

Monument Academy PCS 2015-16 Annual Report

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Table of Contents

Annual Report Narrative

School Description

Mission Statement 2

School Program 2

School Performance

Performance and Progress..... 4

Lessons Learned and Actions Taken 7

Unique Accomplishments 8

List of Donors 8

Data Report 9

Appendices

Staff Roster 10

Board Roster 11

Unaudited Year-End Financial Statement..... 12

Approved 2016-17 Budget..... 13

Annual Report Narrative

I. School Description

A. Mission Statement

Our mission is to provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community; and to create an outstanding school that attracts, supports, and retains exceptional and caring staff.

B. School Program

Summary of Curriculum Design and Instructional Approach:

Each Monument Academy student engages in a personalized learning journey that is experience-based, includes choice, and outlines high expectations. The goal is to develop self-directed learners by engaging students in academic goal setting and structuring an environment that provides options for how students access content, practice new skills, and demonstrate mastery of the standards. Monument Academy has implemented Common Core-aligned curriculum with attention to both the rigor of the content and the teaching practices necessary to help all students achieve mastery. We have chosen the Engage New York curriculum for ELA and Math, and Seeds of Science: Roots of Reading for science. In addition, the adopted intervention curriculums are:

- Wilson Reading Levels 1 & 2
- Visualize/Verbalize from Linda Mood Bell
- Framing Your Thoughts (writing) from Project Read
- Multi-sensory Mathematics from ASDEC

This focus ensures that our students grapple with real world problems and effectively navigate complex texts. In addition to learning in a traditional classroom, our students are exposed to the educational landscape of Washington, DC and beyond. Through a series of field trips, service trips, and guest speakers, our students will connect their learning to their immediate community and the world.

Our middle school schedule has large portions of time set aside for personalized instruction. There are two primary blocks of instructional time for grades 5-6 that are three hours long. One is dedicated to Science and Math and the other to English and Social Studies. There is time within these blocks to provide targeted interventions such as guided reading, Visualize Verbalize and Framed Writing. The schedule is intentionally designed to be flexible and to allow time for acceleration as well as intervention, understanding that our students will come with a variety of academic needs. Our goal is to create an environment where students have times for whole group instruction and where each student has time and supports to work at his/her individual pace and with the appropriate materials. Knowing from the data that many students in care are behind grade level, we have constructed fifth and sixth grade as the years for remediation and mastery of grade level content, although the personalized approach to instruction allows those on or above grade level to continue to progress.

We also provide instruction through the social-emotional curriculum *Positive Action*. It is a systematic educational program that promotes an intrinsic interest in learning and encourages cooperation among students. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions. The effects of the program range from increased academic achievement to dramatic reductions in problem behaviors.

Summary of Parent Involvement Efforts

We held parent-teacher conferences 4 times last year. Additionally, we had 4 family days where student work was exhibited and students put on a talent show and did presentations of work they were doing in their different classes. We also held 4 evening parent meetings to review ways in which the school and families could collaborate to support student learning, safety, social media and bullying prevention. Well-being staff conduct family and student intakes for new students. Finally, our staff of well-being counselors, teachers, behavior support and houseparents are in constant communication with parents to discuss growth, challenges, mental health and share updates.

We have hired a full time Family and Community Outreach Coordinator to increase the frequency and depth of parent engagement, and are partnering with Flamboyant to enhance collaboration and parent involvement.

II. School Performance

A. Performance and Progress

Achieving the Mission

Monument Academy is D.C.'s only school targeting the needs of the most vulnerable, at-risk middle school students. Our mission is to provide students, particularly those who are in or at risk of entering foster care, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community. This includes children who are in a formal removal, who are living in kin-care, who are experiencing homelessness, and who belong to families with prior or current CFSA involvement.

We have been successful in our outreach, as roughly 84% of our students have been involved with the child welfare system. We are providing stability through our family-style weekday boarding program, where students are acquiring social and emotional skills as well as life skills.

Our academic focus is to remediate and accelerate student learning so that they may meet or exceed their annual growth goals on Northwest Education Association Measures of Academic Progress (NWEA-MAP) and to close the achievement gap between them and the District-wide average. We have selected interventions and instructional tools that are research-based and span all levels of intervention from tier 1 core instructional approaches to tier 3 interventions for those with the most significant skill gaps. This year we are hiring reading and math intervention specialists to work with our Response to Intervention Coordinator in identifying the students and the intervention approaches, and to monitor and evaluate students' progress.

Our intervention selections focus on multisensory instructional approaches, which allow students to make connections and learn concepts in multiple ways and is proven to increase understanding and retention.

Our first set of instructional tools and interventions address Reading proficiency. The interventions are assigned to students based upon the Fountas & Pinnell Benchmark Assessment System which is a 1:1 assessment that includes a running record to identify students' independent reading level and expose skill deficits.

Guided reading is a universal (tier 1) instructional approach that guides students while they read aloud at their instructional level (just beyond their independent level) and introduces comprehension-based mini-lessons in order to ensure continual growth.

eSpark is a universal, research-based instructional supplement, providing a bundle of highly researched and carefully selected 3rd party applications that are aligned to the Common Core standards, and is customizable to target individual student learning goals, promote self-directed learning, and engage multiple senses.

Visualize/Verbalize (Lindamood-Bell) is a tier 2 intervention used for readers who read fluently but struggle with comprehension and who lack concept imagery. It teaches readers to visualize and verbalize what they are reading in order to develop stronger overall comprehension and critical thinking skills.

Wilson (Wilson Language Training) reading is a tier 3 intervention for readers who have word-level deficits and require multisensory language instruction. It focuses on phonemic awareness, sight words, decoding, and encoding.

The second set of instructional tools and interventions address Writing proficiency. The Writing Revolution (Hochman Method) is a research-based universal approach that focuses on writing across the curriculum. It targets analytical thinking and writing in order to help students meet Common Core writing standards. Framing Your Thoughts is a tier 2 intervention that addresses student proficiency in sentence structure and applied writing through multisensory activities and sequential instruction.

The final set of instructional tools and interventions address Mathematics proficiency. They are research-based and move students from the concrete (models that can be held) to the representational (visual representations such as drawings) to the abstract (numbers and symbols) to ensure students have a solid understanding of the material.

Spatial Temporal (ST) Math (Mind Research Institute) is a universal (tier 1) research-based instructional supplement. It is game-based instructional software that uses language-independent visual representations of Math concepts which allows students to master Math conceptually before modeling those concepts abstractly.

Multisensory Mathematics (ASDEC) is a tier 2 or 3 intervention that utilizes a multisensory approach and relies heavily on instruction around the concrete models of mathematics. Manipulatives are used to teach all concepts prior to moving into visual and abstract models.

In addition, we have a well-being team that includes a Director, who is a licensed clinical psychologist and a team of therapists with a caseload of roughly 12 students. We have a psychiatrist from Georgetown who is on campus 1 day/week to see referred students and families, and provide professional consultation and development for staff. For 2016/17 we will have a medical resident on campus as well. This well-being staff allows us to provide therapeutic services to all students, even those who do not have this as part of their IEP. They also assist teachers with implementing our social-emotional curriculum, Positive Action.

We also have a student culture staff that run a skills center, an “out of community” program and restorative practices to work with students who have struggled with behavior. The purpose is to teach (and re-teach) skills. For those students with the most serious behaviors it provides a way to isolate them in school, offer instruction and restorative practices as an alternative to sending them home, giving them the opportunity to demonstrate that they can return safely to the full academic program.

Achieving School Goals and Academic Achievement Expectations Detailed in the Charter

Roughly 84% of our students have been involved with the child welfare system. CFSA youth are half as likely to graduate on time as their peers. They change schools more frequently and have twice the out-of-school suspension rates as other students. 15% of our students are homeless, and 13% have been retained twice. More than 30% are on medication. Surveys show that many have had multiple suspensions as a result of behavior. Furthermore, based on our student intake surveys, all of our students have experienced two or more Adverse Childhood Experiences (ACES.), twice the city average and a significant predictor of low academic achievement and dropping out.

Academic need: Students who entered 5th grade in 2015 had 4th grade PARCC scores below every sub-group in Washington, D.C., including at-risk and special education students. Only 3% of Monument Academy students were on track for college and career, and 80% performed at the lowest 2 levels (in contrast with a citywide rate of 21% on track for college and career and 49% performing at the lowest two levels). Our Fall 2015 F&P reading assessments show that nearly 90% entered reading below a level R (grade level), with 33% at the Kindergarten and 1st grade levels and another 33% reading between a 2nd and 3rd grade level. In Fall 2015, we administered the 2015 Northwest Evaluation Association's Measures of Academic Progress assessment (MAP), a normed reference test. It showed that only 8% of Monument Academy students were at the national average of achievement. Nearly 60% of Monument Academy students qualify for an IEP. This compares with a District-wide average of just over 13%. Moreover, 40% of these students have Level 4 IEPs.

Early Progress:

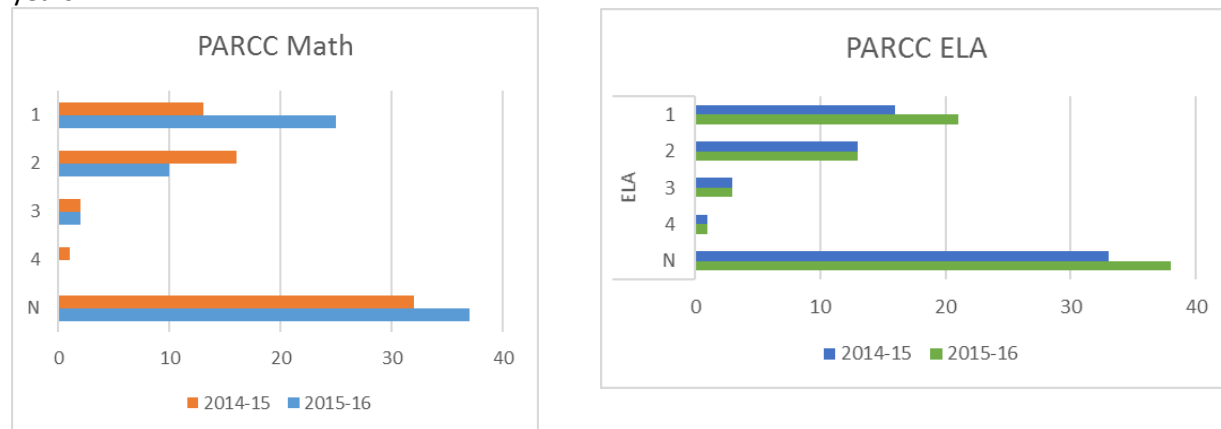
Students are accelerating academically, closing the gap. At the end of the last school year, nearly 40% tested reading at Level T or above. Almost 70% of them grew at least 2 reading levels and roughly 40% of students showed at least 4 levels of growth. Nearly 10% of our students had an impressive 6 or more levels of growth with the highest reaching 9 levels of reading growth. NWEA Measures of Academic Progress showed that by Winter 2016, 75% of MA students met their annual RIT growth goal for ELA and 77% for math. Finally, at least 90% of our students re-enrolled for our second year. All students received counseling services to address their social and emotional needs, and mastered the life skills taught in their first year.

Monument Academy uses the Alternative Accountability Framework as its charter goals, and progress towards these goals can be found on the school's progress report.

PARCC Performance

- We had 37 students take the PARCC in the 2015-16 School Year. Of those students, 33 had taken the PARCC in the previous year.
- The mean change in raw scores for PARCC Math amongst those 33 students was -10.8 points.
- The mean change in raw scores for PARCC ELA amongst those 33 students was +1.06 points.

These charts break down how many students scored at each tier in the 2014-15 and 2015-16 school years:



B. Lessons Learned and Actions Taken

1. In order to minimize aggressive behaviors out of school suspensions we had to dramatically alter our space and add staff.

A significant number of our children came displaying serious behavioral issues, and had prior experiences of multiple suspensions, psychiatric hospitalizations, school movement and unattended mental health needs. Our goal is to minimize suspensions, but given the level of aggression and the lack of space to contain escalated students we had to move quickly to create these space and to add to the staff to guide and supervise these students. Over time we identified some students as requiring a therapeutic placement, and we were better able to work in a more targeted fashion with students with recurring behavioral issues. We built out de-escalation and sensory spaces in different areas.

Nevertheless, space for this programming is still our most significant barrier to working with behavioral needs. Our facilities allocation limits our build out and we have to use spaces for multiple purposes. We are limited in terms of areas where we can contain students and provide targeted interventions. Close proximity can be a setting condition for students as well.

We have added to our out of community programming this year, with a dedicated teacher and a restorative practices specialist. We are also adding more therapy groups in addition to the 1:1 therapy. These include anger management, grief, foster care and “resiliency builder” - a program that teaches interpersonal skills.

2. We need to do more differentiation and provide more challenging work for our most advanced students.

While we saw our lowest level learners make significant strides in reading and academic growth, our highest level students were not always challenged and pushed at their level. This year we will have more options meant to engage them at their level. This includes our very small class sizes, assigning them to teachers who already know them and can provide instruction at their level, and programs such as eSpark that have an array of enrichment offerings.

3. We need more time and strategies for engaging our families in supporting their students.

Although many of our families struggle with homelessness, instability and can often feel overwhelmed by the needs of their students, they participate in high numbers at our family conferences and events. Participation at our end of the year ceremony and student presentations was close to 100%. We need to leverage this to support them with more strategies and opportunities to collaborate, particularly with respect to behavior management and supervision. Many students are on social media, which is a catalyst for a number of the issues brought into school. We would like to offer guardians more strategies for parenting, and opportunities for their own emotional self-care. This year we have a full time Family and Community Outreach Coordinator who is charged with initiatives around these goals.

C. Unique Accomplishments

We have a 90% re-enrollment rate, which speaks to the level of family support for the school. In addition, we received a number of grants, including the Walton Startup grant, the SOAR Academic Quality grant and the SOAR facilities grant (July 16.). We were also selected for the 2016-17 "One of the Best Small Charities of the Greater Washington Region" by the Catalogue for Philanthropy. Our principal received the Roberts Award from New Leaders.

D. List of Donors

The following is a list of donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 in the 2015-16 school year:

Individuals

Donald Graham
Kurt Haglund
Ashley Iddings Charitable Fund
Yolanda Jones
Mark G. Yudof
Christie-Ann Weiss
Emily Bloomfield and Byron Auguste
Laurie Lipper
Brian Jones
Kelli P Washington
Kim Berman
Charles Moore
Laurie and Dennis Crane
Faye Levin
Nicholas C. Lovegrove
Connie Oxford Mcguire

Corporations

Bank of America Wealth Management
Building Hope
MCN
Studio Twenty Seven Architecture
United Bank
EdOps - Customer
3 Oaks Resource Group
Strayer University

Foundations

Community Foundation
Citybridge Foundation
Building Hope

Data Report

General Information	
LEA Name	Monument Academy PCS
Campus Name	Monument Academy PCS
Grades Served	5-6
Audited Enrollment by Grade Level	5 th : 40
Student Data Points	
Data Point	Value
Total Number of Instructional Days	179
Suspension Rate	37.5%
Expulsion Rate	0.0%
Instructional Time Lost to Out-of-School Suspension Rate	1.7%
Average Daily Attendance	
Midyear Withdrawals	
Midyear Entries	
Promotion Rate	NA
College Acceptance Rates	NA
College Admission Test Scores	NA
Graduation Rates	NA
Faculty and Staff Data Points	
Data Point	Value
Teacher Attrition Rate	0.2
Number of Teachers	5
Teacher Salary	Average: \$58,800 Minimum: \$53,000 Maximum: \$65,000

Appendices

Staff Roster

Employee Name	Title	Qualifications
Abdul-Rahim, Muhammad	Behavior Support	Not on file
Bonnette, James	Studnet Life Coordinator	Not on file
Cardoso, Victoria (Rosie)	Development Associate	Bachelors
Carter, James	House Parent	Not on file
Carter, Marilyn	House Parent	Ph.D
College, Kelly	Well-being Counselor	Masters
Crawford, Clifton	Behavior Support	Not on file
Dormus, Hyggens	House Parent	Bachelors
Dormus, Sharyl	House Parent	HS diploma
Ellis, Julia	Special Education Lead Teacher	Bachelors
Fatovic, Margaret (Maggie)	Lead Teacher	Not on file
Gelin, Edeleen (Edleen)	Exploratory Teacher	Not on file
Gibbs, Delonna	Director of Student Life & Extended Day Learning	Not on file
Griffin, Karen	Lead Teacher	Bachelors
Kibaki, Fahari	Well-being Counselor	Masters
Kirchman, Rachel	House Parent	Not on file
Kirchman, Robert (Sam)	House Parent	Not on file
Langmaid, Gerald (Paul)	House Parent	Bachelors
Langmaid, Joy	House Parent	Bachelors
Magrino, Marlene	Founding Principal	Not on file
Magruder, Orlando	Behavior Support	Bachelors
McCatharn, Jennifer	Lead Teacher	Masters
McMichael, David	House Parent	HS diploma
McMichael, Linda	House Parent	HS diploma
McLemore, Savon	Behavior Support	Not on file
Moody, DeAngelo	Behavior Support	Not on file
Miles, Jason	House Parent	Not on file
Miles, Denise	House Parent	Masters
Murphy, Megan	Well-being Counselor	Masters
Nwaneri, Ogo	Lead Teacher	Bachelors
Myers, Amnoni	Behavior Support	Not on file
Nelson, Danielle	Well-being Counselor	Masters
Oriowo, Donna	Well-being Counselor	PHD
Robinson, Whitney	Overnight Resident Assistant	Not on file
Smith, Melissa	Director of Well-being	PHD
Staves, Kimani	Behavior Support	Bachelors
Stuk, Dulcinea	Mathematics Teacher	Not on file
Vann, Alexandra	House Parent	Not on file
Vann, Christopher	Behavior Support	Not on file
Vidaurre, Dale	Behavior Support	Bachelors
Walker, Kenneth	Director of Operations	Not on file
Ward, Sherrita	Behavior Support	Not on file

Board Roster

Name	Role	DC Resident?	Date of Appointment – Date Appointment Expires
Brian Jones	Governance Committee	Yes	
Charles Moore	Finance Committee Chair	Yes	
Emily Bloomfield	Ex-Officio	Yes	
Faye Levin	Governance Committee Chair	No	To 6/30/2019
Jennifer Leonard	Finance Committee, Governance Committee	Yes	To 6/30/2019
Kurt Haglund	Finance Committee	No	
Lisa Bernstein	Academic Committee	Yes	
Lisa Cullins	Advancement Committee	No	
Shawn Hardnett	Academic Committee	No	To 6/30/2019
Todd Bentsen	Advancement Committee Chair	Yes	
Tosin Ogunyoku King	Academic Committee	No	
Tycely Williams	Board Chair	No	To 6/30/2019
Takia Cochran-Brooks	Parent Member	Yes	
Kimberly Lane	Advancement Committee	No	7/1/2016 to 6/30/2019
Renee Smoot	Parent Member	Yes	

[illegible]

Balance Sheet		
Monument Academy		
As of June 30, 2016		
Balance Sheet		
Assets		Amount
Assets		
Current Assets		
	Cash	551,468
	Accounts Receivable	142,480
	Other Current Assets	26,138
	Total Current Assets	720,085
Noncurrent Assets		
	Operating Fixed Assets, Net	107,680
	Total Noncurrent Assets	107,680
	Total Assets	827,766
Liabilities and Equity		Amount
Liabilities and Equity		
Current Liabilities		
	Accounts Payable	64,839
	Other Current Liabilities	3,246
	Total Current Liabilities	68,085
Equity		
	Unrestricted Net Assets	212,670
	Temporarily Restricted Net Assets	0
	Net Income	547,010
	Total Equity	759,681
	Total Liabilities and Equity	827,766

Approved 2016-17 Budget

PCSB Financials (ISP), v1.0

Monument Academy PCS

Income Statement		SY16-17
Account		Future
Event		-
Revenue		
Per Pupil Charter Payments		3,968,561
Per Pupil Facilities Allowance		671,600
Federal Entitlements		109,926
Other Government Funding/Grants		86,992
Private Grants and Donations		450,000
Activity Fees		-
Other Income		-
Total Revenue		5,287,080
Operating Expense		
Personnel Salaries and Benefits		
Principal/Executive Salary		287,000
Teachers Salaries		364,000
Special Education Salaries		651,000
Summer School Salaries		-
Teacher Aides/Assistants Salaries		-
Before/After Care Salaries		-
Other Education Professionals Salaries		586,000
Business/Operations Salaries		265,000
Clerical Salaries		-
Custodial Salaries		-
Other Staff Salaries		456,000
Employee Benefits		508,435
Contracted Staff		-
Staff Development Expense		99,032
Total Personnel Salaries and Benefits		3,216,467

Direct Student Expense	
Textbooks	17,500
Student Supplies and Materials	124,320
Library and Media Center Materials	5,000
Student Assessment Materials	20,000
Contracted Student Services	112,240
Miscellaneous Student Expense	78,247
Total Direct Student Expense	357,307
Occupancy Expenses	
Rent	688,675
Building Maintenance and Repairs	19,380
Utilities	918
Janitorial Supplies	1,143
Contracted Building Services	-
Total Occupancy Expenses	710,116
Office Expenses	
Office Supplies and Materials	81,600
Office Equipment Rental and Maintenance	18,986
Telephone/Telecommunications	20,563
Legal, Accounting and Payroll Services	76,475
Printing and Copying	3,468
Postage and Shipping	1,428
Other	-
Total Office Expenses	202,520
General Expenses	
Insurance	52,091
Transportation	25,000
Food Service	230,320
Administration Fee (to PCSB)	48,371
Management Fee	-
Interest Expense	-
Other General Expense	120,020
Total General Expenses	475,802

Total Ordinary Expenses	4,962,212
Depreciation	
Depreciation Expense	55,044
Total Depreciation	55,044
Total Expenses	5,017,256
Net Income	269,824
Cash Flows	
Net Income	269,824
Operating Activities	
Add Depreciation	55,044
(Increase)/Decrease in Current Assets	-
Increase/(Decrease) in Current Liabilities	-
Cash Flows from Operations	324,868
Investing Activities	
Purchase of property, plant and equipment	(163,586)
Purchase of investment securities	-
Other investing activities	-
Cash Flows from Investing	(163,586)
Financing Activities	
Proceeds from loans / Repayment of loans	-
Repayment of loans	-
Other financing activities	-
Cash Flows from Financing	-
Net cash increase for year	161,282