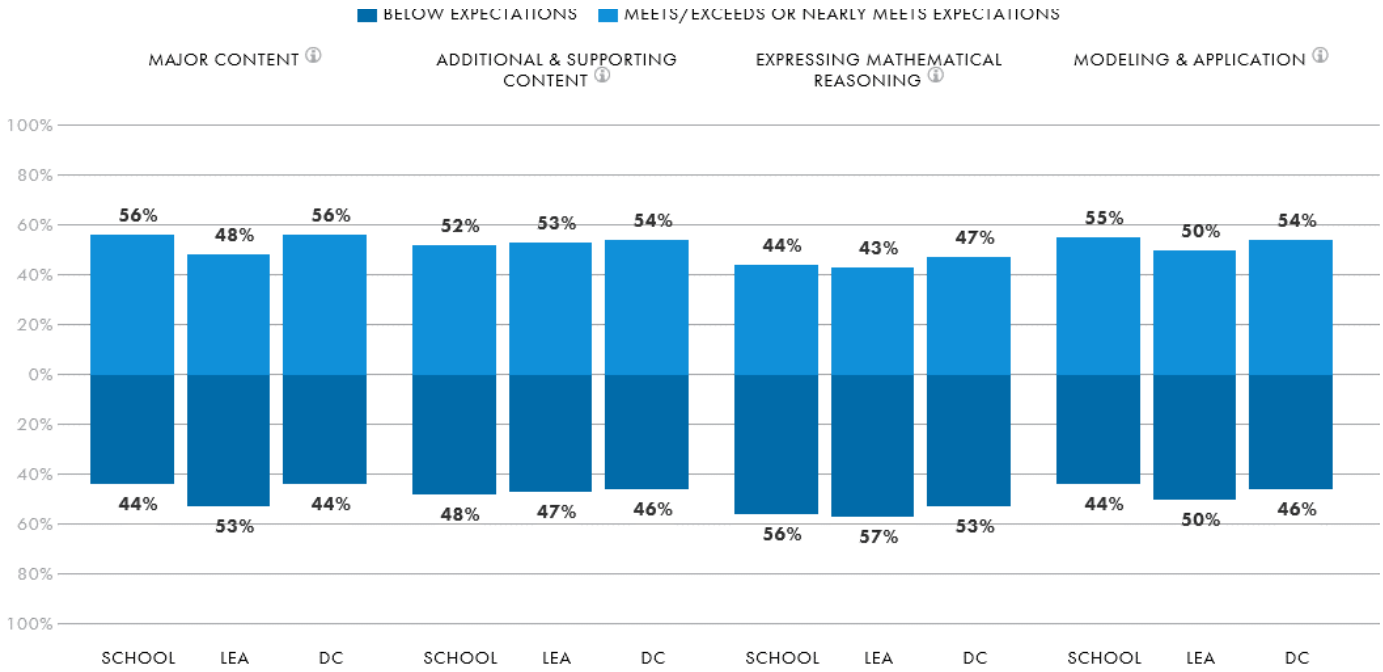
LAMOND Grade 3 Mathematics assessment



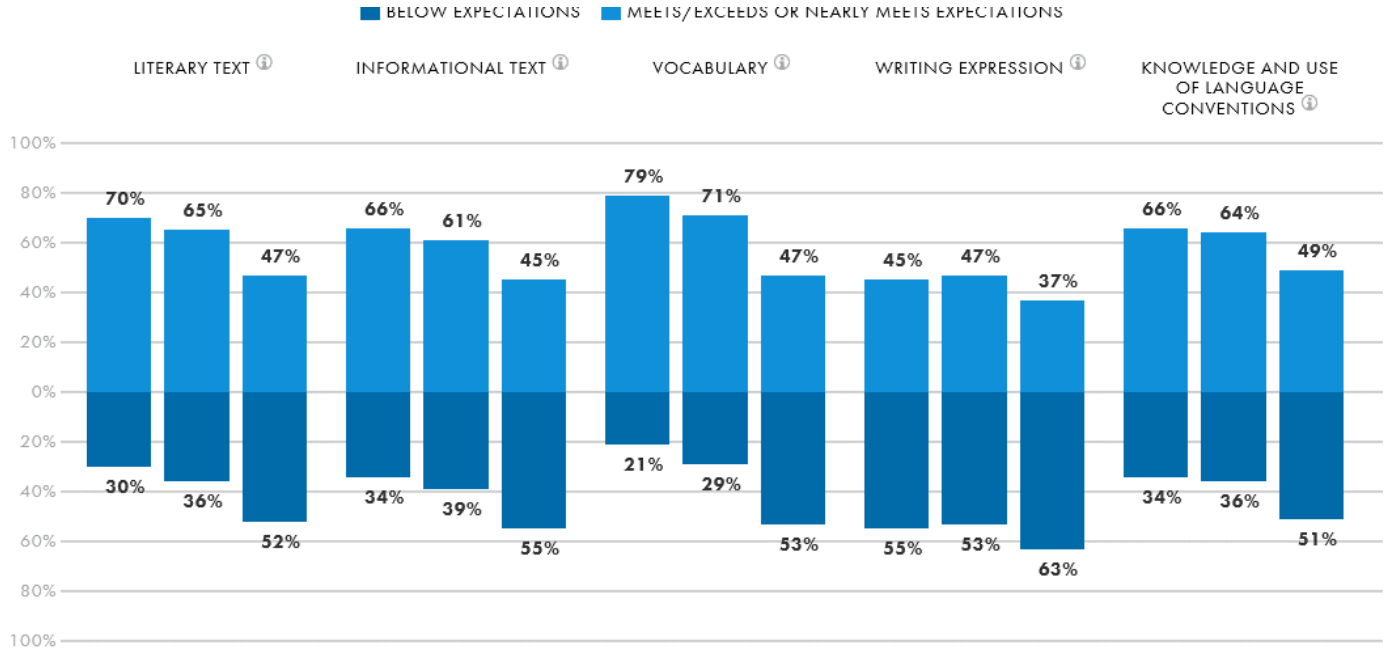
LAMOND Grade 4 English Language Arts/Literacy assessment



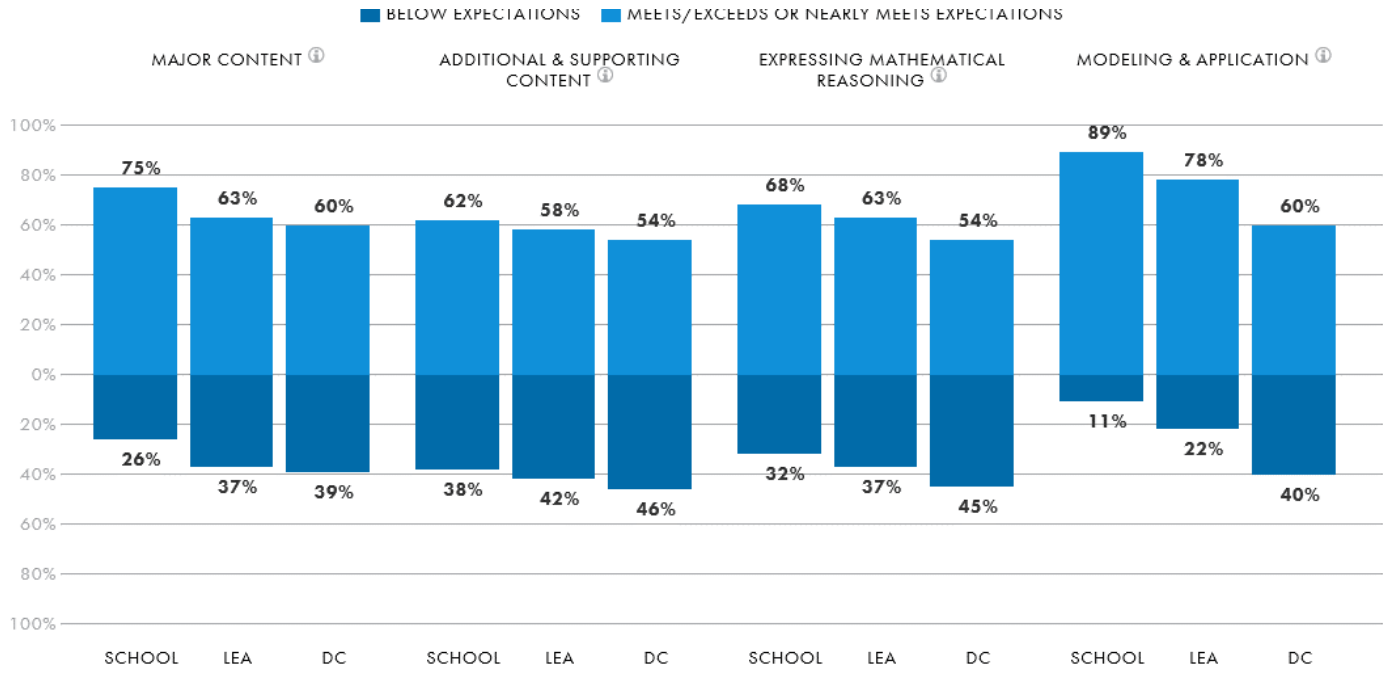
LAMOND Grade 4 Mathematics assessment



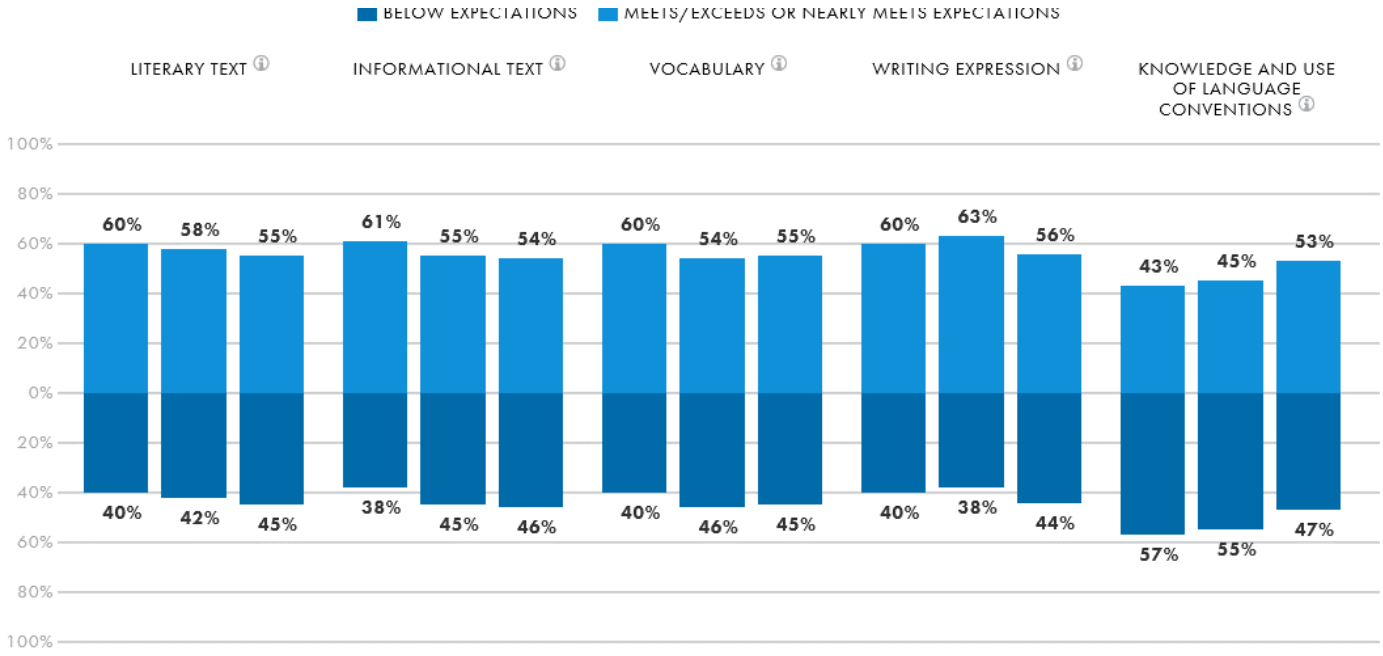
TOLSON Grade 3 English Language Arts/Literacy assessment



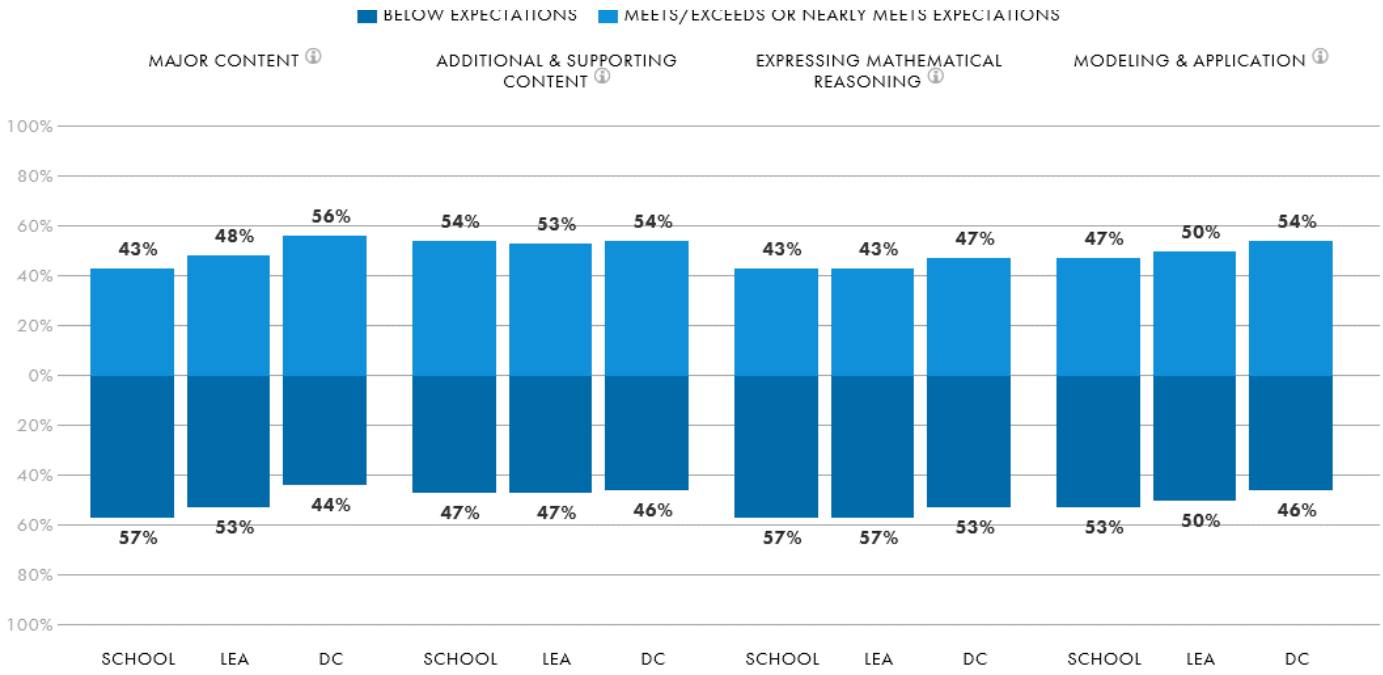
TOLSON Grade 3 Mathematics assessment



TOLSON Grade 4 English Language Arts/Literacy assessment



TOLSON Grade 4 Mathematics assessment



In each of the five (5) domains, the LEA exceeded the DC average of students who meets/exceeds or nearly meets expectations.

***** All charts are from http://results.osse.dc.gov/school/114*****

Lessons Learned and Actions Taken

Based on recommendations from our 10-year charter review; as well as, the accreditation review held at our Tolson campus, the following initiatives have been implemented during the 2015 – 2016 school-year:

Increased Academic Growth with an emphasis on robust student engagement and differentiated instruction:

- Spectrum Phonics embedded into our Balanced Literacy program
- Purchased new curriculum to actively engage students in ELA and Math (Reading Street, enVision, Prentice Hall, Read 180, Pearson Interactive Science)
- Weekly Formative Assessments aligned to school wide scope and sequence of Common Core Standards
- Weekly tracking of Formative Assessments for ELA and Math in grades K-8
- Purchased two computer adaptive programs, Headsprout (K-1) and Study Island (2-8), for intervention and assessment preparation
- Yearlong Professional Development Calendar focused on areas of need for instructional staff – Literacy and Problem Solving Strategies
- Paraprofessionals assigned to each academy for intervention
- Hired new interventionist to assist with low performing classes
- Literacy focused PLC meetings
- Implementation of technology throughout school (80 iPads, 4 mobile Smart boards, at least two desktop computers in each classroom, Mimio projectors, Samsung Chromebooks, LCD projectors in 2-8 grade classrooms, document cameras, Kindles)
- School-wide Walkthrough Data focusing on teacher evaluation indicators and school wide initiatives
- Revised Charter Board PMF Goals

Improved Parent involvement by providing interactive activities and multiple avenues for involvement:

- Implemented our Promising Practice program – Caught Being Good, JIF Jars, Conflict Carpet
- Implemented Parent Advisory Council
- Parent Volunteer Hours – “Got 20” program tracking parent volunteer hours outside each classroom and included on school-wide data dashboard
- Quarterly Parent Data Days
- Parent Information Sessions on Bullying, Curriculum, Common Core State Standards, PARCC Assessment, Discipline, Reading an IEP, Advocating for the Child Effectively and High School Application Process and Transitions
- Parent Teacher Conference Days built into the school calendar

Unique Accomplishments

Hope Community PCS' unique accomplishments support the foundation for our students to demonstrate our vision and model our mission through content, character and community as we continue to strengthen and support our students, staff, families, and community as one unit. Our unique accomplishments are apparent in the events from the day to day existence of the school, from the parents and our community designating that the school's mission helps to mold the positive characteristics of our students based on our mission through the meaning of content, character, and community.

Hope Community PCS received PCSB approval for Charter continuance at the 10-year Charter review. The Tolson campus received their approval for accreditation, the successful validation of our school was due to the dedication of our parents, students, staff and board members. The Lamond campus received the "Gold Ribbon School of Excellence Award" for being one out of five top performing schools on the PARCC Assessment in the area of ELA.

Hope Community PCS – Lamond and Tolson campuses are proud to serve in the Washington, DC community. Our awards and distinctions continue to highlight the achievements of our students, staff, and community who have worked vigorously to showcase our successes.

Lamond	Tolson
The 3rd through 5th grade students partnered with Casey Trees to enhance the school grounds. Creating and enriching environment for the school and the community.	Partnered with the U.S. Marine Corps Reserve "Toys for Tots' Foundation.
Lamond had the opportunity to partner with the Washington Nationals to bring softball and t-ball to our campus. The sponsorship provided our students with uniforms, equipment, and all league fees.	Participated in Classroom Champions (Jerome Clemons met with Secretary of Education, Arnie Duncan)
Lamond was recognized on the DC PCSB's website for Top Performing City DC Public Charter Schools in ELA (Reading). Above State Average for Meeting Expectations and Above (25%) Receiving the "Gold Ribbon School of Excellence Award"	Pee Wee Cheerleaders earned Second Place in their division at the Charm City Masters cheerleading competition.

List of Donors

The Lamond campus received monetary and/or in-kind donations from the following:

- The Washington Nationals

The Tolson campus received monetary and/or in-kind donations from the following:

- Leveling the Playing Field
- Scout Properties

DATA REPORT

III. Lamond

LEA Name: Hope Community PCS
Campus Name: Hope Community PCS – Lamond
Ages Served: Ages 3 – 11
Grades Served: PK-3 – 5
Overall Audited Enrollment: 316
Enrollment by Grade Level: ❖ PK-3 Audited Enrollment – 42 ❖ PK-4 Audited Enrollment – 77 ❖ KG Audited Enrollment – 53 ❖ Grade 1 Audited Enrollment – 42 ❖ Grade 2 Audited Enrollment – 34 ❖ Grade 3 Audited Enrollment – 30 ❖ Grade 4 Audited Enrollment – 28 ❖ Grade 5 Audited Enrollment – 10
Total Number of Instructional Days – 180
Suspension Rate – 2.5%
Expulsion Rate – 0%
Instructional Time Lost to Discipline – 0.01%
Average Daily Attendance – 93.75%
Mid-Year Withdrawals – Not yet validated – DCPCSB stated Mid-Sept.
Mid-Year Entries – Not yet validated – DCPCSB stated Mid-Sept.
Promotion Rate – 99%
Faculty and Staff Data Points
Teacher Attrition Rate – 6.3%
Number of Teachers – 31
Teacher Salary: 1. Average: **$48,244.42** 2. Range – Minimum: **$30,000** Maximum: **$80,000**

IV. Tolson

LEA Name: Hope Community PCS
Campus Name: Hope Community – Tolson
Ages Served: Ages 3 – 14
Grades Served: PK-3 – 8
Overall Audited Enrollment: 520
Enrollment by Grade Level: ❖ PK-3 Audited Enrollment – 29 ❖ PK-4 Audited Enrollment – 97 ❖ KG Audited Enrollment – 61 ❖ Grade 1 Audited Enrollment – 64 ❖ Grade 2 Audited Enrollment – 54 ❖ Grade 3 Audited Enrollment – 47 ❖ Grade 4 Audited Enrollment – 49 ❖ Grade 5 Audited Enrollment – 38 ❖ Grade 6 Audited Enrollment – 25 ❖ Grade 7 Audited Enrollment – 29 ❖ Grade 8 Audited Enrollment – 27
Total Number of Instructional Days – 180
Suspension Rate – 1.5%
Expulsion Rate – 0%
Instructional Time Lost to Discipline – 0%
Average Daily Attendance – 96%
Mid-Year Withdrawals – Not yet validated – DCPCSB stated Mid-Sept.
Mid-Year Entries – Not yet validated – DCPCSB stated Mid-Sept.
Promotion Rate – 99%
Faculty and Staff Data Points
Teacher Attrition Rate – 5.7%
Number of Teachers – 45
Teacher Salary: 1. Average: **$50,852.47** 2. Range – Minimum: **$30,000** Maximum: **$80,000**

Student Demographics

316 Enrolled Students (Lamond)

520 Enrolled Students (Tolson)

Tolson	Lamond	Demographics
95.4%	90%	African American (non-Hispanic)
4.6%	10%	Hispanic
0%	0%	Asian Pacific Islander
0%	0%	Caucasian (non-Hispanic)
0%	0%	American Indian/Alaskan Native
10%	7.2%	Special Education
8.8%	10%	English Language Learners

LEA Three (3) Year Data Trends for Tolson and Lamond Campuses

Student Attendance Rates

	2013 – 2014	2014 – 2015	2015 – 2016
Tolson	98%	93.8%	96%
Lamond	88.3%	90.68%	93.75%

Student Retention Rates

	2013 – 2014	2014 – 2015	2015 – 2016
Tolson	79%	96%	98%
Lamond	73%	73%	88%

Number of Suspensions

	2013 – 2014	2014 – 2015	2015 – 2016
Tolson	6	23	8
Lamond	19	4	8

Number of Expulsions

	2013 – 2014	2014 – 2015	2015 – 2016
Tolson	0	0	0
Lamond	1	0	0

APPENDICES

V. Staff Roster (2015 – 2016)

Tolson

Last Name	First Name	Title	Qualifications
Baylor	Kandice	Paraprofessional	HS
Boone	Taryn	Middle School – Science	BS
Burton	Karen	Pre-K Teacher	BA
Burwell	Roquel	Paraprofessional	HS
Caldwell	Jikko	4th Grade Teacher	BS
Clarke	Tamara	LEA SPED Coordinator	MA
Clemons	Jerome	Middle School – Social Studies	MA
Cotton	Ernest	LEA ELL Coordinator	MA
Cummings	Timothy	Physical Education Teacher	BS
Dorsey	Karida	Intermediate Self-Contained	BS
Exum	Britnee	Paraprofessional	HS
Felix	Rocel	Writing	BS
Fortune	Olette	Kindergarten Teacher	BS
Gill	David	5th Grade Teacher	BS
Harper	E'lena	5th Grade Teacher	BS
Harvey	Angela	Paraprofessional	HS
Hawkins	Delwin	SPED Coordinator	MA
Hendje	Achille	Middle School Math	BS
Herndon	Chelsea	4th Grade Teacher	MA
Hilliard	Gwendolyn	1st Grade Teacher	BS
Huff	Jermia	2nd Grade Teacher	BS
Jackson	Sherell	Creative Expressions	AS
Jackson	Restine	Music Teacher	MA
Johnson	Robert	Pre-K Teacher	BS
Johnson	Marcus	2nd Grade Teacher	BS
Jones	Teairai	Paraprofessional	HS
Knecht	Jason	Athletics & Activities Coordinator	BS
Kuehl	Kendra	3rd Grade Teacher	MA
Lee Gilmore	Chanice	Paraprofessional	HS
Luma	Dagoberg	Spanish Teacher	MA
Mark	Emily	Middle School – ELA	MA
McGuire	Marla	Library/Media Specialist	BS
Merryweather	LaShawn	Paraprofessional	HS
Miller	Michele	Mobile Science Center	MA

Last Name	First Name	Title	Qualifications
Mojica	Renee	Paraprofessional	BS
Moreland	Joy	2nd Grade Teacher	BS
Newsome	Sharonda	Middle School – Math	BA
Quash	Ariel	1st Grade Teacher	MA
Smith	Ebony	Intervention Teacher	HS
Soley	Erin	Kindergarten Teacher	BS
Thomas	LaKesha	Kindergarten Teacher	BS
Upshur	Andrea	Intervention Teacher	HS
Vernon	Ayana	SPED Teacher Pull Out- Prim	BS
Walker	Lauren	SPED Teacher Pull Out- Int	MA
Wallace	Michelle	Pre-K Teacher	BS
Washington	Kayla	Kindergarten Teacher	BS
Washington-Taylor	Erica	SPED Self Contained Teacher	MA
Womack	Robin	Paraprofessional	HS
Wright-Watson	Lucy	Pre-K Teacher	BA

Lamond

Last Name	First Name	Title	Qualifications
Adams	Yadirah	Paraprofessional	AS
Adem	Sameya	1st Grade Teacher	MA
Alexander	Rahmeerah	Paraprofessional	MA
Allen	Jasmine	Aide Float	HS
Bean	Darrell	Paraprofessional	BS
Brooks-Hairston	Berkley	Paraprofessional	HS
Burgess	Edward	Facilities	HS
Callahan	Anzjole	2nd Grade Teacher	BS
Carter	Robin	Kindergarten Teacher	BS
Chalar	Tracia	SPED Coordinator	BS
Clarke	Tamara	ELA SPED Coordinator	MA
Cook	Paris	Business Assistant	BS
Cruz	Ana	Paraprofessional	HS
Derricott-Pinkney	Domeecia	ELL Aide	HS
Edmonds	John	Facilities	HS
Fennell	April	Office Manager	HS
Ferrell	Antionette	Pre-K Teacher	BA
Gentry Nelson	Ashley	3rd Grade Teacher	BA
Goodheart	Lois	Pre-K Teacher	MA
Green	Carlvert	3rd Grade Teacher	MA
Guardado	Lorena	Pre-K Teacher	BS
Hayden-Tharpe	Diana	Principal	MA
Henderson	Troy	Technology	BS
Hill	Gail	2nd Grade Teacher	BS
Johns	Priscilla	Cafeteria Manager	HS
Johnson	Shae	Vice Principal	MA
Jones	Shaundrell	3rd Grade Teacher	BS
Kim	Sun	5th Grade Teacher	MA
King	Claudia	Kindergarten Teacher	MA
Lee	Talaya	Pre-K Teacher	BS
Lovelace	Jenne	Paraprofessional	AA
Marshall	Chloe	Regional Director	DR
Mathis	Jermaine	Paraprofessional	HS
McDowell	Khafi	Business Manager	MA
McNeil	Curtis	Facilities Supervisor	HS
Moore	Ty	Human Resources Manager	Some College
Montgomery	Gabrielle	Curriculum Specialist	BS

Last Name	First Name	Title	Qualifications
Morgan	Michael	Cafeteria Assistant	HS
Obeng	Carl	School Psychologist	MA
Obianuju	Anayaogu	Paraprofessional	AS
Ortega	Claudia	Kindergarten Teacher	MA
Pela	Okiemute	4th Grade Teacher	MA
Poole	Brandyn	Dance/Drama	MA
Salgado	Lorena	Pre-K Teacher	BS
Simms	Teresa	Enrollment Coordinator	BS
Terry	Elizabeth	SPED Teacher	MA
Washington	Shantell	Creative Movement/Health	AS
Williams	Jacqueline	1st Grade Teacher	MA
Williams	Trina	Compliance Manager	Some College
Wilson	Vanita	Paraprofessional	HS
Yeldell	Tiffany	SPED Coordinator	MA
Young-Myrie	Kinya	Music	BS

VI. Board Roster (2015 – 2016)

Roxane Rucker, Board Chair
Term Start Date: Jan. 2016 – July 2017

Al Campbell, Vice Chair*
Term Start/End Date: Aug. 2015 – Feb. 2017

Aaron Dean, Treasurer
Term Start/End Date: Aug. 2015 – Feb. 2017

Lauvern Williams, Secretary*
Term Start/End Date: Sept. 2012 – Aug. 2017

Marcus Smallwood, Member
Term Start/End Date: Apr. 2016 – Aug. 2017

Christopher Cody, Member*
Term Start/End Date: Apr. 2016 – Aug. 2017

Adam Adler, Member*
Term Start/End Date: Apr. 2016 – Aug. 2017

Orinthia Harris, Member
Term Start/End Date: May 2016 – Aug. 2017

Rana Johnson, Member*
Term Start/End Date: Sept. 2012 – Feb. 2017

Stacy Boykin, Parent Member (Lamond)*
Term Start/End Date: Sept. 2015 – Aug. 2017

Shate Jackson, Parent Member (Tolson)*
Term Start/End Date: Sept. 2015 – Feb. 2017

*Denotes Board Member who ***is*** a D.C. resident

VII. Unaudited Year-End 2015 – 2016 Financial Statement

Hope Community School							
Statement of Operations							
For the Twelve Months Ending June 30, 2016							
		YTD Actual	YTD Budget	Actual vs. Budget		Annual Budget	% Variance
REVENUES							
Federal / State / Local Revenue		$15,828,015	$15,788,587	$39,427		$15,788,587	0%
Supplemental Revenue		$212,394	$155,760	$56,634		$155,760	27%
Total Revenues		$16,040,408	$15,944,347	$96,061		$15,944,347	27%
EXPENSES							
Salaries and Benefits		$7,581,285	$7,777,360	($196,075)		$7,777,360	-3%
Facility Expenses (Rent)		$2,866,283	$2,867,796	($1,514)		$2,867,796	0%
Direct Educational		$429,606	$475,321	($45,715)		$475,321	-11%
Facility Operating		$415,325	$489,550	($74,225)		$489,550	-18%
Faculty Development		$184,928	$227,500	($42,572)		$227,500	-23%
Imagine Indirect Costs		$1,964,540	$1,907,334	$57,206		$1,907,334	3%
Marketing and Enrollment		$24,156	$74,200	($50,045)		$74,200	-207%
General and Adminstrative		$823,405	$767,769	$55,636		$767,769	7%
Start-Up		$60,000	$60,000	$0		$60,000	0%
School Services		$932,769	$846,947	$85,822		$846,947	9%
Total Expenses		$15,282,296	$15,493,776	($211,480)		$15,493,776	-242%
NET INCOME/(LOSS)		$758,113	$450,571	$307,541		$450,571	269%

VIII. Approved 2016 – 2017 Budget

	HOPE	HOPE LAMOND	HOPE TOLSON
	FY 2017 Budget	FY 2017 Budget	FY 2017 Budget
Enrollment	**800**	**310**	**490**
REVENUES			
Federal / State / Local Revenue:			
401-3000-D-00-00-00 Per pupil charter payments	8,825,625	3,529,089	5,296,536
401-3040-0-00-00-00 Per pupil facility allowance	2,457,600	952,320	1,505,280
401-3050-0-00-SP-00 Per pupil allocat-SPED add-ons	2,315,281	885,719	1,429,562
401-3065-D-00-00-00 Per pupil Summer Allotment - District	871,178	326,480	544,698
402-3100-F-01-FE-00 Title Funds-Revenue	393,473	134,162	259,311
402-3100-F-01-ID-00 IDEA-Revenue	97,902	28,265	69,637
402-3102-F-01-ID-00 Federal Entitlements IDEA 619	741	214	527
402-3500-F-01-FS-00 Food Service Revenues-USDA	357,452	132,200	225,252
Total Federal / State / Local Revenue	**15,319,252**	**5,988,449**	**9,330,803**
Supplemental Revenue:			
403-3501-P-01-FS-00 Food Service Revenue-Parents	7,050	3,525	3,525
403-3910-0-00-TS-00 Facility Rental Revenues	27,000	27,000	-
403-3925-0-00-FR-00 Fundraising - net	23,000	13,000	10,000
403-4400-P-01-00-00 Field Trip Revenue	27,000	12,000	15,000
Total Supplemental Revenue	**84,050**	**55,525**	**28,525**
Total Revenues	**15,403,302**	**6,043,974**	**9,359,328**
EXPENSES			
Total Salaries and Benefits	**8,028,173**	**2,863,566**	**5,164,607**
Total Facility Expenses (Rent)	**2,905,119**	**1,570,394**	**1,334,725**
Total Direct Educational	**388,172**	**90,588**	**297,584**
Total Facility Operating	**445,290**	**180,000**	**265,290**
Total Faculty Development	**158,000**	**25,500**	**132,500**
Total Imagine Indirect Costs	**1,840,596**	**720,477**	**1,120,119**
Total Marketing and Enrollment	**44,200**	**10,850**	**33,350**
Total General and Administrative	**550,651**	**240,550**	**310,101**
Total Start-Up	**60,000**	**30,000**	**30,000**
Total School Services	**786,058**	**262,149**	**523,909**
Total Expenses	**15,206,258**	**5,994,074**	**9,212,184**
NET INCOME/(LOSS)	**197,044**	**49,900**	**147,144**

IX. Other Appendices

Acronym Table

Acronym	Name	Definition
CCSS	**Common Core State Standards**	State education chiefs and governors in 48 states collaborated together to develop the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. The standards promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which varied widely from state to state, the Common Core enables collaboration among states on a range of tools and policies, including the: • Development of textbooks, digital media, and other teaching materials • Development and implementation of common comprehensive assessment systems that replace existing state testing systems in order to measure student performance annually and provide teachers with specific feedback to help ensure students are on the path to success • Development of tools and other supports to help educators and schools ensure all students are able to learn the new standards
PARCC	**Partnership for Assessment of Readiness for College and Careers (PARCC)**	The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These high quality K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs.
ELL	**English Language Learners**	Students who speak a language other than English at home and score below proficient on English assessments when they enter into the school system.
FOSS	**Full Option Science System**	FOSS bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed world.
HOUSSE	**High, Objective, Uniform State Standards of Evaluation**	Demonstrates subject matter competency for certain categories of teachers.
HQT	**Highly Qualified Teacher**	A highly qualified teacher or paraprofessional must hold a bachelor's degree, be fully licensed and demonstrate subject-

		matter competency in the core academic areas in which the person teachers.
IDEA	**Individuals with Disabilities Education Act**	IDEA was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive a free appropriate public education, just like other children. The law has been revised many times over the years.
IEP	**Individualized Education Plan**	A written educational program plan designed to meet a child's individual needs.
LEA	**Local Education Agency**	The LEA is the sponsor of the charter school.
NCLB	**No Child Left Behind**	A 2001 federal law that states that a teacher must be highly qualified to teach the demonstrated subject matter.
OSSE	**Office of the State Superintendent of Education**	The Office of the State Superintendent of Education (OSSE) is the State Education Agency for the District of Columbia charged with raising the quality of education for all DC residents. OSSE serves as the District's liaison to the U.S. Department of Education and works closely with the District's traditional and public charter schools to achieve its key dedicated tasks.
PCSB	**Public Charter School Board**	PCSB regularly evaluates DC public charter schools for academic results, compliance with applicable local and federal laws and fiscal management, and holds them accountable for results.
PLC	**Professional Learning Committee**	Teachers have an opportunity to collaborate with their colleagues on an on-going basis to design meaningful lessons and to improve the teaching and learning process that are designed to provide timely assistance to all teachers.
PMF	**Performance Management Framework**	Is a measure used by elementary and middle schools to reflect the academic performance standards of students.
RTI	**Response to Intervention**	Three Tiered method of academic and behavioral intervention used in the United States to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research base instructional interventions for children who continually have difficulty.
SST	**Student Support Team**	A collaborative group of individuals such as the principals, teachers, and support staff members and family that provide student level data and documentation in the specific area of needs for the student. The collaborative group or team collectively works to develop an appropriate intervention to support the needs and goals for that student. The teacher and school officials will carry out the teams desired intervention plan for the following 6-8 weeks. The team will reconvene after the 6-8 weeks of intervention to review all student level data for progress.