



A DC Demonstration Public Charter School

**Annual Report
2017 – 2018**

**Inspired Teaching Demonstration Public Charter School
200 Douglas Street NE
Washington, DC 20002**

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www.inspiredteachingschool.org

**Marc Fisher
Chair, Board of Directors**

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I. Narrative

I. A. Mission Statement

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

I. B. School Program

I.B.1. Curriculum Design and Instructional Approach

The Four I's, Intellect, Inquiry, Imagination, and Integrity are integral to the Inspired Teaching Demonstration PCS curriculum across all grades and throughout all academic disciplines.

Intellect

- Reading and Literature: Students comprehend and analyze age- appropriate literature and nonfiction text.
- Communication: Students communicate powerfully through writing, speaking, and the arts.
- Math: Students solve math problems using both procedural fluency and conceptual understanding.
- Science and Social Studies: Students demonstrate understanding of the complexity of the social and scientific worlds.
- Students apply content knowledge to relevant and current situations, problems, and experiences.
- Students are intellectually and physically active, self-directed learners.

Inquiry

- Students demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students demonstrate the dispositions of a researcher: ongoing intellectual

curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

Imagination

- Students exhibit the skills of divergent thinkers: the courage to create; a joyful spirit; the ability to generate ideas and devise solutions; and the ability to play.
- Students exhibit resourcefulness, ingenuity, and optimism when faced with an unfamiliar challenge or opportunity.

Integrity

- Students demonstrate the skills and dispositions necessary to function as members of a democratic society: honesty; the ability to stand up for one's beliefs; the confidence to make decisions according to one's value system; the ability to listen to, learn from, respect, and problem solve and learn from others; and empathy, compassion, and strong ethics.

Our curriculum integrates opportunities for students to develop their intellect, inquiry skills, imagination, and integrity – our Four I's. Each of these goals is reviewed throughout the school year. In each of our classrooms, the Four I's are supported with the belief that in the 21st century, real, strong intellectual development is dependent upon the cultivation of strong inquiry skills. Similarly, imagination is not only supported through play and creative expression, but also celebrated as a key aspect of intelligence. Through our curriculum, students demonstrate the ability to create multiple solutions to complex problems, exhibit resourcefulness, cultivate resilience and maintain optimism when challenged.

Success in the real world relies on one's ability to think deeply, creatively problem solve, and work as a productive member of a team. Our curriculum integrates multiple disciplines throughout student projects and experiences. Although we use commercially available curricular materials, a substantial part of our curriculum is teacher created, guided by content area standards, and based on student interests and needs. Teachers create standards driven, project-based instructional units that support student inquiry and mastery.

Early childhood teachers use Creative Curriculum as the primary instructional planning framework, and Teaching Strategies GOLD as the corresponding assessment tool. In Creative Curriculum, classrooms are designed with thematic interest areas or centers that shift and grow throughout the year. For example, in the fall the dramatic play space is most often "home" themed and by the spring it may have become a hair salon, doctor's office, farmer's market or travel agency.

Teachers take advantage of a wealth of early childhood best practices and programmatic resources to meet the needs of their students.

The preschool and prekindergarten curriculum is guided by developmentally appropriate practice and shaped by the young child's play as work. Over the course of three years – Preschool, Prekindergarten and Kindergarten – students are introduced to the world of school in a nurturing environment that prepares them to excel in the development of the four Is, Intellect, Inquiry, Imagination, and Integrity. Classroom practices are inspired by the Reggio Emilia approach to the development of young children. School is presented as a system of interactions and relations. Teachers work closely with families to cultivate a love of learning in each child by ensuring that they are supported and challenged as they progress through developmental milestones and secure their mastery of foundational learning skills. In preparation for studying the Common Core early childhood students are immersed in a world of mathematical exploration that includes counting and sorting, comparing and measuring, and using data to tell stories about the world around them.

The elementary curriculum is based on the Common Core State Standards for English Language Arts and Mathematics. Teachers implement these grade appropriate standards through interdisciplinary projects that build towards culminating Learning Showcases. Additionally, teachers make use of Eureka Math for focused math instruction, and the workshop model provides the foundation for teaching writing combined with guided reading for literacy instruction.

Our elementary program presents a comprehensive curriculum through an integrated classroom approach. Special classes, including Spanish, Physical Education, Music, Dance and Visual Art, are taught by specialists in each field. Language arts instruction is offered through a workshop and guided reading approach and emphasizes the development and authentic implementation of all communication skills (speaking, listening, reading, and writing). The math curriculum is based on Common Core State Standards, providing students with a foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals. The core resource in K-8 is Eureka Math, a program that provides opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving. Math is hands on and problem based encouraging learners to do the work of mathematicians. The science curriculum is based on the Next Generation Science Standards. Students are offered an inquiry-based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Science and social studies are integrated throughout the curriculum. Social Studies instruction is integrated into the balanced literacy framework. Through individual and group projects, shared reading, read-alouds, and topic-specific independent reading and writing, students develop social studies knowledge and skills as they develop as readers and writers. Students in kindergarten through

fourth grade learn about ways that groups and communities are governed, geography and topography, change over time, and the relationships between cities, states, countries, continents and international organizations. Our social curriculum is based on nationally recognized programs, Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings. We teach students to solve conflicts peacefully and to develop social skills that allow them to work independently, in small groups and as a whole class. As students move through the academic curriculum they develop the skills of empathy required to become innovators – observation, listening, self-expression, problem solving and creativity. Spanish instruction integrates language acquisition goals with cross-cultural studies in which students are exposed to the histories, art, food, traditions, and folktales from Spanish speaking communities. Inspired Teaching Demonstration Public Charter School is an arts integration school. Working in partnership with the Phillips Collection, a private museum located in the District of Columbia, all students benefit from the opportunity to receive instruction in visual arts and have the arts integrated across the curriculum. In the artists' studio, students participate in a model for art instruction called Teaching for Artistic Behaviors (TAB), in which students are taught how to use a range of materials and invited to make choices about which materials and methods they use and for how long. Choice-based art education regards students as artists and offers real choices for responding to their own ideas and interests through the making of art. Our physical education teachers in collaboration with classroom teachers conduct physical education and nutrition classes. Our program integrates physical education activities ranging from yoga and a variety of dance styles and traditions to soccer and basketball, as well as health education including topics such as nutrition, growth and development, sleep, and productive problem solving. Classroom teachers further students' knowledge of nutrition and health by supporting school-wide healthy eating and decision-making. Music education including singing, music history and exploration of musical instruments is offered to all students. Students demonstrate their learning in Celebrations of the Arts based on selected themes such as winter holidays and music through the ages.

The Inspired Teaching Demonstration PCS Middle School emphasizes a student centered inquiry based approach to learning. Middle school students are taught to view themselves as change agents so that they can enter the world ready to make a difference. Through the core content and specialized subject areas students approach their work through a social justice lens. Instruction in the Middle School is departmentalized.

Math: Our math program allows students to apply their mathematical knowledge to real world problems. Our math program, Envision Math, provides opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving.

Science: Our science curriculum emphasizes a student-centered approach to learning. The sciences are the lens we use to examine local and global environmental and social justice issues. We use the Next Generation Science Standards to guide our work. Science, Engineering and Math principals are embedded in all of our learning. Students in all grade levels study science throughout the year. Students are offered an inquiry- based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Students in 5th-8th grades tackle STEM challenges in addition to their inquiry based science program.

Humanities: The humanities are the lens we use to examine local and global social justice issues. We employ a balanced literacy approach to teach the Common Core State Standards and the C3 Framework for Social Studies. Our history curriculum teaches students how to conduct research and convey information in a thoughtful way. Throughout the school year students take on a problem/solution-based examination of a historical social justice issue. In 5th grade, students determine what it means to be an upstander/bystander through the lens of United States history. In 6th grade students delve into the human story by examining ancient civilizations.

7th graders explore the theme “Journey, Struggle and Survival” through a world history lens. 8th graders study U.S. and local government, and current world events as they pertain to the operations of our government. 8th graders also study and compare governmental structures across nations. The workshop approach allows students to read high-interest books at their just-right reading level. In addition to reading novels at their independent reading levels, students participate in guided reading groups and small group book clubs. Students also engage in exploring grade level literature as a class. Students learn not just how to comprehend a text, but also how to unpack the text, search for subtext, develop their ideas about a text in writing and in class discussions and create text content.

Social Development: Our social curriculum is based on nationally recognized programs: Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings; to solve conflicts peacefully; and to develop social skills that make it possible for them to work independently, in small groups, as a whole class and to lead in various settings.

World Language: Students are exposed to the culture, language, and traditions of Spanish speaking countries. In addition, students are taught at a developmentally appropriate level to move toward mastery in speaking, reading, writing, and listening in Spanish.

Special classes include Physical Education, Spanish, Visual Art, Dance and Music including theory, history, and chorus.

I.B.2. Family Involvement

Families participate in many ways at Inspired Teaching School, from volunteering in classrooms and providing enrichment opportunities, to recruiting students, fundraising, supporting and supervising activities throughout the school year. Family events are held during the school day, evenings and weekends. The first events for families are held prior the start of the school year to connect families and facilitate building community for all adults and children. Our highly involved Inspired Families Association includes the families of all students, and has its own events, blog, and newsletter. Families regularly volunteer to support classrooms as Room Parents, chaperone field trips, present special topics to students, assist with classroom projects and support teachers.

Family Conferences and Learning Showcases occur three times a year and provide families with an in-depth understanding of students' growth and learning. At Learning Showcases, students showcase their work to their own families as well as their schoolmates' families and school visitors. As families are drawn in to not only their children's classrooms, but other classrooms as well, they build upon the sense of school-wide community. Over the year, the majority of students' families attended Family Conferences, grade level and individual class drama performances, Arts Celebrations and each of three Learning Showcases. Many family members attended our orientation and Back-to-School events, Family Education events, International Festival and Chili Cook-off.

The Inspired Family Association raises funds to purchase resources to enhance student learning and increase resources throughout the building. During the 2017 – 2018 school year the IFA raised over \$125,000, to support student learning and provide specialized resources across the school.

Highlights of Family Events during the 2017-2018 school year include

- Inspired Family Association Third Thursday Morning Coffees
- Inspired Family Association Family Picnics
- Family Education Events – Math Curriculum, Literacy Curriculum, Restorative Practices, Cultivating Resilience and Preventing Bullying
- Morning and Evening of the Arts Performances
- High School Information Sessions
- Family Game Night
- Debate Team Competitions
- Learning Showcases each trimester
- Black Lives Matter Week of Action
- Phillips Collection Community Celebration
- Inspired Evening
- 8th Grade Portfolio Defense
- Capital Pride Parade

II. School Performance

II.A. Performance and Progress

II.A.1. Mission-related Programs

Inspired Teaching Demonstration Public Charter School implements the philosophy and instructional methodology of Center for Inspired Teaching, a DC-based educational organization that has served our city's teachers and students since 1995, with the goal of ensuring that teachers make the most of children's innate desire to learn. Our staff not only implements this philosophy, but also innovates and expands on the model and methods contributing to the refinement and expansion of Inspired Teaching practices. The school houses a Teacher Residency Program in which Teaching Residents study under the guidance of our Master Teachers. The school is a leader in improving the way teachers are trained and students are educated in DC and beyond. Students benefit from the experience and expertise of Master Teachers and the energy and spirit of new teachers, all of whom serve as models of a lifelong commitment to learning.

The defining characteristic of Inspired Teaching School is a professional learning community focused on a progressive, constructivist approach to teaching and learning based in the research on how the brain works and how children learn. The school is organized to meet two related, mutually reinforcing primary goals: to provide an excellent education for students, and to provide excellent teacher preparation and professional development for teachers.

Dominant methods of instruction include inquiry-based methods and active learning approaches, where the teacher serves as facilitator and coach to support student learning. Instruction includes an emphasis on social-emotional learning, and classrooms are characterized by student-centered practices such as differentiated instruction, collaborative groups, and child-initiated play.

At Inspired Teaching Demonstration Public Charter School, we view student discipline systems and classroom management as important teaching tools that help us reach our goals of teaching the whole child. All faculty and staff work together to help students become responsible community members and take responsibility for their behaviors. We expect students and families to observe and maintain the rules of the school, and closely monitor student behaviors throughout the year. When infractions of the rules occur, each student's case is handled individually according to our tiered system for engaging children's cooperation. Families are informed and involved at every step in the process. Students are asked to take responsibility for their actions and are supported in finding ways to restore the relationships that have been strained.

The teacher-student relationship and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching Demonstration Public Charter School. Discipline and motivation for high levels of success are accomplished through building a learning community, with each

student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries and consistency necessary for student success.

There are three simple rules at Inspired Teaching Demonstration PCS. We call them "Rights and Responsibilities" and they are:

Everyone learns.

Everyone is safe.

Everyone builds the community.

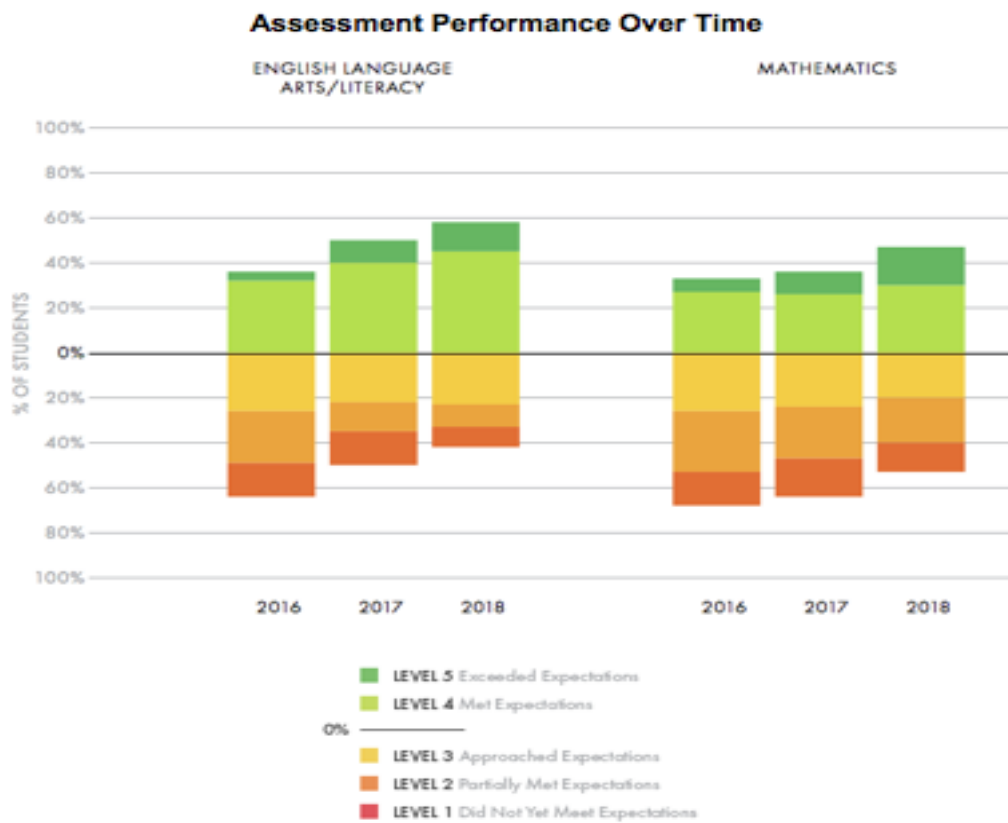
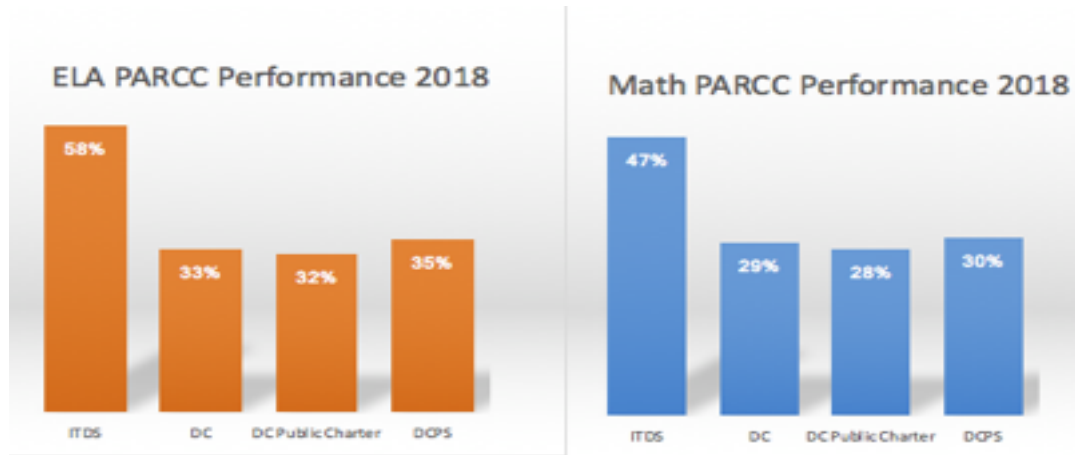
Within every classroom, teachers and students develop agreements about what every student and staff member must do in order to uphold these school rules. Through this process, all learners in the community develop an understanding of the expectations for participation in our community.

As a Demonstration School, Inspired Teaching School receives visitors from around the globe. It is part of our mission to demonstrate the benefits of *Inspired* instruction and share progressive teaching and learning practices. Our goal is to enable other educators to deepen their understanding of a child-centered approach and also to contribute to the national conversation about teacher training and professional development. Our professional learning community strives to ensure that all students achieve their potential as accomplished learners, thoughtful citizens and imaginative and inquisitive problem solvers through our demanding, inquiry-based curriculum.

II.A.2. Inspired Teaching Demonstration Public Charter School adopted the PMF as our goals and academic achievement expectations.

Inspired Teaching Demonstration Public Charter School has been recognized as among the top performers in the city on the Partnership for Assessment of Readiness for College and Careers (PARCC). We are pleased to share that our students continue to demonstrate solid growth in English Language Arts (ELA) and Math. Student math scores increased by 11.5% and English Language Arts scores increased by 7.3%, making Inspired Teaching Demonstration School the 4th most improved school in the charter sector with increases more than twice the rate of overall state (District of Columbia) improvements. Over the past three

years, we have seen consistent gains, including a notable increase in the number of students who exceed expectations by obtaining a score of 5. The first two charts below show our school performance in comparison to the city, the charter sector, and DCPS in ELA and Math. The third chart shows our growth over the last three years.



II.B. Unique Accomplishments

Our entire community celebrated the announcement of Inspired Teaching Demonstration Public Charter School achieving Tier One status as designated by the DC Public Charter School Board. This accomplishment recognizes and affirms the work of the entire staff, all students, families and partners.

As a demonstration school we welcome visitors from around the world and use each opportunity to establish a conversation during which we share our practices and invite questions and thought partnering to foster greater collaboration amongst educators. Our hope is to improve teaching and learning broadly making a difference in the experience of children around the globe. During the 2017-2018 school year we welcomed visitors from schools in the District of Columbia, Maryland and Virginia, foundations and education non-profits across the nation, area universities such as Georgetown University and George Mason University, and approximately thirty educators from the Philippines. Visitors see our program in action, meet with students and staff and establish open channels for continuing communication.

Professional development was further enhanced through the establishment of a partnership with Steve Leinwand, noted Math Education Change Agent. Steve worked with teachers and students using exciting methods and thought partnering that deepened understanding and facilitated instructional innovation.

Inspired Teaching Demonstration Public Charter School was invited to join the Diverse Charter Schools Coalition – a national organization of charter schools that have racially, culturally, and socioeconomically diverse student populations. The mission of the Coalition is to catalyze and support the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities and outreach. In addition to becoming members we hosted and presented during day of sessions for the organization’s mid-Atlantic convening.

Inspired Teaching Demonstration Public Charter School hosted a citywide curriculum and resource fair for Black Lives Matter Week of Action in Washington, DC. Our students and staff presented an array of opportunities for the school community to explore this complex topic in a manner that was developmentally appropriate and engaging for our students, Preschool – Middle School, our staff and families.

Our students participated in Global Play Day with every student in Preschool – Middle School having at least one full hour of unstructured playtime to demonstrate the importance of play in the lives of all children.

Educators from Inspired Teaching Demonstration Public Charter School presented at the FOCUS DC Charter Conference in collaboration with educators from Appletree PCS. The session focused on the complexities of race and diversity in public charter schools.

Inspired Teaching Demonstration School students were recognized for their participation in Model UN, the GeoPlunge Challenge Tournament and the National Cherry Blossom Youth Art Contest. Artistic works created by our student artists were included in the FOCUS Art exhibition and were later on display at the US Department of Education.

We promoted our second class of 8th graders who are now attending great high schools across the city. The students promoted to 9th grade in 2018 participated in a newly adopted rigorous learning experience, Portfolio Defense, to demonstrate their learning and capacity to articulate and defend their work. The students' presentations and the investment of teachers and administrators were outstanding. Several students not only passed, but also demonstrated such depth and overall excellence they were designated to have passed with distinction.

The exceptional talents and skills of our dance students were on display when they participated in Step Afrika Dance DC.

Continuing Community Engagement: We continue to build on our regular communication with the community ensuring that neighbors are up to date on events at the school. We also hosted meetings for community organizations and strive to be good neighbors embracing opportunities to come together. We demonstrated a track record of proactive engagement and timely communication with our neighbors.

Our teachers were featured in an Atlantic article – “The Hidden Meaning of Kids’ Shapes and Scribbles”

Our students benefited from an array of field trip options traveling within DC and beyond to other destinations. Special opportunities were presented to celebrate and engage our 8th graders as they prepared to transition from Inspired Teaching Demonstration Public Charter School to area high schools.

Strategic Planning: We are in the implementation phase of our first Strategic Plan, (adopted during the 2015-2016 school year) completed all year one and two goals and made substantial progress on year three goals.

Fundraising and Development: Launched a very successful fundraising campaign yielding 100% participation by our Board of Directors and an outstanding rate of participation from family and community donors including expansion of our sustaining donor program.

Young Artists’ Exhibition at the Phillips Collection: our students celebrated the visual arts with our seventh Opening and Exhibition at the Phillips Collection.

II.C. List of Donors*

**This list includes donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2017-2018 school year. We apologize in advance if we failed to include donors on this list.*

John and Allison Acosta
Jerri Anglin and Richard Bebout
Chris and Stephanie Aument
Scott Barash and Gayle Wald
James and Alexandra Bishop
Charmaine Brandon
William and Lauren Braniff
Michael Brodsky and Aleta Margolis
Christopher and Sarah Brown
Stan and Nichole Carlyle
Eric Columbus and Naomi Seiler
Shaun and Melissa Cross
Nicholas and Emma Cummings
Joerg and Susan Dreweke
Jed Ela and Nazgol Ghandnoosh
Victoria Espinel and John Stubbs
John Farden and Lee Ann Richter
Nikki Floyd and Chris Magers
Carol Garrison and Apurva Patel
C. Evelyn and Hugh Gaskill
Richard Gelinas and Jennifer Helvik
Nathanael Goldberg and Genevieve Melford
Sean and Catherine Griffin
Joe Gruber and Kathleen Kassel
Lila Guterman and Christopher Kankel
Lina Guzman and Daniel Hernandez
Nicole Hamam and Steve Morrison
Rob Hanson and Kate Keplinger
Sandra Heard and Ginger Rumph
Anne Hingeley and Mark Meier
Sara and Amanda Hoffman
Frederick Hubig
Cosby Hunt and Michelle Sinkgraven
Denise Junius
Andrea Kavanagh and Ewell Smith
Todd and Kori Keller

John and Monica Leibovitz
Mark and Abigail Leta
Matt and Dawn Luecke
Robert and Judith McLaughlin
Timothy and Hannah Mullen
Daniel and Allison Murphy
Corey Newman and Gi-Hyun An
Abraham Newman and Craig Pollack
Brian and Johanna Olexy
Michael and Rachel Papantonakis
John and Mary Pitts
Raja and Deepti Siddhartha and
Malcolm and Nan Ritsch
Massie and Merry Ritsch
Erin Scheick and Brandon Yoder
Scott and Ilissa Shefferman
Paul and Beth Skorochod
Don and Eshauna Smith
Hasan and Alya Solomon
Jason and Eleanor Tipton
Darian and Kerstin Toedtman
Jennifer Vollett-Krech
Stephanie Wainscott and Jason Washington
Michael and Erin West
Rusty and Linda Wilson
Laurel Wingate
Torger and Melinda Wuellner
Shawn and Kate Zeller

Building Hope
Paradigm Therapy Partners
United Bank

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Inspired Teaching Demonstration PCS
PCSB	Campus Name: Inspired Teaching Demonstration PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 446

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	43	44	49	50	49	50	49	48	23
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	19	22	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 177
PCSB	Suspension Rate: 3.1%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.05%
PCSB	In-Seat Attendance: 94.9%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)

PCSB	Midyear Withdrawals: 2.2% (10 students)*
PCSB	Midyear Entries: 0.2% (1 student)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable
PCSB	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 23.5%
School	Number of Teachers: 34
School	Teacher Salary 1. Average: \$64,908 2. Range -- Minimum: \$ 39,383 \$97,706 Maximum:

Appendices (A-E)

Appendix A: Staff Roster and Resident Listing, 2017-2018

First	Last	TITLE/RESPONSIBILITIES	QUALIFICATIONS
Nsilo	Abraham	Physical Education Teacher	BS – Health, Fitness & Recreation
Astrid	Alvarado-Seig	Spanish Teacher	BA – Spanish
Liane	Alves	Lead Teacher, PreKindergarten	MA- Cultural Anthropology
Jodi	Ash	Master Teacher, Science, 5 th -7 th grade	BA- Political Communication
Olutayo	Ayodeji	Lead Teacher, Middle School Math	BA- Interdisciplinary Studies; M.Ed – Educational Administration
Erin	Bailey	Lead Teacher, 1 st grade	BA – Education; MA-Reading Instruction
Aisha	Bhatty	Master Teacher, PreSchool	BA-Psychology; M.Ed – Elementary Education, Curriculum and Instruction
Eli	Blum	Teaching Resident, 4 th grade	BA-History
Sybil	Bolden	Master Teacher, Kindergarten	BA-Communications
Robert	Brice	Lead Teacher, Middle School Social Studies	BA-Political Science MA-Teaching
Austin	Broderick	Spanish Teaching Associate	BA – Geography and Urban Environment
Connie	Brown	Master Teacher, PreKindergarten	BS-Child & Family Studies; MS-Child & Family Studies
Kelly	Brown	Data Manager & Special Projects Manager	BA-History; M.Ed-Elementary Education
Samia	Brown	Registrar and Special Programs Coordinator	BA-Mass Communications
Bettya	Burgess	Paraprofessional, 3 rd grade	High School
Page	Christensen	Lead Teacher, PreKindergarten	BA- Fine and Studio Art
Latisha	Coleman	Middle School Principal	BA-Psychology and Sociology; MA-Educ Leadership and Policy Studies
Hubert	Dixon	Lead Teacher, 3 rd grade	BA-Political Science; MA-Teaching
Amber	Dooley	Art Teacher	BA – Art Education
Leslie	Douglas	Administrative Assistant	BA-Studio Art
Suriya	Douglas	Lower School Principal	AB-Sociology; M.Ed-Educational Administration
Michele	Eaton	Special Education Teacher	BS-Journalism
Ben	Frazell	Instructional Coach, English Language Arts	BA-English, Political Science; M.Ed-Elementary Education
Misty	Freeman	School Psychologist	BA-Psychology; MA-Early Childhood Education
Kina	Gee	Teaching Assistant,	BS-Finance
Sandhya	Ghanta	Lead Teacher, 4 th grade	BA-Mathematics MA-Elementary Education and Special Education
Adriana	Gonzalez	Paraprofessional, PreSchool	High School
Tasha	Harris	Special Education Teacher	BS-Biology

Brittney	Haywood	Teaching Associate, Special Ed	BA-Human Relations
Chrystena	Hill	Paraprofessional, PreKindergarten	High School
Jaleesa	Honesty	Paraprofessional, PreK	BA-Physical Education
Maureen	Ingram	Master Teacher, PreSchool	BA-Russian and Political Science; MA-International Studies
Renata	James	English Language Arts, Middle School	BA-Humanities
Shannon	Kane	Instructional Coach, Mathematics	BA-World Politics MA-International Affairs EdD-Education
Monisha	Karnani	Director of Demonstration and Outreach	BS-Engineering MA-Education
Costia	Karolinski	Teaching Associate	BA- Fine and Performing Arts
Donna	Kearney	Dance Teacher	High School
Kate	Keplinger	Chief Operating Officer	BA-International Studies; MAT-Secondary Education
Suzanna	Lane	Art Teacher	BA-Anthropology; M.Ed-Education
Amy	Lyon	Speech-Language Pathologist	BFA-Creative Writing; MA-Speech/Language Pathology
Daris	McInnis	Lead Teacher, PreKindergarten	BA-General Business; MBA
Courtney	McIntosh-Peters	Middle School, Mathematics	BA-Chemistry
Bevan	Morrison	Special Education Coordinator	BA-English; MS-Special Education
Ash	Moser	Master Teacher, 3 rd grade	BS-Elementary Ed/History; M.Ed-Education Administration
Cornelius	Paige	Paraprofessional, Special Education	High School
Malcolm	Poole	Intervention Specialist	BS-Sociology/Criminal Justice; M.Ed- Educational Leadership
Hannah	Salisbury	Early Childhood Program and Curriculum Specialist	BS-Anthropology; MS.Ed-Educational Psychology
Kamille	Scarlett	Middle School, Mathematics	BA-Psychology MA-Multicultural Education
Octavia	Shaw	Special Education Teacher	BA-Journalism MA-Instructional Systems
Neoka	Smith	Master Teacher, 2 nd grade	BA-English
Shawnicka	Snipe	Lead Teacher, 2 nd grade	BA-Sociology; M.Ed.-Curriculum and Instruction
Melissa	Somerville	Master Teacher, 1 st grade	BS-Early Childhood Education
Kim	Spotts	Master Teacher, Humanities, Middle School	BA-Integrated Curriculum for the Humanities/English
Timothy	Street	Manager, Strategic Initiatives	BA-Sociology; MA-Teaching
Imani	Taylor	Business Manager	BS-Journalism and Mass Communications
Paul	Thomas	Building Services Manager	High School
Michael	Thompson	Teaching Assistant, 1 st grade	BA-Journalism
Chris	Washington	Music Teacher	BA-Music Education
Deborah Dantzler	Williams	Head of School	BA-Sociology/Political Science; MCP-Urban and Regional Planning; MA-Organization and Leadership

Teacher Residents:

Instructional Staff, Teachers in Residence for One Year
All Residents have completed the Bachelor's Degree.

Erez Mirer

Cindy Amuzie

Dairis Sales

Sophie Super

Nicole Foronda

Justin Johns

Gilliam Carey

Antone Neugass

Cecily Miles Slater

Maya Zisette

Raven Robinson

Appendix B: Board Roster, 2017-2018

Gay Cioffi

Member, Executive Committee
Member Fundraising Committee
DC Resident

Morris Clarke

Member, Executive Committee
Member, Finance Committee
Member, Fundraising Committee
Parent Member
DC Resident

Marc Fisher

Board Chair
Member, Executive Committee
Member, Finance Committee
Member, Nominating and Governance Committee
DC Resident

John Leibovitz

Chair, Strategic Planning Committee
Convenor, Continuing Options Committee
Member, Finance Committee
Member, Fundraising Committee
Parent Member
DC Resident

Aleta Margolis

Representative, Center for Inspired Teaching
Founder and President, Center for Inspired Teaching
Member, Nominating and Governance Committee

Lucy Newton

Chair, Fundraising Committee
Member, Continuing Options Committee
Parent Member
DC Resident

Michael Reed

Board Treasurer
Chair, Finance Committee
Member, Fundraising Committee
Parent Member
DC Resident

Anika Simpson

Vice Chair
Chair, Nominating and Governance Committee
Member, Executive Committee
Member, Finance Committee
Parent Member
DC Resident

Eshauna Smith

Member, Continuing Options Committee
Member, Nominating & Governance
Parent Member
DC Resident

Deborah Dantzler Williams

Ex-officio, Non-voting Member
Ex-officio, Non-voting Member, All Board Committees
Head of School
DC Resident

Rusty Wilson

Chair, Fundraising Committee
Member, Finance Committee
Parent Member
DC Resident

Laurel Wingate

Member, Fundraising Committee
Member, Nominating and Governance
DC Resident

Appendix C: Unaudited Year-end 2017-18 Financial Statement

Inspired Teaching Demonstration Public Charter School Profit and Loss

July 2017 - June 2018

	Total
Income	
04 State and Local Revenue	
400 Per-Pupil Operating Revenue	
4000 Per-pupil alloc	5,063,262.82
4010 Per-pupil SpEd alloc	855,351.27
4011 Per-pupil SpEd ESY	49,020.00
4020 Per-pupil LEP/NEP alloc	100,518.56
4040 Per-pupil at risk	139,269.48
4050 Per-pupil adjustment	140,777.00
Total 400 Per-Pupil Operating Revenue	\$6,348,199.13
410 Per-Pupil Facility Revenue	
4100 Per-pupil facility alloc	1,423,956.71
Total 410 Per-Pupil Facility Revenue	\$1,423,956.71
420 Other Local Revenue	
4200 Local grants	10,122.75
4210 Local programs	5,834.57
Total 420 Other Local Revenue	\$15,957.32
Total 04 State and Local Revenue	\$7,788,113.16
05 Federal Revenue	
500 Federal Grants	
5001 ESEA Title 2	17,092.18
5003 IDEA 611	54,709.57
5004 IDEA 619	835.52
5030 Competitive federal grants	73,041.04
Total 500 Federal Grants	\$145,678.31
510 Public Programs	
5100 National school lunch prog	36,235.94
5103 Donated federal commodities	4,005.85
5110 E-rate program	-42.17
Total 510 Public Programs	\$40,199.62
Total 05 Federal Revenue	\$185,877.93
06 Private Revenue	
620 Private Contributions	
6200 Individual contributions	130,443.75
6210 Corporate contributions	13,592.29
6220 Foundation contributions	4,316.00
Total 620 Private Contributions	\$148,352.04

630 Activity Fees	
6310 Field trip fees	3,221.00
6320 Club & other fees	6,465.00
Total 630 Activity Fees	\$9,686.00
640 School Sales	
6400 Paid meals sales	37,784.65
Total 640 School Sales	\$37,784.65
650 Additional Revenue	
6500 Short-term investments	13,826.56
6560 Miscellaneous revenue	4,511.89
Total 650 Additional Revenue	\$18,338.45
Total 06 Private Revenue	\$214,161.14
Total Income	\$8,188,152.23
Gross Profit	\$8,188,152.23
Expenses	
07 Staff-Related Expense	
700 Curricular salaries	
7000 Leadership salaries	247,008.44
7010 Teacher salaries	1,525,247.03
7011 SpEd salaries	469,427.08
7013 Specials salaries	428,360.21
7014 Substitute salaries	63,024.44
7020 Teacher aides salaries	213,577.60
7080 Curricular stipends	2,400.00
7090 Curricular bonuses	10,000.00
Total 700 Curricular salaries	\$2,959,044.80
710 Supplemental Service Salaries	
7100 Student support salaries	204,473.21
7110 Instr staff support salaries	237,064.90
7120 Clerical salaries	176,047.81
7130 Business, operations salaries	116,674.53
7140 Maintenance/custodial salaries	43,685.16
Total 710 Supplemental Service Salaries	\$777,945.61
730 Management/Development Salaries	
7300 Executive salaries	294,395.38
7310 Development salaries	96,000.00
Total 730 Management/Development Salaries	\$390,395.38
740 Employee Benefits	
7400 Retirement plan contrib	48,936.69
7405 DCPS Retirement plan contrib	8,522.22
7410 Health insurance	219,863.79
7460 Workers' comp insurance	13,092.23
Total 740 Employee Benefits	\$290,414.93
750 Payroll Taxes	
7500 Social security & medicare	301,161.25

7510 State unemployment tax	689.92
Total 750 Payroll Taxes	\$301,851.17
760 Professional Development	
7600 Staff development (non-travel)	43,451.36
7610 Staff development travel	5,394.25
Total 760 Professional Development	\$48,845.61
780 Other Staff Expense	
7800 Staff recruiting	3,983.89
7810 Staff background checks	1,209.72
7820 Staff meals, events, & awards	17,704.38
7830 Staff travel (non-development)	386.40
Total 780 Other Staff Expense	\$23,284.39
Total 07 Staff-Related Expense	\$4,791,781.89
08 Occupancy Expense	
800 Occupancy Rent Expense	
8000 Rent	1,423,956.67
Total 800 Occupancy Rent Expense	\$1,423,956.67
810 Occupancy Service Expense	
8140 Facility consulting fees	18,382.00
Total 810 Occupancy Service Expense	\$18,382.00
Total 08 Occupancy Expense	\$1,442,338.67
09 Additional Expense	
900 Direct Student Expense	
9000 Student supplies, snacks	59,325.98
9001 Club expenses	3,599.65
Total 9000 Student supplies, snacks	\$62,925.63
9010 Student assessment materials	5,602.02
9020 Student Textbooks	43,834.75
9050 Contracted instruction fees	361,630.00
9051 Contracted SpEd instruct	362,026.55
9060 Food service fees	107,632.91
9070 Student field trips	14,770.18
9080 Student recruiting	6,078.13
9091 Translation services	52.43
Total 900 Direct Student Expense	\$964,552.60
910 Office Expense	
9100 Office supplies	20,142.08
9110 Copier rental & services	16,339.85
9120 Telephone & telecommunications	15,087.74
9130 Postage, shipping, delivery	2,511.52
9140 External printing	2,080.03
9150 Non-capitalized technology	5,342.36
9160 Non-capitalized FF&E	4,790.44
Total 910 Office Expense	\$66,294.02
920 Business Expense	

9200 Business insurance	33,156.44
9210 Authorizer fees	70,939.44
9230 Accounting, auditing, payroll	128,544.38
9240 Legal fees	8,681.92
9260 Computer support fees	13,700.97
9270 Fundraising fees	15,253.86
9280 Other professional fees	3,646.29
9290 Other expenses	196.15
Total 920 Business Expense	\$274,119.45
930 Business Fees	
9300 Dues, fees, and fines	13,453.46
Total 930 Business Fees	\$13,453.46
Total 09 Additional Expense	\$1,318,419.53
1X Interest, Depr, and Amort	
11 Depreciation and Amortization	
11000 Operating asset depreciation	59,936.47
11010 Facility amort & depr	20,516.04
Total 11 Depreciation and Amortization	\$80,452.51
12 Interest Expense	
12001 Imputed interest - capital lease	3,384.75
Total 12 Interest Expense	\$3,384.75
Total 1X Interest, Depr, and Amort	\$83,837.26
Total Expenses	\$7,636,377.35
Net Operating Income	\$551,774.88
Net Income	\$551,774.88

Monday, Oct 01, 2018 09:41:00 AM GMT-7 - Accrual Basis

Inspired Teaching Demonstration Public Charter School
Balance Sheet
As of June 30, 2018

	Total
ASSETS	
Current Assets	
Bank Accounts	
100 Cash	
1000 Operating BOG 4277	0.00
1001 Operating BOG 3393	3,486,032.84
1099 AnyBill Transfer	50,000.00
Total 100 Cash	\$3,536,032.84
Total Bank Accounts	\$3,536,032.84
Accounts Receivable	
110 Accounts Receivable	35,492.14
Total Accounts Receivable	\$35,492.14
Other Current Assets	
1399 Undeposited Funds	0.00
140 Other Current Assets	
1400 Prepaid expenses	49,316.44
1410 Deposits	12,588.00
1430 Employee advances	0.00
Total 140 Other Current Assets	\$61,904.44
Total Other Current Assets	\$61,904.44
Total Current Assets	\$3,633,429.42
Fixed Assets	
160 Operating Fixed Assets	
1600 FF&E	202,496.18
1610 FF&E - Support	0.00
1620 Computers	183,542.39
1630 Computers - Support	0.00
1660 Other operating assets	4,500.00
1661 Other op assets - website	0.00
Total 160 Operating Fixed Assets	\$390,538.57
170 Accum Depr of Op Fixed Assets	
1700 Accum depr FF&E	-79,140.76
1710 Accum depr FF&E - Support	0.00
1720 Accum depr computers	-137,166.57
1730 Accum depr computers - Support	0.00
1760 Accum depr other op assets	-4,500.00
1761 Accum depr other - website	0.00
Total 170 Accum Depr of Op Fixed Assets	-\$220,807.33
180 Facilities	
1820 Construction in progress	0.00

1830 Leasehold improvements	93,017.74
1840 Loan costs	0.00
1880 Membership interests-Shaed	78,620.04
Total 180 Facilities	\$171,637.78
190 Accum Depr of Facilities	
1910 Accum amort lease imp	-72,501.56
Total 190 Accum Depr of Facilities	-\$72,501.56
Total Fixed Assets	\$268,867.46
TOTAL ASSETS	\$3,902,296.88
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
200 Accounts Payable	
2000 Current payable	0.00
2001 AnyBill payable	89,264.26
Total 200 Accounts Payable	\$89,264.26
Total Accounts Payable	\$89,264.26
Credit Cards	
210 Credit Accounts	
2100 American Express	6,816.89
Total 210 Credit Accounts	\$6,816.89
Total Credit Cards	\$6,816.89
Other Current Liabilities	
220 Accrued expenses	
2200 Accrued salaries	222,209.10
2220 Accrued employee benefits	0.00
2240 Other accrued expenses	1,289.12
2299 Garnishments	0.00
Total 220 Accrued expenses	\$223,498.22
230 Payroll Liabilities	
2360 EE pension payable	5,477.43
2361 EE pension payable - DCPS	0.00
2370 ER pension payable	2,629.27
2371 ER Pension Payable - DCPS	0.00
2380 Flexible spending account	3,929.24
2381 Supplementary insurance	652.82
2390 Manual checks	0.00
Total 230 Payroll Liabilities	\$12,688.76
240 Unearned Revenue, Deposits Held	
2400 Unearned per-pupil revenue	0.00
2410 Unearned local revenue	0.00
2430 Unearned federal revenue	0.00
Total 240 Unearned Revenue, Deposits Held	\$0.00
250 Short-Term Debt	

2500 Trustee or employee loan	0.00
2530 Other short-term liabilities	0.00
Total 250 Short-Term Debt	\$0.00
Total Other Current Liabilities	\$236,186.98
Total Current Liabilities	\$332,268.13
Long-Term Liabilities	
260 Long-Term Debt	
2650 Capital leases - operating asset	74,429.23
Total 260 Long-Term Debt	\$74,429.23
290 Suspended	
2900 Suspense	0.00
Total 290 Suspended	\$0.00
Total Long-Term Liabilities	\$74,429.23
Total Liabilities	\$406,697.36
Equity	
300 Unrestricted net assets	
3010 Unrestricted net assets	2,135,829.28
Total 300 Unrestricted net assets	\$2,135,829.28
310 Temporarily restrict net asset	
3100 Use restricted	17,114.09
Total 310 Temporarily restrict net asset	\$17,114.09
3900 Retained Earnings	790,881.27
Net Income	551,774.88
Total Equity	\$3,495,599.52
TOTAL LIABILITIES AND EQUITY	\$3,902,296.88

Monday, Oct 01, 2018 09:40:39 AM GMT-7 - Accrual Basis

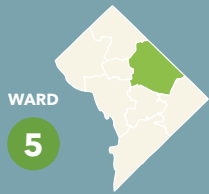
Appendix D: Approved 2018-2019 Budget

Reporting, v2.5

Inspired Teaching Demonstration

	SY18-19
Revenue	
State and Local Revenue	8,175,263
Federal Revenue	786,642
Private Grants and Donations	120,000
Earned Fees	48,117
Revenue Total	9,130,023
Expenses	
Salaries	4,464,819
Benefits and Taxes	878,916
Staff-Related Costs	24,989
Rent	1,527,069
Direct Student Expense	872,529
Office & Business Expense	391,726
Expenses Total	8,160,048
NET ORDINARY INCOME	969,974
Extraordinary Expenses	
Depreciation and Amortization	114,857
Interest	3,371
Extraordinary Expenses Total	118,227
TOTAL EXPENSES	8,278,276
NET INCOME	851,747
Cash Flow Adjustments	
Add Depreciation	114,857
Operating Fixed Assets	(65,151)
Facilities Project Adjustments	(587,935)
Cash Flow Adjustments Total	(538,229)
CHANGE IN CASH	313,518
Starting Cash Balance	3,378,601
Change In Cash	313,518
ENDING CASH BALANCE	3,692,119

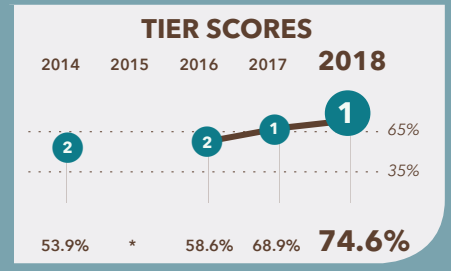
Appendix E: PCSB School Quality Report (PMF)



Inspired Teaching Demonstration PCS

200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org



School Profile (2018–19)

Board Chair

John Leibovitz

Head of School

Deborah Dantzer Williams

Grades Served

● Current Grades ● Future Grades

● PK3 ● PK4 ● K ● 1

● 2 ● 3 ● 4 ● 5

● 6 ● 7 ● 8 ○ 9

○ 10 ○ 11 ○ 12 ○ Adult Ed

Principal

Seth Biderman (MS)
Suriya Douglas (ES)

First School Year

2011-12

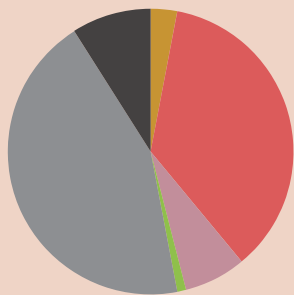
Tier Explanations

- 1 High Performing**
(65.0% – 100.0%)
- 2 Mid Performing**
(35.0% – 64.9%)
- 3 Low Performing**
(0.0% – 34.9%)

For schools serving grades PK-12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.
* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2017–18)

Total Enrollment
446



Asian	3.1%
Black Non-Hispanic	36.5%
Hispanic / Latino	6.7%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	44.4%
Multiracial	8.7%

English Language Learner	3.8%
Economically Disadvantaged	22.2%
Special Education	14.3%
At-Risk Population	14.1%

A Note from the School

Inspired Teaching Demonstration PCS is a community of master teachers and teacher residents that provides an excellent education and invests in teacher preparation and professional development. Diverse students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum. Our work is centered on four I's: Intellect, Inquiry, Imagination, and Integrity. Lessons are student-centered. Teachers act as facilitators and instigators of thought so students are engaged in hands-on learning and becoming successful problem solvers. Early childhood, elementary, and middle school students become agents of change through a 21st-century curriculum, diversified assessment, renowned partnerships, and engaged families.

Inspired Teaching Demonstration PCS

2018 School Quality Report

(2017–18)

Grades Measured: PK3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.9 out of 17.5

68.1%

Growth on the state assessment in
mathematics



9.7 out of 17.5

55.2%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

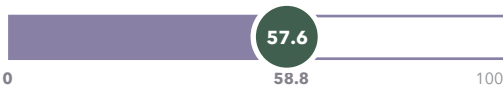
Approaching College and
Career Ready and Above



6.0 out of 7.5

80.3%

College and Career Ready



4.9 out of 5.0

98.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.0 out of 7.5

67.0%

College and Career Ready



3.6 out of 5.0

72.9%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready



5.0 out of 5.0

100.0%

8th Grade Mathematics

College and Career Ready



1.0 out of 5.0

19.1%

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.9 out of 9.0

98.7%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.8 out of 4.0

94.2%

Instructional Support



1.8 out of 4.0

44.8%

TOTAL SCORE

TIER 1

74.6 out of 100

74.6%

Inspired Teaching Demonstration PCS

2018 School Quality Report

(2017–18)

Grades Measured: PK3–8



Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Reading: Developmental Reading Assessment (DRA) & i-Ready

Percent of students who met or exceeded the publisher's achievement expectations by the end of the year



K-2 Math: enVisionMATH

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year

