



Annual Report - SY 2017-2018  
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## **Annual Report Narrative**

### **I. School Description**

#### **A. Mission Statement**

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

Monument, a weekday boarding school serving 5-8th grade, is designed to meet the needs of students who have experienced adversity, including involvement in foster care, homelessness, abuse, neglect, and loss. We prepare our students for post-secondary education, a career, and independent living by integrating the five pillars of our program: excellent academics with small class sizes, social and emotional well-being supports, life skills training, a stable environment, and consistent, caring adults.

#### **B. School Program: Summary of Curriculum Design and Instructional Approach**

Monument Academy is so much more than a school; it is an integrated approach to working with the whole child in an individualized way to support growth academically and socially-emotionally, and as such, the answer includes but is not limited to our educational model. Monument Academy's instructional philosophy is grounded in the belief in the capacity of all students to grow and learn, and that all students can experience positive life outcomes with proper guidance and supports. A growth mindset for both students and adults is the starting point, where effort and not "talent" is the primary mechanism for achievement. The school emphasizes small group instruction and experience-based learning as keys to engaging students and achieving academic growth and mastery of Common Core standards. Monument Academy also places significant emphasis on the well-being and life skills curriculum to ensure that students are not only prepared academically, but also to live independently and successfully when they graduate from high school and continue on to post-secondary and careers.

#### Educational Focus

Monument Academy focuses on five central pillars that infuse the schedule, curriculum, hiring, professional development, and accountability measures. These pillars are Excellent and Engaging Education, Social Emotional Well-Being, Life Skills, Permanency and Stability, and Adult Connections. The five pillars are based on research regarding the factors that lead to success after emancipation for foster youth.

#### *Excellent and Engaging Education*

Each Monument Academy student engages in a learning journey that is experience-based, includes choice, and based in high expectations for academic growth. We develop self-directed learners by engaging students in academic goal setting and structuring an environment that provides options for how students access content, practice new skills, and demonstrate mastery of the standards. Monument Academy uses Engage NY for English Language Arts, and Jump Math. They are both Common Core-aligned curricula with attention to both the rigor of the content and the teaching practices necessary to help all students achieve mastery. This focus ensures that our students grapple with real world problems and effectively navigate complex texts and real world math problems. In addition, we remediate and accelerate students' learning so that they can meet or exceed their annual NWEA-MAP growth goals and close the achievement gap between them and the District average. We do this using instructional coaches and a Director of Differentiated Instruction to support our teachers to remediate and accelerate academic achievement in three foundational content areas – reading, writing, and mathematics. The selected interventions and instructional tools are research-based and span all levels of intervention, from Tier 1 core instructional approaches to Tier 3 interventions for students with the most significant skill gaps. The teachers, Director of Differentiated Instruction, Chief of Academics, and special education team work through grade level Response to Intervention team meetings in identifying the appropriate interventions and approaches for students who are struggling, and to monitor and evaluate students' progress.

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

Our first set of instructional tools and interventions address reading proficiency. The interventions are assigned to students based upon the i-Ready assessments, which are used to identify students' independent reading level and expose skill deficits.

- Guided reading is a universal (Tier 1) instructional approach that guides students while they read aloud at their instructional level, which is just beyond their independent level. Guided reading introduces comprehension-based mini-lessons in order to ensure continual growth.
- i-Ready is a universal, research-based instructional supplement, which, based on student assessments, offers individualized targeted instructional recommendations and helps group students based on needs.
- Visualize/Verbalize (Lindamood-Bell) is a Tier 2 intervention used for readers who read fluently but struggle with comprehension and lack concept imagery. It teaches readers to visualize and verbalize what they are reading in order to develop stronger overall comprehension and critical thinking skills.
- Wilson (Wilson Language Training) Reading is a Tier 3 intervention for readers who have word-level deficits and require multisensory language instruction. It focuses on phonemic awareness, sight words, decoding, and encoding.

The second set of instructional tools and interventions address writing proficiency.

- Framing Your Thoughts is a Tier 2 intervention that addresses student proficiency in sentence structure and applied writing through multisensory activities and sequential instruction.

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

- Spatial Temporal (ST) Math (Mind Research Institute) is a universal (Tier 1) research-based instructional supplement. ST's game-based instructional software uses language-independent visual representations of math concepts, allowing students to master math conceptually before modeling those concepts abstractly.
- i-Ready (Tier 1)
- Multisensory Mathematics (ASDEC) is a Tier 2 or 3 intervention that utilizes a multisensory approach and relies heavily on instruction around the concrete models of mathematics. Manipulatives are used to teach all concepts prior to moving into visual and abstract models.

In addition to learning in a traditional classroom, our students will be exposed to the educational landscape of Washington, DC and beyond. Through a series of field trips, service trips, and guest speakers, our students will connect their learning to their immediate community and the world.

Our middle school schedule was developed with large portions of time set aside for whole group and small group instruction. Instructional time for grades 5-8 includes Science and Math, English and Social Studies. The schedule is intentionally designed to be flexible and to allow time for acceleration as well as intervention, understanding that our students will come with a variety of academic needs. Our goal is to create an environment where students have times for whole group instruction and where each student has time and supports to work at his/her individual pace and with the appropriate materials. Knowing from the data that many students arrive at Monument at least 2 years behind grade level, we have constructed middle school grades as the years for remediation and mastery of grade level content, although the personalized approach to instruction allows those on or above grade level to continue to progress. Our goal is to use the middle school years to narrow the gap and get students on a path academically so that they can be well prepared for high school. This is one step toward our ultimate goal of preparing all of our students to be college-ready, embark on a meaningful career, and positively contribute to their community.

### *Social Emotional Well-Being*

The social emotional well being of students plays a material role in student achievement and long-term success. We have a Chief of Well-Being and Manager of Student Support who oversees Student Life and Student Culture to lead the implementation our tiers of mental health and behavioral supports across the academic and residential settings. Many of our staff are trained in Therapeutic Crisis Intervention (TCI) and all are trained on DBT Skills in Schools, an

evidence-based social emotional curriculum and tool that is particularly effective with students who have experienced trauma.. These two complementary evidence-based practices help support children improve their social functioning and reduce violent or self-harming behaviors which are so critical to achieving the longer term educational, career and independent living outcomes we seek.

To set a positive, predictable, and community-based climate, we have implemented the Positive Behavioral Interventions and Supports (PBIS) framework. We use the Response to Intervention (RTI) approach and process for early-identification of student needs and to ensure students receive the research-based intervention they require to succeed. We have also adopted DBT Skills in Schools, a research-based and proven approach that . “Dialectical behavior therapy (DBT) skills have been demonstrated to be effective in helping adolescents manage difficult emotional situations, cope with stress, and make better decisions...[It is] an innovative social–emotional learning curriculum designed to be taught at the universal level in grades 6-12. Explicit instructions for teaching the skills--mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness--are provided in the lesson plans.” We diverge from “no excuses” charter school models, understanding that an inflexible discipline system may not work for every child, especially those who have experienced trauma.

Students must be emotionally regulated and in a stable environment in order to be ready to learn. Our schedule reflects a commitment to social emotional well-being and goal setting. Each day, students meet in advisory, and two days a week they engage in the DBT Skills curriculum, including goal setting and reviewing their tracker to monitor their progress. Staff from each department (academics, student life, student support, etc.) participate in Advisory, reviewing student goals together. Our school culture is designed to have all staff and students reflect on how their emotional state impacts their responses.

### *Life Skills*

Research shows that independent living skills are developed from years of modeling and practice and require the same explicit instruction and ample practice time to acquire as any other academic or social emotional skills. In addition to modeling a healthy family environment, our residential program embeds life skills such as personal hygiene, routine home maintenance, financial literacy, time management, and accessing community resources through explicit skills instruction and day-to-day residential routines. This includes assessments to ensure student mastery of all these skills. These are vital skills for our students - particularly those most at risk of becoming homeless and entering foster care, to achieve independent living.

### *Adult Connections*

At risk youth, particularly those in foster care, must form positive relationships with adults to be successful. “Facilitating a permanent, family-like connection to an adult is the single most important thing anyone can do to make the difference in the life of a youth in or leaving foster care.”[2] According to the research from Turnaround for Children, an organization dedicated to working with students who have experienced traumatic stress, students “can moderate and adapt their stress reactions with the consistent support of a caring, responsive adult who fosters a sense of protection, coping, and control enabling the child to return to a state of calm.[3] Each of our students is partnered with several adults through Advisory, including teachers, wellbeing counselors and others. Our students also doing a series of intake assessments performed by our counselors.

### *Permanency and Stability*

According to the findings of the Northwest Alumni Study, maintaining placement stability “appears to have a large positive effect on adult mental health.”[4] This contributes to a goal of permanency and preventing students from placement in protective services, and ensures that students who are in care do not need to change schools when placement changes. In addition to ensuring less interruptions to school routines, residential stability also provides respite for caretakers, many of whom are extended family members or biological families who may be struggling for a variety of reasons. We work with families/guardians to support them in maintaining a stable home environment. For the roughly 30% of our students who are homeless, boarding provides greater consistency with attendance and time/space for evening activities and sleep. We have a Family and Community Engagement team who focus on family involvement and connecting outside community based providers with families in need.

From staffing to schedule to culture and beyond, every aspect of Monument Academy is designed with these five pillars in mind to ensure successful outcomes for at-risk youth, particularly those who have had adverse experiences such as trauma, abuse, neglect, homelessness and involvement in foster care.

### **Summary of Parent Involvement Efforts**

We have a Family and Community Outreach team who keep close contact with our families, and sends out regular communications, organize a PSA and run regular parent meetings on topics of interest. We are also partnering with Flamboyan to enhance collaboration and parental involvement by conducting home visits and launching student-lead conferences. Our team also works with our social worker to connect families with outside resources and supports, and run food and clothing drives.

Our well-being staff performs family and student intakes for new students, and our house parents keep in regular communication with the parents and guardians of the students in their student life homes.

This year we launch student-led parent-teacher conferences as part of our work in having students take more ownership for their learning. We also host multiple events to boost parent engagement such as a talent show, a family fitness night, a Fall family event, holiday family event, Spring family event, awards ceremony, a session on preventing bullying, and a session on promoting healthy lifestyles for their children.



## II. School Performance

### A. Performance and Progress

Monument Academy is D.C.'s only school targeting the needs of the most vulnerable, at-risk middle school students. Our mission is to provide students, particularly those who are in or at risk of entering foster care, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community. This includes children who are in a formal removal, who are living in kin-care, who are experiencing homelessness, and who belong to families with prior or current CFSA involvement. Monument is meeting our mission by recruiting and serving our target population of students, educating them in small classes with interventions/acceleration to meet them where they are academically, providing them with therapeutic services, an evidence-based social-emotional curriculum particularly effective with adolescents who have experienced childhood trauma, and weekday boarding that includes an array of extended day enrichment activities and sports, and stability.

**The needs of our students are great.** The 2015 and 2016 PARCC data for students entering Monument Academy in 2015 and new students in 2016 is stark. They performed below every sub-group in Washington, D.C. in ELA and math, including at-risk and special education sub-groups. Data show that only 3% of Monument Academy students were on track for college and career, and 80% performed at the lowest 2 levels (in contrast with a citywide rate of 21% on track for college and career and 49% performing at the lowest two levels in 2015).

Similarly, our Fall 2015 and Fall 2016 F&P reading assessments show that the vast majority of our students entered Monument reading several levels below grade level, with more than 90% of the 2015 class tested reading below a level R (grade level). One third of these students were at the Kindergarten and 1st grade levels, and another third were reading between a 2nd and 3rd grade level.

In Fall 2015 and 2016 we administered the 2015 Northwest Evaluation Association's Measures of Academic Progress assessment (MAP), a normed reference test. It showed that only 8% of new Monument Academy students were at the national average of achievement.

In addition to academic needs, 57% of Monument Academy students enrolled in the 2017-18 school year qualify for an Individualized Education Plan (IEP). This compares with a District-wide average of just over 13%. Moreover, 40% of these students have Level 4 IEPs and qualify for multiple services.

A further challenge is the number of students involved with CFSA, having experienced Adverse Childhood Experiences (ACES), Homelessness and At Risk. CFSA ran our student roster through their database in Spring 2017 and found that over 80% of our students have been involved with the child welfare system at some point. CFSA youth are half as likely to graduate on time as their peers. They change schools more frequently than other students, and have twice the out-of-school suspension rates as their peers.

Additionally, over 80% of Monument Academy students are considered "at risk," according to a new category being used in the District. That includes students who are in foster care or homeless, who are receiving welfare benefits or food stamps, or who have been retained at least 2 years. This compares with some 40% designated "at risk" in the city's public schools. 15% of our students are homeless (although this number grew over time and at the outset of 2018-19 it is 30%), and 13% have been retained twice. Furthermore, based on student intake surveys, all of our students have experienced 3 or more Adverse Childhood Experiences (ACES.) This is twice the city average and is a significant predictor of low academic achievement and dropping out.

**In spite of these challenges, Monument Academy students are accelerating academically and closing the achievement gap.** At the end of the first school year, nearly 40% of our students read at Level T or above. Almost 70% of them grew at least 2 reading levels, and roughly 40% of students showed at least 4 levels of growth. Nearly 10% of our students showed an impressive 6 plus levels of growth with the highest reaching 9 levels of reading growth. Although growth was more modest in our second year, nevertheless nearly half our students were at or above grade level by the end of the 2016-17 school year.

NWEA Measures of Academic Progress showed that by Spring 2018, 68% of Monument's students met or exceeded their annual RIT growth goal for ELA, a substantial improvement upon the previous year. 55% of students met or exceeded their growth goal in Math, which was also an improvement upon the previous year.

An analysis conducted by EmpowerK12 found that DC schools with our percentage of At-Risk students are expected to have about 9% of students earn a Level 4 or higher on their PARCC exams. This does not take into account the large percentage of students attending Monument with IEPs. For a school with our proportion of At-Risk students, the percentage of our students with IEPs earning a Level 3 or higher on their PARCC exams met the expected citywide rate.

Our PARCC data remained largely unchanged between the 2016-17 and 2017-18 school years, but we are beginning to see some improvements in Math performance. Our rate of students earning a Level 1 dropped by 14%, resulting in more students earning a Level 2 or 3.

We were fully enrolled in our founding year and a couple students below our enrollment ceiling in the 2016-17 and 2017-18 school years. Furthermore, we had a retention rate of over 90% entering the 2017-18 school year and almost 80% entering the current school year, signifying that students and families are invested in this success, and that we will have crucial time with them to continue to close the gap.

**Below is a summary of our progress towards meeting our Alternative Accountability Framework Goals.**

Monument Academy PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate approaching college and career-readiness in math as measured by:</p> <p>(i) The percentage of non-special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC math assessment (given an n-size of 10 or greater) will meet or exceed the percentage of non-special education at-risk students sector-wide earning level 3 or higher on the PARCC math assessment;</p> <p>(ii) The percentage of special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC math assessment (given an n-size of 10 or greater) will meet or exceed the percentage of students sector-wide who are both at-risk and receive special education services earning level 3 or higher on the PARCC math assessment.</p>	Goal Not Met	<p>Monument fell short of this goal.</p> <p>(i) <b>30.4%</b> of our non-special education students earned a level 3 or higher, while the sector-wide rate for non-special education at-risk students was <b>50.9%</b>.</p> <p>(ii) <b>5.7%</b> of our special education students earned a level 3 or higher, while the sector-wide rate for special education at-risk students was <b>12.5%</b>.</p>
<p>Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate approaching college and career-readiness in English Language Arts</p>	Goal Not Met	<p>Monument fell short of this goal.</p> <p>(i) <b>30.4%</b> of our non-special education students earned a level 3 or higher, while the sector-wide rate for non-special education at-risk students was <b>56.9%</b>.</p>

<p>(ELA) as measured by:</p> <ul style="list-style-type: none"> <li>- The percentage of non-special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC ELA assessment (given an n-size of 10 or greater) will meet or exceed the percentage of non-special education at-risk students sector-wide earning level 3 or higher on the PARCC ELA assessment;</li> <li>- The percentage of special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC ELA assessment (given an n-size of 10 or greater) will meet or exceed the percentage of students sector-wide who are both at-risk and receive special education services earning level 3 or higher on the PARCC ELA assessment.</li> </ul>		<p>(ii) <b>8.6%</b> of our special education students earned a level 3 or higher, while the sector-wide rate for special education at-risk students was <b>13.4%</b>.</p>
<p>Annually, the Median Growth Percentile (MGP) in ELA of all non-special education Monument Academy PCS students will exceed the MGP in ELA of the charter sector subgroup of non-special education students who are at-risk.</p> <p>Annually, the MGP in ELA of all Monument Academy PCS special education students will exceed the MGP in ELA of the charter sector subgroup of students who are both at-risk and receiving special education services.</p>	<p>N/A</p>	<p>Data currently unavailable</p>
<p>Annually, the Median Growth Percentile (MGP) in math of all non-special</p>	<p>N/A</p>	<p>Data currently unavailable</p>

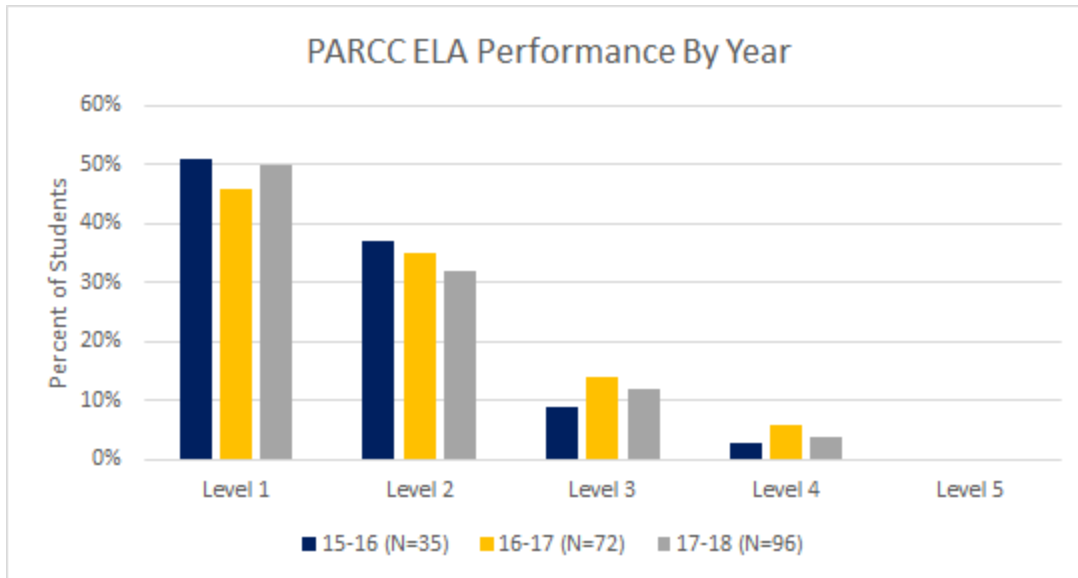
<p>education Monument Academy PCS students will exceed the MGP in math of the charter sector subgroup of non-special education students who are at-risk.</p> <p>Annually, the MGP in math of all Monument Academy PCS special education students will exceed the MGP in math of the charter sector subgroup of students who are both at-risk and receiving special education services.</p>		
<p>Students will demonstrate academic progress toward skills proficiency in Math as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and Growth report from the fall to spring administration of the NWEA MAP assessment for Math.</p>	<p>Goal Not Met</p>	<p><b>54.6%</b> of our students met or exceeded their academic growth projection in math.</p>
<p>Students will demonstrate academic progress toward skills proficiency in ELA as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and Growth report from the fall to spring administration of the NWEA MAP assessment for ELA.</p>	<p>Goal Met</p>	<p><b>66.7%</b> of our students met or exceeded their academic growth projection in ELA.</p>
<p>By the end of 8th grade, 90% of students will have completed 3 university visits to be documented in the student's' personalized learning plans and tracked on an internal spreadsheet</p>	<p>N/A</p>	<p>Our first 8th grade class graduates at the end of the 2018-19 School Year.</p>
<p>90% of 8th graders will have outlined a course path and extracurricular activity plan to achieve High School graduation and prepare themselves for college and a</p>	<p>N/A</p>	<p>Our first 8th grade class graduates at the end of the 2018-19 School Year.</p>

career. This document will be included in the student's' personalized learning plans and will be filed with their transcripts		
On average, Monument Academy's yearly in seat attendance will be 90%	Goal Not Met	Our in-seat attendance rate was <b>87.1%</b> during the 2017-18 School Year.
Annually, Monument Academy PCS's Lost Instructional Time due to Suspension rate will be equal to or lower than the charter sector's Lost Instructional Time due to Suspension rate for at-risk students.  The Lost Instructional Time due to Suspension rate will be reported as the number of days of Lost Instructional Time due to Suspension per 100 instructional days	Goal Not Met	Our Lost Instructional Time due to Suspension rate was <b>1.3%</b> during the 2017-18 School Year.

**This is a broad comparison of PARCC results from the 15-16 through 17-18 school years:**

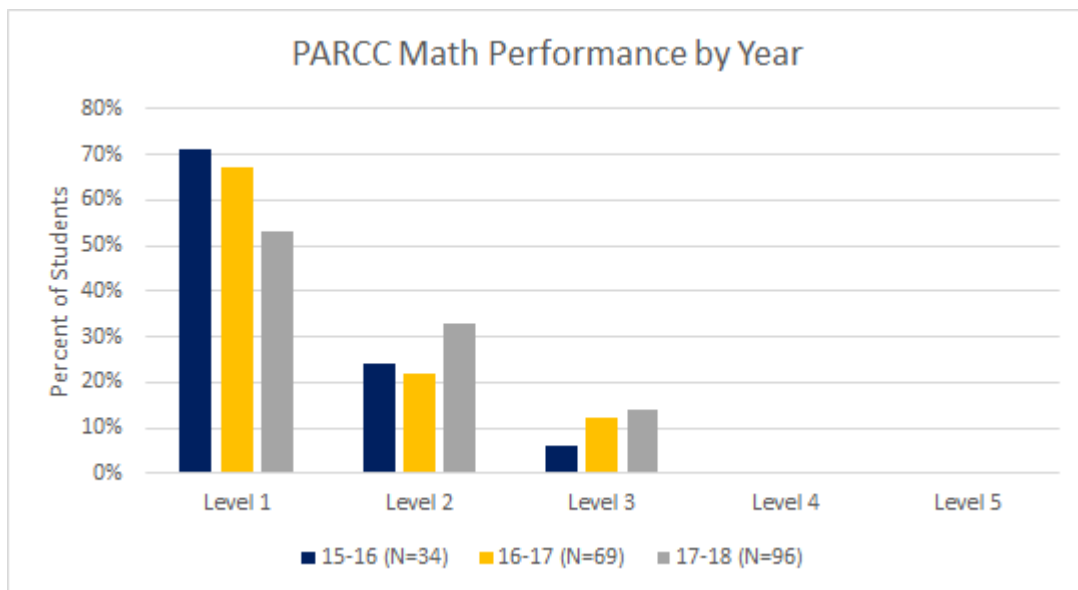
**ELA**

School Year	N size	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 5
15-16	35	51%	37%	9%	3%	0%
16-17	72	46%	35%	14%	6%	0%
17-18	96	50%	32%	12%	4%	0%



**Math**

School Year	N size	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 5
15-16	34	71%	24%	6%	0%	0%
16-17	69	67%	22%	12%	0%	0%
17-18	96	53%	33%	14%	0%	0%



## **B. Lessons Learned and Actions Taken**

One lesson is that we have to address children's social emotional needs and form relationships in order for them to attend to learning. A significant number of our children arrive at Monument with higher than average levels of anxiety, depression and displaying serious behavioral issues, and had prior experiences of multiple suspensions, psychiatric hospitalizations, school movement and unattended mental health needs. On average students attended roughly 3 schools prior to Monument. Our goal is to intentionally teach children how to identify their emotions and self regulate, and to create a positive and healing environment that minimizes aggressive behaviors that can result in suspensions. We are also implementing restorative justice practices in our work.

Second, space and layout are important to supporting students and containing negative behaviors. We've worked nimbly to repurpose spaces, create more breakout rooms and sensory spaces, and we've repurposed two student life homes for students who need a smaller ratio child to adult and benefit from individual bedrooms.

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

Third, we need to build the capacity of teachers and other staff to work with our students. There are few "naturals" who know how to form positive relationships with children even when they display difficult behaviors and manage classrooms, who want to grow and improve in their practice AND are excellent with content instruction. We can find teachers with one or two of these traits, but all of them are important to success. In order to address this we have invested in a dedicated person to recruit and lead the hiring for staff with the right skills and qualities, and in an instructional coaching staff to build teacher's instructional skills. We also have a Director of Differentiated instruction, who works with teachers to create lessons and provide materials based on students' IEPs.

Finally, student well-being is often tied to family well-being and vice versa. To the extent we are able to wrap around our students and families and offer supports, we see the benefits for students. We built out our Family and Community Engagement Team and added a social



worker to connect families with community based resources. We also built out our partnership with Georgetown MedStar to provide physical, as well as mental health services to students.

### **C. Unique Accomplishments**

We have close to a 90% re-enrollment rate, which speaks to the level of family support for the school. In addition, we received a number of grants, including a grant from the Chan Zuckerburg Initiative, the Bainum Family Foundation, The Marriott Foundation, the SOAR Academic Quality grant and a SOAR facilities grant . We were also selected for the 2016-17 “One of the Best Small Charities of the Greater Washington Region” by the Catalogue for Philanthropy.

Additionally, Monument Academy has worked in partnerships with numerous organizations and city agencies:

#### Current Partnerships:

- Georgetown Medical Center, Department of Child and Adolescent Psychiatry. From our earliest planning years, Dr. Matthew Biel, Chief of the Division of Child and Adolescent Psychiatry at Georgetown, has been an advisor to our Well-being program. When we launched, he and a colleague provided 5 hours a week of psychiatric services for our students, expert consultation to our Well-being team, and professional development for our staff. As we’ve moved forward, and the size and complexity of our students’ mental and physical health needs have grown, we’ve added their mobile clinic to the offering. It is a super-fitted RV that travels to schools and other community locations. The comprehensive centers are staffed with a clerk, administrator (daily), pediatrician (typically one day/week), as well as a nurse practitioner (daily), nurse (daily), and psychologist and psychiatrist from the Georgetown team. We also want to add a staff well-being offering.
- Child and Family Services Agency (CFSA). Since our planning years, CSFA has been an important supporter of our work. They provide referrals and direct connection to key administrators within the agency who can help problem-solve situations as they arise.

- The Flamboyant Family Foundation. The Flamboyant Foundation provides training to our staff in family engagement, including culturally appropriate best practices for family visits and family conferences.
- Jim and Lizz Mazza, University of Washington are the co-authors of DBT Skills in Schools and are providing ongoing professional development and working collaboratively with Monument staff to adapt the curriculum to be culturally relevant and responsive to our community of students.
- The Bainum Family Foundation. We have received a grant from the Bainum Family Foundation to support training and share knowledge and practices with respect to trauma and mental health with other schools and organizations in the DC area.
- DC.127 This faith-based organization works to both recruit and support foster and adoptive homes, and to prevent children from entering the child welfare system by supporting families in crisis through their participation with the Safe Families Movement. Safe Families recruits host and mentor families to those in crisis to assist with basic needs and respite care.

Prior Partnerships:

- Cornell University Department of Human Ecology. This is a four-year contract to implement Therapeutic Crisis Intervention (TCI) and Children and Residential Experiences - Creating Conditions for Change (CARE.) The TCI training program for staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. CARE is a framework for practice, based on a valid theory of how children change and develop, and motivates both children and staff to adhere to routines, structures, and processes minimizing the potential for interpersonal conflict. The objective of this work is to provide staff with best practices for behavior management, and for establishing a framework for working with traumatized children and their families, including houseparents and caretakers.
- NYU Child Study Center, Department of Child and Adolescent Psychiatry. They provided professional development and support services for the implementation of Trauma Systems Therapy (TST) in our first two years. This is a framework used and recommended by DC Child and Family Services for providing mental health supports to students who have been exposed to trauma.

- The Milton Hershey School. This school has provided multiple opportunities to visit and interview MHS leadership staff, advised on recruiting and interviewing house parents, included Monument Academy staff in their house parent training, and provided, pro-bono, an experienced house parent training couple to work with the school in it's inaugural school year in 2015/16.
- The Wendt Center for Loss and Healing The Wendt Center provides group counseling for students exposed to trauma. They offer training and/or clinical consultation to Monument Academy staff on referred youth and their parents/caregivers as well as referrals to additional community services for youth and/or their parents/caregivers, as appropriate, to include their Outpatient Counseling Programs.

#### **D. List of Donors**

The following is a list of donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 in the 2017-2018 school year:

##### Individuals

Nancy Carell  
 Lucretia Risoleo  
 Luari and Dennis Crane  
 Kimberly J. Lane  
 Robert Fabrikant  
 Yvette Pate  
 Faye Levin  
 Britt Provost  
 Shawn Hardnett  
 Lizette Rosas  
 Edward Cavalcanti  
 Christopher Davies  
 Jeremy Liew  
 Jacob Tapper  
 Carolyn Bloomfield  
 Lisa Cullins  
 Brian Jones  
 Nancy Bard

Lawrence M. Kirk Jr.  
Carin Mascetti  
Kurt Hagland  
Ron Daniel  
Christie Weiss  
Kelli P Washington  
Borsecnik Weil  
Deborah Orlove  
Kathryn Hanley  
G. Leonard Baker, Jr.  
Norman Bernstein  
Lawrence Nussdorf  
Joshua Bernstein  
Amanda Bennett  
Kathryn Bradley  
Mr. and Mrs. Robert Stewart  
Emily Bloomfield  
Anonymous - \$1000.00  
Anonymous - \$2486.99  
Anonymous - \$3000.00

Corporations

SVCF  
APA Divisions  
Building Hope  
Flamboyant  
Lutheran College Washington  
Education Forward DC  
The Forge Company  
Fort Lincoln Newtown Corporation  
Wilmer Hale  
CZI

Foundations

Mendonca Family Fund  
Ashley Iddings Charitable Fund  
BOKS Reebok Foundation Inc  
Bainum Family Foundation

Shafer Philanthropic Family Fund  
Harman Family Foundation  
Cafritz Foundation  
George Frederick Jewett Foundation  
Fidelity Charitable Gift Fund  
Aphorism Foundation  
CERES Foundation  
Marriott Foundation

## Data Report

<b>General Information</b>	
LEA Name	Monument Academy PCS
Campus Name	Monument Academy PCS
Grades Served	5-7
Overall Audited Enrollment	115
Audited Enrollment by Grade Level	5th: 20 6th: 36 7th: 59
<b>Student Data Points</b>	
<b>Data Point</b>	<b>Value</b>
Total Number of Instructional Days	179
Suspension Rate	40%
Expulsion Rate	0.0%
Instructional Time Lost to Out-of-School Suspension Rate	1.30%
In-seat Attendance	87.1%
Average Daily Attendance	Data Not Available
Midyear Withdrawals	14.8%

Midyear Entries	0.0%
Promotion Rate	100%
College Acceptance Rates	NA
College Admission Test Scores	NA
Graduation Rates	NA
<b>Faculty and Staff Data Points</b>	
<b>Data Point</b>	<b>Value</b>
Teacher Attrition Rate	31%
Number of Teachers	16
Teacher Salary	Average: \$63,034 Minimum: \$45,000 Maximum: \$85,000

## Appendices

### Staff Roster

41% of staff have a Master's Degree for highest degree attained. 59% of staff have a Bachelor's Degree for highest degree attained..

Last Name	First Name	Position
Anderson	Patrice	SKILL Coach
Armstrong	Walter	Nighttime Behavioral Specialist (Residential)
Babayemi	Anuoluwapo (Krystle)	Innovation Teacher
Bell	Victor	Well-being Coach
Blackwood	Lauren	Well-Being Manager, Clinical Interventions
Blake	Sharaud	Well-Being Coach
Braswell	Khalil	IT Specialist
Brooks	Vernon	Lead Behavior Specialist
Brown	Marcus	Dedicated Aide
Brownlee	Darlene	Dedicated Aide
Bryant	Aisha	Well-being Counselor
Bryant	Kiasha	Education Administrative Assistant
Cohen	Adam	Special Education Science Teacher



David	Brittany	Special Education ELA Teacher
Dormus	Adam	Well-Being Coach
Dormus	Hyggens	Director of Student Life
Dormus	Sharyl	Director of Student Life
Drayton	Daniel	Mathematics/Special Education Teacher
DuBose	Courtney	SKILL Coach
Ellis	Julia	Director of Academics
Fatovic	Margaret	Well-Being Manager, Classroom Interventions
Fautleroy	Keith	SKILL Coach
Ford	Melissa	Dedicated Aide
Franklin	Shamette	Well-being Counselor, Cornerstone Program
Frelick	Jacob	Well-Being Manager, Classroom Interventions
Fuller	Katrice	Family Engagement & Community Coordinator
Gibbs	Delonna	Assistant Teacher
Gonzalez	Monica	Mentor House Parent
Gonzalez	Vernon	Cornerstone Program Manager
Griffin	Karen	Houseparent (Prior 6th grade ELA/Assistant Houseparent)

Guillaume	Debbie	Lead Special Education Teacher, Cornerstone
Gunasinghe	Pushaen	7th Grade Math Teacher or 7th Grade SPED Math Teacher (TBD)
Hamrick	Aimee	House Parent
Hamrick	Amos	House Parent
Hawkins	Pamela	SpEd/ELA Teacher
Hill	Nicole	5th grade ELA/Special Education Teacher
Hines	Lavonia	Teacher Aide
Ifill	Cherrisse	House Parent
Ifill	Mark	House Parent
Jackson	Candra	Well-Being Counselor
Jacobs	CeYvonne	House Parent
Jacobs	Jarone	House Parent
Jefferies	Rodney	7th Grade Math Teacher
Jenkins	James	SKILL Coach
Johnson	Travis	School Facilities Safety Specialist
Johnson Agwu	Ugo	Well-being Counselor
Kelley	Kimberly	Special Education Teacher, Self-Contained
Langmaid	Joy	Mentor House Parent

Langmaid	Gerald (Paul)	Mentor House Parent
Latney	Alyssa	PE Teacher
Lefrancois	Michelle	Special Assistant
Lester	Tasliym	HR Manager
Lewis	Shanice	Dedicated Aide
Ltifi	Shaunbay	House Parent
Ltifi	Wassel	House Parent
McHugh	Jeffrey (Jeff)	Director of Operations
McLaurin	Stacie	6th and 7th grade Science Teacher
Merchant	Tara	Lead Residential Youth Careworker
Middleton-Williams	Genivie	House Parent
Middleton-Williams	Solomon	House Parent
Miles	Denise	Interim Principal
Miles	Jason	Well-Being Coach
Moore	Brian	Well-Being Coach
Mulhern	Shane	President
Myles	Kenneth	Dedicated Aide
Nash	Jovan	Visual Arts Teacher
Nwaneri	Anthony	House Parent

Nwaneri	Ogo	7th Grade ELA Teacher/House Parent
Phillips	La'Bryant	SKILL Coach
Pugh	Bruce	Houseparent
Pugh	Jennifer	Houseparent
Quilhot	Charles	House Parent
Quilhot	Jane	House Parent
Sandifer	Marcia	Executive Assistant/Project Manager
Santos	Daniel	Houseparent
Santos	Jamie	Houseparent
Saunders	Korrin	Director of Well-Being
Schneider	Ryan	School Psychologist
Scudiero	Anna	Advancement Assistant
Sizer	Renesha	Assistant Teacher, Cornerstone
Smith	Tiffany	Instructional Coach
Staves	Kimani	Assistant Teacher
Stokes	Devin	Dedicated Aide
Stuk	Dulcinea	Math Intervention Specialist
Tarrance	Paul	Assistant Teacher, Innovation
Tolson	Dareese	Reading Intervention

		Specialist
Townsend	Dinia	Overnight Resident Assistant
Turner	Dennis	Overnight Resident Assistant
Tyburski	Lauren	Manager, Systems Improvement
Vann	Christopher	Well-Being Manager, School-wide Interventions
Vidaurre	Dale	TCI Trainer
Walker	Cherry	Instructional Coach and Math Teacher
Walker	Kenneth (Ken)	Assistant Principal
Washington	JaVonte	6th Grade Math Teacher
Williams	DuanTe	SKILL Coach, Evening
Williams	Samantha	Dance Instructor
Young	David	Well-Being Counselor
Zhou	Ashley	Dedicated Aide

## Board Roster

Name	Role	Residency	Term Start and End Dates
Emily Bloomfield		DC	
Todd Bentsen	Member	DC	July 1, 2015- June 30, 2021
Lisa Cullins	Member	OOS	July 1, 2015- June 30, 2021
Kurt Haglund	Member	OOS	July 1, 2015- June 30, 2020
Shawn Hardnett	Member	OOS	July 1, 2014 - June 30, 2019
Brian Jones	Member	DC	July 1, 2015- June 30, 2021
Paul Kihn	Committee Chair	DC	July 1, 2017- June 30, 2020
Kimberly Lane	Member	OOS	July 1, 2016-June 30, 2019
Faye Levin	Committee Chair	OOS	July 1, 2016 June 30, 2019
Charles Moore	Board Chair	DC	July 1, 2014- June 30, 2020
Lucretia Risoleo	Vice Chair	DC	July 1, 2017 - June 30, 2020
Shalini Shybut	Committee Chair	DC	July 1, 2017 - June 30, 2020
Tycely Williams	Member	OOS	July 1, 2014 - June 30, 2019

Patrice Barksdale Brooks	Member	DC	July 1, 2016 - June 30, 2019
Taryn Tymus	Member	DC	July 1, 2016- June 30, 2019
Erin Covington	Member	OOS	July 1, 2018- June 30, 2021

**Monument Academy Public Charter School  
Unaudited Year-End 2017-18 Financial Statement**

Forecast	
Income Statement	Actual
<b>Revenue</b>	
State and Local Revenue	7,381,084
Federal Revenue	555,760
Private Grants and Donations	1,995,368
Earned Fees	439
Donated Revenue	424,554
<b>Total Revenue</b>	<b>10,357,204</b>
<b>Expenses</b>	
Salaries	5,013,406
Benefits and Taxes	1,174,009
Contracted Staff	18,120
Staff-Related Costs	153,472

Rent	1,228,373
Occupancy Service	29,522
Direct Student Expense	1,221,461
Office & Business Expense	503,453
Donated Expense	274,554
Total Expenses	9,616,371
Operating Income	740,834
Extraordinary Expenses	
Interest	37,911
Depreciation and Amortization	122,838
Total Extraordinary Expenses	160,749
Net Income	580,085



<b>Monument Academy</b>		
<b>FY19 Budget</b>		
		<b>SY18-19</b>
<b>Revenue</b>		
	<b>State and Local Revenue</b>	<b>10,397,394</b>
	<b>Federal Revenue</b>	<b>381,557</b>
	<b>Private Grants and Donations</b>	<b>750,000</b>
	<b>Revenue Total</b>	<b>11,528,951</b>
<b>Expenses</b>		
	<b>Salaries</b>	<b>5,936,200</b>
	<b>Benefits and Taxes</b>	<b>1,299,617</b>
	<b>Contracted Staff</b>	<b>25,000</b>
	<b>Staff-Related Costs</b>	<b>115,148</b>
	<b>Rent</b>	<b>1,819,919</b>
	<b>Occupancy Service</b>	<b>25,000</b>
	<b>Direct Student Expense</b>	<b>1,177,622</b>
	<b>Office &amp; Business Expense</b>	<b>526,797</b>

	Expenses Total	10,925,303
NET ORDINARY INCOME		603,648
Extraordinary Expenses		
	Depreciation and Amortization	125,241
	Interest	45,263
	Extraordinary Expenses Total	170,504
TOTAL EXPENSES		11,095,807
NET INCOME		433,144