



**MONUMENT ACADEMY  
PUBLIC CHARTER SCHOOL  
ANNUAL REPORT**

**SCHOOL YEAR 2018-2019**

**BOARD CHAIR: CHARLES MOORE**

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## **Annual Report Narrative**

### **I. School Description**

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

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

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

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

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



#### Educational Focus

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

### *Excellent and Engaging Education*

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

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

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

- Guided reading is a universal (Tier 1) instructional approach that guides students while they read aloud at their instructional level, which is just beyond their independent level. Guided reading introduces comprehension-based mini-lessons in order to ensure continual growth.
- i-Ready is a universal, research-based instructional supplement, which, based on student assessments, offers individualized targeted instructional recommendations and

- helps group students based on needs.
- Visualize/Verbalize (Lindamood-Bell) is a Tier 2 intervention used for readers who read fluently but struggle with comprehension and lack concept imagery. It teaches readers to visualize and verbalize what they are reading in order to develop stronger overall comprehension and critical thinking skills.
  - Wilson (Wilson Language Training) Reading is a Tier 3 intervention for readers who have word-level deficits and require multisensory language instruction. It focuses on phonemic awareness, sight words, decoding, and encoding.

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

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

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

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

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

Our middle school schedule was developed with large portions of time set aside for whole group and small group instruction. Instructional time for grades 5-8 includes Science and Math, English and Social Studies. The schedule is intentionally designed to be flexible and to allow time for acceleration as well as intervention, understanding that our students will come with a variety of academic needs. Our goal is to create an environment where students have times for whole group instruction and where each student has time and supports to work at his/her individual pace and with the appropriate materials. Knowing from the data that many students arrive at Monument at least 2 years behind grade level, we have constructed middle school

grades as the years for remediation and mastery of grade level content, although the personalized approach to instruction allows those on or above grade level to continue to progress. Our goal is to use the middle school years to narrow the gap and get students on a path academically so that they can be well prepared for high school. This is one step toward our ultimate goal of preparing all of our students to be college-ready, embark on a meaningful career, and positively contribute to their community.

### *Social Emotional Well-Being*

The social emotional well being of students plays a material role in student achievement and long-term success. We have a Chief of Well-Being and Manager of Student Support who oversees Student Life and Student Culture to lead the implementation our tiers of mental health and behavioral supports across the academic and residential settings. Many of our staff are trained in Therapeutic Crisis Intervention (TCI) and all are trained on DBT Skills in Schools, an evidence-based social emotional curriculum and tool that is particularly effective with students who have experienced trauma.. These two complementary evidence-based practices help support children improve their social functioning and reduce violent or self-harming behaviors which are so critical to achieving the longer term educational, career and independent living outcomes we seek.

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

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

### *Life Skills*

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



### *Adult Connections*

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

### *Permanency and Stability*

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

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

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

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

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

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





## II. School Performance

### A. Performance and Progress

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

**The needs of our students are great.** Monument students enter the school significantly below grade level. 50% of students enrolled during the 2018-19 school year scored a Level 1 on the PARCC ELA exam the year prior to entering the school. 79% scored at a Level 1 or Level 2. Those numbers are nearly identical for Mathematics. They performed below every sub-group in Washington, D.C. in ELA and math, including at-risk and special education sub-groups. Data show that only 3% of Monument Academy students were on track for college and career, and 80% performed at the lowest 2 levels (in contrast with a citywide rate of 21% on track for college and career and 49% performing at the lowest two levels in 2015).

The school administers the NWEA Measures of Academic Progress (MAP) to track student growth, and only 17% of students new to the school were at or above the median for achievement in ELA at the beginning-of-year assessment. 13% of new students were at or above the median for achievement in mathematics.

50% of Monument students had an Individualized Education Plan (IEP), and 35% of students with IEPs had enough hours outside of the general education setting to constitute Level 4 IEPs.

33% of Monument students were homeless, and 77% were considered to be At-Risk. 29% are over-age.

**In spite of these challenges, Monument Academy students are accelerating academically and closing the achievement gap.** At the end of the first school year, nearly 40% of our students read at Level T or above. Almost 70% of them grew at least 2 reading levels, and roughly 40%

of students showed at least 4 levels of growth. Nearly 10% of our students showed an impressive 6 plus levels of growth with the highest reaching 9 levels of reading growth. Although growth was more modest in our second year, nevertheless nearly half our students were at or above grade level by the end of the 2016-17 school year.

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

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

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

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

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

Monument Academy PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate approaching college and career-readiness in math as measured by:</p> <p>(i) The percentage of non-special education Monument Academy PCS</p>	<p>Goal Not Met</p>	<p>Monument fell short of this goal.</p> <p>(i) <b>22.7%</b> of our non-special education students earned a level 3 or higher, while the sector-wide rate for non-special education at-risk students was <b>51.7%</b>.</p> <p>(ii) <b>2.7%</b> of our special education students earned a level 3 or higher,</p>

<p>students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC math assessment (given an n-size of 10 or greater) will meet or exceed the percentage of non-special education at-risk students sector-wide earning level 3 or higher on the PARCC math assessment;</p> <p>(ii) The percentage of special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC math assessment (given an n-size of 10 or greater) will meet or exceed the percentage of students sector-wide who are both at-risk and receive special education services earning level 3 or higher on the PARCC math assessment.</p>		<p>while the sector-wide rate for special education at-risk students was <b>12.8%</b>.</p>
<p>Students enrolled in the school for two or more years (as measured by students in the enrollment audit and counting as Full Academic Year (FAY)) will demonstrate approaching college and career-readiness in English Language Arts (ELA) as measured by:</p> <ul style="list-style-type: none"> <li>- The percentage of non-special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC ELA assessment (given an n-size of 10 or greater) will meet or exceed the percentage of non-special education at-risk students</li> </ul>	<p>Goal Not Met</p>	<p>Monument fell short of this goal.</p> <p>(i) <b>33.3%</b> of our non-special education students earned a level 3 or higher, while the sector-wide rate for non-special education at-risk students was <b>61.1%</b>.</p> <p>(ii) <b>8.3%</b> of our special education students earned a level 3 or higher, while the sector-wide rate for special education at-risk students was <b>16.2%</b>.</p>

<p>sector-wide earning level 3 or higher on the PARCC ELA assessment;</p> <p>- The percentage of special education Monument Academy PCS students who have enrolled in the school for two or more years earning a level 3 or higher on the PARCC ELA assessment (given an n-size of 10 or greater) will meet or exceed the percentage of students sector-wide who are both at-risk and receive special education services earning level 3 or higher on the PARCC ELA assessment.</p>		
<p>Annually, the Median Growth Percentile (MGP) in ELA of all non-special education Monument Academy PCS students will exceed the MGP in ELA of the charter sector subgroup of non-special education students who are at-risk.</p> <p>Annually, the MGP in ELA of all Monument Academy PCS special education students will exceed the MGP in ELA of the charter sector subgroup of students who are both at-risk and receiving special education services.</p>	N/A	Statewide and Consortium MGP Data currently unavailable for comparison
<p>Annually, the Median Growth Percentile (MGP) in math of all non-special education Monument Academy PCS students will exceed the MGP in math of the charter sector subgroup of non-special education students who are at-risk.</p> <p>Annually, the MGP in math of all Monument Academy PCS special education students will exceed the MGP in math of the charter sector subgroup of</p>	N/A	Statewide and Consortium MGP Data currently unavailable for comparison

students who are both at-risk and receiving special education services.		
Students will demonstrate academic progress toward skills proficiency in Math as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and Growth report from the fall to spring administration of the NWEA MAP assessment for Math.	Goal Not Met	<b>45.1%</b> of our students met or exceeded their academic growth projection in math.
Students will demonstrate academic progress toward skills proficiency in ELA as indicated by the growth from the benchmark administration to the end of year administration of the NWEA MAP assessment. 65% of Monument Academy students will meet or exceed their academic growth projection in RIT score per their individual Achievement Status and Growth report from the fall to spring administration of the NWEA MAP assessment for ELA.	Goal Not Met	<b>47.7%</b> of our students met or exceeded their academic growth projection in ELA.
By the end of 8th grade, 90% of students will have completed 3 university visits to be documented in the student's personalized learning plans and tracked on an internal spreadsheet	Goal Not Met*	<b>82.0%</b> of Monument 8th graders completed 3 university visits
90% of 8th graders will have outlined a course path and extracurricular activity plan to achieve High School graduation and prepare themselves for college and a career. This document will be included in the student's' personalized learning plans and will be filed with their transcripts	Goal Not Met**	<b>78.0%</b> of Monument 8th graders outlined a course path and extracurricular activity plan
On average, Monument Academy's yearly in seat attendance will be 90%	Goal Not Met	Our in-seat attendance rate was <b>85.1%</b> during the 2018-19 School Year.

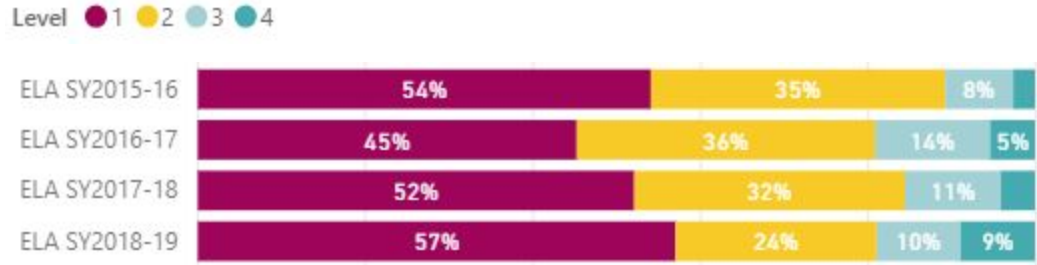
<p>Annually, Monument Academy PCS's Lost Instructional Time due to Suspension rate will be equal to or lower than the charter sector's Lost Instructional Time due to Suspension rate for at-risk students.</p> <p>The Lost Instructional Time due to Suspension rate will be reported as the number of days of Lost Instructional Time due to Suspension per 100 instructional days</p>	<p>Goal Not Met</p>	<p>Our Lost Instructional Time due to Suspension rate was <b>2.6%</b> during the 2018-19 School Year.</p>
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\*Of our 40 8th graders who completed a Full Academic Year, 92.5% completed at least 3 university visits

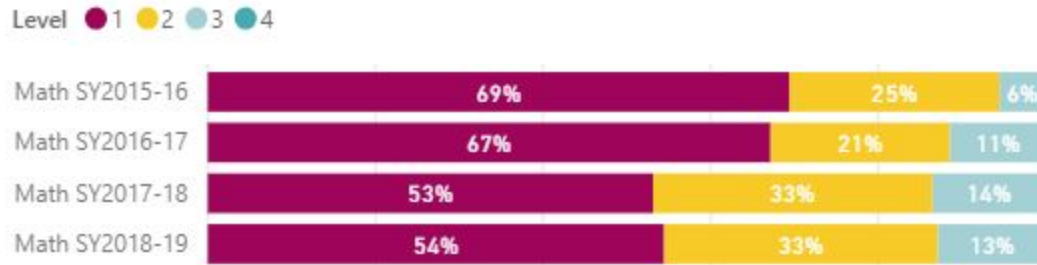
\*\*Of our 40 8th graders who completed a Full Academic Year, 95% completed their course path and extracurricular activity plans

**This is a broad comparison of PARCC results from the 15-16 through 18-19 school years:**

**ELA Distribution of Students by Achievement Level**



**Math Distribution of Students by Achievement Level**



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

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

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

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

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

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

partnership with Georgetown MedStar to provide physical as well as mental health services to students.

### **C. Unique Accomplishments**

We have an 85% re-enrollment rate, which speaks to the level of family support for the school. In addition, we received a number of grants, including a grant from the Chan Zuckerberg Initiative, the Bainum Family Foundation, The Marriott Foundation, the SOAR Academic Quality grant, a SOAR facilities grant, a Special Education Enhancement Fund grant, and a Community Schools Incentive Initiative grant. We were also selected for the 2016-17 “One of the Best Small Charities of the Greater Washington Region” by the Catalogue for Philanthropy.



In order to fulfill its mission of college and career preparation, Monument Academy offers 8th graders intensive high school transition planning supports. During advisory, 8th grade students are educated about high school, including types of course offerings necessary to be eligible for four year colleges. They also identify interest that they would like to pursue in high school and beyond, such as arts, athletics, STEM, foreign language and more. They are provided information and trips to DC charter and DCPS schools and, based on interest, they and their families are assisted through MySchools DC lottery application and enrollment process. This is significant because many of our families may not have exercised this option without Monument’s support (94% of 8th graders benefited from this assistance in the 18-19 SY) As a result, our students enrolled in a range of Tier 1 charters, application-based DCPS schools, and out-of boundary choices.

Several of our students received their DC Food Service License through our Monumental Chefs Extended Day program. The program is led by Chef and Houseparent Lisa Newbon and the team of students meets every week and learns food safety, preparation, presentation and customer service. They’ve visited B. Lin Catering to learn more about what it takes to cater an event, local restaurants to see what happens behind-the-scenes, and hosted celebrity chef Brian Hill at Monument Academy. They prepare, package and deliver homemade meals to staff at Monument every month, have catered staff-wide events and student events, and have created and sold homemade cookies, baked goods and salad dressings. The Chef Team provides valuable life skills AND career skills that open up opportunities to our students.



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

Current Partnerships:

- Georgetown Medical Center, Department of Child and Adolescent Psychiatry. From our earliest planning years, Dr. Matthew Biel, Chief of the Division of Child and Adolescent Psychiatry at Georgetown, has been an advisor to our Well-being program. When we launched, he and a colleague provided 5 hours a week of psychiatric services for our students, expert consultation to our Well-being team, and professional development for our staff. As we've moved forward, and the size and complexity of our students' mental and physical health needs have grown, we've added their mobile clinic to the offering. It is a super-fitted RV that travels to schools and other community locations. The comprehensive centers are staffed with a clerk, administrator (daily), pediatrician (typically one day/week), as well as a nurse practitioner (daily), nurse (daily), and psychologist and psychiatrist from the Georgetown team. We also want to add a staff well-being offering.
- Child and Family Services Agency (CFSA). Since our planning years, CSFA has been an important supporter of our work. They provide referrals and direct connection to key administrators within the agency who can help problem-solve situations as they arise.
- The Flamboyant Family Foundation. The Flamboyant Foundation provides training to our staff in family engagement, including culturally appropriate best practices for family visits and family conferences.
- Jim and Lizz Mazza, University of Washington are the co-authors of DBT Skills in Schools and are providing ongoing professional development and working collaboratively with Monument staff to adapt the curriculum to be culturally relevant and responsive to our community of students.
- The Bainum Family Foundation. We have received a grant from the Bainum Family Foundation to support training and share knowledge and practices with respect to trauma and mental health with other schools and organizations in the DC area.
- DC.127 This faith-based organization works to both recruit and support foster and adoptive homes, and to prevent children from entering the child welfare system by supporting families in crisis through their participation with the Safe Families

Movement. Safe Families recruits host and mentor families to those in crisis to assist with basic needs and respite care.

- Smile Therapy- provides individual and group therapy, with a primary focus on grief counseling, art and movement therapy. In addition, individual students who do not have IEPs but would benefit from therapy are identified to work one on one with counselors. We currently have a therapist from Smile on site every day from 10am-6pm.
- Hillcrest Children and Family Center is a behavioral health care and social services agency that provides behavioral health treatment and prevention as well as community and family support services. Our Well-Being and Family Engagement teams are partnering with Hillcrest to provide support to our parents and families.

#### Prior Partnerships:

- Cornell University Department of Human Ecology. This is a four-year contract to implement Therapeutic Crisis Intervention (TCI) and Children and Residential Experiences - Creating Conditions for Change (CARE.) The TCI training program for staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. CARE is a framework for practice, based on a valid theory of how children change and develop, and motivates both children and staff to adhere to routines, structures, and processes minimizing the potential for interpersonal conflict. The objective of this work is to provide staff with best practices for behavior management, and for establishing a framework for working with traumatized children and their families, including houseparents and caretakers.
- NYU Child Study Center, Department of Child and Adolescent Psychiatry. They provided professional development and support services for the implementation of Trauma Systems Therapy (TST) in our first two years. This is a framework used and recommended by DC Child and Family Services for providing mental health supports to students who have been exposed to trauma.
- The Milton Hershey School. This school has provided multiple opportunities to visit and interview MHS leadership staff, advised on recruiting and interviewing house parents, included Monument Academy staff in their house parent training, and provided, pro-bono, an experienced house parent training couple to work with the school in it's inaugural school year in 2015/16.

- The Wendt Center for Loss and Healing The Wendt Center provides group counseling for students exposed to trauma. They offer training and/or clinical consultation to Monument Academy staff on referred youth and their parents/caregivers as well as referrals to additional community services for youth and/or their parents/caregivers, as appropriate, to include their Outpatient Counseling Programs.

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

The following is a list of donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 in the 2018-2019 school year:

##### Individuals

Karen Alden  
 Alyssa Lovegrove  
 Shellye Archambeau and Scotty Scott  
 Todd Bentsend  
 Kim Berman  
 Diane and Norman Bernstein  
 Lisa and Josh Bernstein  
 Beth Cobert  
 Carolyn Bloomfield  
 Reginald Brown and Tiffeny Sanchez  
 Samuel and Margaret Carr  
 Erin Covington  
 Lauri Crane  
 Christopher Davies  
 Kurt Haglund  
 Maryanne and Bryan Hancock  
 Kathryn Hanley  
 Shawn Hardnett  
 Robert Jain  
 Marty Janis  
 Brian Jones  
 Laurie Lipper  
 Kelly Hallman  
 Mark Yudof  
 Charles Moore  
 Lawrence and Melanie Nussdorf  
 Deborah Orlove

Lucretia Risoleo  
Jean Stromberg  
Kelli Washington  
Christie Anne Weiss  
Joanne Weiss  
Tycely Williams  
Leonard Mendoca  
Jane Field  
Amanda Bennett  
Andrew Houston  
Maxine Williams  
Lawrence Kirk  
Anonymous

Corporations

Edelman USA  
Ernst and Young

Foundations

The George F. Jewett Foundation  
Lovenheim Family Foundation  
Flamboyan Foundation  
Friends of Choice in Urban School  
BOKS Reebok Foundation Inc  
Weyerhaeuser Family Foundation  
The Goldenberg Family Foundation  
CERES Foundation  
Educause  
The Center for Living Peace Foundation  
Lumina Foundation  
Cafritz Foundation  
Anonymous Foundation  
Bainum Family Foundation  
Harman Family Foundation  
Tides Foundation  
Anonymous Fund

## Data Report

<b>General Information</b>	
LEA Name	Monument Academy PCS
Campus Name	Monument Academy PCS
Grades Served	5-8
Overall Audited Enrollment	128
Audited Enrollment by Grade Level	5th: 11 6th: 32 7th: 35 8th: 50
<b>Student Data Points</b>	
<b>Data Point</b>	<b>Value</b>
Total Number of Instructional Days	185
Suspension Rate	50%
Expulsion Rate	0.0%
Instructional Time Lost to Out-of-School Suspension Rate	2.65%
In-seat Attendance	85.1%
Average Daily Attendance	Data Not Available
Midyear Withdrawals	20.3%
Midyear Entries	3.1%
Promotion Rate	100%
College Acceptance Rates	NA

College Admission Test Scores	NA
Graduation Rates	NA
<b>Faculty and Staff Data Points</b>	
<b>Data Point</b>	<b>Value</b>
Teacher Attrition Rate	57.5%
Number of Teachers	40
Teacher Salary	Average: \$52,500 Minimum: \$34,000 Maximum: \$90,000
Executive Salaries	<ol style="list-style-type: none"> <li>1. \$195k</li> <li>2. \$145k</li> <li>3. \$120k</li> <li>4. \$120k</li> <li>5. \$120k</li> </ol>

## Appendices

### Staff Roster

29% of staff have a Master's Degree for highest degree attained. 39% of staff have a Bachelor's Degree for highest degree attained. 3% of staff have a Doctorate for highest degree attained.

<b>Last</b>	<b>First</b>	<b>Position</b>
Babayemi	Anuoluwapo (Krystle)	Innovation Teacher
Bell	Victor	Dean of Students
Bennett	Brionna	Innovation Teacher
Bing	Nathaniel	Dedicated Aide
Blake	Sharaud	Dean of Students
Braswell	Khalil	IT Specialist
Brooks	Vernon	Lead Behavior Specialist
Brown	Marcus	Assistant Teacher
Brownlee	Darlene	Dedicated Aide
Bryant	Aisha	Well-being Counselor
Bryant	Kiasha	Education Administrative Assistant
Cohen	Adam	Special Education Science Teacher

Cooper	Gerron	Behaviorist
Covington	Mariah	Clinical Manager
Danna	John	School Psychologist
David	Brittany	Special Education ELA Teacher
Dormus	Adam	Assistant Teacher
Dormus	Hyggens	Director of Student Life
Dormus	Sharyl	Director of Student Life
DuBose	Courtney	SKILL Coach
Ellis	Julia	Director of Academics
Fauntleroy	Keith	SKILL Coach
Featherson	Erica	Post Doc Fellow
Ford	Melissa	5th grade ELA Teacher
Fountain	Dorella	Houseparent
Franklin	Shamette	Social Worker
Frelick	Jacob	Well-Being Manager, Classroom Interventions
Fuller	Katrice	Family Engagement & Community Coordinator



Gasque	Paris	Director of Wellbeing
Gibbs	Delonna	8th grade ELA Teacher
Guillaume	Debbie	Special Education Teacher
Gunasinghe	Pushaen	Special Education Teacher
Hamrick	Aimee	House Parent
Hamrick	Amos	House Parent
Harrod	Lydia	Residential Youth Care Worker
Haughton	Michelle	Houseparent
Hawkins	Pamela	Intervention Teacher
Hill	Nicole	Intervention Teacher
Hines	Lavonia	Assistant Teacher
Howard	Sharece	Houseparent
Ifill	Cherrisse	Houseparent
Ifill	Mark	Houseparent
Irving	Rasheed	Houseparent
Jackson	Alicia	Houseparent (over night)

Jackson	Candra	Well-Being Counselor
Jacobs	CeYvonne	Houseparent
Jacobs	Jarone	Houseparent
Johnson	Danell	Social Studies Teacher
Johnson	Derrick	Evening Behavior Specialist
Johnson	Michele	Chief of Academic Programs
Johnson	Travis	School Facilities Safety Specialist
Johnson Agwu	Ugo	Well-being Counselor
Kelley	Kimberly	Special Education Teacher, Self-Contained
King	Julian	Math Instructional Coach
Langmaid	Gerald (Paul)	Mentor Houseparent
Langmaid	Joy	Mentor Houseparent
Latney	Alyssa	PE Teacher
Law	Jamaur	Special Education Teacher
Lefrancois	Michelle	Chief of Staff
Lester	Jacqueline	Houseparent

Lester	Tasliym	Director of School Operations
Lewis	Shanice	Assistant Teacher
Likhanga	Dickens	Houseparent
Likhanga	Stephanie	Houseparent
Ltifi	Shaunbay	Houseparent
Ltifi	Wassel	Houseparent
Lyles	Lakisha	School Community Specialist
Marshall	Leroy	7th grade Math Teacher
McCarthy-Scott	LaToya	Floating Residential Youth Worker
McGlone	Desmond	Houseparent
McGlone	Waleska	Houseparent
McHugh	Jeffrey	Director of School Systems
McLaurin	Stacie	8th Grade Science Teacher
McNeil	Requita	Evening Behavior Specialist
Merchant	Tara	Lead Residential Youth Care Worker
Mercier	Gabriella	6th Grade ELA teacher

Miles	Denise	Head of School
Miles	Jason	Behavior Support Coach
Mills	Zenon	Special Education Teacher
Moody	Jamelia	Houseparent
Moore	Brian	Assistant Teacher
Morris	Keisha	Executive Director
Mulhern	Shane	President and Chief of Operations Officer
Nash	Jovan	Art Teacher
Newbon	Blake	Houseparent
Newbon	Brianna	Houseparent
Newbon	Edward	Houseparent
Newbon	Lisa	Houseparent
Oates	Tykeisha	Houseparent
Pearsall	Tyrone	Music Teacher
Perry	Tiara	Residential Floater
Peterson	Tiara	Dedicated Aide

Pettis	Patrick	Behavior Support Coach
Pillot	Juan	PE Teacher
Pope	Andre	Dedicated Aide
Quilhot	Charles	Houseparent
Quilhot	Jane	Houseparent
Sandifer	Marcia	School Registrar
Saunders	Korrin	Chief of Well-being
Schneider	Ryan	School Psychologist
Scott	Brandon	Chief of Student Life
Scudiero	Anna	Advancement Manager
Singleary	Nicole	8th Grade Math Teacher
Sizer	Renesha	Assistant Teacher
Smith	Tiffany	Manager of Student Support
Staves	Kimani	Assistant Teacher
Stokes	Devin	Behavior Support Coach
Tarrance	Paul	Assistant Teacher

Tate	Downetta	Houseparent
Tate	Jeremiah	Houseparent
Thorton	Walter	Special Education Coordinator
Tolsom	Dareese	Instructional Coach
Totten	Ekisha	Manager of Special Education Compliance
Townsend	Dinia	Residential Care Worker (overnight)
Turner	Dennis	Residential Care Worker (overnight)
Tyburski	Lauren	Continuous Improvement Manager
Walker	Kenneth	Director of Family Engagement
Washington	JaVonte	6th Grade Math Teacher
Williams	Brittany	Dedicated Aide
Williams	Charles	7th grade ELA Teacher
Williams	Duante	Behavior Support Coach
Yellock	Trineca	Houseparent
Young	David	Manager of Well Being Counselors
Zhou	Ashley	Dedicated Aide

## Board Roster

<b>Name</b>	<b>Role</b>	<b>Residency</b>	<b>Term Start and End Dates</b>
Emily Bloomfield	Ex-Officio	DC	July 1, 2014-June 30, 2019
Todd Bentsen	Member	DC	July 1, 2015- April 30, 2019
Lisa Cullins	Member	OOS	July 1, 2015- June 30, 2019
Kurt Haglund	Member	OOS	July 1, 2015- April 30, 2019
Shawn Hardnett	Member	OOS	July 1, 2014 - June 30, 2020
Brian Jones	Member	DC	July 1, 2015- June 30, 2021
Paul Kihn	Committee Chair	DC	July 1, 2017- September 27, 2018
Kimberly Lane	Member	OOS	July 1, 2016-June 30, 2019
Faye Levin	Committee Chair	OOS	July 1, 2016- October 30, 2018
Charles Moore	Board Chair	DC	July 1, 2014- June 30, 2019
Lucretia Risoleo	Vice Chair	DC	July 1, 2017 - April 15, 2019
Shalini Shybut	Committee Chair	DC	July 1, 2017 - June 30, 2019
Tycely Williams	Member	OOS	July 1, 2014 - June 30, 2020
Patrice Barksdale Brooks	Member	DC	July 1, 2016 - June 30, 2019
Taryn Tymus	Member	DC	July 1, 2016- April 30, 2019

Erin Covington	Member	OOS	July 1, 2018- March 30, 2019
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**Monument Academy Public Charter School  
Unaudited Year-End 2018-19 Financial Statement**

Forecast	
Income Statement	Actual
<b>Revenue</b>	
State and Local Revenue	8,536,136
Federal Revenue	990,667
Private Grants and Donations	959,542
Earned Fees	3,600
Donated Revenue	439,748
<b>Total Revenue</b>	<b>10,929,693</b>
<b>Expenses</b>	
Salaries	5,660,317
Benefits and Taxes	1,276,054
Contracted Staff	19,164
Staff-Related Costs	95,196
Rent	1,625,098
Occupancy Service	23,196
Direct Student Expense	1,027,892
Office & Business Expense	589,556
Donated Expense	272,148
<b>Total Expenses</b>	<b>10,588,632</b>
<b>Operating Income</b>	<b>341,061</b>
<b>Extraordinary Expenses</b>	



Interest	47,470
Depreciation and Amortization	151,294
Total Extraordinary Expenses	198,763
Net Income	142,298

<b>Monument Academy</b>		
<b>FY20 Budget</b>		
		SY19-20
<b>Revenue</b>		
	State and Local Revenue	6,444,871
	Federal Revenue	387,988
	Private Grants and Donations	1,700,000
	Revenue Total	8,535,859
<b>Expenses</b>		
	Salaries	4,218,000
	Benefits and Taxes	898,680
	Contracted Staff	20,000
	Staff-Related Costs	71,694
	Rent	1,618,108
	Occupancy Service	40,000
	Direct Student Expense	668,032
	Office & Business Expense	444,769
	Contingency (unforeseen expenses)	300,000

	<b>Expenses Total</b>	<b>8,279,284</b>
<b>NET ORDINARY INCOME</b>		<b>256,575</b>
<b>Extraordinary Expenses</b>		
	<b>Depreciation and Amortization</b>	<b>141,185</b>
	<b>Interest</b>	
	<b>Extraordinary Expenses Total</b>	<b>141,185</b>
<b>TOTAL EXPENSES</b>		<b>8,420,469</b>
<b>NET INCOME</b>		<b>115,390</b>

**Monument Academy acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.**