

Starting Early, Soaring High

 **EAGLE ACADEMY PCS**
at
Congress Heights | Capitol Riverfront



Annual Report to PCSB 2017–2018 School Year

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IMPACT: 15 YEARS OF COMMITTED SERVICE TO OUR STUDENTS, FAMILIES AND COMMUNITY

IN 2018, EAGLE ACADEMY PUBLIC CHARTER SCHOOL celebrated its 15th year of operations in Washington, DC. To celebrate this milestone, the leadership and staff of Eagle Academy Public Charter School have been reflecting on the impact our presence has had on the students, families and communities we have served for the past 15 years. As we look towards our future, we are taking a moment to celebrate our past and the tremendous accomplishments of our students, families and staff. We have come a mighty long way!.

Back in 2000, Cassandra S. Pinkney (Founder) and Joe Smith, PhD (Co-Founder) had a long conversation over dinner about the state of public education in Washington, DC. They realized that there was a need to create an early childhood public charter school that could offer students a quality education in a loving and supportive environment that allowed them to thrive at their own pace.

Mrs. Pinkney, a longtime educator, former DCPS teacher and child advocate, knew that students from disadvantaged communities needed a healthy and loving environment to learn and grow, and receive a good education. She partnered with Dr. Smith and in 2001 submitted an application to DC Public Charter School Board to create the first early childhood public charter school in Washington, DC.

The passage below is from the original application in 2001.

“The philosophy of Eagle Academy Public Charter School is that each child develops at her/his own pace and the educational program must support the student’s learning when the student is ready. How quickly a student learns something is not indicative of how capable a student is. Students who master the fundamentals of reading and mathematics and learn to enjoy their ability to solve problems will succeed in school academically. Students must also learn to work with others effectively and to participate positively in building a school community. Each student must also learn to appreciate himself or herself as an individual....”

In 2002, Eagle Academy Public Charter School was incorporated in the District of Columbia, the city’s first exclusively early childhood public charter school. The school opened in 2003 with 117 students in grades PK3, PK4 and Kindergarten.

Given its success and growth during its first 15 years, Eagle Academy (1) expanded to two locations, adding 1st, 2nd and 3rd grade classrooms; (2) grew to over 900 students; (3) won numerous awards and accolades for its programs, methods, and community engagement; (4) renewed its Middle States accreditation, and (5) became a vital and integral part of the fabric of the communities it serves.

This annual report serves, not only as a record of our accomplishments during the 2017–2018 school year, but as a way to celebrate our first 15 years as well as the approval of our 15-year charter renewal application.

We thank our current and former students and families, communities in which we serve, partners, and staff for this accomplishment.

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SCHOOL DESCRIPTION



MISSION STATEMENT

EAGLE ACADEMY PUBLIC CHARTER SCHOOL'S mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive instructional environment.

HOW WE LIVE OUR MISSION DAILY

Every staff person and volunteer at Eagle Academy Public Charter School is committed to our mission and core values. We carry the legacy of our Founder, Cassandra S. Pinkney with us in all we do for our students, families and communities in which we serve.

Our decisions are based on what is best for our students and families. We have created a culture of inclusivity and open dialogue where staff and volunteers can discuss openly with leadership new models for innovation, best practices and personal anecdotes or observations of what works for our students.

We are committed to fulfilling our mission every day and honored to carry out the vision of our Founder to provide a 'rich, robust learning environment' for our students.

SCHOOL PROGRAM

1. Summary of Curriculum Design and Instructional Approach

In 2002, Cassandra Pinkney and Dr. Joe M. Smith, two long-time educators and child advocates, founded Eagle Academy Public Charter School. The school opened in 2003 as the first exclusively early childhood public charter school in Washington, DC. Mrs. Pinkney passed away unexpectedly on September 30, 2016. Dr. Smith was named CEO at the direction of the Board of Trustees, and has executed the stewardship of Eagle Academy Public Charter School in a diligent and steadfast manner. Eagle Academy has the distinction of being the first early childhood public charter school in DC to be accredited through the prestigious Middle States Association of Colleges and Schools, and its accreditation was recently renewed in 2017.

Eagle Academy is recognized for its outstanding curriculum and instructional programs. In 2011, the school aligned its curriculum with the DC Common Core Early Learning Standards, providing high quality learning at all levels of development. The curriculum and instructional program draws from the "best practices" of research-based, empirically proven early childhood education programs. In 2012, the school established the first early childhood STEAM (Science, Technology, Engineering and Mathematics through the Arts) program in DC.

Eagle Academy served 935 students in the 2017 - 2018 school year

in its two campuses located in SE Washington, DC. The campuses are named after the neighborhoods they serve: Congress Heights and Capitol Riverfront. Eagle Academy provides innovative academic programs for young children in grades PreK3 – 3rd grade. Eagle Academy students' school day starts at 8:30 a.m. and ends at 4:00 pm. For the academic year 2017 - 2018, school began on August 21, 2017 and ended on June 15, 2018.

Eagle Academy was founded with the belief that all children learn in a compassionate, nurturing environment. Our academic program is designed to give our students the support, tools, study habits and education necessary for the next phase of their academic pursuits. Our staff, comprised of diverse, caring, and accomplished professionals, implement our mission daily for our students. Eagle Academy prepares our students to function as future leaders and responsible citizens. We give them the tools necessary to support a successful education while at Eagle Academy, and as they transition to the next phase of their academic pursuits. Our leadership team believes all children can learn and succeed no matter their circumstances and socio-economic background. In order to create a robust and nurturing learning environment at Eagle Academy, we invest in our staff through coaching and professional development, and give them the necessary tools to provide our students with opportunities for continuous learning.

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We understand our students' success stems from their love of learning and is assisted by their teachers' ability to gauge performance and their mastery of the curriculum. We invest in our teachers with instructional coaches, academic supports, professional development, research, and state-of-the-art technology that allow them to maintain excellence in our classrooms as instructional leaders. Coaches and classroom teachers regularly review assessment data and the curriculum to analyze strengths and areas needing attention.

We invest a great deal of time and resources in our instructional staff and the results are promising for our future. During the 2017 – 2018 school year, Eagle Academy's teachers participated in 18 ½ days (approx. 148 hours) of professional development and in addition, each grade level completed professional learning communities (PLCs) to assist our instructional staff with the specific needs of our children at each grade level. Professional development training happens throughout the academic year and allows our instructional staff to gain needed insight and expertise in order to succeed in our classrooms.

The school's mission and culture facilitate the implementation of best practices to sustain our high quality educational programs. The same commitment to quality ensures consistency of experiences throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work cohesively with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social-emotional growth. The faculty is well schooled in the cultivation of developmental skills in the social and emotional areas.

The success of Eagle Academy is primarily due to the dedication of a passionate and dedicated staff, a data driven leadership model, an emphasis on data-driven decision-making, state-of-the-art technology support, and a strong commitment to ongoing professional development and training. In addition, Eagle Academy parents partner with the teachers to support their children to achieve at high levels. Parent participation makes a significant difference at Eagle Academy.

The philosophy of Eagle Academy is that each child develops at her/his own pace and the educational program design must support and incorporate each student's rate of mastery. How quickly a student learns something is not indicative of how capable a student is. The educational program must then create opportunities for each child, tailored to the student's specific needs. Students who master the fundamentals of reading and mathematics and learn to enjoy their ability to solve problems will succeed academically. Students must also learn to work with others effectively and to participate positively in building a school community. Each student must learn to appreciate himself or herself as an individual. All of these positive gains can take place in an environment of child centered learning and problem solving activities, and Eagle Academy works extensively to help facilitate these outcomes.

In preparation for every school year, Eagle Academy's Office of Research, Innovation and Accountability provides a detailed data report on the demographics and academic performance of our students.

Office of Research, Innovation and Accountability (ORIA)

This arm of the organization is designed to support the mission, core values and vision of Eagle Academy. Our work is focused on a multi-leveled approach bringing current resources to the school leaders and teachers working in our schools to achieve high quality programs for all. The ultimate goal is to improve student outcomes working with the whole child and addressing the achievement gaps that exist for students living in poverty through research, innovation and data dissemination.

An annual data report is reviewed by leadership and the Board of Trustees to analyze our performance year to year and fall to spring. The leadership team looks at trends, areas for improvement and responds to the recommendations from the Office of Research, Innovation and Accountability on how to intervene to assist our students and teachers.

Data is a key element of our leadership and decision making process, and provides school leadership with a full and complex view of our students, families and communities in which we serve.

SCHOOL DESCRIPTION

In the 2017-2018 school year, who were our students, where did they live and what challenges did they face?

Race			
99% Black/African-American 1% White/Hispanic			

Gender	
Male 52%	Female 48%

Ward of Residence			
1-5 6%	6 7%	7 13%	8 73%

86%

Overall Grade Level Distribution						
PK3	PK4	K	1	2	3	
134 15%	196 22%	187 21%	158 18%	112 13%	106 12%	

Students with Disabilities (by Level)	
18% (n=160) of our student population has an SWD status.	

SPED Level	
Level 1	37.5% n = 60
Level 2	28.4% n = 47
Level 3	5.6% n = 9
Level 4	27.5% n = 44

Students with Disabilities (by Disability)	
Developmental Del...	45 28%
Specific Learning ...	44 27%
Speech or Langua...	33 19%
Other Health Impai...	18 11%
Multiple Disabilities	11 7%
Autism	10 6%
Emotional Disturb...	3 2%

AVERAGE SCHOOL DAY

Our school programs for pre-kindergarten and 1st-3rd grades

Grade Level(s)	Course Title	Per Day Average
PK3	Big Day Curriculum	90 minutes per day
PK4	Big Day Curriculum	115 minutes per day
Kindergarten	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	105 minutes per day
	enVisionMath Curriculum	75 minutes per day
	Social Studies	30 minutes per day for five (5) days for two (2) quarters
	Science	30 minutes per day for five (5) days for two (2) quarters
	Writers Workshop	30 minutes
1st Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day for five (5) days for two (2) quarters
	Science	30 minutes per day for five (5) days for two (2) quarters
	Writer's Workshop	30 minutes per day
2nd Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day every day for three (3) weeks (rotation with science)
	Science	30 minutes per day every day for three (3) weeks (rotation with social studies)
	Writer's Workshop	45 minutes per day
3rd Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day every day for three (3) weeks (rotation with science)
	Science	30 minutes per day every day for three (3) weeks (rotation with social studies)
	Writer's Workshop	45 minutes per day

Additionally, Eagle Academy believes in offering enrichment programs to assist our students in expanding their creativity. The enrichment classes are Arts, STEAM, Library and Physical Education (including swimming). On average, each student has sixty minutes per day of special enrichment curriculum. In the 2017 – 2018 school year, we also added Spanish as a part of our educational curriculum at both campuses.

Eagle Academy’s educational focus is on the creation of a high-quality learning environment committed to building a culture of high expectations. Common Core State Standards and curricula are aligned with the Early Learning Standards. Each grade level

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utilizes developmentally appropriate best practices, supporting student learning with child-centered activities. Teachers demonstrate culturally responsive practices that take into account the diversity of students' ethnic and racial backgrounds. Additionally, at Eagle Academy an early intervention (safety net) program supports students identified with disabilities with promising results. Together in an inclusive classroom, students learn to grow educationally and to interact appropriately with their peers. Eagle Academy also runs a Before and After School Program, and Summer Program.

Eagle Academy's STEAM Program

Established in 2012, Eagle Academy created the first early childhood STEAM (Science, Technology, Engineering, and Mathematics through the Arts) program in DC. Eagle Academy PCS at Congress Heights houses a STEAM Exploratory Lab for students in grades K-3rd, staffed by a full-time STEAM teacher. In addition, Eagle Academy employs a STEAM Integration Specialist who provides PreK3 and PreK4 teachers with in-classroom STEAM-based coaching, mentoring, co-teaching, professional development, observations and debriefings.

The STEAM program at Eagle Academy brings science, technology, engineering, and math through the arts alive for students in a challenging, engaging, exploration based environment, and supports the science and math curriculum in the individual grade level classrooms.

The challenges are based on the Next Generation Science Standards (NGSS), the Common Core Standards for Math (CCSM), the National Common Core Arts Standards (NCCAS), and the International Society of Technology in Education Standards for Technology, Creativity and Innovation (ISTE) to build:

- Communication and Collaboration
- Research and Information Fluency
- Digital Citizenship
- Technology Operations and Concepts

Among the specifics of each discipline, the arts teach essential 21st Century skills: creativity, confident problem solving, perseverance, focus, non-verbal communication, receiving constructive feedback,

collaboration, dedication, and accountability. Experts say these skills will be necessary for our students to succeed in school, the workplace, the community and the world.

Our STEAM program is growing and receiving national recognition Education Post. Our impact has been recognized locally and nationally as we reveal the "Lost Einsteins" in our communities. In 2017, we partnered with the U.S. Department of the Navy on its SeaPerch program to offer engineering education to our students. SeaPerch is an innovative underwater robotics program that provides teachers and students with the resources they need to build an underwater remotely operated vehicle (ROV).

"Students at Eagle Academy are first exposed to robotics in Kindergarten when they're allowed to play and code Wonder Robots. Students learn about how robots work and the materials than can be used to build a robot. Everything from cardboard boxes to aluminum cans and plastic soda bottles are used for students to explore, build and tinker with to develop a positive disposition toward STEM subject matters and related professions. The idea of the progression of the SeaPerch program is for students to experience exploratory play using the tools that go into building their underwater ROV. Over time, the children will be introduced to more advanced ways of interacting with the materials so that, by third grade, they will have the greatest success in their efforts building an ROV."

—COURTNEY BROWN, STEAM TEACHER K-3.

Eagle Academy's Art Program

Art is a therapeutic outlet for our students to showcase their creativity and emotions. Our students' artwork is a source of pride for our families and the larger community. Art is integrated throughout our campuses and used as an instructional tool to engage critical thinking and wonder.

Eagle Academy's Full Service Early Childhood Education Library

In 2010, Eagle Academy housed the first Full Service Early Childhood Education Library at a public school in DC. The library contains a collection of more than 10,000 volumes, including picture

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books, easy readers, classics, contemporary fiction, informational books, science project books, reference materials for research projects, award-winning books, popular paperbacks, DVDs, and teacher resource books.

Our library is an integral part of teaching and learning. The school library facilitates the work of the classroom teacher and ensures each student has equitable access to resources, irrespective of home opportunities or constraints.

Reading offers our students a chance to experience the world through a different prism. It also increases their vocabulary and opens their eyes to a world full of possibilities.

Eagle Academy's Swim Program

Our founder, Cassandra S. Pinkney, was passionate about having a school-based program that would teach students water safety and how to swim. We have long recognized our community's need to have access to a learning pool. As we laid brick to mortar in building Eagle Academy Public Charter School at Congress Heights, we sought to establish an indoor learning pool that would provide our students with swimming lessons, critical not only to their educational development but essential to their fundamental safety. That's where our vision began—and that's how, in 2014, Eagle Academy at Congress Heights became the first elementary school east of the Anacostia River to open an on-campus, indoor pool. In 2015, we completed our first full academic year of the full swimming program. Weekly and as a part of our physical education curriculum, we offer swim lessons to our K-3rd grade students. Our swimming program has received numerous accolades and press due to the importance of teaching young children to swim, and the cultural issues faced by children in disadvantaged socio-economic households in relation to swimming.

Eagle Academy's Parental Engagement Program

At Eagle Academy, we believe parental engagement is vital to our students' success. We encourage all staff to understand that our parents and families are our biggest advocates for the work we do daily. We are a community school. We actively invite our parents, families, stakeholders and local elected representatives to utilize our facilities and engage with our students. We value their input!

Throughout the year, Eagle Academy aims to engage our parents and families to participate in a variety of programs. Eagle Academy employs a full-time Family Engagement Coordinator to assist our families in adapting to the demands of our program, and assist their children in their emotional and social development. Parents and extended family members are the most important advocates for their children. Parents participate in several activities including our Parents Organization, Alumni Outreach Program, Grandparents Program, and a host of events and activities that take place throughout the school year.

Since 2016, Eagle Academy has taken a more aggressive approach to reaching the expansive female population of mothers, grandmothers, aunts and friends (who interact with our students) to help educate them in a safe environment and assist on several personal issues. We designed a monthly gathering dedicated to assist and educate each woman on emotional, mental and physical growth. We have dedicated one night per month at our Congress Heights facility for support groups to discuss everything from time management, cooking, healthy living, money management, housekeeping and mental health. The women's group has secured partnerships with The United States Attorney's Office, United Planning Organization, Black and Missing Kids Foundation, DC Ward 8 City Councilmember Trayon White, 7th District Police Station, and Families on the Rise. Several local celebrities and radio personalities have attended the women's support group to share inspirational stories and give encouragement to the women. By word of mouth, interest in our monthly women's program has greatly increased with an average attendance of 70 women monthly at our support group discussions. Due to our partner relationships, we have successfully helped several mothers gain employment in the community.

This year we added a "pop-up" shop to the monthly support group meeting as a way to engage and support the women in our community. We supply free items such as gently used clothing, laundry detergent, deodorant, toothpaste and other household items. We have been able to provide families with Thanksgiving baskets, winter coats, and backpacks for school. All items are free all we ask it that they take information about our upcoming information sessions and/or support groups. We are excited to continue to

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educate and assist women in our community, mostly mothers of our students, with basic needs and guidance to help them navigate daily life challenges.

Eagle Academy's PRIDE Room

We detailed in our 2016-2017 annual report the violence that had deeply impacted our Congress Heights community. Violence leads to trauma for our students and their families. One of our tenets in our mission statement is a healthy learning environment. Our Board of Trustees and leadership made a strategic decision to invest more resources in our mental health staff for our students. Our efforts did not go unnoticed and in 2018, The Bainum Family Foundation committed to assist us in providing wraparound behavioral and mental health services to our students.

“At Eagle Academy Public Charter School, our core values mandate we give children as many supports as possible to help them succeed in life,” says Joe M. Smith, PhD, CEO of Eagle Academy. “Mental health is a key component of our methodology to assist children with the tools and coping mechanisms necessary to grow, learn and become productive students throughout their futures. With the proper supports and resources from the Bainum Family Foundation and CHHCS, our children will continue to flourish and grow.”

Another challenge of navigating the effects of violence is discipline. Over 30 students in the 2017–2018 school year have been affected by homicide. To curb discipline issues and create a safe space for student-teacher connection, in 2014 Eagle Academy created the PRIDE Room. The PRIDE Room utilizes Positive Behavior Interventions and Supports to assist children who need intervention or an outlet to channel their behavior.

In the 2014-2015 school year, administrators at Eagle Academy gave 1,393 referrals for discipline to the PRIDE room. By the end of 2017, that number was sliced by more than half, to 628.

Eagle Academy has been recognized and received national press on its innovative methods of curbing behavior challenges in students. Sojourners profiled our PRIDE Room program in June of 2018, and highlighted the dozen staff members at both campuses that work with our students, including psychologists, behavior specialists, and mental health counselors.

It is our core belief that helping children navigate the effects of poverty, trauma and economic instability are critical to their success and well-being.

Eagle Academy's Family Engagement Program

Our Family Engagement Coordinator, Community Relations Coordinator and instructional leadership team meet with parents several times per year informally in Eagle Academy's Chat 'n' Chew Program. The Chat 'n' Chew Program provides an opportunity for

parents and school leadership to discuss issues, learn about new activities and programs, and interact/socialize with other parents. These informal programs give parents an outlet to ask questions, gain guidance and give feedback to school leaders. Parents and family members also have the opportunity to participate in a range of events and activities, including:

- Meet the Principals -- Coffee
- Congress Heights Day Parade
- Women's Support Forum (monthly)
- Joyful Food Market
- Back to School Night
- Annual Turkey Drive
- Fall Festival
- Literacy Night
- Math Night
- Mother's Day Tea
- Father's Day Griller
- Toys for Tots/Holiday Gift Giveaways

Chat 'n' Chew (sample topics from 2017 - 2018 School Year)

- Managing Different/Split Household
- Navigating Two Parent Households
- How to Advocate for Children
- Mental Health

In addition, at each individual campus, specific opportunities are available for parent engagement based upon local and community interest. Below are examples of parent engagement activities based on our campus locations:

Congress Heights

- Congress Heights Day & Parade
- ANC Community Meetings
- Coffee with the Principals
- Parents Organization

Capitol Riverfront

- Moms on the Hill
- Navy Yard Holiday Party
- Coffee with the Principal
- Parents Organization



SCHOOL PERFORMANCE AND PROGRESS

1. THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS MISSION, DETAILING PROGRAMS AND/OR METHODOLOGIES THROUGH WHICH THE SCHOOL PURSUES ITS MISSIONS.

At Eagle Academy, our mission drives our daily commitment to provide the best education possible for our students giving them a strong foundation to achieve academic and personal success. Eagle Academy's Board of Trustees and leadership are dedicated to providing what is essential as we go about doing our daily work. At Eagle Academy, we lead by example and our track record of success has been chronicled in several publications and articles to our commitment to providing an exceptional education to our students.

For the 2nd year in a row (2016–2017), our Capitol Riverfront campus earned Tier 1 status and used that designation on all marketing of the campus during the 2017–2018 school year. Eagle Academy PCS at Capitol Riverfront did not earn Tier 1 designation for the 2017–2018 school year. We are working hard to achieve Tier 1 status at both of our campuses in the 2018-2019 school year.

Since its inception, Eagle Academy has been a high-performing school with the majority of our Kindergarten students reading and doing math on or above grade level, and many scoring a year above their grade level. The school achieves its Performance Management Framework (PMF) targets each year. The technology available in the classroom incorporates developmentally appropriate strategies for all students. Ongoing professional development, training and support are available to teachers during the school day and throughout the school year. Every student is given an iPad to use during school hours. Every classroom has a Smartboard for instruction, and ceiling-mounted cameras that provide video feedback for teachers to encourage reflective teaching practices. Teachers can access any part of their lesson at school or from home. All of the software is aligned to ensure that the curriculum meets the DC Common Core Early Learning Standards.

Eagle Academy's Alumni Program

The Eagle Academy Public Charter School Alumni Program seeks to reach, engage and serve all Eagle Academy alumni to foster a lifelong intellectual and emotional connection between Eagle Academy and its graduates, and to provide Eagle Academy with goodwill and support.

Founded in 2015 by the late Cassandra S. Pinkney, the Eagle

Academy Alumni Program is the first alumni program for students graduating from an early childhood education program in Washington, D.C. In 2017, the Alumni Program became one of the first projects of the newly founded Cassandra S. Pinkney Foundation.

We prepare our students to be excellent alumni of Eagle Academy Public Charter School. By the end of 3rd grade, our students are confident individuals with positive self-esteem. They are respectful, effective communicators, creative problem solvers, critical and reflective thinkers, self-directed lifelong learners and proficient users of technology. When our scholars leave Eagle Academy, the goal is for all to be technologically literate students who demonstrate higher order thinking skills. Eagle Academy scholars will be intrinsically motivated to achieve success as mathematical thinkers, proficient readers and writers, explorers of scientific inquiry, and creators and appreciators of the arts.

Eagle Academy's Special Education Department

In 2017–2018, Eagle Academy sustained one of the most comprehensive Special Education programs in the Washington, DC area which began in 2003. It includes: (1) Diagnostic and Prescriptive Evaluations; (2) Individualized Education Programs; (3) Early Childhood Curricula; (4) Related Services which include Occupational, Physical, and Speech Language Therapy; and (5) Behavioral Support and Mental Health Services. Our Special Education Department also conducts home visits to aid parents in better meeting the needs of their children at home. Eagle Academy also provided iPADS and specialized reading software to students with exceptionalities, and runs the first Multi-Sensory Room and Auditory Room at a DC public school.

Our expertise in Special Education drew the attention of U.S. Secretary of Education, Betsy DeVos, who visited Eagle Academy in June 2017 to tour our facility and meet with our school leadership. Secretary DeVos said, "Eagle Academy has incredible students with bright futures ahead."

Multi-Sensory Therapy Room

Eagle's Multi-Sensory Therapy Room—directed by a full-time Occupational Therapist—provides educationally stimulating visual,



auditory, movement, and tactile experiences which help students with various exceptionalities learn in an environment that is tailored to their specific educational needs. Use of this equipment has been shown to help children with autism, challenging behaviors, developmental disabilities, mental illness, and learning disabilities.

Lindamood Bell Reading Lab

Lindamood Bell Reading Lab onsite which provides our students where instruction is based on the individual’s learning needs and embodies an interactive, balanced approach. The instructors teach students to integrate sensory information to help them develop their language and literacy skills.

Applied Behavior Analysis (ABA)

ABA therapy is offered at both campuses under the direction of a Board Certified Behavior Analyst (BCBA) or a Board Certified Assistant Behavior Analyst (BCaBA). Therapists work closely with families, students and teachers and apply the principles of ABA to teach language, social, self-help, academic, daily living and life skills.

Each child is unique and ABA services helps ensure each child has the opportunity to be mainstreamed into a traditional learning environment and become more independent.

2. DESCRIBE THE EXTENT TO WHICH THE SCHOOL IS MEETING ITS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS DETAILED IN ITS CHARTER.

Eagle Academy utilized the DCPCSB’s Performance Management Framework (PMF) for the 2017-2018 school year. Our PMF results are published and are public information. In addition, we used internal measurements to assess our performance and assist as we continuously strive to meet our mission, vision and goals. We are meeting our academic expectations as follows:

For 2017–2018 school year, Eagle Academy utilized several assessments across grade levels as internal measures of our students’ performance.

Teaching Strategies	Checkpoint	Checkpoint	Checkpoint
GOLD PreK3-PreK4	November 2017	February 2018	May 2018
Scholastics BIG DAY SECI PreK3-PreK4	September 2017	January 2017	May 2017
NWEA (Reading and Math) Grades K-3	September 2016	January 2018	May 2018
SSIS Grades K - 2			May 2018
Fountas & Pinnell Grades K-3	September 2017	February 2018	May 2018
PARCC Grade 3			May 2018

EARLY CHILDHOOD GOALS		
2017-2018 Goal	Met/Not	Evidence (% if applicable)
PreK classrooms will average 3.0 or higher in the Emotional Support Domain on the CLASS assessment	Yes	Capitol Riverfront: 6.0 Congress Heights: 6.2
PreK classrooms will average 3.0 or higher in the Classroom Management Domain on the CLASS assessment	Yes	Capitol Riverfront: 5.5 Congress Heights: 5.7
PreK classrooms will average 2 or higher in the Instructional Support Domain on the CLASS assessment	Yes	Capitol Riverfront: 3.6 Congress Heights: 2.8
K – 3 RD GRADE GOALS		
2016-2017 Goal	Met/Not	Evidence (% if applicable)
At least 40% of K-3 students will demonstrate growth in reading, based on the nationally normed assessment NWEA MAP	Yes	Capitol Riverfront: 49% Congress Heights: 44%
At least 40% of K-3 students will demonstrate growth in math, based on the nationally normed assessment NWEA MAP	Yes	Capitol Riverfront: 58% Congress Heights: 45%
2017-18 SCHOOL YEAR PARCC RESULTS		
	Reading	Math
CONGRESS HEIGHTS	20% of students at Level 3 or above (Approaching College and Career Ready and Above) 10% of Students at Level 4 or above (College and Career Ready and Above)	32.2% of students at Level 3 or above (Approaching College and Career Ready and Above) 13.3% of Students at Level 4 or above (College and Career Ready and Above)
CAPITOL RIVERFRONT	40% of students at Level 3 or above (Approaching College and Career Ready and Above) 13.3 % of Students at Level 4 or above (College and Career Ready and Above)	53.3% of students at Level 3 or above (Approaching College and Career Ready and Above) 20% of Students at Level 4 or above (College and Career Ready and Above)

In addition, Eagle Academy achieved 77.6% re-enrollment rate for the Capitol Riverfront campus, and 81.4% rate for the Congress Heights campus. Overall, attendance was 91.3% for Congress Heights which is down from the previous year, and 90.8% for Capitol Riverfront campus which is consistent with previous years.

Each year, as a result of our achievements and assessment performance during the school year, the Board of Trustees of Eagle Academy and its leadership meet to discuss and review performance. Areas for improvement are identified and learned lessons discussed on how to better improve our capabilities.

UNIQUE ACCOMPLISHMENTS

1. Signed agreements and began construction on the new Eagle Academy Public Charter School at Fairlawn, scheduled to open on August 2019.
2. Successfully completed the 15th year charter renewal with DC Public Charter School Board.
3. Celebrated with our staff 15 years of education excellence with a dinner and awards program.
4. Launched the Alumni Program of Eagle Academy Public Charter School.
5. Eagle Academy Alumni Program participated in both graduation ceremonies to engage students and parents who are transitioning to a new school.
6. Renewed Middle States Accreditation for ten additional years.
7. Cassandra S. Pinkney Foundation gave grants to Eagle Academy students to attend a summer STEM camp.
8. CEO, Joe Smith, and key staff met with U.S. Secretary of Education Betsy DeVos and members of her leadership staff for an in-person follow-up meeting from her June 2017 visit to the school.
9. Eric Jensen, a world-renowned educator and neuroscientist, conducted professional training for our teaching staff and administrators.
10. Organized and conducted 9 Eagle Academy Monthly Women's Forum.
11. Maintained in-seat attendance rate from the previous year at our Capitol Riverfront campus.
12. Parents attended 3 school events on average.
13. Offered parents a total of 4 different parent education sessions, including parenting skills, curriculum and assessments, social-emotional supports, and academic support.
14. Maintained high student and parent participation in Eagle Academy Congress Heights Science Fair with over 100 individual and class projects for grades PreK3–3rd grade.
15. Second grader, Shaunah Boone-Williams, won 2nd place at the DC Citywide STEM Fair in the Earth Science category.
16. STEAM Integration Specialist, Karen Brooks-Bauer, was accepted as a representative to OSSE's Environmental Literacy Leadership Cadre for 2017-2019. This opportunity gives children at all grade levels access to environmental education lessons with a variety of partners, including Audubon Naturalist Society, Washington Youth Garden, and EcoRise.
17. Kindergarten and TEC mentor Sabrina Burroughs presented about the importance of media literacy in early childhood education at the 2017 National Association for Media Literacy Education Conference (NAMLE) in Chicago.
18. Selected by EdFuel as one of four schools that participated in the 2017 EdFuel Talent Development and Learning Cohort to build a strong foundation of recruitment initiatives aligned with a new set of teacher competency maps.
19. Selected by the Bainum Family Foundation and the George Washington University Center for Health and Health Care in Schools as one of four schools that are participating in a School-Based Mental Health Community of Practice to receive three years of training and technical assistance to strengthen universal prevention efforts, integrate academic and social-emotional data for decision-making, and coordinate resources between the school, families and community as we implement best practices.
20. Support teachers to continue their education at George Mason University for graduate programs.
21. Continued to maintain a 100% immunization rate and compliance.
22. Continued to maintain high participation rates in the dental screening and cleaning program, in partnership with the DC Department of Health Oral Health Division.
23. Continued its long-term partnership with the DC Department of Behavioral Health that provides two psychologists and three Primary Project Child Associates to work with students in need of behavioral/mental health services.
24. PRIDE Room staff are being trained on Restorative Justice practices through Restorative DC that provides strategies to reduce the number of school suspensions.
25. During the summer, the Teacher Wellness Program was piloted. Teachers had the opportunity to meet with a licensed therapist about strategies for stress management. This program will continue through the 2018-2019 school year.
26. Hosted a "Town Hall" at the National Press Club on the need for more men of color in K-12 education. The event was broadcasted live to the Eagle Academy Public Charter School Facebook page
27. Hosted 300 local community mothers for a Mother's Day Tea and Awards ceremony in our Congress Heights campus.
28. Hosted 85 fathers of our students for a Father's Day Griller and Fish Fry in our Congress Heights campus.
29. Invested in its social media outreach. Over 1,500 parents, families and organizations interacted with the school via Facebook, Twitter and Instagram social media platforms.
30. Conducted a Grandparents Program where grandparents and various family members who live in the communities where the school campuses are located can volunteer at the school for special events and reading programs.
31. Article "Making the Case for Men of Color in Early Childhood Education" by Royston Lyttle was published by over 200 news outlets in the United States. <https://www.charlestonchronicle.net/2017/10/27/making-the-case-for-more-men-of-color-in-early-education/>
32. Press: Op ED by Joe Smith, CEO – Don't Stop Fighting for Fair Treatment in DC Charter Schools <https://www.washingtonexaminer.com/dont-stop-fighting-for-fair-treatment-for-charter-schools-in-dc>
33. Press: WJLA Bringing Awareness to Diversity in Early Childhood Education <https://wjla.com/features/good-morning-washington/bringing-awareness-to-diversity-in-early-childhood-education>
34. Press: The Hill Rag – The Advantages of a STEM Program <http://hillrag.com/2018/01/22/advantages-stem-program/>
35. Press: Education Post – Making the Case for More Men of Color in Early Childhood Education <http://educationpost.org/making-the-case-for-more-men-of-color-in-early-education/>
36. Press: Sojourners – How One DC School Challenging Conventional Wisdom on Discipline <https://sojo.net/articles/how-one-dc-school-challenging-conventional-wisdom-around-school-discipline>
37. Press: Education Dive – Pre to 3 Young Black Men Explore a Pathway to Early Childhood Education <https://www.educationdive.com/news/pre-to-3-young-black-men-explore-a-pathway-to-early-childhood-education/527283/>
38. Press: Education Post - We Can't Ignore the Mental Health of Our Students If We Want Them to Be Successful <http://educationpost.org/we-cant-ignore-the-mental-health-of-our-students-if-we-want-them-to-be-successful/>
39. Press: East of the River DC Students Showcase Their Water Robots <http://eastoftheriverdcnews.com/2018/06/13/eagle-academy-students-showcase-their-water-robots/>
40. Press: DC Military Magazine Eagle Academy at Capitol Riverfront http://www.dcmilitary.com/dc_military_mag/features/eagle-academy-at-capitol-riverfront/article_ffedfbf3-021e-5bd1-ae00-dd5f9d0bb99e.html



MISSION

The mission, vision and core beliefs are the guiding principles by which Eagle Academy operates its academic programs and methodologies.

VISION

Eagle Academy students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared amongst parents/legal guardians, educators and the students themselves. Eagle Academy, to the best of its abilities, provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

CORE BELIEFS

Eagle Academy, a culturally sensitive Early Childhood Learning Community, believes the following:

- We believe each classroom setting serves as a provocative learning environment to promote learning experiences that provides awe and wonderment for the young learner.
- We believe promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- We believe new discoveries are planned with intentionality for students to be independent, critical thinkers developing at their own pace.
- We believe stakeholders must be committed to social competence, emotional well-being, and individual cognitive growth of all students to achieve and exceed District of Columbia Office of State Superintendent of Education (OSSE) Early Childhood Standards.
- We believe students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for life-long-learning.
- We believe a carefully constructed bridge between school and home encourages and invites parents/legal guardians to be partners in the education of their child.
- We believe professional development, training and reflective practices build a common language and a deeper understanding of the teaching and learning process for the faculty and lead to improved academic and social outcomes for students.

The school's mission and culture facilitate the implementation of best practices to sustain our high quality educational programs. The same commitment to quality ensures consistency of experience throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work cohesively with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social-emotional growth. The faculty is well schooled in the cultivation of developmental skills in the social and emotional areas. The success of Eagle Academy is primarily due to the dedication of a passionate and dedicated staff, a data driven coaching model, an emphasis on data-driven decision-making, state-of-the-art technology support, and a strong commitment to ongoing professional development and training. In addition, Eagle Academy parents partner with the teachers to support

their children to achieve at high levels. Parent participation makes a significant difference at Eagle Academy.

Ongoing evaluation of the school's performance through multiple assessment tools continues to inform Eagle Academy's faculty, staff, and parents that students demonstrate academic and social emotional growth. The improvement and expansion of a sustainable assessment system is a major focus of instructional leadership. An assessment team consisting of faculty and administration reviews collected materials to determine what systems need to be utilized in providing targeted, quality data that both informs instruction, and measures the academic progress of our students over time. Teachers and administrators then incorporate research, data, and best practices to translate those findings into instructional and administrative systems that support learning.

LIST OF DONORS



OVER \$500

SY2017-2018 MAJOR FUNDERS

- Office of the State Superintendent of Education (OSSE)
- U.S. Department of Education
- U.S. Department of Agriculture
- United Way of the National Capital Area
- Kids Gardening
- Bainum Family Foundation
- Clark Family Foundation
- United States Tennis Association
- Eagle Academy Staff and Parents

2017-2018 IN-KIND DONATIONS

- National Press Club – Room Fee Waived
- Safeway Foods (donated five \$25 gift cards)
- Giant Foods (donated four \$25 gift cards)
- WALMART (donated six \$25 gift cards)
- Maryland Book Bank (donated 500 books)
- Bojangles (donated 400 pieces of chicken and side dishes, biscuits and ice tea)
- Edible Arrangements (donated two \$50 gift cards)
- Krispy Kreme (donated 10 dozen doughnuts for Teachers Sweet Tooth Bar)
- Home Depot (donated \$300 Master Grill and Tool Set)
- The Perfume Chick (donated three gift bags valued at \$65 each)
- Serve DC (donated paint, furniture, flowers and

volunteers for the Teachers' Lounge Makeover)

- Claire's Gourmet (donated 2 cakes)
- Red Lobster (donated six \$50 gift cards)
- Starbucks (Donated gift bags of coffee and cups)
- US Coast Guard (donated 800 book bags and supplies for students)
- Simply United (donated 75 book bags full of school supplies)
- Honey Ham (donated a \$60 gift card)
- Party City (donated balloons for all events)
- Costco (donated 10 cases of water)
- Lane Bryant (donated 2 \$25.00 gift cards)
- Bed Bath Beyond (Donated Back Massage for Father's Day)
- TJ Maxx (donated two \$25 gift cards)
- Rick's Cafe (donated an Appetizer tray valued at \$35)
- TGI Friday (donated six \$25 gift cards)
- US Air Force (donated Bar-B-Q lunch and volunteer hours)
- KidsGardening.org (Budding Botanist Grant that provided for a new set of raised garden beds, materials and plants)
- Target (Field Trip Grant that funded transportation for the entire Kindergarten team at the Congress Heights campus to attend environmental education programs at the Aquatic Resource Education Center at Anacostia Park)

Starting Early, Soaring High



DATA REPORT—CAPITOL RIVERFRONT CAMPUS



SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Eagle Academy PCS
PCSB	Campus Name: Eagle Academy PCS - Capitol Riverfront
PCSB	Grades served: PK3 – 3
PCSB	Overall Audited Enrollment: 165

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	40	36	35	23	16	15	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Number of days of instructional days : 182

Student Data Points

School	Total number of instructional days: Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 1.8%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 91.5%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. 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.)
PCSB	Midyear Withdrawals: 6.7% (11 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate: 99.8%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 36%
School	Number of Teachers: 12 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$64,500 2. Range -- Minimum: \$ 57,000 Maximum: \$72,000

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

DATA REPORT—CONGRESS HEIGHTS CAMPUS



SY 2016-17 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Eagle Academy PCS
PCSB	Campus Name: Eagle Academy PCS - Congress Heights
PCSB	Grades served: PK3 – 3
PCSB	Overall Audited Enrollment: 770

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	107	167	158	141	101	96	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Number of days of instructional days : 182

Student Data Points

School	Total number of instructional days: Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 2.9%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.02%
PCSB	In-Seat Attendance: 90.0%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. 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.)
PCSB	Midyear Withdrawals: 4.2% (32 students)*
PCSB	Midyear Entries: 0.1% (1 student)*
PCSB	Promotion Rate: 99.8%
PCSB (SY15-16)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY15-16)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>

Faculty and Staff Data Points

School	Teacher Attrition Rate: 31%
School	Number of Teachers: 57 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$64,500 2. Range -- Minimum: \$57,000 Maximum: \$72,000

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Starting Early, Soaring High



STAFF ROSTER—CONGRESS HEIGHTS CAMPUS



Last Name, First Name	Job Title (Employee)	Degree
BATES-CHAMBERS KAREN	1st Grade Teacher	Masters
LAWAL OMOLARA	1st Grade Teacher	Bachelors
ROBB SEQUILLA	1st Grade Teacher	Bachelors
SOLOMON TAMIKA	1st Grade Teacher	Masters
TAYLOR ANNETTE	1st Grade Teacher	Masters
BLOUNT SHAMAAR	2nd Grade Teacher	Bachelors
CASSIS GLENN	2nd Grade Teacher	Masters
JONES JASMINE	2nd Grade Teacher	Masters
LEWIS RICHARD	2nd Grade Teacher	Bachelors
MASSIAH WILLIAM	2nd Grade Teacher	Masters
THOMAS INDRA	2nd Grade Teacher	Masters
MILLER KAMILI	3rd Grade Teacher	Bachelors
THOMAS INDRA	3rd Grade Teacher	Bachelors
THOMPSON HAGLER ANTHONY	3rd Grade Teacher	Bachelors
VALENTINE ERIC	Aquatics Instructor	Bachelors
THOMAS SONYA	Art Teacher	Bachelors
JUSTICE SHANIKIA	Dedicated Aide	Bachelors
SMITH QUARNICKIA	Dedicated Aide	
WILLIAMS JASPER	Dedicated Aide	Bachelors
ROBINSON SHARMEL MARGUITA	Instructional Coach	Bachelors
THAKURTA GARGI	Instructional Coach	Masters
BOZANT DOMINIQUE	Intervention Teacher	Bachelors
GRIFFIN KAREN	Intervention Teacher	Masters
MILTON FRANCINE	Intervention Teacher	Bachelors
TAYLOR TIARRA	Intervention Teacher	Masters
GAHNZ SYDNEY	Kindergarten Teacher	Bachelors
HUETHER-BURNS CHRISTINA	Kindergarten Teacher	Masters
JACKSON ZOE	Kindergarten Teacher	Bachelors
MITCHELL MELANIE	Kindergarten Teacher	Masters
MULLEN CHARLORES	Kindergarten Teacher	Bachelors
SINGH HAMWATTIE	Kindergarten Teacher	Masters
SABIR BRENDA	Librarian	Masters
GRASSO LYNN	Occupational Therapist	Masters
WHITE CHERMARK	Physical Education Coach	Bachelors
BOOKER GARNETT	Prek3 Teacher	Masters
HARDY LANA	Prek3 Teacher	Bachelors
JOHNSON MARY	Prek3 Teacher	Masters
SABB JAQUITTA	Prek3 Teacher	Bachelors
WILLIS CHERICE	Prek3 Teacher	Bachelors
BLASSINGAME SHANNON	Prek4 Teacher	Masters
CYRUS KENNEEL	Prek4 Teacher	Masters
DIGGS TAYLOR	Prek4 Teacher	Bachelors
PEARSON LEAH CHARMARINE	Prek4 Teacher	Bachelors
RUSSELL KACI	Prek4 Teacher	Bachelors
WILSON DAWNE	Prek4 Teacher	Masters
LEONARD MELANIE	Principal	Masters
LYTTLE ROYSTON MAXWELL	Principal	Masters
DIXON FLETCHER	School Assistant	
DRAKE JACQUELINE	School Assistant	
GASKINS GAIL	School Assistant	Bachelors
GRIGGS AUZHANE	School Assistant	

Last Name, First Name	Job Title (Employee)	Degree
JONES MARC	School Assistant	
MAPP SIRI	School Assistant	CDA
MCKNIGHT TAMIKA	School Assistant	CDA
WILSON KRISTIE	Sct Program Director	Masters
WATKINS ASHLEY	Social Worker	Masters
GARCIA MARIA	Spanish Teacher	Masters
BROWN BERNICE	Special Ed Teacher Assistant	Bachelors
DORSEY TERENCE	Special Ed Teacher Assistant	Bachelors
EUBANKS KIMBERLY	Special Ed Teacher Assistant	Bachelors
HEBB SHIRLEY	Special Ed Teacher Assistant	Paraprofessional
SMITH NJERI	Special Ed Teacher Assistant	Paraprofessional
WAINWRIGHT DONNELL	Special Ed Teacher Assistant	Associates
SWALES THOMPSONS TERENA	Special Education Coordinator	Masters
JONES TRENICE JETT	Special Education Director	Masters
COATES-EDMONDS JOYCE	Special Education Teacher	Masters
GRIGGS ADELIA	Special Education Teacher	Bachelors
MANUEL JOVITA	Special Education Teacher	Bachelors
TAYLOR-TOLSON CANDACE	Special Education Teacher	Masters
WILLIAMS JOHN	Special Education Teacher	Masters
ARGENTUM CATURAH	Special Education Teacher	Bachelors
DOUGLAS TRACY	Special Education Teacher	Bachelors
HALE KISHA	Special Education Teacher	Masters
INGRAM TIFFANY	Special Education Teacher	Masters
THOMAS ANGEL	Special Education Teacher	Masters
BRISCOE QUINTINA	Speech Pathologist	Bachelors
RICE DONNA MARIA	Speech Pathologist	Doctorate
ROGERS KALEENA	Speech Pathologist	Masters
ALLEN TANESHA	Sst Coordinator	Doctorate
BROOKS-BAUER KAREN	Steam Integration Specialist	Masters
HEBB EBONY	Substitute Teacher	Bachelors
NICHOLS CARLA	Substitute Teacher	Bachelors
THOMPSON WHITBY EVA	Substitute Teacher	Bachelors
YOUNG CANDYCE	Substitute Teacher	Masters
BELLAMY BROOKE	Teacher Assistant	Bachelors
CANN DEQUIRRY	Teacher Assistant	Masters
CHERRY BERNISE	Teacher Assistant	Associates
CRAIG SHANNON	Teacher Assistant	Associates
FOREMAN LAQUITA	Teacher Assistant	Bachelors
FREEMAN MICHELE	Teacher Assistant	Bachelors
GREEN CARLA CANTRESE	Teacher Assistant	Associates
GREENLEAF BREONIA	Teacher Assistant	Associates
HILL LINDA	Teacher Assistant	Bachelors
JOHNSON JUDY	Teacher Assistant	Paraprofessional
KNATT OMERIAH	Teacher Assistant	
MURRAY CURTIS	Teacher Assistant	
ROBINSON BETTAUJAWA	Teacher Assistant	Bachelors
SMEDLEY ANGELA	Teacher Assistant	Bachelors
SPENCE SHAKIRA	Teacher Assistant	Bachelors
SWEET MATTHEWS RACHELLE	Teacher Assistant	Paraprofessional
MCCOLLUM BUTLER PAMELA	Therapist	Dotorate

ATTRITION RATE SY 17-18 (TEACHERS): 31%

STAFF ROSTER—CAPITOL RIVERFRONT CAMPUS



Last Name, First Name	Job Title (Employee)	Degree
DALE EMILY	1st Grade Teacher	Bachelors
OLIVER CLAUDIA	1st Grade Teacher	Masters
BARNES JESSICA	2nd Grade Teacher	Masters
DIARAM-GRANT SHELLION	3rd Grade Teacher	Masters
BURROUGHS SABRINA	Kindergarten Teacher	Masters
KILEY JANE	Kindergarten Teacher	Masters
LECOIN AARON	Librarian	Bachelors
LOVING VENTURA	Prek3 Teacher	Bachelors
ENRIGHT ERIN	Prek4 Teacher	Bachelors
EPPSTEINER ROSALIND	Prek4 Teacher	Bachelors
OGLIVIE SABRINA	Principal	Masters
THOMAS JANETTE CHRISTINA	School Assistant	
ROJAS GRETCHEN	Spanish Teacher	Bachelors
LAWRENCE FRANCINE	Special Ed Teacher Assistant	Associates
RODGERS REBECCA	Special Education Teacher	Masters
HICKMAN CHARMAINE	Teacher Assistant	Bachelors
HOLDEN WANDA	Teacher Assistant	
LEWIS VANESSA	Teacher Assistant	Paraprofessional
RAWLS ROSA	Teacher Assistant	Bachelors
HOLDEN, WANDA B	TEACHER ASSISTANT	Bachelors
LEWIS, VANESSA	TEACHER ASSISTANT	Paraprofessional
MATTHEWS, ARKEDA	TEACHER ASSISTANT	Bachelors
RAWLS, ROSA	TEACHER ASSISTANT	Bachelors

ATTRITION RATE SY 17-18 (TEACHERS): 36%

STAFF ROSTER—CENTRAL OFFICE

Last Name, First Name	Job Title (Employee)
SMITH, JOE	CHIEF EXECUTIVE OFFICER
ALSTON, KAREN	CHIEF MARKETING OFFICER
CAMPBELL, JOHN	DEVELOPMENT MANAGER
THORNTON, IVANA	EXECUTIVE ASSISTANT
WHITE, ERNECIA	HUMAN RESOURCE
FITZPATRICK, EMILY	DATA ANALYST
MCKEON, KATHLEEN	DIRECTOR OF RESEARCH & INNOVATION
HAMMETT, MELISSA	CHIEF ADMINISTRATIVE OFFICER
KNOWLTON, SCOTT	OPERATIONS DIRECTOR
JONES, JENAE	DIRECTOR OF HUMAN RESOURCES
MARTINEZ FERNANDEZ, MAYRA	DEPUTY CHIEF EXECUTIVE OFFICER
TRIGUEROS, EDUARDO	IT DIRECTOR
MALLORY, JULINDA	BUSINESS MANAGER
JONES, TRENICE JETT	COO/SPECIAL EDUCATION DIRECTOR
MILLER, ANASTASIA	HUMAN RESOURCE
ROBINSON, TIFFANY	DATA ASSESSMENT MANAGER
EDWARDS, RONALD	DATA CHAMPION

“
Trusting Eagle Academy with our child’s education was one of the best decision we made”
 —PARENT

BOARD ROSTER



NAME	TITLE	DC RESIDENT Y, N	DATE OF APPOINTMENT	TERM EXPIRATION
JOHN PINKNEY	Chairperson	Yes	2016	2017
MUNIR ABUBAKER	Parent Representative	Yes	2016	2018
ANGELLE KWEMO	Trustee	Yes	2017	2017
RAVEN PURVIS	Parent Representative	Yes	2014	2017
JOE SMITH	Trustee	Yes	2014	NA
ED MOUTON	Trustee	Yes	2017	2018
THOMASINA THORNTON	Trustee	No	2017	2019

“

Extremely pleased with my children’s education and all the teachers that has helped to mold them into the young geniuses that I inspire them to be!!!

—PARENT

2017–2018 FINANCIAL STATEMENT

	<u>JULY 17 - JUNE 18</u>
ORDINARY INCOME/EXPENSE	
INCOME	
PER PUPIL FUNDING	18,890,588.00
FEDERAL GRANTS	2,572,788.25
OTHER INCOME	1,022,008.10
FEDERAL ENTITLEMENTS	581,866.68
OTHER GOVERNMENT FUNDING/GRANTS	59,938.31
CONTRIBUTIONS & DONATIONS	13,571.07
NON-FEDERAL GRANTS	5,000.00
TOTAL INCOME	23,145,760.41
GROSS PROFIT	23,145,760.41
EXPENSE	
PERSONNEL EXPENSES	13,275,225.85
DIRECT STUDENT COSTS	2,601,685.26
OFFICE EXPENSES	228,539.74
OCCUPANCY EXPENSES	3,046,903.66
GENERAL EXPENSES	2,063,200.37
TOTAL EXPENSE	21,215,554.88
NET ORDINARY INCOME	1,930,205.53
NET INCOME	1,930,205.53

2018–2019 BUDGET

JULY 2018 - JUNE 2019

ORDINARY INCOME/EXPENSE

INCOME

PER PUPIL FUNDING	18,021,871.00
FEDERAL GRANTS	2,308,000.00
OTHER INCOME	550,000.00
FEDERAL ENTITLEMENTS	584,000.00
OTHER GOVERNMENT FUNDING/GRANTS	351,000.00

TOTAL INCOME

21,814,871.00

GROSS PROFIT

21,814,871.00

EXPENSE

PERSONNEL EXPENSES	14,172,986.58
DIRECT STUDENT COSTS	1,525,787.00
OCCUPANCY EXPENSES	1,399,288.00
GENERAL EXPENSES	2,245,106.00
OFFICE EXPENSES	901,467.00

TOTAL EXPENSE

20,244,634.58

NET ORDINARY INCOME

1,570,236.42

DEPRECIATION EXPENSE

804,000.00

NET INCOME

766,236.42

Starting Early, Soaring High