



# MERIDIAN PUBLIC CHARTER SCHOOL

## **2018-19 Annual Report**

Meridian PCS  
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Edie Ashton, Board Chair

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# SCHOOL DESCRIPTION

## Mission, Vision and Core Values

**Meridian Public Charter School's Mission** is to give each child the foundation of basic skills they need to succeed in today's world, while at the same time stimulating each child to learn, explore and develop their own special talents—to instill within our students the passion for learning and to build self-confidence and self-respect through academic achievement.

In preparation for our 20<sup>th</sup> Anniversary in 2019-20, the Meridian Public Charter School Board, working collaboratively with our entire school community, engaged in a year-long process of developing a new **Vision**. Meridian enters the next decade with a renewed sense of purpose and a clear vision of success for our students and school community.

### **One School, One Community, One City... the World Intersects at Meridian**

- **One School – Our School.** We will celebrate and honor the diversity of our school community. Our students and families come from Ward 1, throughout DC, and around the world. We speak multiple languages (e.g. English, Spanish, Vietnamese and Amharic) and have a variety of cultural backgrounds. Our diversity will strengthen and unite us as one school.
- **One Community – Our Community.** We will draw on the strengths of our neighborhood—the history of Meridian Hill and the U Street Corridor and our partnerships with community organizations—to support our students and families through wrap around services and enrichment activities. Our school community will add to and be part of our larger neighborhood community.
- **One City – Our City.** We will take advantage of all Washington, DC has to offer through in-depth school-based learning combined with field trips that make the city part of our classroom. We will give back to our community through service to our city.
- **The World Intersects at Meridian.** We will prepare Meridian graduates to be active citizens of our country and our world through second language exposure, a rich and rigorous curriculum, and schoolwide norms that instill curiosity, respect, resilience and leadership.

Over the past three years, student achievement at Meridian has improved dramatically. We will continue this momentum, building on our strengths to become—and remain—a Tier I Public Charter School, where students can learn, achieve, and blossom as they prepare to become citizens of our school, our community, our city, and our world.

Our Mission and Vision are also fulfilled and supported by our **Core Values**, values that permeate learning throughout our school.

Meridian Public Charter School highly values the following:

- Students' development of moral ethics and citizenship.
- Students' ability to navigate learning using cutting edge technology.
- A collaborative approach to teaching and learning for student success.
- Student learning as a process and a constant.
- Scaffolding the learning of students to support them in becoming critical thinkers and problem-solvers.
- The individual student and their role in the collective.
- Students as individuals.
- The collective support of all stakeholders to support student learning.
- Our students' responsibility to improve the local and global community.

# School Program

## 1. Core Curriculum & Instructional Approach

During the 2018-19 school year, Meridian PCS served a diverse group of 642 students in Pre-K3 through eighth grade, across two campuses. Our instructional approach is designed to ensure that *all* students are held to high expectations, and that they receive the resources and supports they need to succeed.

Meridian uses the Common Core State Standards as the basis of our core curriculum standards across our campuses. The academic standards are descriptions of what students should know and be able to do to be critical thinkers and effective 21<sup>st</sup> Century learners. These standards are uniform and create high expectations for each student and teacher.



To translate knowledge and skills described in the standards into clear, specific guidance for teachers, Meridian has also developed curriculum frameworks and maps that are used to guide instruction throughout the school.

Meridian teachers and leaders participate in ongoing, job-embedded professional development throughout the school year, working in professional learning communities to improve teaching and learning. Core teachers receive weekly support from math and literacy coaches, and teachers

and leaders meet regularly to review student learning outcomes and plan differentiated instruction to ensure that the school meets the learning needs of *all* our students.

## **Language Arts/Reading**

Effective literacy skills are central to student learning. Our curriculum weaves the core literacy skills of reading, writing, listening, speaking, viewing and presenting across all disciplines. Communication skills and strategies are intertwined with content strands and concepts to help students see the connections among people and disciplines.

Through the integration of research, best teaching practices and advances in technology, the curriculum is designed to meet state and national benchmarks and standards, and to engage our pre-kindergarten through eighth grade students in developmentally appropriate learning.

Elementary students participate in a daily literacy block of 120 minutes, designed to enable them to become skilled readers and writers. In SY 2018-19 Elementary grades K-3 began using Core Knowledge Language Arts (CKLA). Developed through years of research by the Core Knowledge Foundation, the CKLA curriculum is designed to help students develop fluent reading and writing skills, while enhancing language comprehension by building knowledge and vocabulary.



Students build knowledge and skills through two strands: the Skills strand and the Listening & Learning strand. The Skills strand focuses on helping young readers and writers develop decoding, encoding, grammar, handwriting, and writing skills. The Listening & Learning strand is designed to build students' background knowledge and vocabulary. Teachers read stories aloud “that are too advanced for students to read on their own,” allowing children to explore complex texts on a variety of topics from literature, science, social studies, and the arts.

Students in grades 4-5 use Houghton Mifflin Harcourt's *Journeys* reading program to develop close reading skills, and to learn to read and re-read for a variety of purposes, giving them more time to dig deeper into the text. *Journeys* assessments allow teachers to plan instruction, monitor progress, and prepare students for academic challenges. Leveled readers (books and stories that are designed to allow students to read texts at their level) allow teachers to meet the needs of *all* students with a variety of reading materials that interest and engage students.

In SY18-19, Meridian students in grades 6-8 began using the Amplify English language arts (ELA) curriculum. Amplify ELA is an adaptive blended learning curriculum designed specifically for middle grades. With Amplify ELA, students learn to dive into complex reading material and make observations, grapple with ideas, and find relevance. Students are engaged through reading and writing, lively classroom discussions, and meaningful online experiences.



The goal of our language arts program is to ensure that students at all grade levels are immersed in language and that learning is rigorous. Their classrooms are text-rich environments, featuring exemplary student work, word walls, and classroom libraries filled with stories and texts that engage students—including Caldecott and Newberry award-winning literature, fiction and non-fiction.

## **Mathematics**

Meridian’s mathematics curriculum encourages teachers and students to go beyond arithmetic—to explore the mathematics spectrum by investigating data gathering and analysis, probability, geometry, patterns and algebra. Mathematics is integrated into other subject areas and becomes part of the ongoing classroom routine, outdoor play, and the transitional moments that occur every day.

The curriculum emphasizes the application of mathematics to real-world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives.

Lessons include time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Students are encouraged to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insight from others. All lessons incorporate one or more standards of mathematical practice and give students an opportunity to engage with abstract, concrete, or pictorial representations of mathematical content. Meridian PCS uses *Eureka Math* as our anchor curricula for grades K-5 and Illustrative Math in grades 6-8.

### **Social Studies and Science**

Like our math and literacy programs, Meridian’s social studies and science curricula are designed to engage students in learning that is meaningful and challenging to them. Meridian uses the Teach TCI program for both social studies and science. The programs guide students to observe and understand how the world works around them through hands-on and experiential exercises. TCI is an online, Common Core aligned curriculum that incorporates rich text, hands on experiences, and technology resources to teach social studies and science.



Meridian teachers also use resources from STEMScopes, a curriculum designed to expand students' knowledge through authentic cross-curricular connections to song and dance, art and sculpture, engineering and design, and math and data analysis. STEMScopes resources allow students to apply their learning across content areas, through high-level problem solving and critical thinking.

### **Inclusive Learning Model**

The Meridian academic program is an English language-based immersion program. The school uses an inclusive learning model for English learners and students with special needs. Throughout the school year, special education and ESL teachers provide a continuum of services and supports, including in-class and push-in support. Students with special needs also have



access to appropriate related services as well as a full continuum of learning settings including learning lab/resource support and full-time classroom settings. Teachers receive ongoing professional development to aid in the implementation of inclusion, focusing on instructional best practices.

## **2. Beyond the Core Curriculum—Arts, Media/Tech, Music, PE/Health & Spanish**

In addition to the core subjects emphasized at Meridian Public Charter School, **students study several special subject areas including Art, Media/Technology, Music, Physical Education/Health, and Spanish.** These special area courses are aligned to national standards in each respective area of study and instruction. Technology is woven into the daily activities and academic coursework of each class. Each classroom is equipped with Internet accessible computers, and Meridian also boasts a fully functioning computer center located next to the multipurpose room.

As students learn to use technology in the classroom and beyond, their learning is aligned to **technology performance standards** including: basic operations, keyboarding, applications, information literacy, problem solving, ethical/legal issues, vocabulary, word processing, spreadsheets, career awareness, Internet usage, multimedia processes, graphic programs, telecommunications, and database creation. The technology performance standards also support the core academic needs of the students.

## **3. Deepening Learning Through Enrichment Activities**

Meridian students also deepen their education through a variety of in-school and after-school activities. In the 2018-19 school year, Meridian offered several learning and enrichment activities.

### **YMCA Aftercare**

Meridian PCS continued its partnership with the YMCA to offer daily aftercare. This afterschool program offers a safe and engaging space for students to complete homework and participate in a variety of enrichment activities—such as learning games, swimming, and cooking classes.



## Sports and other Clubs

Students also participated in several athletic activities, including soccer in partnership with DC SCORES and Girls on the Run at the Elementary School, and boys' and girls' basketball teams for students in grades 5-8. Meridian's athletics and sports related clubs give students of all ages an opportunity to develop skills, build interest in community sports, and just have fun!

## International Programming

Honoring our rich and diverse student community, in fall 2018 Meridian students celebrated Hispanic Heritage Month with visits to sites around the city. We also partnered with non-profit organization the Pulsera Project, selling colorful handwoven bracelets ("pulseras") and other crafts made by Central American artists. In the spring, following month-long research and exploration of a specific country for each grade level, on International Day classes presented what they learned about their country's food (traditional recipes and food celebrations), culture (clothing, rituals, and other traditions), and geography (map, flag, architecture, and crops and/or exports). Students and families took a "world tour" in an afternoon, visiting classrooms and viewing entries in the door decorating contest.



## Concerts, Dances, and Plays

"Cookies & Cocoa," our winter concert, featured festive holiday music to get students and families into the spirit. Students sang and played instruments. At the spring concert, middle schoolers performed and sang, and students showcased their skills on various instruments for our school community. Students also enjoyed dramatic productions as well as dances at both the elementary and middle school campuses.

## Garden Club

Meridian's Garden Club kicked off a full year of gardening in partnership with Love and Carrots. Students cultivated and harvested produce and learned about healthy eating, as they watched their garden grow!

### **Deepening Learning through Engaging Field Trips in and Around the DC Area**

Students participated in several exciting field trips throughout the DC area in the 2018-19 school year. Middle schoolers visited Howard University, for example, in October 2018. They toured the campus, met with Howard students, and participated in a scavenger hunt designed to help them learn more about the campus and prepare them for college and careers. Later in the year, students ventured out to a ropes course to join in team-building exercises; met with actors and visited the Keegan Theatre to see a production of “Gumbo to Mumbo”; toured American University; and took a field trip to the African American History Museum in May.



## **Parent Involvement Efforts**

Meridian Public Charter School believes that a positive relationship between the home and the school is key to student success. To that end, we host several programs and activities to engage parents and families as partners throughout the year.

### **Parent Center**

Meridian boasts a full-time Parent Center that serves as a hub of the school's parental involvement. The Parent Center strives to increase parental engagement at Meridian and to improve the quality of parental involvement. The Parent Center is an open resource for Meridian parents, and it offers numerous programs, free of charge.



### **Parent and Family Meetings**

To engage parents throughout the year, Meridian hosted regular parent and family meetings, involving parents from Meridian's diverse language and cultural backgrounds. Parents and family members provided feedback on Meridian's Schoolwide Plan, learned about Meridian's various supports and services for students and families, and spent time getting to know Meridian teachers, leaders, and various staff members. The Parent Center also organized Visitor Days in the winter, giving parents or other family members an opportunity to observe their student's morning at school.

## Scholastic Book Fair

Meridian PCS also participated in the Scholastic Book Fair in the fall and spring, partnering with parents and families to provide books to students in grades PreK-8. Parents could tour the fair during before and after school hours.

## Community Block Party

Meridian held its second annual Community Block Party in April. Parents completed school enrollment on site and engaged with Meridian staff to learn about what happens inside the classroom by reviewing curricular materials, using manipulatives and engaging with teachers. The Block Party included performances from the Elementary School's Stage Band and Xylophone Ensemble as well as instrumental selections from the Middle School music classes.

The event was partially sponsored by Lusid Media, with Walker Memorial Baptist Church as partner. More than a dozen community partners came out to share information with neighbors and families, including: Collaborative Solutions for Communities, the YMCA, DC Healthy Families, Jubilee Jobs, Carlos Rosario International PCS, Briya PCS, Carecen, City Kids, PAVE, Connect DC, and BETA Academy.



# **SCHOOL PERFORMANCE**

## **Performance and Progress—2018-19**

### **1. Fulfilling our Mission**

The Mission of Meridian Public Charter School is to give each child the foundation of basic skills they need to succeed in today’s world, while at the same time stimulating each child to learn, explore and develop their own special talents—to instill within our students the passion for learning and to build self-confidence and self-respect through academic achievement.

Meridian fulfills its Mission every day—through rigorous and engaging classroom learning; special activities such as Dr. Seuss Day celebrated each year, that bring books, reading and a love of learning to life for our early learners; and immersive field trips to sites around the DC area that allow our students to “build their passion for learning” by exploring the world outside the classroom.

### **2. Results—Strategic School Improvement Initiative**

After completing a comprehensive school performance audit during the 2015-16 school year and recognizing that the school needed to make several rapid changes to significantly boost student learning and achievement, Meridian Public Charter School launched a bold school improvement effort in May 2016. Meridian’s Board of Trustees partnered with a proven school-improvement partner—TenSquare—and began immediately focusing efforts on academic improvement. Meridian appointed an interim Head of School and Chief Operating Officer, hired two new principals, and recruited additional key staff members, including several new teachers, in an effort to dramatically improve teaching and learning.

#### **Improving Teaching and Learning through High-Quality Professional Development**

High-quality professional development is a key component of Meridian’s overall strategic improvement initiative. Meridian believes that high-quality professional development is essential to continually improve educators’ knowledge and skills, enabling all students to learn at high levels. Professional development that is most effective in improving educator practice is results-oriented, data-driven, constructivist in nature and job-embedded.

During the 2018-19 school year, Meridian staff members participated in focused, school-wide professional development and deepened their expertise through external professional development as well. Professional development began with a Pre-Service institute in August, organized in collaboration with Perry Street Prep Public Charter School, enabling teachers and leaders to plan collaboratively and prepare to implement our curriculum, assessments, and

teaching model effectively. Throughout the year, teachers and leaders participated in several full- and half-day professional learning sessions, where they analyzed interim assessment data, planned together, and developed lesson plans to make learning engaging and rigorous.

With support from an OSSE Charter Schools Program (CSP) Dissemination Grant, Meridian school leaders also met with and shadowed Perry Street Prep leaders to gain insights from Perry Street Prep's successful long-term school improvement initiative.

In grades three-eight, teachers participated in weekly professional learning communities (PLCs) within each grade level. The PLCs helped teachers improve their content delivery and lesson preparation and differentiate instruction to meet each student's needs. Additionally, math and English language arts teachers received weekly one-on-one instructional coaching support from experienced TenSquare Instructional Coaches to improve their teaching practice. To ensure that improvement was focused and aligned throughout our school, TenSquare also provided leadership coaching and support to school principals and other key leaders. Leaders worked with an experienced leadership coach to build student achievement outcomes, use school data to drive overall school improvement, continue to increase family-school connections, and establish and deepen a culture of achievement throughout Meridian PCS.

**This work resulted in student achievement and learning gains, as well as lower student suspension rates, continued strong attendance rates, and high re-enrollment rates.**

### **Supporting Students with Special Needs and English Language Learners**

To ensure that we are meeting the needs of all our students, Meridian also strengthened and expanded support for special education and English language learning during the 2018-19 school year. Meridian applied for and received a competitive SEEF (Special Education Enhancement Fund) grant, for example, to continue build out special education supports and services for students.

Special education and EL teachers and leaders also participated in specialized professional development and met regularly to collaborate and plan instruction and support for students.

## **3. Improving Early Childhood Outcomes**

### **Early Childhood Growth—CLASS and TS Gold Results**

Student progress begins with our entering grades in preschool and prekindergarten. Early childhood growth is measured through a third-party observational tool, the Classroom Assessment Scoring System (CLASS), and we measure early literacy and math skills through the Teaching Strategies (TS) GOLD assessment.

**Results from the 2018-19 CLASS observations (see Table 1 below) show improvement in scores from the prior year in each of the three reporting categories** (emotional support, classroom observation, and instructional support).

The TS Gold results also show strong positive academic results in SY 18-19. **All PK students met age-appropriate benchmarks in literacy and math: 100% of students met or exceeded expectations in PK pre-literacy, and 100% did so in PK math.** Taken together, early childhood results indicate excellent learning growth in our classrooms for our youngest learners.

**Table 1—Early Childhood Data –SY 16-17 – 18-19**

Assessment and Grade Level	SY1617	SY1718	SY1819
PS/PK CLASS - Emotional Support	5.9	5.95	6.21
PS/PK CLASS - Class Organization	5.8	5.84	6.23
PS/PK CLASS - Instructional Support	2.8	2.94	3.19
PK Literacy (Teaching Strategies GOLD)	100%	96.7%	100%
PK Math (Teaching Strategies GOLD)	99.3%	99.2%	100%

### **K-2 Literacy and Math—Measures of Academic Progress (MAP) Results**

In SY16-17, Meridian officially transitioned to using the MAP assessment for students in grades K-2. This assessment, which is aligned to the Common Core, allows Meridian to track student learning and progress throughout the school year and ensure that students are prepared for success in elementary, middle, and high school.

**K-2 students as a group showed continued growth in their median growth percentile (MPG) on the MAP Reading assessment in SY 2018-19** (see Table 2), which is how Meridian is evaluated on PCSB’s Performance Management Framework (PMF).

The MGP for K-2 students in Reading (which measured growth between spring 2018 and spring 2019 for returning students and fall 2018 to spring 2019 growth for new students) was 44, and the MGP for Math was 52, a 12-point gain from the prior year. These results indicate strong growth for students.

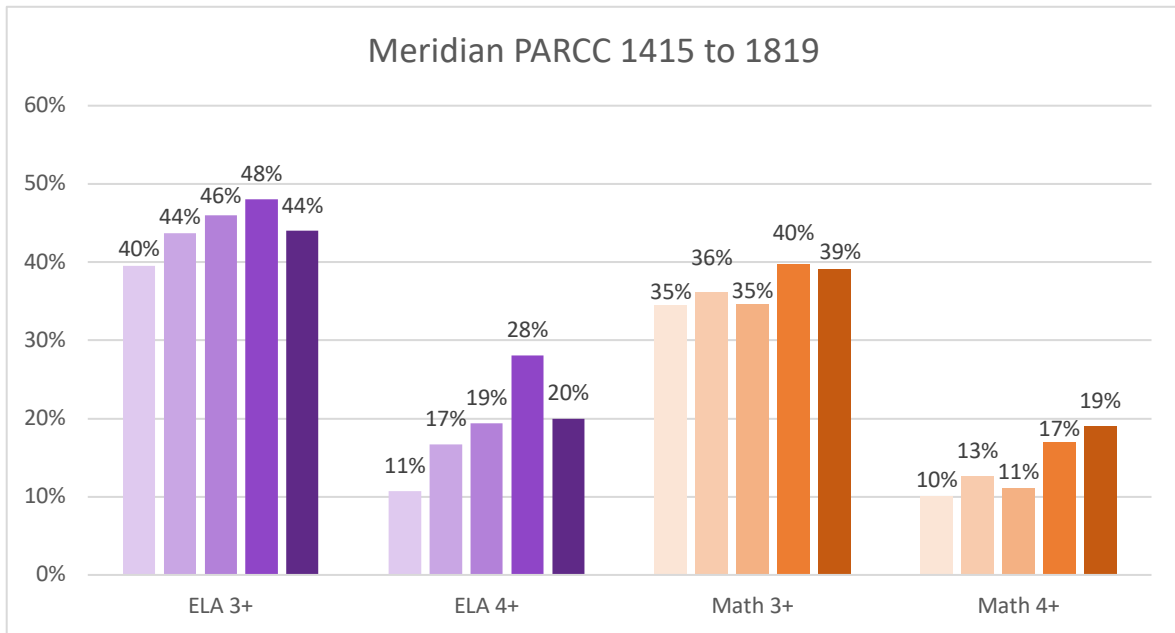
**Table 2—MAP Reading and Math MPG Scores**

Subject	2016-17	2017-18	2018-19
Reading	30	41	44
Math	43	40	52



#### 4. Performance on the PARCC Exam – Continued Gains in Mathematics

While students’ scores overall remained largely flat, **Meridian students continued to demonstrate gains in mathematics on the spring 2019 PARCC exam.** This year, Meridian students demonstrated a 1.8-percentage point gain in proficiency rates, three times the rate of the .6% average growth across the city.



Slight drops in ELA scores, while concerning, are connected to Meridian’s adoption of new, more rigorous curricula—CKLA and Amplify—in English language arts this year. We anticipate that student scores will continue to climb as students and teachers adjust to the rigor of these new learning tools.

Finally, when measured against the PARCC Consortia, which includes all states that administer the PARCC test, **Meridian’s two-year MGP (Median Growth Percentile) scores—a 57.2 in ELA and a 56.7 in Math—continue to exceed the national median growth (50 MGP) by a healthy margin.**

Overall, Meridian PCS students’ achievement and growth—as measured by Pre-Kindergarten and K-2 assessments, as well as student growth in grades 3-8—continues to yield results. Meridian’s strategic school improvement is paying long-term dividends.

## **Unique Accomplishments**

### **Celebrating our Twenty-Year Charter Renewal**

In December 2018, the DC Public Charter School Board renewed Meridian PCS' charter, marking Meridian's 20<sup>th</sup> anniversary of approval to open as a public charter school. This is a major milestone for any school, and it is especially significant, as Meridian PCS is one of the oldest charter schools in the city. With a beautiful main campus in the heart of the U Street Corridor, a Four-STAR Middle School, one of the most diverse student populations in the city, significant investments in teaching and learning, and a record of growing student progress and achievement, Meridian is poised to realize its Vision of becoming Tier 1 Public Charter School. United as One School, One Community, One City...The World Intersects at Meridian!

### **Winning a Competitive Special Education Enhancement Fund (SEEF) Grant**

The Office of the State Superintendent of Education (OSSE) awarded Meridian a \$225,000 SEEF grant in August 2018 for SY2018-19. This generous grant support enabled the school to: 1) Build out Meridian's continuum of supports and services for students with disabilities, ensuring that the right supports and services are in place to serve students with a full range of needs; 2) Pilot Universal Design for Learning (a learning framework that is designed to engage ALL learners through multiple ways of learning) strategies in 2nd and 4th grade classrooms, with the goal of applying learning from the pilot to weave effective strategies throughout curriculum and instruction at Meridian in the years to come; and 3) Provide intensive training to enhance positive behavior supports at the Middle School.

### **Preparing our Students to Attend High Performing High Schools**

Each year, Meridian Middle School students are prepared to enter high-performing high schools. To support effective transitions from middle grades to high school, Meridian's Middle School Counselor, Middle School Dean, and Principal assist students as they prepare to transition successfully to high school. Specifically, the Counselor works with the Dean to ensure that every 8th grade student applies to and is matched to a high school that will best meet that student's needs. As a result of this work in 2018-19, almost half of students enrolled in either a magnet program—such as Banneker and Duke Ellington—or a Tier 1 public charter high school. These results are a testament to the hard work completed by our 8th graders and the exemplary instruction facilitated by our middle school teachers in preparing our students for top tier high school placements.

### **Disclaimer**

Meridian Public Charter School acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

## **List of Donors**

In SY2018-19, Meridian PCS received donations of \$500 or more from the following:

Lucid Media - \$2,000

Network for Good - \$1,000

MDRC - \$500

SD Carter Enterprises - \$500

## 2018-19 Meridian PCS School Data Report

Source	Data Point
PCSB	<b>LEA Name:</b> Meridian PCS
PCSB	<b>Campus Name:</b> Meridian PCS
PCSB	<b>Grades served:</b> PK3--8
PCSB	<b>Overall Audited Enrollment:</b> 642

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	70	67	68	64	58	64	55	64	49
Grade	7	8	9	10	11	12	Alternative	Adult	Special Education*
<b>Student Count</b>	43	40	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:</b> 182
PCSB	<b>Suspension Rate:</b> 7.7%
PCSB	<b>Expulsion Rat:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.14%
PCSB	<b>In-Seat Attendance:</b> 92.3%
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; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 4.8% (31 students) *
PCSB	<b>Midyear Entries:</b> 0.0% (0 students) *
PCSB	<b>Promotion Rate (LEA):</b> 99.4%
PCSB (SY16-17)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY16-17)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY16-17)	<b>Graduation Rates:</b> Not Applicable

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 39.6%
School	<b>Number of Teachers:</b> 53
School	<b>Teacher Salary</b> 1. Average: \$68,496 2. Range -- Minimum: \$54,500 Maximum: \$85,000
	<b>Executive Salaries over \$100K</b> Ebony Crawford, \$120,000; Diandra Best, \$114,400; Shelley Anderson, \$110,000

# APPENDICES

## Appendix A: SY 2018-19 Staff Roster

Position & Grade Level	Last Name	First Name
<b>Administration</b>		
Principal- Middle School	Anderson	Shelley
Data Manager	Bergstein	Joshua
Director of Student Support Services	Best	Diandra
Head of School	Bobo	Candice
Principal- Elementary School	Crawford	Ebony
Manager, Family, School and Community Partnerships	Johnson	Jacqueline
Director of Operations	Russell	Michael
Director of Early Childhood	Williamson	Shedon
<b>Instructional Staff</b>		
Teacher-Music	Addison	Frankie
Teacher-Special Education	Allen	Tanasha
Teacher-Spanish	Barnes	Gabrielle
Reading Specialist Teacher	Brown	Melvey
Teacher-Performing Arts	Butler	A'Leighsha
Teacher- ELL	Chaney	Rachel
Teacher-PreK 3	Cobb	Jessie
Teacher Spanish 7th/8th	Compton	Ashley
Teacher-Special Education	Conyers	Mellony
Teacher-2nd Grade	Creekmur	Rachael
Teacher-6th Grade Math	Davis	Heather
Teacher-PE	Douglass	Danielle
Teacher-ELL	Drew	Azure
Teacher-PreK 3	Edwards	Shronda
Teacher-Kinder	Henry	Sandra
Teacher-3rd Grade	Herrero	Sofia
Teacher-7th/8th Math	Hinds	Kevin
Teacher-7th/8th Science	Hutchin	Shalonda
Teacher-Technology	Jones	Delbra
Urban Teacher Fellow	Knokol	Rosemarie
Teacher-3rd Grade	Lafontant-Bridgeforth	Christina
Teacher-2nd	Lewis	Jennifer

Position & Grade Level	Last Name	First Name
Teacher-2nd Grade	Maloney	Sharon
Teacher-5th/6th Social Studies	McCullough	Paul
Teacher-PreK 3	Mitchell	Erica
Teacher-Special Education	Moton	LaTraycee
Teacher-PreK 4	Mundy	Opal
Teacher-5th/6th Grade Special Education	Murdaugh	Leslie
Teacher-1st Grade	Nicholes	Ashley
Teacher-Special Education Resource	Nunery	Karen
Teacher-ELL	Pabilona	Alma
Teacher-3rd Grade	Payton	Aggie
Teacher-PreK 4	Reeves	Mary Ann
Teachers-7th/8th Social Studies	Rosfeld	Adam
Teacher -5th/6th Science	Ross-Durham	Ayoka
Teacher-Kinder	Saunders	Dakota
Teacher-4th Grade Math/Social Studies	Sawyers	AnaLysa
Teacher-MS Special Education Teacher	Schaefer	Michael
Teacher-7th/8th PE	Seitz	James
Urban Teacher Fellow	Slocum	Brian
Teacher-PreK 4	Smith	Samantha
Teacher-1st Grade	Smith	Marie
Teacher-4th Grade ELA/Social Studies	Speller	Keisha
Teacher-6th Grade	Streater	B'Yonka
Teacher 7th/8th Special Education	Strother	Tiffany
Teacher-1st Grade	Sutton	Mary
Teacher- PreK 3	Taylor	Jewel
Teacher-5th Grade ELA	Thomas	Brittany
Teacher-Art	Thomas	Erin
Reading Specialist	Thompson	Stephanie
Teacher-5th Grade Math	Thomsen	Emily
Teacher-ELL	Turner	Ruth
Teacher-7th/8th Music	Vernon	Tyrone
Teacher-Kinder	Williams	Brittney
Teacher-Special Education	Williams	Justin
<b>School Support Staff</b>		
Attendance Clerk	Adams	Phyllis
Office Manager- MS	Anderson	Pamela
HR Manager	Arciniega	Blanca

<b>Position &amp; Grade Level</b>	<b>Last Name</b>	<b>First Name</b>
Dean of Culture-ES	Bond	Maya
Facilities Manager	Clark	Brian
Building Engineer	Dunston	Jerome
Facilities Tech	Gambrel	Allen
Maintenance Worker	Garris	George
Parent/Family Coordinator	George	Carlin
Records Coordinator	Gore	Asia
Food Service Tech	Hartman	Albert
Instructional Specialist	Lowery	Nichole
Translator/Associate	Marquez	Hilda
IT Security Manager	McCoy	Kyisen
Food Service Associate	Cooper	Antonio
Food Service Manager	Ray	Lavetta
Facilities Tech	Rhodes	Robert
Business Operations Manager	Sockwell	Chaunti
Dean of Students-MS	Sockwell	Gary
Facilities Tech	Spriggs	Marcellus
<b>Student Support Staff</b>		
RTI Coordinator	Blue	Demetrius
Special Education Coordinator	Hargrove	Alicia
School Counseling Coordinator	Jackson	Dion
Senior Behavior Specialist	Kirby	Kimberly
School Psychologist	Reader	Jordanne
Speech Language Pathologist	Reilly	Molly
School Counselor-MS	Scott	Kendra
Occupational Therapist	Williams	Abigail
Wellness Specialist	Wright	Ryan
<b>Teaching Assistants &amp; Instructional Support Staff</b>		
Instructional Assistant PK 3	Akpabio	Ekaete
Dedicated Aid	Allen	Timothy
Dedicated Aid	Blount	Sharon
Instructional Assistant PreK 3	Brown	Ivory
Dedicated Aid	Davis	La'Talian
Dedicated Aid	Fleming	Antonia
Instructional Assistant-PreK 4	Gutierrez	Norma
Dedicated Aid	Hailes	Sheena
Dedicated Aid	Henson	Shavonna

Position & Grade Level	Last Name	First Name
Instructional Assistant-K	King	Kim
Substitute Teacher	Lea	Angel
Instructional Assistant-K	Marable	Latosha
Dedicated Aid	McLaughlin	Jasmine
Instructional Assistant-PreK 4	Miles	India
Dedicated Aid	Miller	Tammi
Substitute Teacher	Nicholson	Tia
Instructional Assistant-PreK 3	Perkins-Plater	Minnie
Substitute Teacher	Pickens	Katherine
Instructional Assistant- K	Robinson	Angelica
Instructional Assistant PreK 4	Scott	Soraya
Substitute Teacher-MS	Short	Christine
Dedicated Aid	Surratt	Quentin
Dedicated Aid	Tymas	Kiana
Instructional Assistant-PreK 3	Wood	Kaylah

One hundred percent of Instructional Staff have a bachelor's degree, and 47% of Instructional Staff have a master's degree or higher.



## Appendix B: SY 2018-19 Board Roster

Name	DC Resident	Role
Edie Ashton	N	Board Chair
Keith Collins	Y	Parent
Chris Daniels	Y	Academic Committee Chair
Anita Funcherss	Y	Parent
Nick Gent	Y	Treasurer
Annie Hsiao	Y	Vision Committee Chair
Payson Peabody	Y	Secretary
Steve Percy	Y	
Karen Rivas	N	

## **Appendix C: At-Risk Funding**

In SY 2018-19, Meridian PCS used at-risk funding to hire instructional assistants for younger grades, supplement school staff to support behavioral needs of students, run after-school programming, and purchase additional materials for student learning

## Appendix D: Unaudited Year-End 2018-19 Financial Statement

### Income Statement, as of June 30, 2019

Meridian PCS	Actual
<b>Revenue</b>	
State and Local Revenue	12,949,093
Federal Revenue	1,187,423
Private Grants and Donations	4,290
Earned Fees	2,551,050
<b>Total Revenue</b>	<b>16,691,856</b>
<b>Expenses</b>	
Salaries	6,813,183
Benefits and Taxes	1,447,633
Contracted Staff	289,744
Staff-Related Costs	124,745
Rent	637,423
Occupancy Service	531,178
Direct Student Expense	1,110,878
Office & Business Expense	1,666,132
Interest	7,564
Depreciation and Amortization	893,904
<b>Total Expenses</b>	<b>13,522,384</b>
<b>Net Income</b>	<b>3,169,472</b>

# Appendix E: Approved 2019-20 Budget

Meridian PCS 2019-20	Budget
<b>Revenue</b>	
State and Local Revenue	13,125,689
Federal Revenue	593,093
Private / Earned Revenue	592,269
<b>Total Revenue</b>	<b>14,311,052</b>
<b>Operating Expense</b>	
Staff-Related Expense	9,283,663
Occupancy Expense	1,928,969
Additional Expense	2,073,554
<b>Total Operating Expense</b>	<b>13,556,754</b>
Net Operating Income	754,297
Total Interest, Depreciation	1,063,365
<b>Total Expenses</b>	<b>14,620,120</b>
<b>Net Income</b>	<b>-469,186</b>