



ANNUAL REPORT 2017–18

Creative Minds International PCS

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Creative Minds International PCS Annual Report 2017–18



**Accredited
School**
2017 - 2020

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MISSION AND PHILOSOPHY



Our Mission

Creative Minds International Public Charter School (CMI) offers early childhood, elementary, and middle school DC public school students a highly engaging, rigorous, international, and inclusive education plan that provides them with the knowledge and skills required for successful participation in a global society through a project- and arts-based international curriculum to foster creativity, self-motivation, social and emotional development, and academic excellence.

At CMI, we strike a unique balance in education by taking a global approach to learning, while always maintaining focus and attention on the development of the individual student.

We encourage and respect individuality, supporting our students to build on their strengths and talents. Through the lens of our international curriculum, our students gain an understanding of, and an appreciation and respect for, differences of all kinds, making them confident, culturally aware individuals capable of succeeding in a diverse and global society.

Report Highlights

- ♦ In 2016–17, CMI became the first public school in the United States to achieve accreditation in the International Primary Curriculum, and the school successfully completed PCSB's five-year charter review.
- ♦ In 2017–18, CMI outperformed average scores for DC Public Schools students on the PARCC Mathematics assessment while serving more than twice as many special education students as in other city schools.
- ♦ We continued to grow the new middle school program, with the addition of seventh grade.
- ♦ Our seventh-grade students (the only cohort of middle school students who had attended CMI for at least two consecutive years) outperformed the charter-sector average scores of seventh-graders by 11 percentage points in ELA and 5 percentage points in Math. Fifty-four percent of our seventh-grade students received special education services.

THE CMI PROGRAM

Our unique and child-centered program is based on three pillars: International Education, Inclusion, and Arts Education and Integration. At CMI, we prepare our students with an international education to help them develop into thoughtful and creative problem-solvers and global citizens. We implement the research-based framework of the International Early Years Curriculum, International Primary Curriculum, and the International Middle Years Curriculum. In addition, we emphasize global-language instruction (Spanish and Mandarin), and partner with schools around the world to share learning experiences.

Our emphasis on inclusion is foundational to CMI's program, which seeks to provide all students with a holistic, child-centered education that values students' individual learning profiles. We understand that in order for students to meet their academic goals, we must help them to reach their social and emotional developmental goals as well. All CMI teachers are trained to apply developmentally appropriate and respectful strategies using Dr. Stanley Greenspan's approach to child development. In addition, the school features two sensory rooms, where specialists work with students to provide the sensory input that children need in order to learn.

Arts Education and Integration is our third pillar. Central to CMI's program, it represents our focus on creativity in learning. Students receive instruction in visual arts and music throughout the day, and benefit from curricular units that feature arts integration.



"Creative Minds is a school that teaches my children to be tolerant, respectful, and appreciative of others. There is so much genuine love at the school. I knew that it would be a perfect fit for our family."

—CMI Parent

CURRICULUM AND INSTRUCTION



At CMI, we intentionally keep class sizes small to allow for individualized and highly differentiated instruction. In 2017–18, our average class size was 19 students. All classes are led by a lead teacher, with support from either one or two teaching assistants or dedicated aides, depending on the needs of the students in the classroom.

CMI is the only public school in DC to implement the **International Early Years Curriculum (IEYC)**, **International Primary Curriculum (IPC)**, and **International Middle Years Curriculum (IMYC)**. Our international curriculum promotes the skills, knowledge, and understanding required for successful participation in a globalized society.

In the spring of 2017, CMI became the **first public charter school in the United States to receive the International Primary Curriculum accreditation**. Ac-

creditation, a multiyear process, required CMI families, students, teachers, and administrators to articulate a shared vision of learning, and demonstrate that students develop strong character, an international perspective, and a deep engagement in interdisciplinary academic learning.

CMI's English language arts (ELA) and mathematics instruction is based on the **National Common Core State Standards**. Through targeted, small-group, and differentiated instruction, our rigorous ELA and math instruction

prepares students to compete nationally with other public and private school students.

The CMI program incorporates **Dr. Stanley Greenspan's developmental approach to education** in order to support individual learning styles that are explained by differences in the ways children process information. This approach also supports students in building skills and capacities, such as logical thinking, gray-area thinking, and self-regulation, that are foundational to academic success.



In addition to arts-integrated learning in the IEYC, IPC, and IMYC, CMI promotes a well-rounded education that includes **arts education** as an autonomous part of our program. We provide our students with music, visual arts, and art and technology classes during the school day and in our after-school programs. All students also receive **global-language instruction** in Spanish and Mandarin.

INTERNATIONAL CURRICULUM

To fulfill CMI's mission of preparing students for success in a global society, we implement the **International Early Years Curriculum (IEYC)**, the **International Primary Curriculum (IPC)**, and the **International Middle Years Curriculum (IMYC)**. These unique international, projects- and arts-based curricula help children develop a sense of their own nationality and culture while also developing respect for the nationalities and cultures



of others. Thematic units combine several academic subjects in an engaging manner that makes learning relevant to real life. Creative, interdisciplinary projects promote deep engagement and provide opportunities for students to integrate their own interests and experiences. Hands-on tasks spark curiosity, encourage teamwork, and help students to make connections between academic subjects and real-world issues. The thoughtful learning cycle also taps into children's strengths, supports areas of growth, and provides a framework for teachers to differentiate and individualize instruction.

In addition to setting forth rigorous academic subject goals, the curricula also help students to achieve their personal and international learning goals.

Subject Goals

Our international curriculum includes rigorous subject-learning goals for the following: language arts, mathematics, science, information technology, design technology, history, geography, music, physical education, and art and society.

International Goals

The IEYC, IPC, and IMYC are

unique in defining international goals that help young children begin the move toward an increasingly sophisticated national and international perspective. The philosophy of "independence and interdependence" runs through the programs, and the international perspective is based on the following:

- ♦ An understanding of one's own national culture.
- ♦ An understanding of the independence of and the interdependence among people.
- ♦ An understanding of the independence of and interdependence among countries.
- ♦ An understanding of the essential similarities among the people and countries of the world.
- ♦ A developing ability to be at ease with others who are different from ourselves.

Personal Goals

At CMI, we know that in order for our students to be ready to participate in a global society, they require more than academic skills. They need strong social and emotional intelligence to navigate an increasingly diverse, global society.

We teach and explore the personal goals and dispositions empha-



sized in the IEYC, IPC, and IMYC. We thoughtfully create developmentally appropriate opportunities for our students to practice these traits throughout the school day and year.

This is how we define the personal goals at CMI:

- ◆ **Adaptability:** We are okay with change. We are able to change our actions or attitude to fit new situations.
- ◆ **Communication:** We share our ideas and let others share theirs. We can express ourselves in a variety of ways, with different types of people.
- ◆ **Cooperation:** We work together and support one another to achieve a goal. We understand that everyone can contribute something different when working together.
- ◆ **Inquiry:** We ask questions to learn new things.

We plan investigations to seek truth and better understand important issues.

- ◆ **Integrity:** We are honest and we help others. We have strong moral principles, and we act on them to improve the lives of others.
- ◆ **Resilience:** We try again, even when it is hard. We handle disappointments with maturity and continue to work toward our goals despite setbacks.
- ◆ **Respect:** We treat others the way we want to be treated. We learn about and accept one another's differences with kindness.
- ◆ **Thoughtfulness:** We think about what we have learned and how it affects ourselves and others. We reflect on our strengths and weaknesses to identify ways to better ourselves.

LITERACY AND MATHEMATICS

CMI's literacy and math goals are based on the National Common Core State Standards. By using small groups and targeted instruction, we support students in making progress toward individual academic goals and in meeting or exceeding US national standards. Because strong literacy skills are imperative to academic success, our program focuses on ensuring all students develop strong reading and writing skills. Our mathematics curriculum fosters the deep conceptual understanding required for successful future learning in high school and beyond.

INCLUSIVE EDUCATION

The CMI program incorporates Dr. Stanley Greenspan's developmental approach to education as presented in *The Learning Tree* (Stanley and Nancy Greenspan, 2010), in order to ensure that students have strong foundational social and cognitive skills and personal attributes required for success in the 21st century.

In *The Learning Tree*, the tree is a metaphor that describes the learning process. The roots represent how children process the world around them through their sensory systems (what they hear, see, smell, and touch). The trunk of the tree represents thinking skills used in both relationships and academic learning. The branches represent skills used in academic learning (speaking, reading, writing, math, and organizing). The ways different children process information explain individual learning rates and styles.

Understanding and supporting each child's unique development in all these areas is crucial for creating inclusive learning opportunities that prepare students for their future academic and personal success and well-being.



Dr. Greenspan's approach embraces the following principles:

- ◆ It is important to know where a child is developmentally in order to plan appropriate educational goals.
- ◆ Children learn best through engagement and meaningful interactions.
- ◆ Relationships with teachers and parents are critical to a child's development.
- ◆ Children's natural interests affect their motivation to learn.

With support from the late Dr. Greenspan's son, Jake Greenspan, our teachers are trained to address the various aspects of learning that affect children's individual academic achievement. Teachers assess children from an early age and assist our students' progress in the key social and cognitive developmental milestones related to learning. For each child, we identify individual



goals to maximize their ability to think, relate, and communicate at different developmental levels.

We also address our students' wellness through opportunities for movement and exercise throughout the school day. Activities include yoga, dance, sensory-integration work, and physically active games. Some students have "sensory diets" integrated into their schedules to provide them with the breaks and activities they need to best focus on learning.

ARTS INTEGRATION & EDUCATION

Research shows that arts education and integration into the curriculum can lead to cognitive and motivational enhancements in learning. Based on studies of arts-integrated schools, this approach

offers inclusive learning opportunities for different types of learners. Students' success in the arts is related to the nature of the instruction, which relies on a combination of both verbal and nonverbal teaching. Arts integration taps into students' visual, kinesthetic, and auditory strengths, engaging them more deeply in learning. Research confirms that students are more motivated to learn through arts-integrated projects that include music, movement, and drama. The International Early Years, Primary, and Middle Years curricula include arts-integrated, thematic curriculum units.

In addition to arts-integrated learning in our academic subjects, we promote a well-rounded education that includes the arts as an autonomous part of the curriculum. We provide our students with music, movement, visual arts, and drama during the school day and in our extended-day programs.

TECHNOLOGY

CMI's technology program provides students with a solid foundation in technology skills, knowledge, and understanding that will serve them well today and into a promising future. At CMI, students use technology to connect with classes in other places, create multimedia projects, and hone skills by using adaptive applications.

Technology is not an add-on at CMI, but rather an integrated part of our curricula. The IPC and IMYC clearly define learning goals that describe the knowledge, skills, and understandings that students should have in information and communication technology. In addition to following the IPC and IMYC goals for technology, CMI implements the International Society for Technology in Education standards for students, which are designed to empower students' voices, support learning as a student-driven process, and prepare students to thrive in a constantly changing technological world.

Perfectly adapted to CMI's philosophy and curriculum, STEAM education (science, technology, engineering, art, and math) helps students become critical and creative thinkers. STEAM projects, such as redesigning a city or building a model of a vertical farm, allow for scientific inquiry, mathematical application, artistic exploration, and hands-on discovery.

Students flourish in their use of modern collaborative technology tools. CMI provides students with the use of Chromebooks (in elementary and middle school) and iPads (in early childhood). Students in CMI's upper elementary and middle school grades make use of Google for Education's suite of authentic and relevant tools for writing, organizing data, designing, and presenting. In addition, students in



all grades have access to a wide range of applications to support learning across content areas.

EARLY CHILDHOOD PROGRAM

International Early Years Curriculum (IEYC)

The IEYC is an innovative, research-based curriculum that integrates play-based learning with thematic learning. The program is based on the philosophy that helping young children learn, ac-



ademically, socially, emotionally, and physically, is the real purpose of schools. Interactive, hands-on projects spark curiosity, engage students, encourage teamwork, and help children make connections between areas of study and their own lives. Curricular units focus on developing the following skills:

- ♦ Independence and interdependence nurture each child's personal goals and his or her relationships with other children.
- ♦ Communicating develops skills in speaking

and listening, reading and writing, early numeracy, and the expressive arts.

- ♦ Exploring develops skills in inquiry.
- ♦ Healthy living encourages children to understand how to look after themselves and one another.

Early childhood (preschool through prekindergarten) classrooms at CMI are characterized by the following:

- ♦ **Play-based learning** is rooted in the IEYC Themes, Learning Strands, and Learning Goals. Our

teachers put research and understanding of best practices of play in early childhood to work. Following the student's lead, teachers engage with students around the themes they are exploring, with the goal of strengthening their social-emotional regulation and deepening their content knowledge. In play, students practice the learning and personal goals, with a special focus on adaptability, communication, and cooperation.

- ◆ **Extensive use of small-group instruction** provides differentiated learning opportunities and supports students in practicing respect, communication, and cooperation. In small-group work, students explore and express the knowledge and skills they are developing through the work in their classrooms with teachers and peers.

- ◆ **Project-based work** gives teachers flexibility to follow children's interests and multiple modalities of learning, while following the IEYC unit sequence and themes.

- ◆ **Arts integration / education and global-language instruction**, central to the CMI program, begins in early childhood. All preschool and prekindergarten students learn both Mandarin Chinese and Spanish.



ELEMENTARY PROGRAM

In kindergarten through fourth grade, the International Primary Curriculum (IPC) provides a rigorous, thematic teaching structure designed to engage children of all abilities in being creative thinkers and problem-solvers in a globalized world. Instructional units bring together core academic subjects, science, social studies, and the arts, enabling children to make links across subjects in exciting and stimulating ways. The curriculum is designed so that students will do the following:

- ◆ Acquire the essential knowledge, skills, and understanding of a broad range of subjects.
- ◆ Engage with their learning through positive experiences so they remain committed to learning throughout their lives.



"I honestly feel that my son's experience at school has made him feel loved and valued every day, and that he's deeply and actively engaged in learning on a level I didn't expect."

—CMI Parent

- ♦ Develop the personal qualities they need to be good, contributing citizens.
- ♦ Develop a sense of their own nationality and culture, and at the same time develop respect for the nationalities and cultures of others.

CMI's elementary program also incorporates the following:

- ♦ **Literacy and math goals based on the National Common Core State Standards.** Our ELA and math curricula are aligned with National Common Core State Standards, to support students in making progress toward individual academic goals and to meet or exceed US national standards.
- ♦ **Reader's and Writer's Workshop** helps develop a lifelong love of reading and writing, with enhanced opportunities for students to exercise their reading choice and to express their unique writer's voice. In small groups, this workshop introduces students to a new skill or strategy, and then provides supported opportunities for students to practice the skill at their level individually and in small groups. The workshop model provides frequent opportunities for students to articulate their thinking, which reinforces the personal goals of communication and thoughtfulness.

- ♦ **Discourse-driven math instruction** focuses on hands-on exploration, problem solving, and conceptual understanding, beyond carrying out math procedures. Exploring multiple pathways to solve problems builds adaptability and resilience. Student-debrief questions and exit tickets help both students and teachers monitor understanding and provide next steps. The Eureka Math curriculum provides the basis for instruction.

- ♦ **Extensive use of small-group work** and the station model provides enhanced opportunities for differentiation. Collaborative teamwork supports students in practicing respect, communication, and cooperation.

- ♦ **Inquiry-based learning** includes thematic, project-based learning with a focus on research. As students pursue their lines of inquiry, they engage in thoughtful learning processes with teachers as facilitators. This approach helps students learn how to frame questions and plan approaches to solving problems. In navigating the uncertainty of less structured questions, students practice adaptability and resilience.

MIDDLE SCHOOL PROGRAM

International Middle Years Curriculum (IMYC)

The IMYC process of learning creates opportunities to connect learning and develop a personal perspective; work with peers; take risks in a safe environment; and become confident, independent, and engaged learners. Learning with the IMYC follows six-week units based on a conceptual idea or theme, called the "big idea." Students link the learning in their different subjects through this big idea, analyzing what they are learning from personal, interpersonal, and global perspectives.

Students regularly reflect on IMYC learning connections by responding to structured questions in a journal. This journaling helps them to formulate their personal and conceptual understanding of the subject knowledge and skills. At the end of each six-week unit, students work individually or in small groups to create and present a media project that reflects their understanding of the ways their subject learning links to the big idea. This gives students the opportunity to express their own ideas through modern and creative media.

Common Core English Language Arts and Math

Middle school literacy and math goals are based on the National Common Core State Standards. Strong literacy skills are imperative to academic success, and our program focuses on all students developing strong reading and writing skills. Our mathematics curriculum and instructional materials foster deep conceptual understanding required for successful future learning in high school and beyond.

In addition to offering students a small class size for all subjects, we further individualize literacy and mathematics instruction by implementing even smaller group instruction based on ongoing assessments administered throughout the school year. Students are grouped on the basis of their strengths and growth areas and receive targeted instruction that maximizes their learning opportunities. Knowing that students will rely on their foundational skills in literacy and math for years to come, we support students in making progress toward individual academic goals while meeting or exceeding US national standards.

The middle school program also incorporates the following elements:

- ◆ **Reader's and Writer's Workshop** helps children develop a lifelong love of reading and writing, with enhanced opportunities to choose readings on the basis of their interests and to express their unique voice as writers. Workshop introduces students to new reading and writing skills and strategies, and then provides supported opportunities for students to practice their skills individually and in small groups. Offering frequent opportunities for students to articulate their thinking, the workshop reinforces the personal goals of communication and thoughtfulness.
- ◆ **Discourse-driven math instruction** focuses on hands-on exploration, problem solving, and con-



Middle school Step Team performs during a community meeting. Our Extended Creative Day program allows students to explore their interests and talents. Activities offered include yoga, team sports, music, art, computer programming, and international activities, such as dance from around the world.

ceptual understanding, beyond carrying out math procedures. Exploring multiple pathways to solve problems builds adaptability and resilience. Student-debrief questions and exit tickets help both students and teachers monitor understanding and provide next steps. The Eureka Math curriculum provides the basis for instruction, to ensure that math learning goals are aligned with National Common Core State Standards.

- ◆ **Extensive use of small-group work** and the station model across all classrooms provides enhanced opportunities for differentiation. Collaborative teamwork supports students in practicing respect, communication, and cooperation.
- ◆ **Science, technology, engineering, arts and math (STEAM)** instruction promotes interdisciplinary learning and hands-on exploration. The IMYC provides the framework needed to ensure that interdisciplinary thinking, learning goals, and project tasks are connected across these sub-

ject areas. At the same time, the CMI curriculum integrates Next Generation Science Standards and standards from the International Society for Technology in Education and the National Council of Teachers of Mathematics. This behind-the-scenes alignment of standards and learning goals ensures that students develop the 21st century knowledge, skills, and understanding they need to succeed in these critical areas.

GLOBAL LANGUAGES

To prepare students with the skills required to engage successfully in a globalized world, we offer them global-language classes. All students in pre-school through third grade received Spanish- and Mandarin-language classes during 2017–18. Students in fourth through seventh grades selected one language in which to specialize, in order to work toward the goal of proficiency.



CMI student dances during an end-of-year performance. CMI students benefit from arts integration in the International Primary and Middle Years curricula. In addition, students take classes in performing and visual arts.



CMI emphasizes health and wellness. All students receive physical education classes and have opportunities for movement and exercise throughout the school day.

EXTENDED CREATIVE DAY

CMI boasts a dynamic and inclusive Extended Creative Day program that includes a wide array of clubs and individual music lessons. For our middle school students, the program includes competitive sports teams and leadership activities. The objective of our after-school programming is to offer enriching, discovery-based activities that complement and support the school's mission and allow students to pursue their talents and interests.

In 2017–18, after-school clubs offered at CMI included ballet, hip-hop, yoga, chess, robotics, and computer coding, among others. Our middle school students formed a step team, a basketball team, a robotics team, and a leadership council. In addition, students of all ages received private lessons in guitar, drums, violin, piano, and bass.

FAMILY INVOLVEMENT

CMI counts on the support and engagement from our families to sustain the vibrant community life of our school. We prioritize meaningful opportunities for family engagement because we understand that active familial involvement improves student academic performance and contributes to a positive school climate.

Our executive director, a CMI parent herself, is deeply committed to fostering a community of engaged, active parents. Two members of our Board of Trustees are also members of the parent community; they lend their professional and personal insight to the board and serve to create stronger trust and transparency between the leadership and the family community.



We make family participation central to academic learning.

Each curricular cycle (every six to eight weeks) features an exit-point activity that is built around demonstrating learning with a multimedia presentation, art exhibit, performance, or display of learning portfolios. Teachers report a 50–70 percent family-participation rate in exit-point activities.

We promote shared learning and thoughtful exchange.

CMI offers family workshops and Coffee Talks—on topics such as child development, health and nutrition, and the CMI curriculum components—and Family Night activities, in which parents and staff present on various topics of interest to our families. These events are scheduled at various times of the morning and evening to accommodate families' differing work schedules. We provide free childcare during evening workshop events to encourage participation. Workshops are designed to help families as they work to support their children's academic and social-emotional development. By using surveys and questionnaires, we make our family workshops responsive to the needs and interests of our community.

We make participation personal, meaningful, and active.

CMI celebrates its multicultural community at a school-wide assembly we call "Community Meeting." The lower school meets for a Community Meeting every other week, and the middle school meets once a month. As part of these events, we invite families to join their children to present about their cultural heritage. This is an opportunity to make families central to one of our core community-building activities. Families attend and support in planning and presenting during these community meetings.



We support a dynamic and active parent-teacher association, known as the Creative Families Association (CFA).

The CFA organizes fundraising events, such as dance parties and a yearly auction; rallies volunteers for special projects, such as building and planting our community garden; and maintains regular communication about school affairs with the family community. Families regularly attend CFA meetings. CFA-sponsored events, such as Winter Fest, movie nights, and the annual auction, attract 50–60 percent of our families.



We have a dedicated parent liaison on staff.

Our parent liaison helps families navigate school processes and procedures; access needed resources, such as translation or social services; and communicate questions and concerns to school leadership.

92.4%

Of families reenrolled in 2017–18.

2,042

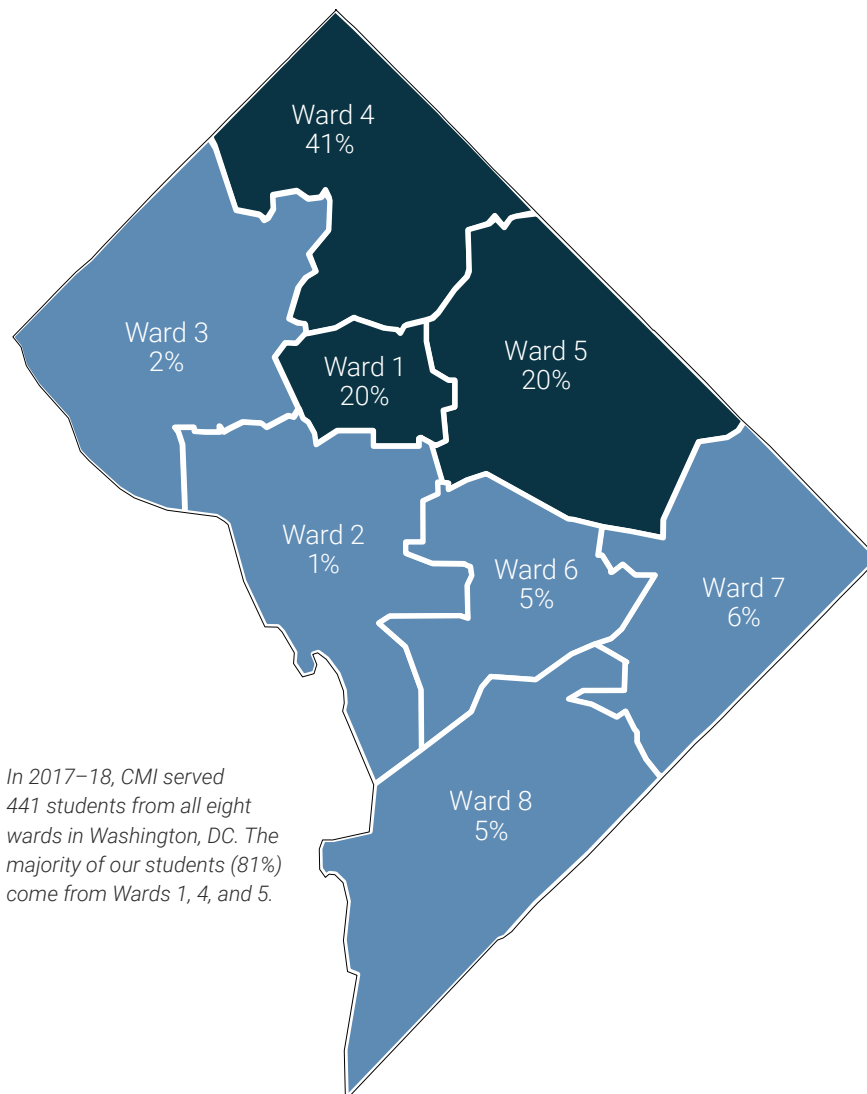
Students on the CMI waitlist in 2017–18, demonstrating the high demand for our unique program.

SCHOOL PERFORMANCE

Meeting Our Mission

For the sixth year in a row, we have accomplished our mission to provide our students with a highly engaging, rigorous, international, and inclusive education. Our successful five-year review conducted by the DC Public Charter School Board in 2016–17 concluded that CMI has met its goals and is unconditionally approved to continue serving DC students without conditions.

CMI allows its students to develop the knowledge and skills required for successful participation in a global society. The project- and arts-based international curriculum fosters creativity, self-motivation, social and emotional development, and academic excellence.



To meet our goals in 2017–18, CMI implemented the following strategies:

- ◆ We used the International Primary Curriculum (for preschool through fourth grade) and the International Middle Years Curriculum (for fifth through seventh grades). These curricula engage students with project- and arts-based activities. Both curricula feature subject, per-

sonal, and international goals, which help students develop a sense of themselves as global citizens who are thoughtful and respectful of differences.

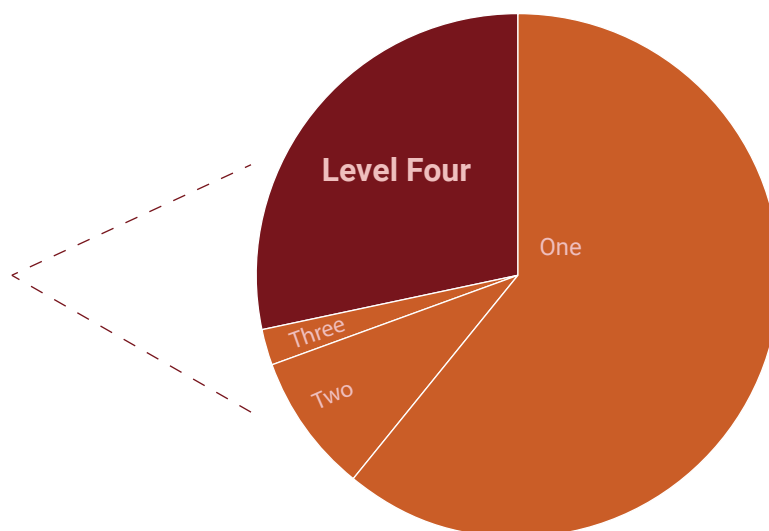
- ◆ We fostered an inclusive learning environment that was responsive to each student's individual learning profile and social-emotional needs. In the 2017–18 school year, 29.7 percent of our students qualified

for special education services, 28.2 percent of whom received Level 4 support. In our PARCC testing grades (third through seventh grades), 39.5 percent of students qualified for special education services.

By maintaining a low student-to-teacher ratio and emphasizing small-group work and differentiated instruction, we

38.9%

of CMI students have Individualized Education Plans (IEPs).



Of our students qualifying for Special Education services, **28.2% require high levels of support (Level Four IEPs)**. The CMI model emphasizes full inclusion, and our students with special needs benefit from our holistic, child-centered approach, which values students' individual learning profiles. **Within this inclusive setting, our students with special needs flourish.** See page 31 for more information.

provided unparalleled academic support to our students with learning differences. Further, the school provided training to teachers and parents in Dr. Stanley Greenspan's developmental approach, allowing us to meet our mission of supporting the social and emotional development of all students.

We maintained our commitment to providing all students with a rich, well-rounded educational program that includes instruction in global languages, music and performing arts, visual arts, and physical education.

◆ **Global languages:** In 2017–18, all students in preschool through third grade received instruction in Spanish and Mandarin Chinese. Students in fourth through sixth grades selected a language of specialization and received instruction in either Spanish or Mandarin.

◆ **Visual and Performing Arts:** All CMI students received classes in music and drama, with visual arts integrated into their IPC and IMYC units of study. Students in fourth through seventh grades benefited from a visual arts and design technology class as well.

◆ **Science, Technology, Engineering, Arts, and Math (STEAM):** With the launch of our new middle school program, we introduced an emphasis on STEAM education, which allows students to build a foundation in the critical STEM fields through meaningful integration with the arts. Our STEAM model is fully inclusive, engaging students with hands-on, experiential projects that encourage collaboration and creative and critical thinking.

◆ **Physical Education:** CMI provided every student with ample opportunity for movement and exercise in 2017–18. All students in preschool through seventh grade received two to three classes of physical education per week. In addition, all students in preschool through third grade received

“We really appreciate CMI’s dedication to inclusion and the way my child has been treated as an important and valued member of the school community.”

—CMI Parent

one hour of recess per day, and students in fourth through sixth grades received daily yoga and meditation class to start their morning. Students with special needs who require special sensory breaks work with occupational therapists in our sensory rooms. These strategies help us to ensure that our students receive the movement and exercise they need to maintain focus and maximize their learning throughout the day.



CMI maintains a low student-to-teacher ratio to support differentiated and individualized instruction. School wide, the ratio of students to teachers in 2017–18 was roughly 10:1.

REACHING CHARTER GOALS

CMI has been successful in meeting its academic expectations and accountability targets for student progress and achievement at all grade levels, with exceptional performance on the Math PARCC assessment. Next year CMI will focus on supporting growth in English Language Arts. Below is a report of how CMI has been meeting the goals in its charter.

Creative Minds International Public Charter School: Goal and Academic-Achievement Expectations	Goal Met or Unmet	Progress Toward Goal						
ENGLISH LANGUAGE ARTS								
At least 80% of prekindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.	Exceeded Goal	95% of preschool and prekindergarten students met this goal.						
On a yearly basis, at least 75% of kindergarten through 2nd-grade students will either demonstrate one year of progress (instructional levels) between fall and spring administrations of the Developmental Reading assessment as determined by the attached growth chart or score on grade level or higher (instructional level) on the Developmental Reading Assessment (K = Level 3; 1st grade = Level 16; 2nd grade = Level 28).	Exceeded Goal	86% of students in kindergarten–2nd grade met this goal.						
The percentage of students scoring proficient or advanced on the state assessment in reading in tested grades will meet or exceed the state average in English Language Arts.	Not Met	<p>CMI did not meet this goal: 30% of CMI students in 3rd–7th grades scored 4+ on the PARCC ELA assessment, compared with a citywide average of 34% for the same grades.</p> <p>2017–18 PARCC Results: ELA Percentage of Students Scoring 4+</p> <table> <tr> <td></td><td>CMI %</td><td>DC %</td></tr> <tr> <td>3rd–7th Grades</td><td>30%</td><td>34%</td></tr> </table>		CMI %	DC %	3rd–7th Grades	30%	34%
	CMI %	DC %						
3rd–7th Grades	30%	34%						
If 50% or more of students qualify as special education the following two targets will apply in place of the previous target: (1) The percentage of special education students scoring proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for Special Education in English Language Arts. (2) The percentage of non–special education students scoring proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for non–special education students in English Language Arts.	Not Applicable							

MATHEMATICS								
At least 80% of prekindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.	Exceeded Goal	98% of students in preschool and prekindergarten met this goal.						
At least 70% of all students in grades K–5 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math on the basis of NWEA MAP national norms by June of each year.	Exceeded Goal	72% of students in kindergarten–5th grade met this goal.						
The percentage of students scoring proficient or advanced on the state assessment in Math in tested grades will meet or exceed the state average in Math.	Met Goal	<p>CMI met this goal. 38% of CMI students in 3rd–7th grades scored 4+ on the PARCC Math assessment, compared with a citywide average of 32% for the same grades.</p> <p>2017–18 PARCC Results: Math Percentage of Students Scoring 4+</p> <table> <tr> <th></th><th>CMI %</th><th>DC %</th></tr> <tr> <td>3rd–7th Grades</td><td>38%</td><td>32%</td></tr> </table>		CMI %	DC %	3rd–7th Grades	38%	32%
	CMI %	DC %						
3rd–7th Grades	38%	32%						
If 50% or more of students qualify as special education the following two targets will apply in place of the previous target: (1) The percentage of special education students scoring proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for Special Education in Math. (2) The percentage of non–special education students scoring proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for non–special education students in Math.	Not Applicable							
FOREIGN LANGUAGE								
Students in all grade levels served at Creative Minds International PCS will spend at least 10% of instructional time each year in visual, performing arts, and foreign-language-based activities.	Met Goal	<p>CMI met this goal. Every week, students in preschool–3rd grade had 60 minutes of instruction in each of these subjects: Mandarin, Spanish, and art. They also received at least 60 minutes of instruction each day related to the IPC and spent at least 15 minutes of that time making or creating art or discussing international-mindedness. Students spent 35 hours in school each week. Students spent 3 of those hours studying Mandarin, Spanish, and art and 30–75 minutes per week doing art-related activities in IPC; this makes for 3.5–4.25 hours per week, or 10%–12% of a student's time in school, in which students studied Mandarin, Spanish, and art.</p> <p>Students in 4th–7th grades had 60 minutes of language instruction daily, for a total of 5 hours per week, or 14% of their time in school; this does not include the time they spent receiving art instruction.</p> <p>Almost all students in preschool–7th grade received global-language instruction. Five students did not participate in language classes due to learning differences.</p>						
INTERNATIONAL								
Creative Minds International PCS will start the accreditation process in its third year of operation (school year 2014–15) with the goal of completing the accreditation process by the school's sixth year of operation, school year 2017–18.	Met Goal	CMI met this goal. CMI achieved accreditation by Fieldwork Education for its implementation of the International Primary Curriculum in April 2017.						

LESSONS LEARNED AND ACTIONS TAKEN

While we are proud of all our accomplishments over the last six years of operation, CMI is committed to continual growth. On the basis of feedback from our staff and family community in 2017–18, we identified the following areas for strategic improvement:

School Leadership

From the fall of 2012, when CMI opened its doors, until the spring of 2017, Dr. Golnar Abedin, our executive director, served as both executive director and instructional leader / principal. Given the growth of our school—our student population has doubled—and the addition of our middle school program, we currently have the following leadership roles and will be recruiting a principal / chief academic officer to meet the needs of our school at large:

- ♦ Lower school director (supported by the lower school special education coordinator and an instructional coach)
- ♦ Middle school director (supported by the middle school special education coordinator and a behavior coach)

Professional Development and Improving Student Learning Opportunities

In April of 2017, CMI implemented the Instructional Culture Insight Survey, from TNTP (The New Teacher Project), to request feedback from staff regarding their professional development opportunities, school climate, and areas for improving student learning and academic results.

Survey results revealed that our greatest strength was creating a welcoming and inclusive learning environment and school culture. Teachers also reported satisfaction with the clarity of feedback they received through the new teach-



er-evaluation system. Teachers requested more frequent observation and feedback outside of formal evaluations, and additional support in differentiating instruction for a wide range of student-learning profiles. In addition, teachers expressed a desire for peer coaching from our experienced teachers.

As a result, our instructional leadership team implemented the following plans for 2017–18:

- ♦ **Hiring a lower school instructional coach** to support the larger number of lower school classrooms through ongoing coaching, with a focus on new CMI staff.
- ♦ **Beginning our Teacher Leader and Team Coordinator programs** to provide peer coaching, growth opportunities, and leadership roles for high performing staff, and to elevate teachers' voices in problem solving and decision-making through monthly meetings with the school's instructional leadership team:

- Teacher Leaders (five high-performing CMI teachers applied and were selected to serve as teacher leaders in the following areas):
 - Early Childhood Coordinator.
 - International Early Years Teacher Leader.
 - Elementary Reader's and Writer's Workshop Teacher Leader.
 - Elementary Mathematics Teacher Leader.
 - International Middle Years Teacher Leader.
- Team Coordinators:
 - Global Language Team Leader.
 - Related Service Provider Team Coordinator / Floor-time Coach.
 - Enlightenment Team Coordinator.

♦ **Individual student-learning profiles for all students:** These documents include each student's formal and informal assessment results, grade-level performance, special learning requirements, and need for behavioral supports and other services. Student-learning profiles feature advice from the previous year's teachers regarding instructional and behavioral supports that have been successful for the student. These profiles help ensure continuity as children transition from grade to

grade, and support teachers in planning for effective differentiation that will set up each student for success.

♦ **Differentiation and ongoing assessment through learning stations and by using i-Ready with a focus on ELA instruction:** The i-Ready software package delivers student instruction, performance diagnostics, and progress reports based on National Common Core State Standards in mathematics and reading. Students take the i-Ready Diagnostic and receive differentiated online instruction according to their ability, with customized reports on student performance and progress throughout the year. While CMI students outperformed the DC charter sector on the PARCC Mathematics assessment, their performance on the PARCC English Language Arts (ELA) assessment was on par with DC averages and needs improvement. While this year we will continue implementing the Reader's and Writer's Workshop in our ELA classes, we will be using i-Ready assessments and personalized learning stations to ensure students are prepared for the Common Core competencies and standards assessed for each grade level.

♦ **Meeting the needs of a wide range of learners:** Our student population grew by 25 percent with the addition of one hun-



dred students in 2017–18; however, we doubled the number of inclusion / special education teachers on staff. In our middle school, where we have the highest percentage of special education students, our ELA and math classes now have a full-time inclusion teacher as well as a full-time general education teacher in the classroom. All middle school classrooms have at least one assistant or dedicated aide present to support the lead teacher. These teachers work closely together to ensure that instruction meets the developmental, social-emotional, and academic needs of all students.

♦ **Weekly team-planning sessions:** All grade-level teams have weekly team-planning

times, during which they have an opportunity to plan for instruction and differentiation, with support from instructional leaders who also review student assessment data with grade-level teams.

♦ **Increasing opportunities for differentiation and 21st century learning through the use of technology:** For school year 2017–18, CMI quadrupled the number of Chromebooks available to students. In fifth through eighth grades, each student has access to a Chromebook, on which they conduct research, and access to Google Classroom and other learning applications. The increased access to technology supports differentiation and enhances 21st century learning opportunities at CMI.

♦ **Enhancing teacher observation and feedback:** Previous classroom-observation forms were based on the school's evaluation system. These classroom-observation forms will still be used for formal and informal observation rounds by each teacher's supervisor, through biweekly coaching cycles. These forms include sections where instructional leaders can list strengths, areas for improvement, and suggested interventions for improved student learning.

♦ **Including teacher leaders in the implementation of professional development:** CMI's experienced and high-performing teachers are among our school's greatest assets. In 2017–18, beginning with our two-week teacher professional development session in August, CMI teachers supported and led professional development sessions, along with the leadership team, in their unique areas of expertise.

Helping Families Plan for High School and Beyond

At this time, CMI does not have plans to add a high school program. It is critical to our mission to support our families—particularly the families of students with special needs—in planning for school and life after middle school. During school years

2016–17 and 2017–18, we conducted a needs assessment, soliciting feedback from families of middle school students on the nature of support they need as they make plans for high school and beyond. On the basis of this feedback, we have made the following plans for school year 2018–19:

♦ Assigning one of our counselors to lead the high school transition-support process for our eighth-graders.

♦ Planning a high school fair to take place during the fall of 2018.

♦ Building personal résumés and portfolios for students to present to high schools that require separate applications.

♦ Providing our middle school families with information about possible high school placement options, in addition to providing them with guidance regarding the application process and schools that would best meet their child's academic and social-emotional needs.

♦ Partnering with the District of Columbia Association for Special Education and the DC Special Education Cooperative to provide our staff and our middle school families with training on secondary-transition planning and the resources available to special education students for high school and beyond, including internships and other DC-based resources. Our goal is to ensure that our students continue to have their academic, social, and emotional needs met in high school and beyond.

UNIQUE ACCOMPLISHMENTS



International Primary Curriculum (IPC) Accreditation

In the spring of 2017, CMI became the first public charter school in the United States to achieve IPC accreditation by Fieldwork Education for the program's implementation of the curriculum for preschool through fifth grade.

Accreditation, a multiyear process, required families, students, teachers, and administrators to articulate a shared vision for the school and demonstrate that CMI students develop strong social, personal, and international skills, and a deep engagement in interdisciplinary learning.

First Middle School Graduating Class

CMI successfully launched its middle school program, welcoming our first two classes of sixth-grade students in the fall of 2016, which became our first seventh-grade class, in 2017–18.

Our middle school program builds on the foundation of our early childhood and elementary programs, with the International Middle Years Curriculum, an emphasis on individualized instruction, differentiated ELA and math instruction, and arts integration and education.

In middle school, our project-based model takes on the depth and rigor of STEAM education, pulling together the critical STEM fields with the arts to provide students with a well-rounded educational experience.

At the end of the 2018–19 school year, our first group of middle schoolers will be graduating from CMI. We are proud to have served as an emotionally and academically inclusive setting

for students through their middle school years, and look forward to supporting their transition to high school.

Successful Completion of the Five-Year Charter Review

In 2016–17 CMI successfully completed its Five-Year Charter Review by the DC Public Charter School Board (PCSB) with approval for the continuance of CMI's charter without conditions.

The review process started with a Qualitative Site Review (QSR), which entailed observations of our classrooms by PCSB staff. The QSR team used the Charlotte Danielson Framework for Teaching to score two domains: Classroom Environment and Instruction. The QSR team scored 88 percent of observations as distinguished or proficient in the Classroom Environment domain. None of the observations were rated as unsatisfactory.

Almost half of the observations in the subdomain of Creating an Environment of Respect and Rapport were rated as distinguished, the highest rating on the rubric. In these observations, teachers demonstrated a high level of care and concern for individual students, and students exhibited high levels of respect for their peers and teachers.

The QSR team scored 82 percent of observations as distinguished or proficient in the Instruction domain. Students were given choices, in terms of both the center-time work they engaged in and how they wanted to demonstrate their learning. Most students were intellectually engaged in open-ended learning tasks throughout the grade levels.



CMI's first robotics team—Robo Squad—won the Design Excellence Award at the DC VEX IQ League Championships in January 2017.

PARCC Results

In 2017–18, there were 172 CMI students in PARCC testing grades three through seven. We were pleased to note that CMI students outperformed DC average scores on the Math assessment. While 39.5 percent of CMI students in testing grades received special education services, compared with an average of 17.3 percent of students in the same grades citywide, CMI students' performance on the PARCC Math assessment exceeded the DC charter average by ten percentage points. Thirty-eight percent of CMI students were proficient and scored 4+, compared to the DC charter school average of 28 percent.

TASH Breakthrough Inclusion Award

In November 2016, CMI received the TASH June Downing Breakthroughs in Inclusive Education Award. Founded in 1975, TASH advocates for human rights and inclusion for people with significant disabilities and support needs. The award honors "the important and courageous contributions of individuals and school districts in advancing inclusive education and equitable opportunities for students preschool through grade 12, particularly those with the most significant disabilities and support needs." CMI received this award in recognition of its inclusion of Level 4 special education students, who are too often segregated or excluded in other mainstream educational settings.

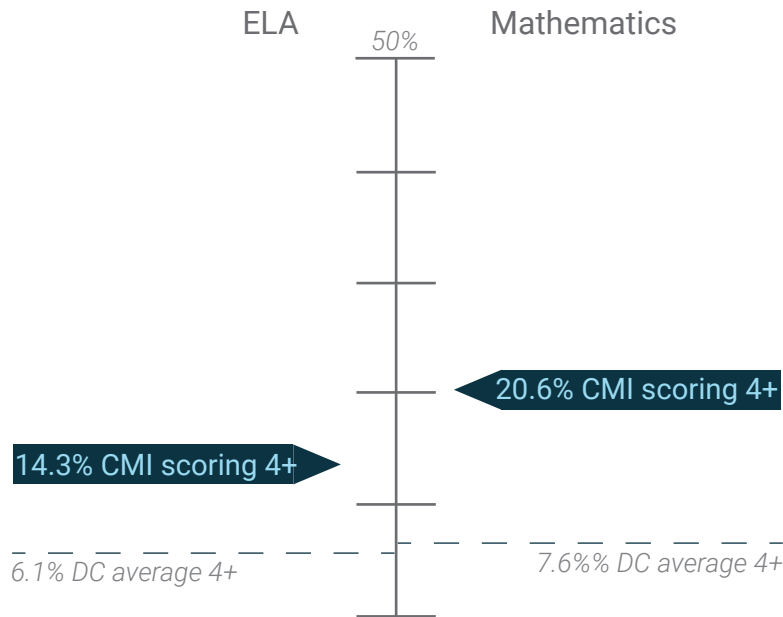
Inclusion of Students with Special Needs

CMI provided robust inclusion services to support students with special needs and include them in all aspects of school life, which contributed to our efforts to build a positive and inclusive school culture

The Benefits of Our Inclusive Program

CMI Students Qualifying for Special Education in 3–7 Grades

vs. DC Averages for Students Qualifying for Special Education



Of our students who qualify for special education services, 14.3% scored at the level of "Meeting or Exceeding Expectations" for college and career readiness (4+) in ELA, and 20.6% did so in math. This far exceeded the average performance of students qualifying for special education in DC, 6.1% of whom scored a 4 or higher in ELA and 7.6% of whom scored a 4 or higher in math.

and community. Families of students with higher levels of special needs continue to choose CMI as an inclusive setting for their children.

After-School Clubs

In addition to providing a well-rounded, child-centered, and rigorous educational program that includes global-language instruction and arts-based and project-based learning opportunities during the school day, CMI successfully expanded its after-school program to provide more opportunities for elementary and early childhood students to participate in art, music, dance, sports, and theater

clubs. Students in middle school helped shape the development of the middle school after-school program, which included sports teams, Step Club, and a robotics team. Our middle school robotics team, Robo Squad, won the Design Excellence Award at the DC VEX IQ League Championships.

SUPPORTERS

CMI was delighted to receive the generous support of individuals, corporations, and foundations in 2017–18. The following donors and grantors contributed monetary or in-kind donations having a value of \$500 or more during the 2017–18 school year:

21st Century Fox	Gregory Roberts	Peter Hristov
Adria and Garth Tingey	James & Caroline Tripp Charitable Fund	Politics and Prose
Aggregate, LLC	Jennifer Hunter	Prita Patel
Amazon Smile	Josh Leopold	Robert Chandler
Andrew Kennedy	Karen Copeland	Saeed Mody and Maunica Sthanki
Asia Society	Kelly Young	Simone and Kirk, LLC
Barbara Jones	Kendra Kinnaird	Tamar Lechter
Benjamin Edelman and Ruth Wielgosz	Keyla S. Photography	Thomas Peng
Bill and Melinda Gate Foundation	Lisa Harlan	Thuy Hoang
Chong Family	Maurice Swinton	Todd Richman
Clio and Anais Blaine	Meaghan VerGow	Tori Robinson
Darren Cambridge	Michael Gehman	Wayne Chong
Derek and Melanie Coburn	Michael Talley	Whitney Johnson
Elizabeth Maclin	Nina Griffith	Will Black
Erin Erlenborn	Norbert White	
Freeman Family	Pat Talbert Smith	

**Indicates in-kind donation.*

DATA REPORT

2017–18 School Data Report	
Source	Data Point
PCSB	LEA Name: Creative Minds International PCS
PCSB	Campus Name: Creative Minds International PCS
PCSB	Grades Served: PK3–7th
PCSB	Overall Audited Enrollment: 441

Enrollment by grade level according to OSSE’s Audited Enrollment Report									
Grade	PK3	PK4	K	1st	2nd	3rd	4th	5th	6th
Student Count	56	61	60	39	40	40	40	35	35
Grade	7	8	9	10	11	12	Alterna- tive	Adult	SPED*
Student Count	35	0	0	0	0	0	0	0	0

**Note: This field is filled in only for St. Coletta Special Education PCS*

Student Data Points

Source	Data Point
School	Total Number of Instructional Days: 176
PCSB	Suspension Rate: 2.7%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.03%
PCSB	In-seat Attendance: 93.9%
PCSB	Average Daily Attendance: (no action necessary)
PCSB	Midyear Withdrawals: 3.9% (17 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate: 100%
PCSB	College Acceptance Rates: not applicable
PCSB	College Admission Test Scores: not applicable
PCSB	Graduation Rates: not applicable

**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.*

Faculty and Staff Data Points

Source	Data Point
School	Teacher Attrition Rate: 38%
School	Number of Teachers: 41
School	Lead Teacher Salary Average: \$48,627 Range: \$40,000– \$65,000

APPENDIX A: STAFF ROSTER

Administration

Golnar Abedin
Founder / Head of School

Raymond Barquero
Operations & Finance Assistant

L'Evelyn Barr
Administrative Assistant

Craig Bednarovsky
Chief Operating Officer

Jennifer Copes
Human Resources Manager

Cesar Espinoza
Administrative Associate /
Receptionist

Molly France
Early Childhood Program and
Data Manager

Carlos Garcia
Operations & Finance Manager

Maura Hoyson
Special Education Coordinator

Mariam Kahn
School Social Worker

Tara LaCroix
School Counselor

James Lafferty-Furphy
Director of Operations &
Compliance

Nayamaka Long
Director of Curriculum and
Instruction

Aura Matias
Registrar and Parent Liaison

Linda Kern Pelzman
Chief Academic Officer

Ana Pereira
Cafeteria Coordinator

Michelle Pianim
Special Education Coordinator

Kelly Vergamini
Special Education Coordinator

Anthony Washington
Middle School Director

Lead Classroom Teachers

Vitna Bailey
Lead Teacher: 3rd Grade

Julie Bowes
Lead Teacher: 2nd Grade

Karen Chipman
Lead Teacher: Prekindergarten

Kimberly Crooks
Lead Teacher: Kindergarten

Lindsay Elcano
Lead Teacher: Prekindergarten

Megan Hahn
Lead Teacher: 4th Grade

Rebekah Hoisl
Lead Teacher: 3rd Grade

Sarah Jennings
Math/Science Teacher: 7th
Grade

Darvin Johnson
Lead Teacher: 4th Grade

Lauren Leister
Lead Teacher: Kindergarten

Toniann Maniscalco
English Language Arts
Humanities Teacher: Middle
School

Amy Nicholson
English Language Arts Teacher:
Middle School

Kiwaski Nix
Math Teacher: Middle School

100%

of lead classroom teachers;
inclusion teachers; and arts,
language and physical education
teachers in 2017–18 had
bachelor's degrees.

40%

of lead classroom teachers;
inclusion teachers; and arts,
language, and physical education
teachers in 2017–18 had
master's degrees.

50%

of student support teachers
in 2017–18 had bachelor's
degrees.

Elizabeth Orfaly
Lead Teacher: Kindergarten

Merideth Piggott-Tooke
Lead Teacher: Prekindergarten

Alicia Ronquillo
Lead Teacher: 1st Grade

Hannah Rousselot
Lead Teacher: Preschool

Stephanie Schey
Lead Teacher: 1st Grade

Heleese Scott
Lead Teacher: 5th Grade

Amanda Tatum
Lead Teacher: 5th Grade

Rachel Vecloch
Lead Teacher: 2nd Grade

Kara Wolf
Lead Teacher: Prekindergarten

Phillip Williams
Lead Teacher: Prekindergarten

Student Support Teachers

Delmesha Adamson
Dedicated Aide

Ramona Akridge
Dedicated Aide

Luz Aponte
Student Support Teacher

Claudia Barbosa
Student Support Teacher

Aidan Bardos
Student Support Teacher

Eddie Bennett
Dedicated Aide

Nicole Calhoun
Dedicated Aide

John Caraway
Dedicated Aide

Ruth Chavarria
Student Support Teacher

Adrian Dixon
Teacher Assistant

Dora Duvasic
Student Support Teacher

Elizabeth Gannaway
Student Support Teacher

Shavone Green
Dedicated Aide

Chantel Hawkins
Dedicated Aide

Kathleen Healy
Student Support Teacher

Stephen Henderson
Student Aide

Lauryn Herschell
Dedicated Aide

Quentin Hook
Teacher Aide

Jasia Johnson
Dedicated Aide

Bethany Leedy
Student Support Teacher

KayAnn McCalla
Dedicated Aid

Sandra Nance
Student Support Teacher

Hasan Payne
Dedicated Aide

Courtney Ray
Student Support Teacher

Nikia Riley
Dedicated Aide

Shannon Smith
Student Support Teacher

Carmen Stewart
Student Support Teacher

Elizabeth Stewart
Dedicated Aide

Titus Upton
Dedicated Aide

Valarie Upton
Student Support Teacher

Sonya Williams
Student Support Teacher

Maribel Ventura
Student Support Teacher

Tashira Watson
Student Support Teacher

Omari Williams
Dedicated Aide

**Arts, Language, and Physical
Education Teachers**

Dominic Elliott
Music & Movement Teacher

Nicholas Galfo
Physical Education Teacher

Paul Goldblatt
Visual Arts Teacher

Maria Isabel Holliday
Spanish Teacher

Yilan Li
Mandarin/Chinese Teacher

Mei-Kuei Liu
Mandarin/Chinese Teacher

Jaime Rodriguez Monzon
Spanish Teacher

Willis Palleschi
Physical Education Teacher

Stephawn Stephens
Music & Movement Teacher

**Inclusion Teachers & Service
Providers**

Nina Abelson
Inclusion Teacher

Deborah Blake
Special Education Teacher

Janki Boghara
Speech Therapist

Rachel Danner
Inclusion Teacher

Brianna D'Alessio
Occupational Therapist

Rosalynd Harris
Behavior Coach

Blakeley Collins Korol
Inclusion Teacher

Anna Jones
Inclusion Teacher

Jennifer Owens
Inclusion Teacher

Christian Roman
Inclusion Teacher

Leslie Sapp
English Language Learner Teacher

Frankie Seabron
Inclusion Teacher

APPENDIX B: BOARD ROSTER

During the 2017–18 school year, the Board of Trustees for Creative Minds International Public Charter School comprised the following members:

Melanie Bowen

Immediate-Past Board Chair / Vice Chair
Chair of Governance Committee
Resident of Virginia
Term: January 2014–June 2018

Jeanie Carr

Secretary-Elect
Member of Academic Excellence Committee
Resident of Washington, DC
Term: May 2017–May 2020

Dionne Tyus Garvin

Co-chair of Development Committee
Resident of Virginia
Term: October 2016–October 2019

Lynn Jennings

Member of Academic Excellence Committee
Resident of Washington, DC
Term: March 2018–March 2021

Ornella Napolitano

Board Chair
Chair of Finance Committee and Member of Governance Committee
Resident of Washington, DC
First Term: September 2014–September 2017
Second Term: September 2017–September 2020

Prita Patel

Treasurer
Chair of Finance Committee
Resident of Washington, DC
Term: May 2017–May 2020

Eric Reese

Vice Chair / Acting Secretary
Co-Chair of Development Committee
Resident of Washington, DC
Term: November 2016–November 2019

Rahul Sinha

Member of Academic Excellence Committee
Resident of Washington, DC
Term: November 2017–November 2020

Patricia Talbert Smith

Outgoing Board Secretary
Member of Academic Excellence Committee and Governance Committee
Resident of Maryland
Term: January 2015–January 2018

Matt Walker

Chair of Academic Excellence Committee
Resident of Washington, DC
Term: December 2016–December 2019

Kelly Young

Parent Member
Member of Development and Facilities Committee and Parent Liaison
Resident of Washington, DC
First Term: July 2015–July 2018
Second Term: July 2018–July 2021

John Zakrajsek

Member of Finance Committee
Resident of Washington, DC
Term: March 2018–March 2021

Jerry Zayets

Parent Member
Chair of Facilities Committee and Member of Finance Committee
Resident of Washington, DC
First Term: July 2015–July 2018
Second Term: August 2018–August 2021

Ex-Officio**Golnar Abedin**

Founder / Executive Director
Member of All Board Committees
Resident of Washington, DC

APPENDIX C: FINANCIAL STATEMENTS

Creative Minds International Public Charter School

2017–18 Unaudited Financials (PCSB)

Income Statement

Revenue

State and Local Revenue	9,313,912
Federal Revenue	259,411
Private Grants and Donations	16,456
Earned Fees	633,429
Donated Revenue	58,219
Total Revenue	10,281,427

Expenses

Salaries	5,011,246
Benefits and Taxes	1,021,006
Contracted Staff	363,836
Staff-Related Costs	60,946
Rent	1,098,138
Occupancy Service	268,124
Direct Student Expense	997,122
Office & Business Expense	843,405
Donated Expense	600
Contingency	0
Total Expenses	9,664,424

Operating Income

Extraordinary Expenses	
Interest	91,006
Depreciation and Amortization	504,276
Total Extraordinary Expenses	595,281

Creative Minds International Public Charter School

2018–19 Approved Budget

	SY18–19
Revenue	
State and Local Revenue	10,662,670
Federal Revenue	355,944
Private Grants and Donations	15,000
Earned Fees	573,197
Revenue Total	11,606,810
Expenses	
Salaries	6,422,324
Benefits and Taxes	1,386,936
Contracted Staff	175,000
Staff-Related Costs	91,390
Rent	1,055,117
Occupancy Service	333,173
Direct Student Expense	793,529
Office & Business Expense	877,639
Expenses Total	11,135,106
NET ORDINARY INCOME	471,704
Extraordinary Expenses	
Depreciation and Amortization	580,258
Interest	88,860
Extraordinary Expenses Total	669,118
TOTAL EXPENSES	11,804,224
NET INCOME	(197,414)