



PAUL PUBLIC
CHARTER
SCHOOL

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

ANNUAL REPORT SY 2018-2019

Dr. Tracy Wright
Chief Executive Officer

Regina Mahony
Chair, Board of Trustees

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

TABLE OF CONTENTS

I.	School Description	
	A. Mission Statement.....	3
	B. School Program.....	4
	1. Summary of curriculum design and instructional approach.....	4
	2. Parent involvement efforts.....	5
II.	School Performance	
	A. Performance and Progress.....	5
	• Extent to which Paul PCS is meeting its mission and charter goals	
	B. Lessons Learned and Actions Taken.....	6
	C. Unique Accomplishments.....	17
	D. List of Donors.....	18
III.	Data Report.....	19

Appendices

Appendix A- Staff Roster for 2018-19 School Year.....	24
Appendix B- Board Roster for 2018-19 School Year.....	28
Appendix C- Unaudited Year-end 2018-19 Financial Statements.....	29
Appendix D- Approved 2019-20 Budget.....	31

I. School Description

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

Located in Northwest Washington, D.C., Paul PCS serves students in the middle and high school grades and is the home of the “**M.E.R.I.T. Scholars**” (*Motivated, Educated, Responsible, Independent Thinkers*). Beginning in the middle grades, MERIT Scholars experience a rigorous, college preparatory curriculum, coupled with arts and athletic opportunities to develop a firm foundation to eventually enter Paul International High School. Given our mission, Paul strives to cultivate in our students the ability to think critically, and to be responsible citizens and leaders through the implementation of rigorous academic programming, co-curricular opportunities, and our global citizenship program. Our 2019 PARCC results from the High School show positive movement relative to performance and increases in our graduation rate. For Middle School, comparisons of cohorts from one year to the next show increases in overall proficiency as it relates to the PARCC exam. As it relates to extended day, co-curricular programming, and athletic opportunities, and had over 70% engage in these opportunities. Relative to responsible citizenship, we continue to implement a Global Citizenship curriculum to encourage our students to grapple with and provide solutions for complex issues that our world is facing. Last year, students had the opportunity to test out related hypotheses by engaging in exchange programs through the World Strides and Peace Thru Culture programs while visiting Costa Rica and Panama.

The Paul School Model and Goals for 2018/2019

Our mission is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders. The realization of this mission requires the implementation of coherent programming that improves our scholars’ ability to think critically, provides opportunities to grapple with solving complex problems and promotes inquiry about and a desire to improve their communities and our world. Data from the 2018-2019 school year showed growth in all academic areas. This growth is attributed to a more rigorous approach to curriculum development and instruction, focused and targeted intervention and enrichment, and tighter connections between overall school culture and academic programs. The Paul 5 school model consists of 5 components— each of which houses the identified goals for next year and our school’s academic and climate/cultural programming.

Paul Model Component #1: High Expectations and Continuous Improvement
Narrative: We develop scholars to become responsible, independent thinkers and leaders. A strong culture of achievement is the foundation for the high standards of learning we create in our classrooms and school environments. We base our decisions on data, strive to continuously improve, and hold each other accountable for excellence.
Paul Model Component #2: College and Career-Ready Academics
Narrative: The Paul academic program ensures that our scholars make <u>lasting academic growth</u> , enjoy learning, and are fully prepared for success in college or a career. We believe that every one of our scholars can reach rigorous academic benchmarks.
Paul Model Component #3: A Culture of Community
Narrative: We believe in <u>intentionally</u> building a welcoming, supportive, and inclusive community of scholars, staff, and families. All community members understand our expectations and work to realize them through urgent action.
Paul Model Component #4: Committed, High Performing Educators
Narrative: Our teachers, leaders, and staff are deeply committed to improving our scholars’ achievement and realizing our core values. We develop our abilities as educators and we build strong relationships with our scholars, families and one another.
Paul Model Component #5: Integrated Arts, Athletics, and International Studies
Narrative: We develop well-rounded scholars by integrating arts, athletics, and international studies into our academic curriculum. Our scholars become global citizens who develop an understanding of themselves, their communities, and the world.

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

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

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

B. School Program

1. Summary of curriculum design and instructional approach

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

Paul PCS offers an extensive liberal arts curriculum to all middle and high school students designed to meet the needs of every student. This balanced curriculum incorporates English, Mathematics, Science and Social Studies as the core courses that are supplemented with world language, physical education and health, and arts electives.

Academic program highlights include:

- AP Course offerings across both core and elective classes (ex/ AP Studio Art, AP Span Lit)
- World language offerings
- Global studies programs
- Multiple arts offerings
- Low teacher-to-student ratios
- Individualized student plans that include advanced/intervention courses
- Technology integrated curriculum

2. Parent involvement efforts

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

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

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

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

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

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

- Monthly/quarterly newsletters
- Weekly reminders via automated messaging
- Weekly updates on school's website
- Social media updates
- Quarterly progress reports
- Quarterly report cards
- Quarterly parent-teacher conferences
- Student and parent incentives or parent participation/attendance at events
- Parent satisfaction survey

II. School Performance

A. Performance and Progress

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

B. Lessons Learned and Actions Taken

During the first year of the 2018-2021 Strategic Plan, it became evident that Paul should continue providing a high level of feedback and support. The implementation of content specific instructional coaches resulted in stronger outcomes in students and performance in our teaching staff.

2018 – 2021 STRATEGIC PLAN

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

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

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

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

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

HIGH EXPECTATIONS AND CONTINUOUS IMPROVEMENT

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

STRATEGIC DIRECTION

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

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

GOALS

AP AND DUAL ENROLLMENT

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

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

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

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

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

- **SY 18 - 19:** By June 2019, **60%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher.
- **SY 19 - 20:** By June 2020, **65%** of students enrolled in dual enrollment courses will have a passing grade of a C or higher.

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

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

SAT AND PSAT SCORES

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

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

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

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

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

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

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

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

COLLEGE ACCEPTANCE/COMPLETION RATES

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

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

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

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

HS GRADUATION RATE

By June 2021, over **85%** of PIHS students will have the knowledge and skills necessary to be successful in college or a career as measured by our 4-year graduation rate.*

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

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

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

9TH GRADE ON TRACK

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

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

IMPACT

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

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

STRATEGIES (CONNECTED TO THE STRATEGIC DIRECTION)

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

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

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

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

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

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

MEASURES OF PROGRESS

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

COLLEGE AND CAREER READY ACADEMICS

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

STRATEGIC DIRECTION

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

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

GOALS

SCORES ON PARCC (ELA)

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

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

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

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

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

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

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

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

SCORES ON PARCC (MATH)

MS: By June 2021, **60%** of MS scholars will have the knowledge and skills necessary to be successful in college or a career, as measured by scoring a 3 or higher on the PARCC Math assessment.*

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

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

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

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

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

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

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

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

IMPACT

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

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

STRATEGIES

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

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

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

MEASURES OF PROGRESS

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

CULTURE OF COMMUNITY

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

STRATEGIC DIRECTION

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

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

GOALS

ENROLLMENT AND RE-ENROLLMENT

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

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

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

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

IN-SEAT ATTENDANCE

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

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

SUSPENSION RATES

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

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

CULTURE AND COMMUNITY

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

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

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

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

that Paul a strong instructional culture as indicated by academic culture indicators.

EXTENDED DAY PROGRAMMING

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

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

IMPACT

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

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

STRATEGIES

Improve indicators of a healthy school culture and climate.

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

- Create an internal recruitment and marketing plan that will attract new students and retain current students.
 - Establish robust family engagement plans in both schools.
 - Create a safe and respectful environment that promotes strong attendance.
 - Develop relationships with external social service agencies to support students with attendance issues.
 - Create and implement a comprehensive school culture plan that focuses on high academic and clear behavioral expectations for all students, including a focus on restorative practices and key social emotional indicators.
 - Establish relevant co-curricular programming (athletics, mentoring, internships, community service, school partnerships, and culture clubs).
- Implement a data collection and action planning cycle to ensure continuous progress relative to the development of a strong academic culture and a safe and respectful school community.

MEASURES OF PROGRESS

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

COMMITTED, HIGH-PERFORMING EDUCATORS

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

STRATEGIC DIRECTION

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

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

GOALS

HIGH QUALITY TEACHERS

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

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

HIGH QUALITY LEADERS

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

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

IMPACT

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

- Ensure we are hiring and cultivating talented teachers and leaders.
- Ensure that we provide robust educational experiences to all students, while generating diverse opportunities for students, improving achievement, and ensuring that our students are ready for college and/or a career.
- Ensure that rigorous standards for instructional practice are set and maintained, that a positive school culture of learning, growing, and celebrating is sustained, and staff are supported in improving their practice of serving students.

Strategies

MEASURES OF PROGRESS

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

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

INTERNATIONAL STUDIES

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

STRATEGIC DIRECTION

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

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

GOALS

INTERNATIONAL STUDIES CAPSTONE PROJECT

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

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

FOREIGN LANGUAGE INSTRUCTION

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

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

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

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

IMPACT

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

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

STRATEGIES

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

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

C. The school has adopted the PMF goals as a part of its charter agreement. Below are the most recent (2018-2019) PARCC Results in comparison to the 2017-2018 school year.

High School	2018 PARCC		2019 PARCC			
	Level 3+	Level 4+	Level 3+	Y-Y Delta	Level 4+	Y-Y Delta
ELA	33.8%	16.2%	45.5%	11.7%	22%	5.8%
	Level 3+	Level 4+	Level 3+	Y-Y Delta	Level 4+	Y-Y Delta
Math	33.6%	5.8%	39.5%	5.9%	10.9%	5.1%

Middle School	2018 PARCC		2019 PARCC			
	Level 3+	Level 4+	Level 3+	Y-Y Delta	Level 4+	Y-Y Delta
ELA	45.3%	19.3%	58%	12.7%	32%	12.7%
	Level 3+	Level 4+	Level 3+	Y-Y Delta	Level 4+	Y-Y Delta
Math	35.8%	17.5%	40%	4.2%	16.1%	-1.4%

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

C. Unique Accomplishments

My Brother's Keeper: Responding to the call

In 2018-19 MBK continued with a kickoff event and culminated with a full day true gentleman challenge. This also included Saturday MBK Academy throughout the year led by school staff and Alpha Kappa Alpha, Groove Phi Groove Social Fellowship.

International Travel

In 2018-2019 Paul International High School students were able to travel to Panama where they were exposed to a variety of community service initiatives and collaboration opportunities with the local community. While in Panama, students engaged with local youth and visited historical landmarks. Paul Middle School students traveled to Costa Rica and explored the Tirimbina Rainforest Center.

Annual International Day

In 2019 PIHS had its fifth annual International Day for the HS and 1st annual International Day for the MS. The focus captured the capstone projects of the 12th grade class, these projects included a variety of individual and group presentations that displayed their understanding of a global issue. This MS event included several hands-on activities and learning activities which exposed students to different cultures.

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

The Raising Queens Program (RQP) began as an annual "Raising Queens Table Talk Conference" during the 2018-2019 academic calendar. The purpose of the one-day Conference was to promote awareness and prevention of "teen dating violence." RQP continued to hold monthly sessions on every 3rd Saturday of the month, from 9am to 12pm, on the campus of Paul Public School. These sessions were conducted with over 50 female scholars from both the middle and high school. Various session topics included but were not limited to - Teen Dating Violence, Bullying, Self-Love, Substance Abuse Awareness & Prevention, and Sexual Harassment Awareness & Prevention. Subsequently, the Raising Queens Table Talk Conference became the culminating event derived from the monthly sessions. Due to such a high volume of participants and demand for the program, the RQP will resume during the 2018-2019 academic calendar with monthly sessions increasing too, twice monthly, leading to the annual Raising Queens Table Talk Conference. The following partnerships involved with the success of this program will continue the work they have begun - S.A.S.S.I.E. Mentoring Inc., The W.I.R.E. (Women, Involved, In Re-Entry, Efforts), The Society For Girls, Inc., Big Dreamz, Inc., Be Polished Inc., Domestic Violence Wears Many Tags, The Lakeisha Brown Foundation, EmpowHER, UniDMV, The University of Unstuck, and the Metropolitan Police Department - Ward 4.

D. List of Donors (\$500+)

Charlotte Spann
Daniel Fine
Erin M. Albright
Jeffrey Nellhaus
Suny dip Gill
Tracy Leigh Anne Wright
William Henderson

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Paul PCS
PCSB	Campus Name: Paul PCS - International High School
PCSB	Grades served: 9--12
PCSB	Overall Audited Enrollment: 466

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	113	136	124	93	0	0	0

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

Student Data Points

School	Total number of instructional days: 181
PCSB	Suspension Rate: 6.2%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.15%
PCSB	In-Seat Attendance: 90.4%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 6.0% (28 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 96.7%
PCSB (SY17-18)	College Acceptance Rates: 98.7%
PCSB (SY17-18)	College Admission Test Scores: 46.8%
PCSB (SY17-18)	Graduation Rates: 87.7%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 51%
--------	------------------------------------

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Paul PCS
PCSB	Campus Name: Paul PCS - Middle School
PCSB	Grades served: 6--8
PCSB	Overall Audited Enrollment: 262

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	102
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	80	80	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 181
PCSB	Suspension Rate: 12.6%
PCSB	Expulsion Rate: 0.38%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.31%
PCSB	In-Seat Attendance: 94.8%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 5.0% (13 students)*
PCSB	Midyear Entries: 0.4% (1 student)*
PCSB	Promotion Rate (LEA): 96.7%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 57%
School	Number of Teachers: 23 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time,

APPENDICES

Appendix A – Staff Roster for 2018-2019

Appendix B – Board Roster for 2018-2019

Appendix C – Unaudited Year-end 2018-2019 Financial Statements

Appendix D – Approved 2019-2020 Budget

Appendix A – Staff Roster for 2018-2019

Last Name	First Name	Title	Qualifications
Adjei	Elena	HS Science Teacher	PhD
Alexander	Carolyn	HS Special Education Teacher	Master's Degree
Allen	Cassandra	HS Music Teacher	Master's Degree
Ashcom	Susan	HS Social Studies Teacher	JD
Bacchus	Lanette	MS Head of School	Master's Degree
Bartelle	Shawanda	MS Student Advocate	Bachelor's Degree
Barton	Kenneth	HS Counselor	Master's Degree
Bass	Odonna	HS SPED Teacher	Master's Degree
Begum	Rema	HS Special Education Teacher	Master's Degree
Bellamy	Justin	HS Dance and Theater Teacher	Bachelor's Degree
Biaou	Lynda	HS French Teacher	Master's Degree
Blye	Kiara	HS English Teacher	Master's Degree
Bomar	Gabrielle	MS EL Teacher	Bachelor's Degree (with graduate credits)
Boykin	Tiffani	MS Social Worker	Master's Degree
Briggs	Nakia	HS Social Studies Teacher	Bachelor's Degree (with graduate credits)
Brooks	Manisha	HS Special Education Teacher	Master's Degree
Brooks	Marco	MS ELA Teacher	Master's Degree
Bundy	Monya	Executive Operations Coordinator	Bachelor's Degree
Cameron	Sierra	HS Special Education Teacher	Master's Degree
Canary	Hilary	MS SPED Teacher	Master's Degree
Carey	Delmar	MS Health & PE Teacher	Bachelor's Degree
Carlo	Iris	Registrar	High School/GED
Carlo	Iris	HR Associate	SHRM-SCP
Cervera	Pamela	MS Spanish Teacher	Bachelor's Degree
Choi	Jane	MS ELA Teacher	Master's Degree (2+)
Christian	Joshua	MS Math Teacher	Master's Degree
Coleman	Calvin	HS Art Teacher	Bachelor's Degree
Collins	Sabrina	HS Social Studies Teacher	JD
Cottom	Roneice	MS Dedicated Aide	High School/GED
Davis	Courtney	HS Math Teacher	Master's Degree
Deckard	Paul	MS Math Teacher	JD
Do	Lauren	HR Associate Intern	High School/GED
Domestici	Alessandra	HS EL Teacher	Master's Degree
Dukes	Monica	MS SPED Teacher	Bachelor's Degree

Paul PCS Annual Report SY18-19

Earle	Caitlin	MS Special Education Teacher	Master's Degree
Edu	Asisat	ELA Instructional Specialists	Master's Degree
Edwards	Arcinda	HS Social Studies Teacher	Bachelor's Degree (with graduate credits)
Edwards	Ashley	MS Counselor	Post Master Certification
Fisher	Erin	High School Principal	Master's Degree plus Leadership Certificate
Flora	Susan	College Readiness & Data Manager	Master's Degree
Freeman	Dwight	HS Assistant Principal	Master's Degree
Froehlich	Robin	MS Student Support Coordinator	Bachelor's Degree
Garneau	Nathan	Math Instructional Specialist	Master's Degree
Gatling	Ann-Fatima	HS Spanish Teacher	Bachelor's Degree
Gaudet	Jazmine	HS ELA Teacher	Master's Degree
Gelmi	Gustavo	HS Spanish Teacher	Master's Degree (2+)
Harrison	Crystal	MS Art Teacher	Master's Degree
Hawkins	Steffanie	HS Dean of Academics & Compliance	Master's Degree
Hawramani	Shamiyan	MS Science Teacher	Master's Degree
Henderson	Will	Director of Operations	Master's Degree (2+)
Hines	Jerrod	HS Assistant Principal	Bachelor's Degree (with graduate credits)
Hines	A'Liah	HS Math Teacher	PhD
Hinton	Kiera	HS Special Education Teacher	Master's Degree
Hopkins (Murphy)	Brittany	HS Social Studies Teacher	Master's Degree
Hughes	Sherman	Strategic Programs Manager	Master's Degree
Hutchins	Reginald	MS Social Studies Teacher	Master's Degree (2+)
Hyde	Lamar	IT Manager	Bachelor's Degree
Ikematsu	Mahko	MS Special Education Teacher	Master's Degree
Jackson	Tuwanda	HS Counselor	Master's Degree
Jacobs	Autumn	HS ELA Teacher	Bachelor's Degree (with graduate credits)
Johnson	Darvin	MS Math Teacher	Master's Degree
Jones	Christopher	HS Assistant Dean of Students	Bachelor's Degree (with graduate credits)
Jones	Brandon	Operations Associate	Master's Degree
Jones	Jamilah	HS Counselor	Master's Degree
Jones	Erik	SPED Instructional Specialist	Master's Degree
Jordan	Jade	HS Spanish Teacher	Bachelor's Degree
Kalu	Chiamaka	HS Assistant Dean of Students	Master's Degree
Kim	Kyong	Building Maintenance Manager	High School/GED
Kohn	Daniel	Social Studies Instructional Specialist	Bachelor's Degree

Paul PCS Annual Report SY18-19

Koss	Kimberly	HS Math Teacher	Bachelor's Degree
Lane	Whitney	Science Instructional Specialist	Master's Degree
Leandra	Gonzalez	EL Coordinator	Bachelor's Degree
Legel	Shelby	Operations Manager	Master's Degree (2+)
Leonidas	Rachel	Marketing and Community Outreach Manager	Master's Degree
Long	Linda	Attendance Counselor	High School/GED
Marchica	Louise	HS EL Teacher	Master's Degree
Matthew	Caleb	Tech Summer Intern	High School/GED
Matthews	Robert	Security Officer	High School/GED
Matthews	Akida	HS Science Teacher	Master's Degree
McBeth	Nilaja	MS Science Teacher	Bachelor's Degree
McNeill	Tyana	HS Science Teacher	Bachelor's Degree
Merkerson	Pamela	Director of Talent Management	Bachelor's Degree
Miller	Joseph	HS Social Studies Teacher	Master's Degree
Mitchell	Dionna	HS Social Studies Teacher	Master's Degree
Moore	Malari	MS Music Teacher	High School/GED
Mosley	Catherine	HS ELA Teacher	Master's Degree
Nealey	Janee	HS Science Teacher	Master's Degree
Neely-Walters	Renee	School Psychologist	PhD
Norton	Adele	MS Social Studies Teacher	Master's Degree
O'Donnell Davis	Caitlin	HS English Teacher	Master's Degree
Olfus	Ophus	Safety Associate	High School/GED
Parambath	Elizabeth	HS ELA Intervention Teacher	Master's Degree
Pasley	Virginia	Long-Term Sub: Global Citizenship	Master's Degree
Pegram	Dana	HS SP-EL Teacher	Master's Degree
Peters	Maria	MS Science Teacher	Master's Degree
Pimentel	Mireille	HS Math Teacher	Master's Degree
Price	Rashad	HS Special Education Teacher	Bachelor's Degree
Pryor	Montrell	MS Math Intervention Teacher	Master's Degree (2+)
Quick	Asia	HS Science Teacher	Master's Degree
Ragin	Rosee	Director of Student Support Services	Master's Degree (2+)
Reddick	Kimberly	MS SP-EL Teacher	Master's Degree
Reed	Elizabeth	HS EL Teacher	Master's Degree
Reyes- Escobar	Edwin	Tech Associate	Master's Degree
Riddle- Koroma	Alex	MS Dedicated Aide	Associate's Degree
Robinson	Anecca	Assistant Director of Academics & Programming	Master's Degree

Paul PCS Annual Report SY18-19

Rodriguez	Camilo	MS Student Advocate	High School/GED
Roper	Shatarah	HS Science Teacher	Bachelor's Degree
Saba	Hamzat	HS SAT Teacher/Athletic Director	Bachelor's Degree (with graduate credits)
Samson	Aireen	HS Student Support Coordinator	Master's Degree
Sanabria	Patricia	HS Special Education Teacher	Bachelor's Degree
Scopelliti	Kristin	HS Mental Health Clinician	Master's Degree
Scott	Anitra	MS Social Studies Teacher	Master's Degree
Shaw	Charlie	HS Math Teacher (elective)	Bachelor's Degree (with graduate credits)
Shields	Darees	HS Math Teacher	Bachelor's Degree (with graduate credits)
Shifflett	Ashley	MS English Teacher	Bachelor's Degree
Shuman	Amanda	HS Math Teacher	Master's Degree (2+)
Slopadoe	Gbenimah	Compliance Officer	JD
Smith	Ahmad	HS Health & PE Teacher	Bachelor's Degree
Sorto	Brenda	Main Office Receptionist	Bachelor's Degree
Spann	Charlotte	Director of Schools	Master's Degree (2+)
Sprouse	Nathaniel	HS Special Education Teacher	Master's Degree
Sturdivant	Mark	MS Assistant Principal of Culture	Bachelor's Degree (with graduate credits)
Talib	Sharif	MS Math Teacher	Bachelor's Degree
Thomas	Micah	HS Global Citizenship Teacher	Bachelor's Degree
Train	Trina	Talent & Special Projects Manager	Master's Degree (2)
Turner	Guye	HS Principal	Master's Degree
Urbaez	Paola	HS Dedicated Aide	Bachelor's Degree
Vincent	Theorn	MS Social Studies Teacher	Master's Degree
Waithe-Benton	Allison	MS Global Citizenship Teacher	Master's Degree
Walker	Shendrina	MS Interim Principal	Master's Degree
Wallis	Renee	HS SPED Teacher	Master's Degree
Wetherby	Jessie	HS EL Teacher	Bachelor's Degree (with graduate credits)
Williams	Jolanda	Front Desk Receptionist	High School/GED
Williams	Melvin	Day Porter	High School/GED
Williams	Schuyler	HS Social Worker	Master's Degree
Woodson	Eugenia	MS Reading Intervention Teacher	Bachelor's Degree
Wright	Tracy	Chief Executive Officer	PhD
Yarbrough	Natawnya	MS English Teacher	Bachelor's Degree (with graduate credits)
Yarbrough	Shalima	HS Assistant Principal	Bachelor's Degree

Appendix B – Board of Trustees Roster for 2018-2019

Name	Position	State of Residency	Date of Appointment	Appointment Expiration Date
Erin Albright	Committee Chair	VA	2013	2019
Mannone Butler	Committee Chair	DC	2007	2019
Jacqueline Beatty	Parent Trustee	DC	2016	2019
Ryan Evans	Committee Member	MD	2019	2022
Daniel Fine	Committee Chair	DC	2014	2020
Yohance Fuller	Committee Member	DC	2014	2020
Janisa Hayes	Committee Member	DC	2019	2022
Pamela Taylor	Committee Chair	DC	2014	2020
Gina Mahony	Committee Member	VA	2015	2018
Jeffrey Nellhaus	Committee Member	DC	2018	2021
Kathy Quigley	Parent Trustee	DC	2019	2022
Sterling Ward	Vice-Chair	DC	2009	2018
Tracy Wright	Chief Executive Officer; (Ex-Officio) Corporation President	MD	2017	N/A

Appendix C – Unaudited Year-end 2018-19 Financial Statement

Income Statement

July 2018 through June 2019

Statement	Actual
Revenue	
State and Local Revenue	15,624,445
Federal Revenue	840,010
Private Grants and Donations	53,990
Earned Fees	590,957
Donated Revenue	0
Total Revenue	17,109,403
Expenses	
Salaries	9,209,751
Benefits and Taxes	2,174,986
Contracted Staff	433,718
Staff-Related Costs	144,461
Rent	119,811
Occupancy Service	862,606
Direct Student Expense	1,398,136
Office & Business Expense	1,158,583
Donated Expense	0
Total Expenses	15,502,051
Operating Income	1,607,351
Extraordinary Expenses	
Interest	749,915
Depreciation and Amortization	1,467,299
Total Extraordinary Expenses	2,217,215
Net Income	(609,863)

Balance Sheet

As of June 30, 2019

	6/30/2019
	Current
Cash	4,203,065
Accounts Receivable	320,524
Other Current Assets	280,820
Intercompany Transfers	0
Cash-Restricted	541,636
Total Current Assets	5,346,046
Facilities, Net	19,895,802
Operating Fixed Assets, Net	698,234
Rental Deductions	1,003,049
Total Noncurrent Assets	21,597,084
	26,943,130
	Current
Accounts Payable	240,826
Other Current Liabilities	117,531
Accrued Salaries and Benefits	671,321
Total Current Liabilities	1,029,678
Unrestricted Net Assets	8,645,831
Net Income	(609,863)
Temporarily Restricted Net Assets	1,000
Total Equity	8,036,967
Senior Debt	18,219,789
Other Long-Term Liabilities	(343,304)
Total Long-Term Liabilities	17,876,484
	26,943,130

Appendix D- Approved 2019-20 Budget

Paul PCS

FY20 Budget

		SY19-20
Revenue		
State and Local Revenue		15,977,926
Federal Revenue		1,216,287
Private Grants and Donations		75,000
Earned Fees		55,000
Donated Revenue		-
Revenue Total		17,324,213
Expenses		
Salaries		9,659,971
Benefits and Taxes		2,378,166
Contracted Staff		373,135
Staff-Related Costs		201,407
Rent		119,213
Occupancy Service		904,430
Direct Student Expense		1,234,762
Office & Business Expense		1,156,374
Expenses Total		16,027,458
NET ORDINARY INCOME		1,296,755
Extraordinary Expenses		
Depreciation and Amortization		1,456,371
Interest		796,196
Extraordinary Expenses Total		2,252,567
TOTAL EXPENSES		18,280,025
NET INCOME		(955,813)

This page was intentionally left blank.