



**PAUL** PUBLIC  
CHARTER  
SCHOOL

**“ACADEMICS, ARTS, AND ATHLETICS...  
*Experience It All at Paul!*”**

# **ANNUAL REPORT SY 2017-2018**

**Dr. Tracy Wright**  
Chief Executive Officer

**Roberta Colton**  
Chair, Board of Trustees

**5800 Eighth Street N.W., Washington, DC 20011  
202.291.7499**

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# I. School Description

## A. Mission Statement: The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

Located in Northwest Washington, D.C., Paul PCS serves students in the middle and high school grades and is the home of the “**M.E.R.I.T. Scholars**” (*Motivated, Educated, Responsible, Independent Thinkers*). Beginning in the middle grades, MERIT Scholars experience a rigorous, college preparatory curriculum, coupled with arts and athletic opportunities to develop a firm foundation to eventually enter Paul International High School. Given our mission, Paul strives to cultivate in our students the ability to think critically, and to be responsible citizens and leaders through the implementation of rigorous academic programming, co-curricular opportunities, and our global citizenship program. Our 2018 PARCC results from the High School show positive movement relative to performance and increases in our graduation rate. For Middle School, comparisons of cohorts from one year to the next show increases in overall proficiency as it relates to the PARCC exam. As it relates to co-curricular programming, we offered 20 opportunities, and had over 50% engage in these opportunities. Relative to responsible citizenship, we continue to implement a Global Citizenship curriculum to encourage our students to grapple with and provide solutions for complex issues that our world is facing. Last year, students had the opportunity to test out related hypotheses by engaging in exchange programs through the LearnServe program. Approximately 20 scholars traveled to Jamaica, South Africa, and Paraguay.

### The Paul School Model and Goals for 2017/2018

Our mission is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders. The realization of this mission requires the implementation of coherent programming that improves our scholars’ ability to think critically, provides opportunities to grapple with solving complex problems and promotes inquiry about and a desire to improve their communities and our world.

One of the obstacles that precludes us from delivering on our mission consistently is that our offerings are disparate and in many cases, loosely connected at best to our mission. Deep analysis of our school culture and academic programming confirmed the need for a structure/construct that was called out in the strategic plan developed in SY 2012. This structure is a **School Model**. School models are critical because they:

- Operationalize the work necessary to accomplish our mission
- Provide guidance and “housing” for our goals
- Serve as a filter or lens through when we make decisions about programming, partnerships, policies and processes

The Paul 5 school model consists of 5 components—each of which houses the identified goals for next year and our school’s academic and climate/cultural programming.

<b>Paul Model Component #1: High Expectations and Continuous Improvement</b>
<b>Narrative:</b> We develop scholars to become responsible, independent thinkers and leaders. A strong culture of achievement is the foundation for the high standards of learning we create in our classrooms and school environments. We base our decisions on data, strive to continuously improve, and hold each other accountable for excellence.
<b>Paul Model Component #2: College and Career-Ready Academics</b>
<b>Narrative:</b> The Paul academic program ensures that our scholars make <u>lasting academic growth</u> , enjoy learning, and are fully prepared for success in college or a career. We believe that every one of our scholars can reach rigorous

academic benchmarks.
<b>Paul Model Component #3: A Culture of Community</b>
<b>Narrative:</b> We believe in <u>intentionally</u> building a welcoming, supportive, and inclusive community of scholars, staff, and families. All community members understand our expectations and work to realize them through urgent action.
<b>Paul Model Component #4: Committed, High Performing Educators</b>
<b>Narrative:</b> Our teachers, leaders, and staff are deeply committed to improving our scholars' achievement and realizing our core values. We develop our abilities as educators and we build strong relationships with our scholars, families and one another.
<b>Paul Model Component #5: Integrated Arts, Athletics, and International Studies</b>
<b>Narrative:</b> We develop well-rounded scholars by integrating arts, athletics, and international studies into our academic curriculum. Our scholars become global citizens who develop an understanding of themselves, their communities, and the world.

Our core values reflect the beliefs of the Paul PCS community, which set the tone for a positive school culture. Our core values and beliefs are:

- *Community:* Creating a welcoming, nurturing and orderly environment to provide an opportunity for all students, faculty and staff, board members, parents, and volunteers to perform at optimal levels.
- *Diversity:* Recognizing that each student must be provided with an individual plan for success and that diversity can strengthen the school community.
- *Achievement:* High quality teaching is a priority and must be coupled with relevant, rigorous, authentic, and aligned curriculum to ensure high student achievement.
- *Addressing the needs of the whole child:* Academics, Athletics and Arts are addressed during the school day to ensure the successful growth and development of well-rounded leaders and responsible citizens.
- *Collaboration:* Collaboration amongst stakeholders is an essential strategy for school improvement.
- *Responsibility:* All faculty and staff members are responsible for the academic and social growth of students.

Paul PCS provides a structured, yet nurturing environment, through an extensive character education model, individualized course placement, and an array of support services. A myriad of after school activities and clubs allow students to explore hobbies and interests, including athletics, mentoring organizations, music and dance, media and technology, visual arts, and more. Paul PCS has high expectations and believes that success in the middle and high school years is realized by providing a rigorous academic program, a deliberate exposure to the arts and athletics, and an emphasis on character development and leadership.

## **B. School Program**

### **1. Summary of curriculum design and instructional approach**

The curriculum at Paul Public Charter School is structured to foster individual student growth. Over the course of their studies at Paul, students build rich content knowledge, effective reasoning skills, responsible habits, exposure to a larger worldview, and an appreciation of their roles as individuals within the school, neighborhood, and global community.

Paul PCS offers an extensive liberal arts curriculum to all middle and high school students designed to meet

the needs of every student. This balanced curriculum incorporates English, Mathematics, Science and Social Studies as the core courses that are supplemented with world language, physical education and health, and arts electives. Academic program highlights include:

- AP Course offerings
- World language offerings
- Global studies programs
- Multiple arts offerings
- Low teacher-to-student ratios
- Individualized student plans that include advanced/intervention courses
- Technology integrated curriculum

### **1. Parent involvement efforts**

Paul values parents as partners in educating our students. Paul provides both formal and informal structures for parents to be involved in the life of the school. The bylaws of Paul's Board of Trustees mandate that two current Paul parents serve on the school's board. This level of parent involvement provides parental input and feedback within the governing body. The Board of Trustees holds monthly meetings (excluding August and December), an annual retreat, an annual data dive, and monthly committee meetings.

Paul also has a Parent Action Group (PAG), a parent-led body of parents and families that supports the school's mission and focuses on improving parent involvement. PAG leaders meet with the parent liaison (a selected staff member) and school administrators on a monthly basis to plan upcoming parent involvement events and to discuss parent concerns. PAG hosts/co-leads a series of events throughout the year including:

- New Parent Orientation (August)
- Back-to-School PAG Meeting (September)
- Thanks-for-Giving Drive and Service Day (November)
- Family Literacy Night (February)
- Staff Appreciation Breakfast (May)
- Family Funfest (May)
- Parent Appreciation Luncheon (June)

In addition to the above activities, PAG also supports school-wide events including:

- Back-to-School Night
- Open House
- Staff Appreciation Week

The school utilizes additional methods for parent involvement beyond collaborating with the PAG, which include:

- Monthly/quarterly newsletters
- Weekly reminders via automated messaging
- Weekly updates on school's website
- Social media updates
- Quarterly progress reports

- Quarterly report cards
- Quarterly parent-teacher conferences
- Student and parent incentives or parent participation/attendance at events
- Parent satisfaction survey

## II. School Performance

### A. Performance and Progress

Paul’s mission is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers and leaders. The extent to which the mission is being met is measured by the school’s annual student achievement, school culture, and development goals.

### B. Lessons Learned and Actions Taken

Based on the 2016-2017 data, the School has taken many lessons learned from the school year. Dr. Tracy Wright, Chief Executive Officer, has spearheaded the development of Paul’s new Strategic Plan, incorporating elements of the school model (“The Paul 5”).

## 2018 – 2021 STRATEGIC PLAN

Paul Public Charter School’s 2018 – 2021 Strategic Plan is designed to support the Paul community to focus on establishing sustained, high levels of student achievement and transformative outcomes for students, set both the middle and high schools on a path to achieve Tier 1 status on the DC Public Charter School Board’s Performance Management Framework (PMF), and support the organization to earn its 20-year charter renewal and AALE reaccreditation in two years.

To create this plan, the Paul Executive team reviewed multiple organizational strategic plans, current Paul data, and resources to improve school quality and student achievement, including evidence-based practices from TNTP’s *Greenhouse Schools* study (2015) and Education Resource Strategies’ *Igniting the Learning Engine* (2017). The draft plan below includes 3-year goals grounded in critical PMF-aligned indicators, 1-year benchmark goals, strategies to achieve these goals, impact statements, and measures to assess our progress towards these goals. In the plan below, an asterisk (\*) indicates that goals are aligned to critical indicators on the PMF and a double asterisk (\*\*) indicates that goals are aligned to AALE reaccreditation.

The 2018-2021 strategic plan is aligned to our school model, commonly referred to as the Paul 5. The five model components are as follows:

1. High Expectations and Continuous Improvement

2. College and Career Ready Academics
3. Culture of Community
4. High Performing, Committed Educators
5. International Studies

Each section of the strategic plan begins with a brief narrative that explains the model component and then provides an overview of the strategic direction of that section.

## HIGH EXPECTATIONS AND CONTINUOUS IMPROVEMENT

We develop scholars to become responsible, independent thinkers and leaders. A strong culture of achievement is the foundation for the high standards of learning we create in our classrooms and school environments. We base our decisions on data, strive to continuously improve, and hold each other accountable for excellence.

### STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Ensure our students are equipped with the academic skills and experiences necessary to be successful in any college or a career.
- Foster and build key character attributes in our students that are essential for their success in college or a career.
- Create systems and interventions to support the success of at-risk students.

### GOALS

#### AP AND DUAL ENROLLMENT

By June 2021, **60%** of 11th and 12th grade students will enroll in at least 1 AP and/or dual enrollment course.\*

- **SY 18 - 19:** By June 2019, **50%** of 11th and 12th grade students will enroll in at least 1 AP and/or dual enrollment course.
- **SY 19 - 20:** By June 2020, **55%** of 11th and 12th grade students will enroll in at least 1 AP and/or dual enrollment course.

By June 2021, **50%** of students enrolled in AP courses will have a passing score of 3 or higher.\*

- **SY 18 - 19:** By June 2019, **35%** of students enrolled in AP courses will have a passing score of 3 or higher.
- **SY 19 - 20:** By June 2020, **45%** of students enrolled in AP courses will have a passing score of 3 or higher.

By June 2021, **70%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher.\*

- **SY 18 - 19:** By June 2019, **60%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher.

- **SY 19 - 20:** By June 2020, **65%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher.

By June 2021, **50%** of 8th grade students will earn at least 1 high school credit in Algebra 1 or Spanish 1.

- **SY 18 - 19:** By June 2019, **35%** of 8th grade students will earn at least 1 high school credit in Algebra 1 or Spanish 1.
- **SY 19 - 20:** By June 2020, **45%** of 8th grade students will earn at least 1 high school credit in Algebra 1 or Spanish 1.

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#### SAT AND PSAT SCORES

By June 2021, over **60%** of 11<sup>th</sup> grade PIHS students will meet or exceed the PCSB mandated benchmark score of 85 or higher on the PSAT.\*

- **SY 18 - 19:** By June 2019, over **45%** of 11<sup>th</sup> grade PIHS students will meet or exceed the PCSB mandated benchmark score of 85 or higher on the PSAT.
- **SY 19 - 20:** By June 2020, over **55%** of 11<sup>th</sup> grade PIHS students will meet or exceed the PCSB mandated benchmark score of 85 or higher on the PSAT.

By June 2021, **30%** of 11th grade students will earn a combined score of 970 (college ready benchmark) on the PSAT.\*

- **SY 18 - 19:** By June 2019, **20%** of 11th grade students will earn a combined score of 970 (college ready benchmark) on the PSAT.
- **SY 19 - 20:** By June 2020, **25%** of 11th grade students will earn a combined score of 970 (college ready benchmark).

By June 2021, over **70%** of 12<sup>th</sup> grade PIHS students will meet or exceed the PCSB mandated benchmark score of 890 or higher on the SAT.\*

- **SY 18 - 19:** By June 2019, over **55%** of 12<sup>th</sup> grade PIHS students will meet or exceed the PCSB mandated benchmark score of 890 or higher on the SAT.
- **SY 19 - 20:** By June 2020, over **65%** of 12<sup>th</sup> grade PIHS students will meet or exceed the PCSB mandated benchmark score of 890 or higher on the SAT.

By June 2021, **35%** of 12th grade students will earn a combined score of 1100 on the SAT.\*

- **SY 18 - 19:** By June 2019, **20%** of 12th grade students will earn a combined score of 1100 on the SAT.
- **SY 19 - 20:** By June 2020, **30%** of 12th grade students will earn a combined score of 1100 on the SAT.

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#### COLLEGE ACCEPTANCE/COMPLETION RATES

By June 2021, **100%** of 12<sup>th</sup> grade PIHS students will be accepted to their 4-year match college.\*

- **SY 18 - 19:** By June 2019, **65%** of 12<sup>th</sup> grade PIHS students will be accepted to their 4-year match college.
- **SY 19 - 20:** By June 2020, **85%** of 12<sup>th</sup> grade PIHS students will be accepted to their 4-year match college.

By June 2021, an appropriate staffing and support structure is in place to ensure a higher percentage of Paul students *complete* college.

- **SY 18 - 19:** By June 2019, we will have a clearly defined job description and scope of work for additional college matriculation support staff.
- **SY 19 - 20:** By June 2020, we will have hired college matriculation support staff.

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#### HS GRADUATION RATE

By June 2021, over **85%** of PIHS students will have the knowledge and skills necessary to be successful in



college or a career as measured by our 4-year graduation rate.\*

- **SY 18 - 19:** By June 2019, over **85%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 4-year graduation rate.
- **SY 19 - 20:** By June 2020, over **85%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 4-year graduation rate.

By June 2021, over **88%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 5-year graduation rate.\*

- **SY 18 - 19:** By June 2019, over **86%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 5-year graduation rate.
- **SY 19 - 20:** By June 2020, over **87%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 5-year graduation rate.

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#### 9TH GRADE ON TRACK

By June 2021, over **90%** of PIHS 9<sup>th</sup> grade students will earn enough credits to be on track to graduate in four years as measured by 9th grade credit accumulation.\*

- **SY 18 - 19:** By June 2019, over **87%** of PIHS 9<sup>th</sup> grade students will earn enough credits to be on track to graduate in four years as measured by 9th grade credit accumulation.
- **SY 19 - 20:** By June 2021, over **88%** of PIHS 9<sup>th</sup> grade students will earn enough credits to be on track to graduate in four years as measured by 9th grade credit accumulation.

#### IMPACT

Achieving our goals related to college gateway measures will...

- Build a college-going culture within our school and shift students' mindsets around their ability to compete in rigorous academic environments.
- Allow our students to qualify for National Merit and other scholarships which can support college tuition and access.
- Increase the number of our students who are competitive college applicants, significantly improving their college options and their future career pathways.
- Ensure that our students matriculate and complete college at higher rates, effectively leading to better long-term outcomes for our students and reductions in poverty rates.

STRATEGIES (CONNECTED TO THE STRATEGIC DIRECTION)

Ensure our students are equipped with the academic skills and experiences necessary to be successful in any college or a career.

- Increase and diversify AP and dual enrollment opportunities for students and create differentiated paths for students in these courses.
- Implement honors programming in core content areas across all grade-levels
- Create and implement a PSAT and SAT readiness curriculum for all students, including opportunities for academic enrichment and a tiered intervention program to prepare all students for the PSATs and SATs

Foster and build key character attributes in our students that are essential for their success in college or a career.

- Refine our Global Citizenship curriculum
- Develop a comprehensive 6th - 12th college access program, including mentorship and college visits and an alumni support network
- Create a year-long orientation program to equip students with scholarly attributes, resources, and skills necessary to succeed in high school.
- Forge partnerships with community-based organizations and business to provide interest aligned internship opportunities to senior students

Create systems and interventions to support the success of at-risk students.

- Implement data and improvement planning cycles to support a high level of 9th grade academic achievement paired with intensive intervention for at-risk 9<sup>th</sup> graders.
- Create and implement a tiered intervention plan and graduation tracking system to ensure that students are on track to graduate on time.

MEASURES OF PROGRESS

- AP and dual enrollment course enrollment rates, AP Test scores, dual enrollment grades, credit accumulation data, SAT and PSAT scores, 4- and 5-year graduation rate data

The Paul academic program ensures that our scholars make lasting academic growth, enjoy learning, and are fully prepared for success in college or a career. We believe that every one of our scholars can reach rigorous academic benchmarks.

#### STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Ensure that teachers are using instructional materials and assessments aligned to the expectations of college and career-ready standards and the PARCC assessment.
- Deliver high quality instruction that supports students to grow their academic performance and meet the expectations of grade level standards.

#### GOALS

##### SCORES ON PARCC (ELA)

**MS:** By June 2021, **62%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the ELA PARCC assessment.\*

- **SY 18 - 19:** By June 2019, **55%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the ELA PARCC assessment.
- **SY 19 - 20:** By June 2020, **58%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the ELA PARCC assessment.

**MS:** By June 2021, **33%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the ELA PARCC assessment.\*

- **SY 18 - 19:** By June 2019, **22%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the ELA PARCC assessment.
- **SY 19 - 20:** By June 2020, **27%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the ELA PARCC assessment.

**HS:** By June 2021, over **50%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC ELA.\*

- **SY 18 - 19:** By June 2019, over **37.5%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC ELA.
- **SY 19 - 20:** By June 2020, over **45%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC ELA.

**HS:** By June 2021, over 30% of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC ELA.\*

- **SY 18 - 19:** By June 2019, over **20%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC ELA.
- **SY 19 - 20:** By June 2020, over **25%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC ELA.

##### SCORES ON PARCC (MATH)

**MS:** By June 2021, **60%** of MS scholars will have the knowledge and skills necessary to be successful in

college or a career, as measured by scoring a 3 or higher on the PARCC Math assessment.\*

- **SY 18 - 19:** By June 2019, **49%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 3 or higher on the Math PARCC assessment.
- **SY 19 - 20:** By June 2020, **54%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 3 or higher on the Math PARCC assessment.

**MS:** By June 2021, **30%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the Math PARCC assessment.\*

- **SY 18 - 19:** By June 2019, **22%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the Math PARCC assessment.
- **SY 19 - 20:** By June 2020, **26%** of MS scholars will have the knowledge and skill necessary to be successful in college or a career, as measured by scoring a 4 or higher on the Math PARCC assessment.

**HS:** By June 2021, over **45%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC Math.\*

- **SY 18 - 19:** By June 2019, over **37%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC Math.
- **SY 19 - 20:** By June 2020, over **41%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 3 or higher on PARCC Math.

**HS:** By June 2021, over **15%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC Math.\*

- **SY 18 - 19:** By June 2019, over **10%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC Math.
- **SY 19 - 20:** By June 2020, over **12%** of PIHS Students will have the knowledge and skills necessary to be successful in college or a career as measured by achieving a 4 or higher on PARCC Math.

## IMPACT

Achieving our student performance goals in literacy and math will support students to...

- Develop their own sense of academic confidence which will support their success in middle, high school, and beyond.
- Have the key reading, writing, speaking and listening skills to be successful in college, an entry-level career, or the military.
- Have greater freedom and access to opportunities in college and their careers, which will lead to them becoming successful citizens.
- Have the critical problem solving and discourse skills that will support them to be successful in college-level mathematics.
- Be financially literate and have the skills necessary to make financially responsible decisions.

STRATEGIES

Ensure that teachers are using instructional materials and assessments aligned to the expectations of college and career-ready standards and the PARCC assessment.

Deliver high quality instruction that supports students to grow their academic performance and meet the expectations of grade level standards.

- Implement a college and career ready-aligned assessment system that allows teachers and leaders to assess student progress towards mastery of grade level standards and address student learning needs.
- Create a teacher and leader professional development plan to deepen implementation of high-quality curricula and improve content-based instruction.
- Implement a comprehensive coaching and feedback cycle for all educators that aligns to professional learning priorities.

MEASURES OF PROGRESS

- PARCC scores (achievement and growth data), interim assessment scores, coaching trackers, student and staff survey data

## CULTURE OF COMMUNITY

We believe in intentionally building a welcoming, supportive, and inclusive community of scholars, staff, and families. All community members understand our expectations and work to realize them through urgent action.

## STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Improve indicators of a healthy school culture and climate.
- Establish feedback loop with school stakeholders for the purpose of continuous improvement of our culture and climate.

## GOALS

## ENROLLMENT AND RE-ENROLLMENT

Enrollment: By June 2021, the middle school enrollment will be 250 students and the HS enrollment will be 500 students.\*

- **SY 18 - 19:** By June 2019, the middle school enrollment will be **235** students and the HS enrollment will be **485** students.
- **SY 19 - 20:** By June 2020, the middle school enrollment will be **240** students and the HS enrollment will be **490** students.

Re-enrollment: By June 2021, **90%** of MS students and **90%** of HS students will re-enroll.\*

- **SY 18 - 19:** By June 2019, **84%** of MS students and **84%** of HS students will re-enroll.
- **SY 19 - 20:** By June 2020, **88%** of MS students and **88%** of HS students will re-enroll.

## IN-SEAT ATTENDANCE

By June 2021, 95% of MS students and 92% of HS will meet in-seat attendance goals.\*

- **SY 18 - 19:** By June 2019, **94%** of MS students and 90% of HS students will meet in-seat attendance goals.
- **SY 19 - 20:** By June 2020, **95%** of MS students and 91% of HS will meet in-seat attendance goals.

## SUSPENSION RATES

By June 2021, the HS and MS suspension rate will not exceed 10%.

- **SY 18 - 19:** By June 2019, the MS suspension rate will not exceed 10% and the HS rate will not exceed 5%.
- **SY 19 - 20:** By June 2020, the MS suspension rate will not exceed 8% and the HS rate will not exceed 4%.

## CULTURE AND COMMUNITY

By June 2021, 85% of all members of the Paul community (students, parents, teachers, staff) who complete a survey will agree or strongly agree that Paul is a safe and respectful community as indicated by the 3 social emotional indicators.\*\*

- **SY 18 - 19:** By June 2019, **80%** of all members of the Paul community (students, parents, teachers, staff) who complete a survey will agree or strongly agree that Paul is a safe and respectful community as indicated by the 3 social emotional indicators.
- **SY 19 - 20:** By June 2020, **85%** of all members of the Paul community (students, parents, teachers, staff) who complete a survey will agree or strongly agree that Paul is a safe and respectful community as indicated by the 3 social emotional indicators.

By June 2021, 85% of all members of the Paul community will agree or strongly agree that Paul a strong instructional culture as indicated by academic culture indicators.\*\*

- **SY 18 - 19:** By June 2019, **75%** of all members of the Paul community will agree or strongly agree that Paul a strong instructional culture as indicated by academic culture indicators.
- **SY 19 - 20:** By June 2020, **80%** of all members of the Paul community will agree or strongly agree that Paul a strong instructional culture as indicated by academic culture indicators.

EXTENDED DAY PROGRAMMING

By June 2021, 70% of MS students and 85% of HS students will be engaged in extended day activities.

- **SY 18 - 19:** By June 2019, 60% of MS students and 75% of HS students will be engaged in extended day activities.
- **SY 19 - 20:** By June 2021, 65% of MS students and 80% of HS students will be engaged in extended day activities.

IMPACT

By achieving our culture, attendance, and re-enrollment goals, we will...

- Ensure that students experience a strong sense of belonging and that they feel safe, supported, and respected.
- Establish a strong and connected teacher, student, and family community that is deeply focused on student learning.
- Support and enhance students’ core academic achievement through participation in additional academic support and a positive school community.
- Build students’ leadership, independence, and sense of accountability and awareness of their learning.

STRATEGIES

Improve indicators of a healthy school culture and climate.

Establish feedback loop with school stakeholders for the purpose of continuous improvement of our culture and climate.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Create an internal recruitment and marketing plan that will attract new students and retain current students.</li> <li>● Establish robust family engagement plans in both schools.</li> <li>● Create a safe and respectful environment that promotes strong attendance.</li> <li>● Develop relationships with external social service agencies to support students with attendance issues.</li> <li>● Create and implement a comprehensive school culture plan that focuses on high academic and clear behavioral expectations for all students, including a focus on restorative practices and</li> </ul> | <ul style="list-style-type: none"> <li>● Implement a data collection and action planning cycle to ensure continuous progress relative to the development of a strong academic culture and a safe and respectful school community.</li> </ul> |
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key social emotional indicators.

- Establish relevant co-curricular programming (athletics, mentoring, internships, community service, school partnerships, and culture clubs).

#### MEASURES OF PROGRESS

- Enrollment, attendance, and suspension rate data; student, teacher, parent, and staff survey data, participation rates in extended day programming



## COMMITTED, HIGH-PERFORMING EDUCATORS

Our teachers, leaders, and staff are deeply committed to improving our scholars' achievement and realizing our core values. We develop our abilities as educators and we build strong relationships with our scholars, families and one another.

## STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Recruit and retain high performing educators.
- Develop and support educators to improve their practice.
- Create an environment of transparency relative to staffing, evaluation and support.

## GOALS

## HIGH QUALITY TEACHERS

By June 2021, **85%** of all teachers will provide engaging and rigorous standards-aligned instruction to students as measured by being rated at effective or highly effective on teacher evaluations.

- **SY 18 - 19:** By June 2019, an average of **80%** of teachers who are rated effective or highly effective will express intent to return to Paul in SY 19 - 20.
- **SY 18 - 19:** By June 2019, **80%** of teachers rated ineffective or developing will grow at least one level or not return to Paul for SY 19 - 20.
- **SY 18 - 19:** By June 2019, an average of **80%** of teaching vacancies will be filled by April 1, 90% by May 1, and 100% by June 1.
- **SY 18 - 19:** By June 2019, **100%** of ineffective or developing teachers will grow at least one level or not return to Paul for SY 20 - 21.
- **SY 18 - 19:** **70%** of candidates who make it to the onsite interview meet the minimum score for hire.
- **SY 19 - 20:** By June 2020, an average **80%** of teachers rated effective or highly effective will return to Paul for SY 20 - 21.
- **SY 19 - 20:** **75%** of candidates who make it to the onsite interview meet the minimum score for hire.

## HIGH QUALITY LEADERS

By June 2021, **100%** of leaders who are rated effective or highly effective will express intent to return to Paul in SY 21-22.

- **SY 18 - 19:** By June 2019, **80%** of leaders who are rated effective or highly effective will express intent to return to Paul in SY 19 - 20.
- **SY 18 - 19:** By June 2019, any leaders rated developing will grow at least one level or not return to Paul for SY 19 - 20.
- **SY 19 - 20:** By June 2019, **90%** of leaders who are rated effective or highly effective will express intent to return to Paul in SY 19 - 20.
- **SY 19 - 20:** By June 2019, any leaders rated developing will grow at least one level or not return to Paul for SY 20 - 21.

## IMPACT

Achieving our goals related to teacher and leader quality and retention will...

- Ensure we are hiring and cultivating talented teachers and leaders.
- Ensure that we provide robust educational experiences to all students, while generating diverse opportunities for students, improving achievement, and ensuring that our students are ready for college and/or a career.

- Ensure that rigorous standards for instructional practice are set and maintained, that a positive school culture of learning, growing, and celebrating is sustained, and staff are supported in improving their practice of serving students.

## Strategies

### MEASURES OF PROGRESS

- Paul teacher and leader evaluation tools, staff survey data, staff retention data

Recruit and retain high performing educators.	Develop and support educators to improve their practice.	Create an environment of transparency relative to staffing, evaluation and support.
<ul style="list-style-type: none"><li>● Clearly define what about Paul's students, community, academics, and supports brings and keeps high-performing teachers at Paul and use these characteristics to drive recruitment activities.</li><li>● Develop a recruitment strategy that ensures 75% of high quality candidates who make it to the onsite interview are hired.</li><li>● Build and maintain a rigorous hiring and recruitment timeline based on best practices from data and research.</li></ul>	<ul style="list-style-type: none"><li>● Create a clear a leadership pathway or career development for high performing staff members.</li><li>● Build a clear plan for improving the instruction and management skills of first- and second-year teachers.</li></ul>	<ul style="list-style-type: none"><li>● Continue to strengthen the performance evaluation process to ensure that the process is authentic, transparent, and effective.</li><li>● Maintain consistent and transparent decision-making processes regarding hiring by developing an efficient and timely communication plan.</li></ul>

## INTERNATIONAL STUDIES

Our scholars will become global citizens who develop an understanding of themselves, their communities, and the world.

## STRATEGIC DIRECTION

Our goals and strategies under this model component will support us to...

- Lay the foundation for programming that prepares our students to be successful in a global society.

## GOALS

## INTERNATIONAL STUDIES CAPSTONE PROJECT

By June 2021, **80%** of 12<sup>th</sup> grade students will have the competencies necessary to be successful global citizens and independent thinkers as measured by achieving a “proficient” or higher rating on the International Studies Capstone Project.

- **SY 18 - 19:** By June 2019, **80%** of 9th grade students will have demonstrated the competency of *Investigating the World* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 18 - 19:** By June 2019, **80%** of 10th grade students will have demonstrated the competency of *Recognize Perspectives* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 18 - 19:** By June 2019, **80%** of 11th grade students will have demonstrated the competency of *Communicate Ideas* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 19 - 20:** By June 2020, **90%** of 9th grade students will have demonstrated the competency of *Investigating the World* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 19 - 20:** By June 2020, **90%** of 10th grade students will have demonstrated the competency of *Recognize Perspectives* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.
- **SY 19 - 20:** By June 2020, **90%** of 11th grade students will have demonstrated the competency of *Communicate Ideas* as evidenced by earning a score or proficient or higher on a SAGE Project in their history course.

## FOREIGN LANGUAGE INSTRUCTION

By June 2021, over **40%** of Paul rising 9th graders will begin building their competencies as global citizens as measured by having obtained a passing grade in a credit-bearing Spanish 1 course in middle school.

- **SY 18 - 19:** By June 2019, over **20%** of Paul rising 9th graders will obtain a passing grade in a credit-bearing Spanish 1 course in middle school.
- **SY 19 - 20:** By June 2020, over **30%** of Paul rising 9th graders will obtain a passing grade in a credit-bearing Spanish 1 course in middle school.

By June 2021, **20%** of 12th graders will graduate from Paul with 4 or 5 years of language.

- **SY 18-19:** By June 2019, **10%** of 12th graders will graduate from Paul with 4 or 5 years of language.
- **SY 19-20:** By June 2020, **15%** of 12th graders will graduate from Paul with 4 or 5 years of language.

IMPACT

Achieving our goals related to our International Studies program will...

- Support our students to develop the competencies that will allow them to lead positive change and contribute to the larger world.
- Ensure that students develop empathy and a deep appreciation for diverse cultures and perspectives.
- Emphasize the value of students' native languages and cultures and being a bilingual and bicultural citizen.
- Ensure that our students are competitive in college admissions and the job market.

STRATEGIES

Lay the foundation for programming that prepares our students to be successful in a global society.

- Develop an overarching plan for International Studies for grades 6-12 that prepares students to be globally competent, including an increased focus on international studies at the middle school level.
- Apply the SAGE framework to all content areas to build students’ grade level-specific global competencies
- Develop a plan to integrate and connect global competencies and the SAGE framework to teacher professional learning and development
- Select and implement high-quality foreign language curricula, including more comprehensive language courses and programming (AP, native speaker courses, etc.)

MEASURES OF PROGRESS

- Capstone and SAGE Project scores, participation rates, grades, and credit accumulation in language classes

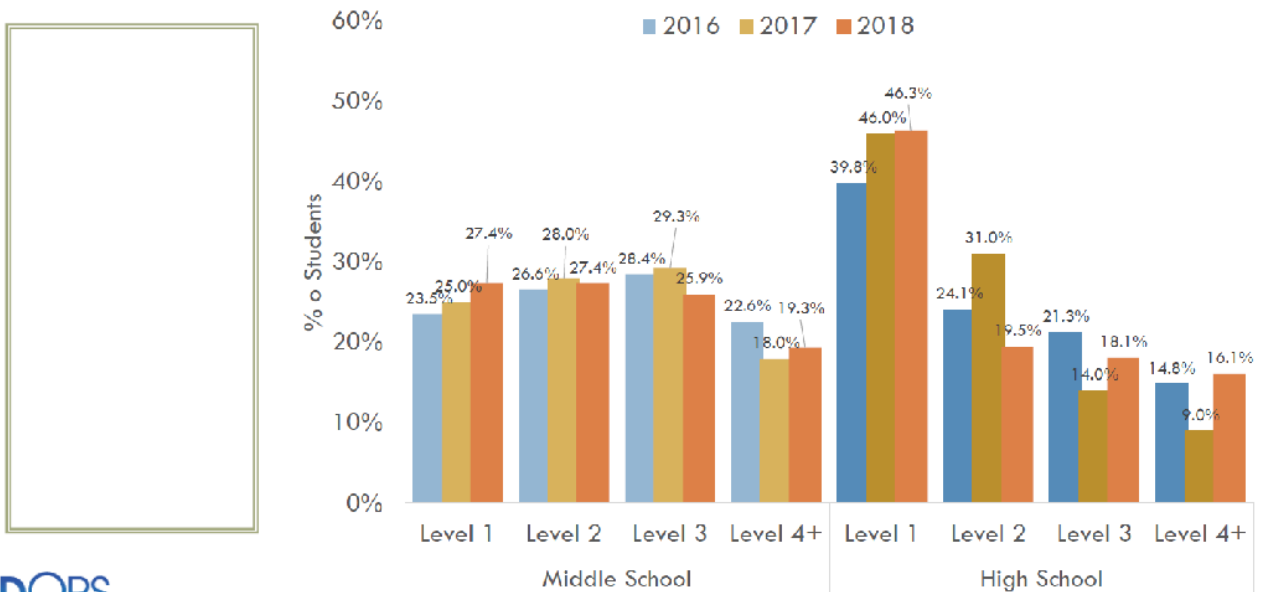
**C. The school has adopted the PMF goals as a part of its charter agreement. Below are the most recent PARCC Results in comparison to the 15-16 school year.**

## PARCC Achievement

### English Language Arts

1

Source: PARCC Spring Administrations, SY16, SY17, SY18

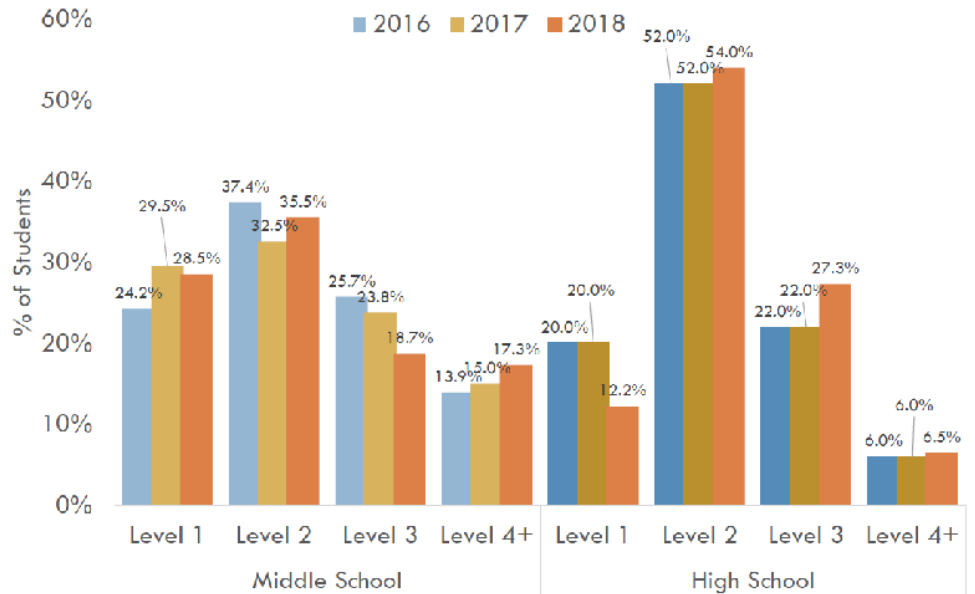


# PARCC Achievement

## Mathematics

2

Source: PARCC Spring Administrations, SY16, SY17, SY18



### D. Unique Accomplishments

#### My Brother's Keeper: Responding to the call

In 2016-17 MBK became a two-day event. The first day male scholars had an all day conference with workshops. The workshops were structured around the previous years research and school behavioral data. In 2017-18 MBK expanded to included full year kickoff event and culminated with a full day iron man challenge. This also included Saturday MBK Academy throughout the year led by the following partners: Alpha Kappa Alpha, Groove Phi Groove Social Fellowship, Rebound for Success- George Rice (12<sup>th</sup> Grade), MPD- 4D, Buttah Bro's (9<sup>th</sup> Grade), Dream Works, Inc. Tony Lewis Jr. (Activist & Author), DC Youth Prevention, Morehouse College (11<sup>th</sup> Grade), and The Black Man Can Institute.

#### International Travel

2017-2018 Paul International High Schools students were able to travel to Paraguay, South Africa, Zambia, and Jamaica. While abroad, students were exposed to a variety community service initiatives and collaboration opportunities with Americorps and local non-profit agencies.

#### Fourth Annual International Day

In 2017 PIHS had its third annual International Day. The focus captured the capstone projects of the 12<sup>th</sup> grade class, these projects included a variety of individual and group presentations that displayed their understanding of a global issue.

#### The Raising Queens Program - "I Matter, She Matters, We Matter"

The Raising Queens Program (RQP) began as an annual "Raising Queens Table Talk Conference" during the 2015-2016 academic calendar. The purpose of the one-day Conference was to promote awareness and prevention of "teen dating violence." By the 2017-2018 school year, RQP expanded and began to hold monthly sessions on every 3rd Saturday of the month, from 9am to 12pm, on the campus of Paul Public School . These sessions were conducted with over 50 female scholars from both the middle and high

school. Various session topics included but were not limited to - Teen Dating Violence, Bullying, Self-Love, Substance Abuse Awareness & Prevention, and Sexual Harassment Awareness & Prevention. Subsequently, the Raising Queens Table Talk Conference became the culminating event derived from the monthly sessions. Due to such a high volume of participants and demand for the program, the RQP will resume during the 2018-2019 academic calendar with monthly sessions increasing too, twice monthly, leading to the annual Raising Queens Table Talk Conference. The following partnerships involved with the success of this program will continue the work they have began - S.A.S.S.I.E. Mentoring Inc., The W.I.R.E. (Women, Involved, In Re-Entry, Efforts), The Society For Girls, Inc., Big Dreamz, Inc., Be Polished Inc., Domestic Violence Wears Many Tags, The Lakeisha Brown Foundation, EmpowHER, UniDMV, The University of Unstuck, and the Metropolitan Police Department - Ward 4.

**E. List of Donors**

OSSE – Office of the State Superintendent of Education Jean T. and Heyward G. Pelham Foundation Flamboyant Family Foundation	Each Peach Market Erin Albright Ethan Mitnick Gina Mahony James Fagan Jacqueline Greer Jami Dunham Jeffrey Nellahaus Joe and Amber Maurer Kane Kanagaura Karl Reid Lauren Baum Mannone Butler Maria & Ivan Gonzalez Nicolette Grams Pamela Merkerson Patricia Sanabria Paul Mogin Reba A. Will Charitable Trust Rena and Bill Henderson	Renee Walters Roberta Colton Shayna Hammond Shendrina Walker Sterling A Ward Tanisha Francis Trina Tran Tracy Wright Weyden Wedderburn William Henderson Yohance Fuller Jacqueline Greer James McClelland Jami Dunham Pamela Taylor Paul Mogin Prita Patel Rena and Bill Henderson
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## SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Paul PCS
PCSB	Campus Name: Paul PCS - International High School
PCSB	Grades served: 9--12
PCSB	Overall Audited Enrollment: 480

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	143	151	105	81	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	<b>Total number of instructional days: 181</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate: 8.1%</b>
PCSB	<b>Expulsion Rate: 0.42%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.15%</b>
PCSB	<b>In-Seat Attendance: 89.2%</b>
PCSB	<b>Average Daily Attendance:</b> 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;





## SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Paul PCS
PCSB	Campus Name: Paul PCS - Middle School
PCSB	Grades served: 6--8
PCSB	Overall Audited Enrollment: 228

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	76
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	71	81	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	<b>Total number of instructional days: 181</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate: 14.0%</b>
PCSB	<b>Expulsion Rate: 0.88%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.28%</b>
PCSB	<b>In-Seat Attendance: 93.6%</b>
PCSB	<b>Average Daily Attendance:</b>



## **APPENDICES**

Appendix A – Staff Roster for 2017-2018

Appendix B – Board Roster for 2017-2018

Appendix C – Unaudited Year-end 2017-2018 Financial Statements

Appendix D – Approved 2018-2019 Budget

## Appendix A – Staff Roster for 2017-2018

<b>Last Name</b>	<b>First Name</b>	<b>Qualifications</b>	<b>Responsibilities</b>
Allen	Cassandra	Master's Degree	HS Vocal Music Teacher
Last Name	First Name	Qualifications	Title
Armstrong	Catherine	Bachelor's Degree	HS Sped Teacher
Bartelle	Shawanda	Bachelor's Degree	Student Advocate
Bellamy	Justin	Bachelor's Degree	MS/HS Dance and Theater Teacher
Briggs	Nakia	Bachelor's Degree	HS History Teacher
Brittingham	D'Vore	Bachelor's Degree	MS Special Education Teacher
Bundy	Monya	Bachelor's Degree	Executive Operations Coordinator
Canary	Hilary	Bachelor's Degree	UT Resident - MS English
Carter	Randall	Bachelor's Degree	MS History Teacher
Chaplin	Quenna	Bachelor's Degree	Data and Enrollment Coordinator
Clark	Nicole	Bachelor's Degree	MS ELA Teacher/Literacy Coordinator
Coleman	Calvin	Bachelor's Degree	HS Art Teacher
Faucette	James	Bachelor's Degree	Operations Associate
Froehlich	Robin	Bachelor's Degree	MS SpEd Coordinator
Gatling	Ann Fatima	Bachelor's Degree	HS Spanish Teacher
Giles	Nate	Bachelor's Degree	MS Dean of Students
Gonzalez	Leandra	Bachelor's Degree	ELL Coordinator
Grinnage	Victoria	Bachelor's Degree	Security Officer
Hawramani	Shamiyan	Bachelor's Degree	MS Science Teacher
Hemphill	Verona	Bachelor's Degree	Security Officer
Hyde	Lamar	Bachelor's Degree	IT Manager
Kasinowski	Katrina	Bachelor's Degree	HS Science Teacher
Marchica	Louise	Bachelor's Degree	HS ELL Teacher
Martin	Lesina	Bachelor's Degree	MS History Teacher
McBeth	Nilaja	Bachelor's Degree	MS Science Teacher
Mcneill	Tyana	Bachelor's Degree	HS Science Teacher
Merrick	Vaughan	Bachelor's Degree	UT Resident - HS Math
Moroney	Jennifer	Bachelor's Degree	MS Science Teacher
Roper	Shatarah	Bachelor's Degree	HS Science Teacher
Saba	Hamzat	Bachelor's Degree	SAT Teacher/Athletic Director
Sanabria	Patricia	Bachelor's Degree	HS Special Education Teacher

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Screen	Jessica	Bachelor's Degree	HS English Teacher
Shaw	Charlie	Bachelor's Degree	HS Math Teacher
Shields	Darees	Bachelor's Degree	HS Math Teacher
Simons	Ashley	Bachelor's Degree	MS English Teacher
Smith	Danyelle	Bachelor's Degree	MS Special Education Teacher
Sorto	Brenda	Bachelor's Degree	Main Office Receptionist
Wetherby	Jessie	Bachelor's Degree	HS ELL Teacher
White	Andrea	Bachelor's Degree	MS English Teacher
Williams	Ashley	Bachelor's Degree	MS Social Studies Teacher
Woodson	Eugenia	Bachelor's Degree	MS Reading Intervention Teacher
Yarbrough	Shalima	Bachelor's Degree	HS Assistant Principal
Kim	Kyong	High school/GED	Building Maintenance Manager
Long	Linda	High School/GED	Attendance Counselor
Matthews	Robert	High School/GED	Security Officer
Moore	Malari	High School/GED	Music Teacher
Watson	Andrew	High School/GED	Tech Apprentice
Williams	Jolanda	High School/GED	Front Desk Receptionist
Ashcom	Susan	JD	HS History Teacher
Deckard	Paul	JD	MS Math Teacher
Koenig	David	JD	HS History Teacher
Slopadoe	Gbenimah	JD	Special Education Compliance Officer
Allen	Cassandra	Master's Degree	HS Music Teacher
Barton	Kenneth	Master's Degree	HS Physical Education Teacher
Bass	Odonna	Master's Degree	HS Special Education Teacher
Begum	Rema	Master's Degree	HS Special Education Teacher
Biaou	Lynda	Master's Degree	HS French Teacher
Blye	Kiara	Master's Degree	HS English Teacher
Boykin	Tiffani	Master's Degree	MS Social Worker
Brooks	Manisha	Master's Degree	HS Special Education Teacher
Bruce	Tyauna	Master's Degree	HS Instructional Specialist
Cameron	Sierra	Master's Degree	HS Special Education Teacher
Campbell	Donny	Master's Degree	MS Math Intervention Teacher
Collins	Sam	Master's Degree	HS English Teacher
Davis	Courtney	Master's Degree	HS Math Teacher
Davis	Cassandra	Master's Degree	MS Math Teacher
Earle	Caitlin	Master's Degree	UT Resident - MS Math
Edwards	Ashley	Master's Degree	MS Counselor

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Fisher	Erin	Master's Degree	HS Principal
Franklin	Alfonso	Master's Degree	Internal Substitute Teacher
Gaudet	Jazmine	Master's Degree	HS ELA Teacher
Gelmi	Gustavo	Master's Degree	HS Spanish Teacher
Green	Tiffany	Master's Degree	HS Math Teacher
Harrison	Crystal	Master's Degree	MS Art Teacher
Hasan	Eman	Master's Degree	MS ELL Teacher
Hawkins	Steffanie	Master's Degree	HS Math Teacher
Henderson	William	Master's Degree	Director of Operations
Hines	Jerrod	Master's Degree	HS Dean
Hinton	Kiera	Master's Degree	HS Special Education Teacher
Hopkins	Brittany	Master's Degree	HS Social Studies Teacher
Howard	Brianna	Master's Degree	HS English Teacher
Hughes	Sherman	Master's Degree	Strategic Programs Manager
Jackson	Tuwanda	Master's Degree	HS Counselor
Jones	Nicoisa	Master's Degree	College Guidance and Compliance Manager
Jones	Jamilah	Master's Degree	HS Counselor
Kalu	Chiamaka	Master's Degree	HS Science Teacher
Lane	Whitney	Master's Degree	HS Instructional Coach
Legel	Shelby	Master's Degree	Operations Coordinator
Leonidas	Rachel	Master's Degree	Marketing and Community Outreach Manager
Matthews	Akida	Master's Degree	HS Science Teacher
Miller	Joseph	Master's Degree	HS History / Special Education Teacher
Myers	Bridget	Master's Degree	MS Assistant Dean
Nicholas	Janell	Master's Degree	MS Math Teacher and Math Center Director
Norton	Adele	Master's Degree	MS Special Education Teacher
O'Donnell	Caitlin	Master's Degree	HS English Teacher
Paccia	Emily	Master's Degree	HS English Teacher
Parks	Aisha	Master's Degree	MS Special Education Teacher
Pimentel	Mireille	Master's Degree	HS Math Teacher
Ragin	Rosemarie	Master's Degree	Director of Student Support Services
Reed	Elizabeth	Master's Degree	HS ELL Teacher
Robinson	Anecca	Master's Degree	Data, Assessments, and Curriculum Manager
Sanders	Jinger	Master's Degree	HS Science Teacher
Scopelliti	Kristin	Master's Degree	HS Social Worker

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Scott	Anitra	Master's Degree	MS Social Studies Teacher
Spann	Charlotte	Master's Degree	Director of Schools
Sprouse	Nathaniel	Master's Degree	HS History Teacher / SPED
Taylor	LaTasha	Master's Degree	Business Manger
Taylor	TaNia	Master's Degree	Student Support Coordinator
Teston	Jesse	Master's Degree	MS Health / Physical Education Teacher
Tolson	Marjorie	Master's Degree	MS English Teacher
Waga	Carmen	Master's Degree	HS Spanish Teacher
Walker	Shendrina	Master's Degree	MS Assistant Principal
Waters	Alexis	Master's Degree	HS Counselor
Wilkins	Alex	Master's Degree	HS History Teacher
Williams	Schuyler	Master's Degree	HS Mental Health Clinician
Ellis	Latisha	PhD	MS Interim Assistant Principal
Hines	A'Liah	PhD	HS Math Teacher
Neely-Walters	Renee	PhD	School Psychologist
Wright	Tracy	PhD	Chief Executive Officer
Ago-Agugua	Chinedum	High School Diploma	Behavior Management Specialist
Bacchus	Lanette	Master's Degree	School Improvement Specialist
Hubbard	Lakeisha	High School Diploma	Security Officer
Jones	Christopher	High School Diploma	HS Assistant Dean
Keno	Hawi	Bachelor's Degree	MS Tutor
Merkerson	Pamela	Bachelor's Degree	Director of Talent Management
Rencher	Dominique	Bachelor's Degree	MS Social Studies Teacher
Samuda	Jodi	Master's Degree	Tech Associate
Thomas	Micah	Master's Degree	HS Global Citizenship Teacher
Tran	Trina	Master's Degree	Talent & Special Projects Manager
Villanueva	Stephanie	High School Diploma	Marketing Apprentice
Wallace	Caprinxia	High School Diploma	HR/Operations Intern
Yarbrough	Natawnya	Bachelor's Degree	MS English Teacher



## Appendix B – Board of Trustees Roster for 2017-2018

<b>Name</b>	<b>Position</b>	<b>State of Residency</b>	<b>Date of Appointment</b>	<b>Appointment Expiration Date</b>
Erin Albright	Committee Chair	VA	2013	2019
Mannone Butler	Committee Chair	DC	2007	2019
Jacqueline Beatty	Parent Trustee	DC	2016	2019
Roberta Colton	Chair	DC	2012	2018
Robert Cullen	Committee Member	VA	2015	2018
Daniel Fine	Committee Chair	DC	2014	2020
Yohance Fuller	Committee Member	DC	2014	2020
Jacqueline Greer	Committee Member	MD	2017	2020
Pamela Long	Committee Chair	DC	2014	2020
Gina Mahony	Committee Member	VA	2015	2018
Jeffrey Nellhaus	Committee Member	DC	2018	2021
Virginia Rice	Committee Member	DC	2015	2018
Jessica Sutter	Committee Member	DC	2018	2021
Sterling Ward	Vice-Chair	DC	2009	2018
Aurelia Williams	Parent Trustee	MD	2012	2018
Tracy Wright	Chief Executive Officer; (Ex-Officio) Corporation President	MD	2017	N/A

## Appendix C – Unaudited Year-end 2017-18 Financial Statement

<b>Income Statement</b>	
<b>Paul PCS</b>	
FY18 Financials	
<b>Income Statement</b>	<b>FY18</b>
<b>Revenue</b>	
State and Local Revenue	14,749,997.38
Federal Revenue	866,059.93
Private Grants and Donations	97,888.64
Earned Fees	253,767.79
Donated Revenue	400.00
<b>Total Revenue</b>	<b>15,968,113.74</b>
<b>Expenses</b>	
Salaries	8,012,478.50
Benefits and Taxes	1,918,319.07
Contracted Staff	515,024.12
Staff-Related Costs	205,187.00
Rent	121,287.74
Occupancy Service	920,255.15
Direct Student Expense	1,232,540.93
Office & Business Expense	1,228,166.39
Donated Expense	400.00
<b>Total Expenses</b>	<b>14,153,658.90</b>
<b>Operating Income</b>	<b>1,814,454.84</b>
<b>Extraordinary Expenses</b>	
Interest	696,384.57
Depreciation and Amortization	1,376,131.36
<b>Total Extraordinary Expenses</b>	<b>2,072,515.93</b>
<b>Net Income</b>	<b>(258,061.09)</b>

## Balance Sheet

### Paul PCS

Balance Sheet as of June 30, 2018

Balance Sheet		6/30/2018
Assets		Current
Assets		
Current Assets		
Cash		4,719,824.23
Accounts Receivable		582,618.15
Other Current Assets		31,222.77
Intercompany Transfers		-
Cash-Restricted		541,891.35
<b>Total Current Assets</b>		<b>5,875,556.50</b>
Noncurrent Assets		
Facilities, Net		20,485,180.85
Operating Fixed Assets, Net		802,563.84
Rental Deductions		1,055,840.64
<b>Total Noncurrent Assets</b>		<b>22,343,585.33</b>
<b>Total Assets</b>		<b>28,219,141.83</b>
Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable		446,947.54
Other Current Liabilities		86,501.19
Accrued Salaries and Benefits		689,350.83
<b>Total Current Liabilities</b>		<b>1,222,799.56</b>
Long-Term Liabilities		
Other Long-Term Liabilities		(342,351.46)
Senior Debt		18,566,251.00
<b>Total Long-Term Liabilities</b>		<b>18,223,899.54</b>
Equity		
Unrestricted Net Assets		9,029,503.82
Net Income		(258,061.09)
Temporarily Restricted Net Assets		1,000.00
<b>Total Equity</b>		<b>8,772,442.73</b>
<b>Total Liabilities and Equity</b>		<b>28,219,141.83</b>

## Appendix D- Approved 2018-19 Budget

### Paul Junior High

#### FY19 Budget

	SY18-19
Revenue	
State and Local Revenue	15,070,129
Federal Revenue	946,812
Private Grants and Donations	109,463
Earned Fees	143,753
Donated Revenue	15,712
Revenue Total	16,285,869
Expenses	
Salaries	8,976,624
Benefits and Taxes	2,000,197
Contracted Staff	488,583
Staff-Related Costs	246,857
Rent	117,776
Occupancy Service	838,593
Direct Student Expense	1,199,453
Office & Business Expense	1,154,496
Expenses Total	15,022,579
<b>NET ORDINARY INCOME</b>	<b>1,263,290</b>
Extraordinary Expenses	
Depreciation and Amortization	1,336,784
Interest	823,159
Extraordinary Expenses Total	2,159,943
<b>TOTAL EXPENSES</b>	<b>17,182,522</b>
<b>NET INCOME</b>	<b>(896,653)</b>

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