



**Inspired Teaching**  
Demonstration School

**Annual Report**

**2018 – 2019**

**Inspired Teaching Demonstration Public Charter School**

**200 Douglas Street NE**

**Washington, DC 20002**

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**[www.inspiredteachingschool.org](http://www.inspiredteachingschool.org)**

**John Leibovitz**  
**Chair, Board of Directors**

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## **NARRATIVE**

### **I. School Description**

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

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

#### **I. B. School Program**

##### **I.B.1. Curriculum Design and Instructional Approach**

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

##### *Intellect*

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

##### *Inquiry*

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

- Students demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

### *Imagination*

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

### *Integrity*

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

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

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

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

hair salon, doctor's office, farmer's market or travel agency. Teachers take advantage of a wealth of early childhood best practices and programmatic resources to meet the needs of their students.

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

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

Our elementary program presents a comprehensive curriculum through an integrated classroom approach. Special classes, including Spanish, Physical Education, Music, Dance and Visual Art, are taught by specialists in each field. Language arts instruction is offered through a workshop and guided reading approach and emphasizes the development and authentic implementation of all communication skills (speaking, listening, reading, and writing). The math curriculum is based on Common Core State Standards, providing students with a foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals. The core resource in K-8 is Eureka Math, a program that provides opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving. Math is hands on and problem based encouraging learners to do the work of mathematicians. The science curriculum is based on the Next Generation Science Standards. Students are offered an inquiry-based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Science and social studies are integrated throughout the curriculum. Social Studies instruction is guided by TCI and the C3 Framework from the National Council for Social Studies. It is integrated into the balanced literacy framework. Through individual and group projects, shared reading, read-alouds, and topic-specific

independent reading and writing, students develop social studies knowledge and skills as they develop as readers and writers. Students in kindergarten through fourth grade learn about ways that groups and communities are governed, geography and topography, change over time, and the relationships between cities, states, countries, continents and international organizations.

Our social emotional learning curriculum is based on nationally recognized programs including Second Step, Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings. We teach students to solve conflicts peacefully and to develop social skills that allow them to work independently, in small groups and as a whole class. As students move through the academic curriculum they develop the skills of empathy required to become innovators – observation, listening, self-expression, problem solving and creativity.

Spanish instruction integrates language acquisition goals with cross-cultural studies in which students are exposed to the histories, art, food, traditions, and folktales from Spanish speaking communities. Working in partnership with organizations such as the Phillips Collection, a private museum located in the District of Columbia, all students benefit from the opportunity to receive instruction in visual arts and have the arts integrated across the curriculum. In the artists' studio, students participate in art instruction and are taught how to use a range of materials and invited to make choices about which materials and methods they use and for how long. Choice-based art education regards students as artists and offers real choices for responding to their own ideas and interests through the making of art. Our physical education and dance teachers in collaboration with classroom teachers conduct physical education and nutrition classes. Our program integrates physical education activities ranging from yoga and a variety of dance styles and traditions to soccer and basketball, as well as health education including topics such as nutrition, growth and development, sleep, and productive problem solving. Classroom teachers further students' knowledge of nutrition and health by supporting school-wide healthy eating and decision-making. Music education including singing, music history and exploration of musical instruments is offered to all students. Students demonstrate their learning in Celebrations of the Arts based on selected themes such as winter holidays and music through the ages.

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

**Math:** Our math program allows students to apply their mathematical knowledge to real world problems. Our math program, Eureka Math, provides

opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving.

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

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

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

**Social Emotional Development:** Our social curriculum is based on nationally recognized programs: Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings; to solve conflicts peacefully; and to develop social skills that make it possible for them to work independently, in small groups, as a whole class and to lead in various settings. Students in 7<sup>th</sup> and 8<sup>th</sup> grades are taught using the Face-to-Face Advisories Program.

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

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

### **I.B.2. Family Involvement**

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

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

The Inspired Family Association raises funds to purchase resources to enhance student learning and increase resources throughout the building. During the 2018 – 2019 school year the IFA raised over \$135,000, to support student learning and provide additional resources across the school.

Highlights of Family Events during the 2018-2019 school year include

- Inspired Family Association Third Thursday Morning Coffees
- Inspired Family Association Family Picnics
- Family Education Events – Math Curriculum, Literacy Curriculum, Restorative Practices, Cultivating Resilience and Preventing Bullying
- Morning and Evening of the Arts Performances
- High School Information Sessions
- Family Game Night
- Family Movie Night



- Literary Fair
- International Day
- Book Character Parade
- Debate Team Competitions
- Learning Showcases each trimester
- Black Lives Matter Week of Action
- Family and Student Chili Cook-off
- Inspired Evening
- 8<sup>th</sup> Grade Portfolio Defense
- Capital Pride Parade

## **II. School Performance**

### **II.A. Performance and Progress**

#### **II.A.1. Mission-related Programs**

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

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

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

At Inspired Teaching Demonstration Public Charter School, we view student discipline systems and classroom management as important teaching tools that

help us reach our goal of teaching the whole child. All faculty and staff work together to help students become responsible community members and take responsibility for their behaviors. We expect students and families to observe and maintain the rules of the school, and closely monitor student behaviors throughout the year. When infractions of the rules occur, each student's case is handled individually according to our tiered system for engaging children's cooperation. Families are informed and involved at every step in the process. Students are asked to take responsibility for their actions and are supported in finding ways to restore the relationships and or resources that have been impacted by poor choices.

Teacher-student relationships and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching Demonstration Public Charter School. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries and consistency necessary for student success and safety.

There are three simple statements that guide the Inspired Teaching Demonstration PCS community. Students created these expectations during our inaugural year. We call them "Rights and Responsibilities" and they are:

*Everyone learns.*

*Everyone is safe.*

*Everyone builds the community.*

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

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

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

Our mission, *ensuring that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum*, is lived through our emphasis on keeping students at the center of teaching and learning. Our students demonstrate solid achievement and growth on standardized measures as demonstrated by student PARCC scores. We look to other elements such as student portfolios, Learning Showcases and student engagement to confirm individual student's progress. At the close of the 2018-2019 school year 100% of our 8<sup>th</sup> graders were admitted to schools of choice and promoted to 9<sup>th</sup> grade following completion of 8<sup>th</sup> Grade Portfolios and Presentations. They demonstrated high achievement as evidenced by presentation of artifacts of their learning and the Portfolio Defense before educators from across the school.

Inspired Teaching Demonstration Public Charter School has been recognized as among the top performers in the city on the Partnership for Assessment of Readiness for College and Careers (PARCC). We are pleased to share that our students continue to demonstrate solid growth in English Language Arts (ELA) and they maintained previous growth in Mathematics. It is noteworthy that our school-wide results show that 60% of our students met or exceeded expectations in ELA demonstrating consistent growth in this area over the past four years. ITDS is first among charter schools with 3<sup>rd</sup> grade – 8<sup>th</sup> grade on ELA. We saw gains across several subgroups including at-risk students and students with disabilities. We also noted a reduction in the number of students scoring at the level of 2 and below in ELA and Math confirming solid growth in achievement toward desirable proficiency, college and career readiness.

The charts below show our school performance in comparison to the city, the charter sector, and DCPS in ELA and Math.



## II.B. Unique Accomplishments

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

As a demonstration school we welcome visitors from around the world and use each opportunity to establish a conversation during which we share our practices and invite questions and thought partnering to foster greater collaboration amongst educators. Our hope is to improve teaching and learning broadly making a difference in the experience of children around the globe. During the 2018-2019 school year we welcomed visitors from schools in the District of Columbia, Maryland and Virginia, foundations and education non-profits across the nation, and area universities such as Georgetown University. For the second time we hosted our third group of educators from the Philippines. In addition we hosted two groups of educators from Utah and a large contingent of educators from Saudi Arabia. Visitors see our program in action, meet with students and staff and establish open channels for continuing communication.

Inspired Teaching Demonstration PCS was featured in several publications online and print including The 74 and Forbes.com. We were also featured in a joint article by the Astra Center and Center for Inspired Teaching and on blog articles by the Astra Center and local writer, Mark Lerner's Parents Have School Choice Kids Win.

Professional development was further enhanced through the creation of teacher selected PLCs. Each teacher selected an area of study, completed substantial research and investigation, and presented to colleagues over the course of the school year.

Our Early Childhood team presented a professional development workshop attended by teachers from across the District.

Inspired Teaching Demonstration Public Charter School is a member of the Diverse Charter Schools Coalition – a national organization of charter schools that have racially, culturally, and socioeconomically diverse student populations. The mission of the Coalition is to catalyze and support the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities and outreach. We presented a workshop on Recruitment and Retention of Diverse Families at the Coalition's national convening.

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

Science teacher, Jodi Ash, was recognized as a finalist for the Presidential Award for Excellence in Mathematics and Science Teaching.

Inspired Teaching Demonstration School students were recognized for their participation in the American University Optics Olympiad, the GeoPlunge Challenge Tournament and the Girls on the Run program.

We promoted our third class of 8<sup>th</sup> graders who are now attending great high schools across the city. The students promoted to 9<sup>th</sup> grade in 2019 participated in our rigorous learning experience, Portfolio Presentation and Defense, to demonstrate their learning and capacity to articulate and defend their work. The students' presentations and the investment of teachers and administrators were outstanding. Several students not only passed, but also demonstrated such depth and overall excellence they were designated to have passed with distinction.

The exceptional talents and skills of our dance students were on display when they participated in Dance Africa through our partnership with Dance Place.

**Continuing Community Engagement:** We continue to build on our regular communication with the community ensuring that neighbors are up to date on

events at the school. We also hosted meetings for community organizations and strive to be good neighbors embracing opportunities to come together. We demonstrated a track record of proactive engagement and timely communication with our neighbors specifically in support of the Edgewood Recreation Center Project.

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

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

**Fundraising and Development:** Launched a very successful fundraising campaign yielding 100% participation by our Board of Directors and an outstanding rate of 73% participation by families, 71% participation by staff and a good number of community donors.

We celebrated Black Lives Matter Week of Action across the school engaging students at all levels in developmentally appropriate activities ranging from spoken word poetry and creating a school-wide mural to Voices of Our Village inviting families and staff to discuss a range of topics.

We launched a new website that offers greater access for families and staff, supports improved communication channels and updates our branding.

## **II.C. List of Donors\***

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

Eric Albert and Lucy Newton  
Scott Barash and Gayle Wald  
Law Office of Lauren E. Baum, PC  
William and Lauren Braniff  
Morton Brilliant and Jordana Rubel  
Michael Brodsky and Aleta Margolis  
Andrea Browning  
Building Hope  
Robert Chapman and Patricia Westwater  
Gay Cioffi  
Morris and Kalena Clarke  
Shaun and Melissa Cross  
Joerg and Susan Dreweke  
Dynamic Network Solutions  
EdOps  
John Farden and Lee Ann Richter  
Sidi Farouidi and Allison Jabaly  
Hugh and C. Evelyn Gaskill  
Richard Gelinias and Jennifer Helvik  
Nathaniel Goldberg and Genevieve Melford  
Sean Griffin and Catherine Warner-Griffin  
Joseph Gruber and Kathleen Kassel  
Rob Hanson and Kate Keplinger  
Sandra Heard and Ginger Rumph  
Dan Hernandez and Lina Guzman  
HUB International Limited  
Dennis Junius and Amy Detgen  
Shawn and Kate Zeller  
Shemaya and Dori Klar  
Klar Real Estate  
Mark and Abigail Leta  
John and Monica Leibovitz  
Michael Linden and Rebecca Melsky  
Matt and Dawn Luecke  
Peter Lurie and Suzanne Raitt  
Thomas McKew and Jennifer Shore  
Robert McLaughlin  
MCN Build  
Steve Morrison and Nicole Hamam  
Timothy and Hannah Mullen

Daniel and Alina Nagdimunov  
Abe Newman and Craig Pollack  
Adam and Sarah Newton  
Paradigm Therapy Partners  
Somerville and Kristin Parker  
Corey Perkins and Carmen Rottenberg  
John and Mary Pitts  
Siddhartha and Deepti Raja  
Massie and Meredith Ritsch  
Malcolm and Nan Ritsch  
Scott and Ilyssa Shefferman  
Don and Eshauna Smith  
Ewell Smith and Andrea Kavanagh  
Hasan and Alya Solomon  
John Stubbs and Victoria Espinel  
Gurinder and Kimberly Tamber  
United Bank  
Andrew Ward and Melissa Marks  
Jason Washington and Stephanie Wainscott  
Michael and Erin Weest  
Simeon and Deborah Williams  
Rusty and Linda Wilson  
Torgger and Melinda Wuellner  
Stephen Yoder and Alyssa Weir  
Max Zambrano and Sarah Bass



### SY 2018-19 Annual Report Campus Data Report

Source	Data Point
<b>PCSB</b>	LEA Name: Inspired Teaching Demonstration PCS
<b>PCSB</b>	Campus Name: Inspired Teaching Demonstration PCS
<b>PCSB</b>	Grades served: PK3--8
<b>PCSB</b>	Overall Audited Enrollment: 470

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	44	45	49	50	49	51	48	51	41
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	24	18	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

<b>School</b>	Total number of instructional days: <b>181 days</b>
<b>PCSB</b>	<b>Suspension Rate:</b> 4.7%
<b>PCSB</b>	<b>Expulsion Rate:</b> 0.00%
<b>PCSB</b>	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.06%
<b>PCSB</b>	<b>In-Seat Attendance:</b> 95.3%*
<b>PCSB</b>	<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>
<b>PCSB</b>	<b>Midyear Withdrawals:</b> 2.1% (10 students)
<b>PCSB</b>	<b>Midyear Entries:</b> 0.0% (0 students)
<b>PCSB</b>	<b>Promotion Rate (LEA):</b> 99.7%
<b>PCSB (SY17-18)</b>	<b>College Acceptance Rates:</b> Not Applicable
<b>PCSB (SY17-18)</b>	<b>College Admission Test Scores:</b> Not Applicable
<b>PCSB (SY17-18)</b>	<b>Graduation Rates:</b> Not Applicable

#### Faculty and Staff Data Points

<b>School</b>	<b>Teacher Attrition Rate:</b> 11.8%
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<b>School</b>	<b>Number of Teachers: 37</b> “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows
<b>School</b>	<b>Teacher Salary</b> 1. Average: \$68,819 2. Range -- Minimum: \$ 40,171    Maximum: \$ 99,660
<b>School</b>	<b>Executive Compensation</b> Lower School Principal, \$146,811 Middle School Principal, \$105, 000 Chief Operating Officer, \$133,531 Head of School. \$170,441

## **Appendices (A-E)**

## Appendix A: Staff Roster, 2018-2019 and Resident Listing

First	Last	TITLE/RESPONSIBILITIES	QUALIFICATIONS
Nsilo	Abraham	Physical Education Teacher	BS – Health, Fitness & Recreation
Liane	Alves	Master Teacher, PreKindergarten	BA – Anthropology; MAT – Early Childhood Education
Katherine	Arias Morales	Paraprofessional, PreSchool	AA – Social Sciences, Teaching Specialization
Jodi	Ash	Master Teacher, Science, 5 <sup>th</sup> -7 <sup>th</sup> grade	BA – Political Communication
Erin	Bailey	Intervention Specialist	BA – Education; MA - Reading Instruction; PhD - ABD
Seth	Biderman	Middle School Principal	BA – Comparative Literature; MA – Creative Writing
Eli	Blum	Lead Teacher, 3 <sup>rd</sup> grade	BA – History; MA – Elementary Education
Sybil	Bolden	Master Teacher, Kindergarten	BA – Communications
Connie	Brown	Master Teacher, PreKindergarten	BS – Child & Family Studies; MS – Child & Family Studies
Kelly	Brown	Data Manager & Special Projects Manager	BA – History; MEd – Elementary Education
Samia	Brown	Registrar and Special Programs Coordinator	BA – Communications
Bettya	Burgess	Paraprofessional, 3 <sup>rd</sup> grade	High School
Page	Christensen	Lead Teacher, PreKindergarten	BA – Fine and Studio Art; MA – Early Childhood Education
Hubert	Dixon	Lead Teacher, 3 <sup>rd</sup> grade	BA – Political Science; MA – Teaching
Amber	Dooley	Art Teacher	BA – Art Education
Leslie	Douglas	Administrative Assistant	BA – Studio Art
Suriya	Douglas	Lower School Principal	AB – Sociology; MEd - Educational Administration
Michele	Eaton	Special Education Teacher	BS – Journalism
Ben	Frazell	Instructional Coach, English Language Arts	BA – English, Political Science; MEd – Elementary Education
Anshera	Galan	Paraprofessional, Special Education	BA – French Literature
Quintin	Garrett	Paraprofessional, Special Education	High School
Kina	Gee	Teaching Assistant, 4 <sup>th</sup> Grade	BS – Finance
Sandhya	Ghanta	Lead Teacher, 4 <sup>th</sup> grade	BA – Mathematics, Statistics; MA – Elementary Education and Special Education
Pam	Greene	Operations Manager	High School
Adriana	Gonzalez	Teaching Assistant, Spanish	High School
Tasha	Harris	Special Education Teacher	BS – Biology
Bryant	Hatch	Teaching Assistant, First Grade	BA – History; MA - Teaching
Brittney	Haywood	Teaching Associate, Special Education	BA – Human Relations

Lacey	Head	Lead Teacher, PreSchool	BA – Cultural Anthropology; MA – Early Childhood Education
Jadian	Headley	Paraprofessional, Special Education	AA – Communication
Chrystena	Hill	Paraprofessional, PreKindergarten	High School
Jaleesa	Honesty	Paraprofessional, 1 <sup>st</sup> Grade	BA – Psychology
Maureen	Ingram	Master Teacher, PreSchool	BA – Russian and Political Science; MA – International Studies
Leean	Jack	Paraprofessional, Special Education	BSW – Social Work
Jessica	Jones	Lead Teacher, 1 <sup>st</sup> Grade	BA – Psychology
Mercedes	Jones	Teaching Assistant, PreSchool	BA – Sociology
Shannon	Kane	Instructional Coach, Mathematics	BA – World Politics & Philosophy; MA – International Affairs & Public Health; Edd – Education
Hi Uan	Kang	Art Teacher	BA – Art/English; MFA – Visual Arts
Monisha	Karnani	Director of Demonstration and Outreach	BS – Industrial & Operations Engineering; MED – Education Policy & Administration
Donna	Kearney	Dance Teacher	High School
Jezel	Kelly	Teaching Assistant, 2 <sup>nd</sup> Grade	AA – Liberal Arts & Social Science
Kate	Keplinger	Chief Operating Officer	BA – International Studies; MAT – Secondary Social Studies
Suzanna	Lane	Art Teacher	BA – Anthropology; M.Ed – Montessori Education
Samantha	Lincoln	Special Education Manager	BA – International Affairs; JD
Amy	Lyon	Speech-Language Pathologist	BFA – Creative Writing; MA – Speech/Language Pathology
Courtney	McIntosh-Peters	Middle School Teacher, Mathematics	BA – Chemistry; MA - Teaching
Katherine	Arias Morales	Teaching Assistant, PreSchool	AA – Social Sciences, Teaching Specialization
Ash	Moser	Master Teacher, 4 <sup>th</sup> grade	BS – Education; Med - Administration
Tamas	O’Doughda	Teacher	BA – English Literature; MA – Curriculum & Instruction
Maya	Oliver	Teacher	BS – Physics
Cornelius	Paige	Paraprofessional, Special Education	High School
Malcolm	Poole	Intervention Specialist	BA – Sociology/Criminal Justice; MED – Educational Leadership
Timesha	Ray	Paraprofessional, Special Education	BS – Textile & Apparel
Marie	Rayme	Teaching Assistant, PreSchool	High School
Sergei	Riddell	Middle School Teacher, Social Studies	BA – Political Science
Marni	Riffkin	Social Worker	BA – Criminal Justice; MSW – Social Work

Hannah	Salisbury	Early Childhood Program and Curriculum Specialist	BS – Anthropology; M.Ed – Educational Psychology
Kamille	Scarlett	Middle School Teacher, Mathematics	BA – Psychology; MEd – Education
Octavia	Shaw	Special Education Teacher	BA – Communication/Education; MA – Instructional Systems Development/International Education
Neoka	Smith	Master Teacher, 2 <sup>nd</sup> grade	BA – English
Melissa	Somerville	Master Teacher, 1 <sup>st</sup> grade	BS – Early Childhood Education
Fred	Stanback	Special Education Teacher	BA – Liberal Studies
Timothy	Street	Manager, Strategic Initiatives	BA – Sociology; MAT – Early Childhood Education
Paul	Thomas	Building Services Manager	High School
Michael	Thompson	Teaching Assistant, PK	BA – Journalism
Melissa	VandenBussche	Special Education Teacher	BA – English Literature; MA – Secondary Education; MA – Composition Studies
Juan	Vasquez	Spanish Teacher	BA – Communication Studies
Chris	Washington	Music Teacher	BS – Music Education
Anthony	Whitaker	Paraprofessional, Kindergarten	High School
Deborah Dantzler	Williams	Head of School	BA – Sociology/Political Science; MCP – Urban and Regional Planning; MA – Organization and Leadership
Desmond	Williams	Teacher	BA – English; MA – Special Education
Matthew	Wong	Lead Teacher, 2 <sup>nd</sup> Grade	BS – Kinesiology; MAT – Elementary Education

**Teacher Residents:**

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

Julia Barrett  
Asha Diggs  
Amanda Fasciano  
Zana Holden-Gatling  
Shemeka McNeil  
Caroline Morales  
Thomas Morris  
Brian Palmer

## **Appendix B: Board Roster, 2018-2019**

### ***Andrea Browning***

Nominating and Governance Committee  
Fundraising Committee  
DC Resident

### ***Morris Clarke***

Secretary, Board of Directors  
Executive Committee  
Finance Committee  
Parent Member  
DC Resident

### ***Geri Epstein***

Fundraising Committee  
DC Resident

### ***Marc Fisher***

Nominating and Governance Committee  
DC Resident

### ***Joanne Irby***

Nominating and Governance Committee  
Parent Member  
DC Resident

### ***John Leibovitz***

Chair, Board of Directors  
Chair, Executive Committee  
Finance Committee  
Fundraising Committee  
Parent Member  
DC Resident

### ***Aleta Margolis***

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

***Lucy Newton***

Chair, Fundraising Committee  
Parent Member  
DC Resident

***Anika Simpson***

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

***Pete Weber***

Fundraising Committee

***Deborah Dantzler Williams***

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

***Rusty Wilson***

Treasurer, Board of Directors  
Chair, Finance & Business Oversight Committee  
Fundraising Committee  
Parent Member  
DC Resident



## Appendix C: Unaudited Year-end 2018-2019 Financial Statement

### Income Statement

Inspired Teaching Demonstration

July 2018 through June 2019

	1	2	3	4	Year-To-Date
Income Statement					Actual
Revenue					
	A. Local Revenue				
					7,024,103
					1,533,610
					27,138
					8,584,851
	B. Federal Revenue				
					102,958
					158,669
					261,627
	C. Other Revenue				
					168,290
					6,599
					(72,264)
					102,625
					8,949,103
Expenses					
	D. Personnel Salaries and Benefits				
					557,099
					2,551,078
					414,849
					127,561
					181,583
					587,932
					718,289
					27,150
					5,165,540

	Benefits	
E. Direct Student Expense		
19. Textbooks		34,397
20. Student Supplies and Materials		66,803
22. Student Assessment Materials		17,142
23. Contracted Student Services		673,913
24. Miscellaneous Student Expense **		31,176
Total E. Direct Student Expense		823,431
F. Occupancy Expenses		
25. Rent		1,533,610
26. Building Maintenance and Repairs		2,206
29. Contracted Building Services		29,411
Total F. Occupancy Expenses		1,565,227
G. Office Expenses		
30. Office Supplies and Materials		25,474
31. Office Equipment Rental and Maintenance		13,665
32. Telephone/Telecommunications		15,124
33. Legal, Accounting and Payroll Services		152,130
34. Printing and Copying		2,155
35. Postage and Shipping		2,077
36. Other		25,228
Total G. Office Expenses		235,855
H. General Expenses		
36. Other		19,214
37. Insurance		31,240
38. Transportation		450
39. Food Service		171,992
40. Administration Fee (to PCSB)		80,787
42. Other General Expense		53,783
Total H. General Expenses		357,466
Total Expenses		8,147,519
Operating Income		801,583
Extraordinary Expenses		
I. Other Expenses		
44. Depreciation Expense		80,702
45. Interest Payments		3,839
Total I. Other Expenses		84,542
Total Extraordinary Expenses		84,542

Net Income	717,042
<b>Cash Flow Statement</b>	
Net Income	<b>Actual</b> 717,042
Cash Flow Adjustments	
	Cash Flow Adjustments
	Financing Activities
	Investing Activities
	Operating Activities
	Total Cash Flow Adjustments
	Total Cash Flow Adjustments
Change in Cash	1,012,896

## Appendix D: Approved 2019-2020 Budget

### Inspired Teaching Demonstration PCS

	SY19-20
Revenue	
Per Pupil Charter Payments - General Education	5,853,843
Per Pupil Charter Payments - Categorical Enhancements	1,361,958
Per Pupil Facilities Allowance	1,647,384
Federal Funding	102,026
Other Government Funding/Grants	715,807
Private Grants and Donations	120,000
Activity Fees	6,724
Other Income	137,368
<b>Revenue Total</b>	<b>9,945,110</b>
Expenses	
Principal/Executive Salary	766,456
Teachers Salaries	2,596,980
Special Education Salaries	638,144
Other Education Professionals Salaries	468,229
Business/Operations Salaries	380,969
Administrative/Other Staff Salaries	100,858
Employee Benefits and Payroll Taxes	930,217
Educational Supplies and Textbooks	155,714
Student Assessment Materials/Program Evaluation	13,601
Contracted Student Services	667,954
Food Service	192,855
Other Direct Student Expense	26,501
Rent	1,647,490
Depreciation (facilities only)	58,583
Interest (facilities only)	2,765
Office Supplies and Materials	31,874
Office Equipment Rental and Maintenance	14,459
Telephone/Telecommunications	14,586
Legal, Accounting and Payroll Services	162,762
Insurance	32,790
Professional Development	53,745
PCSB Administrative Fee	74,326
Depreciation and Amortization (non-facility)	67,189
Other General Expense	69,785
<b>Expenses Total</b>	<b>9,168,831</b>
<b>NET ORDINARY INCOME</b>	<b>776,279</b>
<b>TOTAL EXPENSES</b>	<b>9,168,831</b>

	<b>NET INCOME</b>	<b>776,279</b>
Cash Flow Adjustments		
Add Depreciation	125,771	
Operating Fixed Assets	(75,085)	
Other Operating Activities	19,584	
Facilities Project Adjustments	(588,405)	
Cash Flow Adjustments Total	(518,136)	
	<b>CHANGE IN CASH</b>	<b>258,143</b>
Starting Cash Balance	4,213,416	
Change In Cash	258,143	
	<b>ENDING CASH BALANCE</b>	<b>4,471,559</b>

## **Appendix E: PCSB School Quality Report (PMF)**