

LOCAL EDUCATION AGENCY (LEA) NAME: Monument Academy PCS

SUBMISSION DATE:

SUBJECT: School Expansion and Facility Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Proposal summary: Monument Academy Public Charter School is working to expand its grade levels to include grades 9th through 12th grade and subsequently increase its enrollment to accommodate the additional grades. This expansion is intended to establish a continued feeder school to grant all Washington, DC scholars an opportunity to access the Monument PCS model for both middle and high school. Monument Academy PCS is requesting an additional 115 seats to accommodate students in grades 9th through 12th commencing with 76 scholars in grades 9th and 10th at its opening in SY 27-28. Monument Academy PCS believes that adding additional seats will provide at-risk (school dependent) students with the opportunity to access a wraparound, residential model at the high school level and equip and educate scholars with the additional support through the Monument model as they matriculate to and through high school.

Year the school plans to implement the proposed changes: SY2027-28

When did the school's board approve the proposed changes? *Please attach minutes from the meeting and vote results.*

The Monument Academy Board of Directors voted to approve the proposed changes at the March Board meeting on March 11, 2026. The vote was approved by a unanimous decision. The minutes are attached in the Appendix. The agenda and transcript are as follows:



**Monument Academy Board Meeting
March 11, 2026**

1. Administrative Business

- a. Record Attendance*
- b. Call the Meeting to Order*
- c. Approval of Agenda*
- d. Approval of Minutes from Prior Meeting*
 - i. December Board Meeting*
 - ii. February Board Retreat*

2. Committee Reports and Goals

- a. Governance Committee*
 - i. Board Recruitment for 2026-2027*
- b. Finance Committee*
 - i. Monthly Finance Report*
- c. Academics and Accountability Committee*
 - i. Monthly Data Updates*
- d. Executive Committee*

3. Discussion and Vote on Enrollment Ceiling Increase Application

4. Head of School Update

5. Next Meeting and Upcoming Events

- a. Next Meeting: June 10, 2026*

6. Adjourn meeting

This meeting is governed by the Open Meetings Act. Please address any questions or complaints arising under this meeting to the Office of Open Government at opengovoffice@dc.gov

MONUMENT ACADEMY PCS

High School Application Discussion Transcription

March 11, 2026 Board Meeting

[0:00:00] Emily Bloomfield: Thanks. So we're coming to the next item in the agenda. And Dr. Grant, could you just provide a little background about what we will now be voting on, and then we can have questions and then a motion?

[0:00:18] Dr. Jeffrey Grant: Okay, great. Thank you very much. So Monument Academy Public Charter School, in 2015, enrollment ceiling agreement of 165 students in grade levels of fifth through eighth grades. Up until now, we have steadily progressed, capping max out this year at 133 students enrolled. Now, we do have an agreement where we can enroll up to 165 students and actually receive funding for 165 students. However, anything above 165 students that we enroll, we would not receive one additional penny, and I want to stress penny. You do not get any additional funds over anything you exceed over your enrollment ceiling that has been confirmed and authorized by the DC Public Charter Board. We also have been serving grades five through 8, and we do not have it in place where we can actually expand our grades. We have been showing great success educating and healing scholars and the families in grades five through eight, and we identify that we can do even greater work if we expand our grade levels nine through 12. We've experienced, unfortunately, some, I would say, heartbreak when our kids may leave here and are not receiving the services that we've been able to provide after they leave in eighth grade. Our family and community engagement department has worked diligently with other departments, including wellbeing, to continue to engage our families. However, it proves difficult when they're not enrolled at Monument. Thus, we chose, after having great success meeting our goals, meeting all goals for the last two school years and substantially meeting before that, even during the COVID era, we identified that we could be of great service to the community if we expand our services to include up to 270 scholars in a grade five through 12 configuration. So we have been having this discussion, especially since we received accreditation in October of 2024 with high scores and receiving our 10-year renewal with accolades in June of 2025. The conversation began because we always had, even when Emily opened the school, had designs to open a high school so that we continue this work. We're in a great space right now where we've actually been approached by the city with the Scholars in the Care DC, where we actually joined the citywide committee in Planning for Scholars because we've been identified as solutions to address the communities that have been often underserved. We have now been in a conversation with them for the last year and a half, working with Philip Copeland, who's the director of this program, along with Paul Kahn, who's the Deputy Mayor for Education, as well as the Director of Child and Family Services, and numerous other stakeholders in DC. So we then began having conversations with the DC Public Charter School Board on the process to actually increase our enrollment ceiling and expand our grade levels. We accessed the application in September of 2025. We began having discussions with the board as well as the staff here at the school. We've been surveying the parents and the scholars. Everyone has shown excitement. We have the data and the surveys that we've done, live surveys, virtual surveys, town halls, and we have continued to have these conversations. I presented in front of the State Board of Education in the February monthly convening at 444 Fourth Street, and the State Board of Education for DC enthusiastically wants to offer their support and asked what can they do to make sure that this comes to fruition. They're going to visit the school. I've testified in front of the City Council in terms of our plans and have been invited back several times to talk about our success. We have high teacher retention and as well as our scholars doing well. Again, we are planning to submit an application by the June 1st, 2026, deadline to raise our enrollment ceiling to 270. I'm going to make sure...that we can enroll 130

scholars, at least 130 scholars at a different campus and 130 middle schoolers, at least 130 middle scholars current campus. We're going to go for 270 so that if we enroll any scholars over, for example, we've enrolled 132 scholars for '24, '25 and 133 '25, '26, and we got full funding for every scholar. So if we exceed by a few scholars at each campus, we want to be able to also receive funding for those scholars. That's why even though we project that we're going to have 130 and we'll be able to be fully operational at each campus with 130, we still have the capacity to take a few additional scholars at each campus if they apply because we know the population that we serve. **So tonight, we want to take a vote with the board to submit the application for enrollment ceiling increase and grade level expansion.** I got teed it up for you.

[0:06:12] Emily Bloomfield: Yep. Thank you. Do I have a motion to approve submitting the enrollment ceiling increase? I see Requita. Requita moves it. The second? James. James. All right.

[0:06:29] Dr. Jeffrey Grant: Mr. Waller.

[0:06:30] Emily Bloomfield: Any discussion? Any questions? Discussion? All right, seeing none... Oh, yes, Carla.

[0:06:40] Carla Watson: Oh, sorry. Hold on. I think... Okay. I'm sorry, I just want a little bit more clarification because we talked about grade expansion and we talked about enrollment ceiling. Which are we anticipating both or are we talking about one at this stage?

[0:06:59] Dr. Jeffrey Grant: It's both. So the application is both. Getting a high school is grade level expansion, so with the application, right now we've completed up to 311 pages. That's getting a high school. So what you can't just say you're getting the grades nine through 12. We also have to increase our enrollment ceiling because in our charter agreement, we sit at 165. So in order to get the students into the high school, you also have to submit the application for enrollment ceiling to increase from 165 up.

[0:07:37] Carla Watson: So this is before. So before we submit an application to expand into high school, we need to increase our enrollment?

[0:07:47] Dr. Jeffrey Grant: So they're the same. So, DCPSB-

[0:07:49] Emily Bloomfield: It's simultaneous

[0:07:51] Dr. Jeffrey Grant: ... just this-

[0:07:52] Carla Watson: Okay

[0:07:53] Dr. Jeffrey Grant: ... they're simultaneously changing their application right now, like right now in real time. So it used to be expansion, but now they did it, what they doing right now, and Dr. Tucker, Mr. Gaskins, and I have been at those seminars to discuss the policies that's in front of the charter school board that now is called a enrollment ceiling increase, as well as grade level expansion. And it's in the same application.

[0:08:23] Carla Watson: Okay. So I understand it's in the same application. So when we talk about Monument Academy, what are we proposing to do? So we submit this in June 1. Are we proposing that we will immediately add on the high school? Is that what we're voting on? Or are we voting on just having the ability at this stage?

[0:08:41] Dr. Jeffrey Grant: We're voting on to submit the application to have the ability to go forward to identify a property and first increase our enrollment ceiling, and then have permission from the charter school board to open a high school.

[0:08:57] Carla Watson: Okay. Thank you for the clarification.

[0:09:00] Emily Bloomfield: Yeah. And I think that's an excellent question, and it is an important distinction because we're voting to submit the application. Of course, the charter board can give thumbs up or more work or thumbs down, and it doesn't commit us to opening a high school. So there's still the affordability side of it, and there may be other things that come up in the interim. But we can't move at the timeframe that

we're talking about if we don't submit it now, because their deadline to be considered for not this next academic year, but the following one, is having to have it in by June 17th. Yeah, Michael, you have a question?

[0:09:50] Michael D'Alessandro: So, I think we discussed this a bit at the retreat. What's the timeframe in terms of submitting the application and identifying the property? Do you submit the application first and then you go and look for property, or how does that work?

[0:10:10] Dr. Jeffrey Grant: Yes, because we can't move; no finance, no bank, no funder is going to even go with the property until we get approval. However, we can still have-

[0:10:21] Michael D'Alessandro: Right

[0:10:21] Dr. Jeffrey Grant: ... conversations with a property owner in advance of it, so to tee it up, but you can't actually move on getting approval from somebody, and you don't have approval to open a high school or to open another school-

[0:10:37] Michael D'Alessandro: Well, that's-

[0:10:37] Dr. Jeffrey Grant: ... open a location.

[0:10:38] Michael D'Alessandro: Yeah, that's for any bank, obviously, is not going to give you a loan if you don't have the approval.

[0:10:42] Dr. Jeffrey Grant: Yeah.

[0:10:42] Michael D'Alessandro: I get that.

[0:10:42] Dr. Jeffrey Grant: Right.

[0:10:43] Michael D'Alessandro: And, I know that you're already out there looking, Dr. Grant. I want to help you with that process. Please lean on me if you need me.

[0:10:51] Dr. Jeffrey Grant: Totally.

[0:10:52] Michael D'Alessandro: I guess I was just wondering, do you need a report? So we submit the application. We say we want a high school, we just don't know where it's going to be. And then do you have to report back to them as to where once the property is identified? Is that how it works?

[0:11:12] Dr. Jeffrey Grant: Yes. And within the application, and I'll share that one with you. So in the application, you click on it, there is a facilities request too, application. So that's another component of it. So again, while we're doing this, that comes up next. We don't own a property, so there's a component in there that asks you, "Do you have a property in mind?" And you can answer those questions, but because-

[0:11:39] Michael D'Alessandro: Yeah

[0:11:39] Dr. Jeffrey Grant: ... we don't own a property, you can just put in negotiations or in discussions. So that's actually in there. It's an additional link. And then, that goes to, they gave us BASIS' application, BASIS Public Charter School, where they did not have a property identified, and they had to follow that model as well.

[0:12:02] Michael D'Alessandro: Okay. Yeah. Well, we discussed this at the retreat, Dr. Grant.

[0:12:05] Dr. Jeffrey Grant: Yeah.

[0:12:07] Michael D'Alessandro: I think you know my position in trying to lock down a property as quickly as possible and just-

[0:12:12] Dr. Jeffrey Grant: I know

[0:12:13] Michael D'Alessandro: ... make the owner take all the risks, really.

[0:12:18] Dr. Jeffrey Grant: So again, we'll jump on another call because-

[0:12:21] Michael D'Alessandro: Yeah

[0:12:21] Dr. Jeffrey Grant: ... I know we have a finance committee, so we have some of that information that we were waiting for. So that has come in.

[0:12:27] Michael D'Alessandro: Great.

[0:12:27] Dr. Jeffrey Grant: So we're going to have committee meetings, and we'll be able to share those reports.

[0:12:31] Michael D'Alessandro: Great.

[0:12:31] Dr. Jeffrey Grant: So that is actually, those things just were released last week and are still in progress.

[0:12:37] Michael D'Alessandro: All right. Well, I'm done. I just wanted to reiterate that I'm happy to help with this process.

[0:12:42] Dr. Jeffrey Grant: Appreciate you.

[0:12:42] Emily Bloomfield: Thank you.

[0:12:43] Michael D'Alessandro: Yep.

[0:12:45] Emily Bloomfield: Any other discussion questions? All right. Seeing none then, we had a motion and

a second, so I think we're ready to vote.

[0:12:58] Dr. Jeffrey Grant: All right. Chuck? Yes. Michael? Yes. Carla? Mike? Yes. Yes. Yes. James? Yes. Mayank? Wal? Yes, yes. Yes. Nichelle? Yes. Yes. Requita? Yes. Yes. Emily?

[0:13:25] Emily Bloomfield: Yes. And I realize Doug's not here and can't necessarily vote on this, but he did say that if he were here, he would vote yes. So I just want to have that on the record.

[0:13:35] Dr. Jeffrey Grant: Right. Yeah, he gave you his permission to vote proxy.

[0:13:37] Emily Bloomfield: Yeah. I just don't know that our bylaws allow that.

[0:13:40] Dr. Jeffrey Grant: Okay.

[0:13:41] Emily Bloomfield: Yep. But I just did want to say on the record that if he could have, he would have. But we have a quorum, so anyway, the motion-

[0:13:48] Dr. Jeffrey Grant: Okay

[0:13:48] Emily Bloomfield: ... passes unanimously. And so, that's very exciting. We're moving right along, taking the next step. And-

[0:13:58] Dr. Jeffrey Grant: Mm-hmm

[0:13:58] Emily Bloomfield: ... we'll have an opportunity to discuss the update and progress before this gets the

final submission because we'll have another board meeting before then, I believe. Is that correct? In May?

[0:14:10] Dr. Jeffrey Grant: Yes.

[0:14:11] Emily Bloomfield: Yep, exactly.

[0:14:12] Dr. Jeffrey Grant: We- Yes, we will ... don't have one on the schedule in May, but we can add one.

[0:14:18] Emily Bloomfield: Or do we have one in June?

[0:14:19] Dr. Jeffrey Grant: The next one is June, yeah.

[0:14:21] Emily Bloomfield: Okay.

[0:14:21] Dr. Jeffrey Grant: Yeah. So Emily, my suggestion with talk, is to make sure that we hit every committee, and then that way we can just give updates within the committees-

[0:14:30] Emily Bloomfield: Yeah

[0:14:30] Dr. Jeffrey Grant: ... leading up to it. And then we schedule the committees and make sure that we're there to share updates within each committee upcoming

APPLICATION

1. Why is there a need for the proposed expansion? Please reference the definition of “need” in your response.¹⁰

Monument Academy Public Charter School is a residential public middle school serving grades 5–8 with a mission to empower students—particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and other social service systems—with the academic, social, emotional, and life skills necessary for success in college, career, and community. For the past ten years, the school has served students who are among the District’s most vulnerable, including youth experiencing homelessness, foster care involvement, academic disruption, and trauma.

The need for this work remains acute. Washington, DC continues to experience significant rates of youth homelessness, foster care involvement, and juvenile justice system contact, particularly among adolescents. These challenges often intensify during the high school years, when academic expectations increase and students who lack stable housing, consistent schooling, or adequate social-emotional support are at heightened risk of credit loss and dropout. While Monument Academy currently serves as the only residential middle school model in the District providing this level of wraparound support, there is a clear and persistent gap in comparable services at the high school level.

From its inception, Monument Academy was intentionally designed as the foundation of a broader continuum of care, with the long-term goal of expanding to a high school program. Each year, the school receives extensive applications for limited 7th and 8th grade seats, reflecting both strong demand for the model and the trust families and referring agencies place in the school’s ability to serve students with complex needs. However, upon completion of 8th grade, many students must transition to traditional high schools that are not equipped to sustain the intensive academic, social-emotional, and environmental supports that contributed to their middle school success.

In October 2024, Monument Academy’s CEO, Dr. Jeffrey Grant, and Head of Schools, Dr. Ashley Tucker, were approached by Philip Copeland, Chair of the citywide Commission on Scholars in the Care of the District of Columbia (SCDC). The Commission acknowledged Monument Academy’s demonstrated success in serving adolescents involved in the

¹⁰ See footnote 6.

District's child welfare system, including youth in foster care, group homes, and the juvenile justice system.

Over the following year, Monument's leadership collaborated with the Commission to identify strategies and practices that could strengthen outcomes for these students across the District. As part of these discussions, the District requested that Monument Academy enter into an agreement to reserve designated desks and residential beds for students in its care within the proposed high school program. Monument Academy currently serves a student population in which more than 10% meet these criteria and remains committed to continuing and expanding services to these students and their families through the high school model.

The proposed expansion to a grades 9–12 campus is a direct response to this gap. Monument Academy High School will enroll up to 150 students from across all eight wards of the District, building on the network's existing reach and particularly serving students from Wards 5, 7, and 8, where need is greatest. The expansion will allow students to continue benefiting from a proven, trauma-informed, and residentially supported model during a critical developmental period when continuity, stability, and trusted relationships are essential to persistence through graduation.

Monument Academy's model is grounded in research-based, data-driven academic and well-being strategies designed to address both unfinished learning and the impacts of trauma. Students entering our middle school frequently have histories of high mobility, interrupted instruction, and academic performance significantly below grade level. Through small class sizes, specialized instruction in all core content areas, and robust academic interventions, the school has demonstrated consistent student growth year over year. These same principles—paired with a multi-tiered system of social-emotional and mental health supports—will anchor the high school program, ensuring students are prepared not only to graduate, but to successfully transition to postsecondary opportunities. These strategies include the following:

- Multi-tiered system of support (MTSS) and CASEL Frameworks for Well-Being Services
 - Tier 1 Intervention: Well-Being offers comprehensive mental health services to all students via the multi-tiered system of support framework. All students have access to a Tier 1 school-wide social-emotional learning program, Dialectical Behavior Therapy (DBT) skills training groups. Students focus on the following DBT skills within groups twice a week: Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness. Additionally,

students will participate in well-being advisory lessons facilitated by the Imagine Learning curriculum, which focuses on capacity and character building, as well as life skills guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies and supported by the newly implemented OSSE's SEL standards. Additionally, all students will participate in monthly gender-specific assemblies that will foster healthy peer relationships, promote positive communication, increase mental health awareness, and expose, educate, and guide students by discussing topics related to students' developmental stages and ages.

- Tier 2 Intervention: Additionally, Tier 2 services are implemented to assist students with intensive needs by utilizing universally deployed screening assessments and tools such as student and parent intake assessments, whole child mental health risk assessments, the Adverse, Positive, and Benevolent Childhood Experiences surveys, and DBT-related assessments: Difficulties in Emotional Regulation Scale (DERS) and Maryland Assessment of Recovery Scale (MARS) to identify additional specific needs. Tier 2 services will be delivered through targeted groups and Therapeutic Lunch Group Programming, which enables students to secure peer relationships and learn additional coping strategies and skills for optimal functioning.
- Tier 3 Intervention: Tier 3 services for students consist of individual counseling and clinical case management rendered by licensed social workers and counselors, graduate-level clinical interns, and mental health therapists who are partnered with our School. MAPCS is partnered with community-based organizations, the Howard University School of Social Work, and the George Washington University. In addition to the prescribed behavior support services mandated by students' Individualized Education Programs (IEP), students are identified for individual counseling and clinical case management by examining data from the referenced screening assessments and tools, staff observations, student requests, and the current internal well-being referral system.

The rationale for expansion is therefore both mission-driven and evidence-based.

Monument Academy has demonstrated its ability to serve high-need students effectively, operate responsibly, and meet or exceed charter expectations. Expanding to a high school allows the network to responsibly extend a successful model, meet a clearly identified

unmet need, and provide students with the continuity of care necessary to alter long-term educational and life outcomes.

2. Describe the school’s proposed enrollment matrix, then complete the table below, adding columns if needed.

Monument Academy Public Charter School implements a small-school model designed to support students who have experienced significant adversity. Consistent with research supporting improved outcomes for at-risk youth, the school prioritizes small class sizes and a low student-to-staff ratio.

Current Enrollment Matrix (Middle School):

The current LEA enrollment ceiling is 165 students. The middle school campus serves a maximum of 130 students, with class sizes capped at 15 students per classroom to ensure individualized instruction and strong student support. All middle school students will be weekday residential scholars. The trend over the last seven years has been a single cohort of fifth graders, two cohorts of sixth graders, three cohorts of seventh graders, and two cohorts of eighth graders. In addition, Monument Academy will serve two cohorts of scholars who will be educated within the resource setting to meet the needs of their Individualized Education Plans (IEPs). These cohorts will be grade-level specific.

Proposed Enrollment Matrix (High School Expansion):

Monument Academy High School will serve a maximum of 150 academic students at full enrollment across grades 9–12. Similar to the middle school model, the high school will maintain small class sizes and low student-to-teacher ratios to ensure continuity of the school’s mission-driven approach and support structures. The high school cohorts will be divided into the following cohorts: two ninth grade cohorts, two tenth grade cohorts, two eleventh grade cohorts, and two twelfth grade cohorts. In addition, there will be two cohorts in resource settings that will serve students with Individualized Education Plans mandating the least restrictive settings.

The proposed enrollment matrix below reflects the phased addition of high school grade levels and projected enrollment growth aligned to the school's small-school model.

Proposed Enrollment Schedule					
	SY 2026 – 27	SY 2027 – 28	SY 2028 – 29	SY 2029 – 30	SY 2030 – 31
PK-3					
PK-4					
K					
1					
2					
3					
4					
5	15	15	15	15	15
6	32	35	35	35	35
7	36	44	44	44	44
8	47	36	36	36	36
9		38	38	38	38
10		38	38	38	38
11			34	34	34
12				34	34
Total	130	206	240	274	274

3. Demonstrate that you will likely meet your proposed enrollment targets by responding to the Enrollment Outlook.¹¹ Use the relevant data and supplementary evidence you may have to answer these metrics questions.¹²

Washington, DC is a diverse community that serves a population of over 700,000 residents. According to the latest census data collected via the 2020 Census, there are

¹¹ See the Enrollment Outlook here: <https://bit.ly/4pleDn0>.

¹² Acceptable supplementary evidence must be concrete and demonstrate your ability to meet enrollment targets. Examples include intent-to-enroll forms, LEA-specific MSDC lottery data, and externally validated market research.

over 67,000 residents between the ages of 10 and 19 years of age. Although the median family income was identified at \$151,049 for families, \$228,926 for married-couple families, and \$91,309 for nonfamily households, there exists a poverty rate of 17.3%. In addition, the poverty rate for those under 18 years of age is reported at 28.3%.

These figures highlight a critical reality of the District: while overall household income levels are high, a substantial proportion of adolescents experience economic instability and its associated barriers to educational attainment. This disparity becomes even more pronounced at the high school level, where students facing housing insecurity, foster care placement, or chronic disengagement are at increased risk of credit loss, dropout, and long-term disconnection from both education and the workforce.

Additionally, the nation's capital's education levels reveal that over 8% of its residents have not graduated high school. Graduation rates currently sit at 78.7%. Approximately one in five students still does not graduate within four years, underscoring the continued need for high-quality secondary schools that provide intensive academic intervention, wraparound services, and individualized student support. Monument Academy's proposed high school is designed to meet the needs of students who are most at risk of disengagement by providing trauma-informed instruction, comprehensive behavioral health supports, family engagement, and rigorous college and career preparation. These outcomes underscore a persistent need for alternative and highly supportive high school models that are specifically designed to re-engage students who have struggled or disengaged in traditional secondary school settings.

In August of 2025, the city's unemployment rate was reported at 6.9%. According to the 2024 American Community Survey, DC has an employment rate of 66.6%. Economic instability, when coupled with interrupted or incomplete secondary education, significantly limits postsecondary and workforce opportunities—particularly for youth already experiencing systemic barriers.

The scope, pace, and design of the proposed expansion directly respond to these demographic and economic realities. Building on ten years of successful operation serving middle-grade students in a residential setting, the network's expansion to a grades 9–12 campus is a deliberate effort to address a critical gap in services for older adolescents who require sustained academic, social-emotional, and wraparound support to persist to graduation. The pace of expansion reflects a commitment to responsible growth, leveraging the network's demonstrated ability to meet or exceed charter goals, maintain

fiscal stability, and serve high-need students effectively. By extending the model into high school, the network increases access to a proven educational environment at a pivotal stage when the risk of dropout is highest and the long-term impact of intervention is greatest.

Monument Academy currently serves grades 5th through 8th in a single-site setting at the former Gibbs Elementary School located at 500 19th Street, Northeast. We have met our enrollment projections for the last three years post-COVID. Our targets, audited enrollments, and waitlist for those years are as follows:

SCHOOL YEAR	TARGETED ENROLLMENT	AUDITED ENROLLMENT	RE-ENROLLED	NEW APPLICATIONS	WAITLISTED
SY 22-23	120	123	48	199	34
SY 23-24	125	128	61	245	124
SY 24-25	130	131	64	245	91
SY 25-26	130	133	68	206	53

a. Are new seats needed by grade band or learners served in the future?

Yes. Monument Academy PCS believes there is a demonstrated need for additional high school seats, particularly for students who have historically been underserved and who require comprehensive academic, behavioral, and social-emotional support. While the District offers a variety of public high school options, there remains a significant gap in schools intentionally designed to support students who are academically behind, have experienced trauma, receive special education services, or are involved with the child welfare system. On average, according to the June 2026 Enrollment Outlook, enrollment trends suggest that Alternative Accountability Framework students are likely to have more demand for seats in future years.

Monument Academy currently serves students in grades 5-8 and has consistently enrolled a student population with significant academic and social-emotional needs. More than half of Monument Academy's students receive special education services, and a substantial percentage qualify as at-risk under the District's accountability framework. Through an integrated model that combines rigorous academics, therapeutic supports, restorative

practices, family engagement, and individualized intervention, Monument Academy has demonstrated its capacity to improve student outcomes while maintaining a safe and supportive learning environment.

The addition of grades 9-12 addresses a critical gap in the educational continuum for current Monument Academy students. Each year, graduating eighth-grade students and their families face the difficult challenge of identifying a high school that provides the same level of individualized support, behavioral health services, academic intervention, and family partnership they have relied upon throughout middle school. Families have consistently expressed a desire for their children to remain within the Monument Academy community through graduation, citing trusted relationships with staff, continuity of services, and confidence in the school's mission.

The proposed expansion will create approximately 150 high school seats when fully implemented, increasing educational opportunities for students who might otherwise struggle to find a high school aligned with their unique needs. Rather than duplicating existing programs, Monument Academy will expand access to a specialized educational model that currently has limited availability within the District.

Beyond serving existing Monument Academy students, the expansion will also provide additional enrollment opportunities for students across Washington, DC who are seeking a college-preparatory high school that combines rigorous academics with intensive behavioral, mental health, and family support.

b. Is there excess demand for this school's approach?

Yes. Current demographic and educational trends indicate a continued and growing need for specialized educational programming designed to support students with significant academic, behavioral, and social-emotional needs.

According to the June Enrollment Outlook report, the number of students with disabilities classified as Level 3 and Level 4 has increased by approximately 332 students annually. This upward trend reflects the growing demand for highly specialized instructional services, individualized supports, therapeutic interventions, and alternative educational environments capable of meeting the complex needs of these learners. Based on current enrollment patterns and state reporting, this population is expected to continue growing, reinforcing

the need for additional high-quality educational options that provide intensive academic and behavioral supports.

The rate of teen births has remained relatively stable over the past three years and is expected to remain consistent. Although this population is not experiencing significant growth, parenting teens continue to require flexible educational programming, wraparound services, childcare referrals, counseling, and academic support to ensure they remain engaged in school and successfully complete their education.

The number of students experiencing homelessness has decreased by approximately 1,107 students annually. While this decline is encouraging, homelessness continues to present significant barriers to educational success for many children and youth. Students experiencing housing instability often face interruptions in learning, chronic absenteeism, transportation challenges, and increased social-emotional needs. As a result, the school will continue to implement services and supports that comply with the McKinney-Vento Homeless Assistance Act and ensure these students have equitable access to educational opportunities.

Enrollment demand from students involved in the juvenile justice system has remained relatively consistent and is expected to remain stable. These students frequently require credit recovery, behavioral interventions, mental health supports, individualized transition planning, and intensive academic assistance to successfully re-engage in school and reduce recidivism. Maintaining programming designed to meet the needs of justice-involved youth remains an important component of the school's mission.

The number of student expulsions has increased during the most recent reporting period and is projected to continue rising. This trend highlights the growing need for alternative educational settings that emphasize restorative practices, positive behavioral interventions, individualized academic planning, and social-emotional learning. Students removed from traditional school settings often benefit from smaller learning environments that provide personalized instruction, behavioral support, and opportunities to remain on track toward graduation.

Similarly, adult incarceration has increased by approximately 894 individuals annually and is expected to continue rising. Research consistently demonstrates that parental incarceration can have profound educational, emotional, and economic impacts on children, including increased absenteeism, behavioral challenges, academic disruptions, and adverse childhood experiences. As the number of incarcerated adults continues to

grow, there is an increasing need for schools that provide trauma-informed practices, family engagement, counseling services, mentoring, and comprehensive wraparound supports to help affected students overcome barriers to academic success.

Collectively, these trends demonstrate a sustained need for an educational model that combines rigorous academics with comprehensive student supports, behavioral interventions, residential services, and community partnerships. The proposed school is designed to address these needs by providing a safe, structured, and supportive learning environment that enables scholars facing significant challenges to thrive academically, socially, and emotionally.

Monument Academy's educational model addresses a need that extends beyond traditional academic programming. Families increasingly seek schools that provide comprehensive wraparound services while maintaining high expectations for academic achievement, character development, and college and career readiness.

Monument Academy's approach is distinguished by its integration of:

- Trauma-informed instructional practices
- Comprehensive behavioral and mental health services
- Intensive family engagement and support
- Small learning communities with individualized attention
- Robust special education programming
- Restorative practices focused on student growth
- College and career readiness beginning in middle school
- Extended learning opportunities and enrichment programming
- Partnerships with community agencies that provide additional supports for students and families

The school's success demonstrates demand for this model. Monument Academy recently received a 10-year charter renewal with no conditions from the District of Columbia Public Charter School Board (DC PCSB), reflecting confidence in the school's governance, academic program, operational capacity, and financial sustainability. Since 2019, the organization has maintained remarkable leadership stability, allowing the school to build consistent systems, improve staff retention, strengthen instructional practices, and deepen partnerships with families and community organizations.

The proposed high school is a natural extension of the educational program already experienced by Monument Academy students. Rather than requiring students to transition

into unfamiliar environments during one of the most critical periods of adolescent development, the expansion will allow them to continue learning within a school community that understands their strengths, challenges, and long-term goals.

Monument Academy's proposed high school will also differentiate itself through rigorous coursework, including English courses incorporating complex texts, Mathematics, World Languages, Advanced Placement courses, dual enrollment opportunities, Project-Based Learning, Collins Writing, OpenSci science curriculum, career pathways, financial literacy, internships, community service requirements, and individualized postsecondary planning. These opportunities will prepare students for success in college, career, and entrepreneurship while maintaining the comprehensive supports that define the Monument Academy experience.

c. Is the proposed geographic area in demand?

Yes. The proposed location at 1920 Bladensburg Road NE is strategically located to serve students throughout Wards 4, 5, 6, 7, and 8, areas that continue to demonstrate strong utilization of public charter schools and significant demand for high-quality secondary educational options.

The proposed school site is strategically located within Neighborhood Cluster 23, an area identified as having one of the highest concentrations of students designated as at-risk according to the June Enrollment Outlook report. This location was intentionally selected based on demographic and educational data demonstrating a significant need for additional high-quality educational opportunities and student support services. Locating the school within this cluster will improve access for students and families who face educational, economic, and social barriers that often contribute to lower academic outcomes and reduced access to specialized programming.

In addition to serving students within Cluster 23, the proposed site borders Neighborhood Cluster 24, which has the highest ratio of at-risk students to available schools. This indicates that existing educational resources may be insufficient to meet the needs of the growing at-risk student population. By establishing the school adjacent to this high-need area, the proposed campus will expand educational capacity and provide an additional option for students who require smaller learning environments, individualized instruction, intensive academic interventions, and comprehensive wraparound services.

Neighborhood Cluster 24 also has the highest ratio of students receiving special education services relative to the number of schools serving the area. This suggests a significant

demand for educational programs that can effectively support students with disabilities through specialized instruction, individualized education programs (IEPs), related services, and inclusive educational practices. The proposed school is designed to provide these services in a supportive environment that emphasizes academic achievement, behavioral support, and individualized student success.

The proposed location also borders Neighborhood Cluster 25, which has the largest overall population of students receiving special education services. The close proximity to this cluster positions the school to serve a substantial number of students with diverse learning needs, including those requiring intensive academic support, therapeutic interventions, behavioral services, transition planning, and specialized instructional strategies. The school's educational model is designed to accommodate students with a wide range of disabilities while promoting inclusion, independence, and college and career readiness.

The strategic placement of the proposed facility allows the school to serve multiple high-need communities simultaneously. Its location provides convenient access for families residing in Clusters 23, 24, and 25, all of which demonstrate elevated concentrations of at-risk students and students with disabilities. By situating the school at the intersection of these underserved communities, the proposed campus will help address existing gaps in educational access, reduce barriers to enrollment, and expand opportunities for students who would benefit from a rigorous academic program combined with specialized support services, social-emotional learning, and family engagement initiatives.

Overall, the selected location aligns with the school's mission to provide equitable educational opportunities for students with the greatest needs and ensures that resources are directed to communities where they can have the greatest impact on student achievement and long-term success.

Ward 5 serves one of the District's largest concentrations of public school students and continues to enroll a substantial percentage of students in public charter schools. The surrounding communities include many families seeking educational environments that provide both academic rigor and comprehensive student support. The proposed location is centrally situated along a major transportation corridor with convenient access to Metrobus routes and nearby Metrorail stations, making the school accessible to students throughout Northeast, Southeast, and portions of Northwest Washington.

The proposed site also allows Monument Academy to remain connected to its existing middle school population while expanding access to additional students throughout the city. Many current Monument Academy families reside within reasonable commuting distance of the Bladensburg Road corridor, minimizing disruptions during the transition from middle to high school.

In addition to demographic demand, the location supports the school's vision for career-connected learning. The surrounding area includes government agencies, nonprofit organizations, healthcare providers, colleges and universities, community organizations, and private employers that can serve as internship sites, workforce development partners, dual enrollment collaborators, and community service opportunities. This geographic advantage aligns directly with Monument Academy's emphasis on experiential learning, career exploration, and college readiness.

The proposed location also complements ongoing economic development and revitalization efforts occurring along the Bladensburg Road corridor, positioning Monument Academy to become a long-term educational anchor within the community while contributing positively to neighborhood investment and family engagement.

The proposed expansion is not simply an increase in enrollment capacity; it is the completion of a comprehensive educational pipeline designed to support students from middle school through high school graduation. Monument Academy has established a proven foundation built on academic rigor, strong governance, financial stability, experienced leadership, and comprehensive student supports. The addition of grades 9-12 will preserve continuity for current students while expanding access for additional families seeking an educational model that recognizes that academic success and student well-being are inseparable.

The proposed high school will ensure that students who have overcome significant academic and personal challenges do not lose access to the relationships, interventions, and supports that have contributed to their success. By extending its mission through grade 12, Monument Academy will increase educational opportunity, improve postsecondary readiness, and prepare graduates to become productive citizens, lifelong learners, and leaders within their communities.

4. Describe how the school has engaged its internal community, including staff and families, in the planning process.

Monument Academy Public Charter School has consistently communicated its long-term intent to expand to include high school grades. The school's initial Charter Agreement outlined the plan to grow into a 5–12 model, with an initial enrollment ceiling of 165 students to be served within the LEA. As the school has prepared to formally pursue expansion, leadership has engaged internal stakeholders—including staff, families, Board Members, and community partners—through structured communication and feedback opportunities.

Staff Engagement

Engagement has included discussions during professional development sessions, family meetings, and ongoing conversations with community partners regarding the implications of expansion. On October 10, 2025, Monument disseminated an interest survey to all internal stakeholders during a monthly professional development session to formally gauge support for expansion. Survey results reflected strong support among staff:

- 94.87% of staff agreed or strongly agreed with the statement: “I support the middle school residential model.”
- 88.46% of staff agreed or strongly agreed with the statement: “I support a Monument enrollment ceiling increase (grades 9, 10, 11, 12).”

Documentation of these communications, including survey materials and stakeholder correspondence, is included with this submission.

Family Engagement

Monument Academy has made family engagement a central component of its planning process for the proposed expansion into grades 9–12. Recognizing that current Monument Academy families represent an important and directly impacted stakeholder group, the school developed a deliberate outreach strategy to assess whether families would be interested in continuing their scholar's education at Monument Academy beyond middle school. This engagement was intended to provide families with early information about the proposed high school, create opportunities for families to express their level of interest, and ensure that the school's planning process was informed by the perspectives of the families it currently serves.

As part of this outreach, Monument Academy developed and distributed a family interest petition specifically focused on the proposed Monument Academy High School. The petition communicates the school's intention to expand its educational program beginning in School Year 2027–2028 and highlights several anticipated features of the high school model, including a strong academic program, college and career preparation, a supportive and structured school community, and values-driven leadership. Families are invited to provide information about their scholar, current grade, current school, and parent or guardian contact information, allowing Monument Academy to identify families who may be part of the initial high school enrollment pipeline.

In addition to the paper petition, Monument Academy created an online interest form that families can access through a QR code. This provides an additional and convenient method for families to express interest and allows the school to collect information in a format that can be reviewed and tracked over time. By offering both paper and digital options, Monument Academy has sought to reduce barriers to participation and make the engagement process accessible to families through multiple channels.

The school has also incorporated the proposed high school into family and community engagement activities, including informational materials and presentations designed to explain the vision for the expansion. These materials describe the proposed high school as a continuation of Monument Academy's existing educational model and emphasize the opportunity to provide greater continuity for scholars who have benefited from the school's academic, social-emotional, and student support structures. Families have been encouraged to ask questions, provide feedback, and learn more about the proposed expansion so that their participation extends beyond simply indicating enrollment interest.

This engagement serves several important purposes. First, it provides Monument Academy with direct evidence of family interest in a high school option that would allow scholars to remain within the Monument Academy community through graduation. Second, it gives the school an opportunity to identify potential enrollment patterns in advance of opening, including the grade levels of currently enrolled scholars whose families may be interested in continuing with Monument. Third, family feedback helps inform the school's planning related to programming, communication, student supports, and the transition from the middle school program into grades 9–12.

The engagement process is particularly important because the proposed high school is intended to extend the relationships, structures, and support that Monument Academy has already established with its current students and families. For families whose scholars have

developed meaningful relationships with teachers, school leaders, counselors, and support staff, the opportunity to remain within the same school community may provide greater educational continuity during the transition to high school. Monument Academy's outreach therefore seeks to understand not only whether families are interested in a new high school seat, but whether they value the opportunity for their scholar to continue within the school's existing mission and culture.

Monument Academy intends to continue this engagement throughout the development and approval process. Family interest data will be reviewed as part of enrollment planning, and families who express interest can be kept informed about major milestones, community meetings, program development, enrollment timelines, and other updates regarding the proposed high school. Continued communication will allow the school to refine its understanding of demand as the proposed opening approaches and maintain an active connection with prospective high school families.

Overall, Monument Academy's current-family outreach reflects a proactive approach to assessing demand and incorporating family voice into the expansion process. Rather than waiting until enrollment begins, the school has started engaging families well in advance of the proposed opening so that planning can be informed by demonstrated interest, family questions, and ongoing feedback. This process supports Monument Academy's broader goal of developing a high school program that responds to the needs of its current students, strengthens continuity from middle school through graduation, and provides families with a high-quality secondary option grounded in the school community they already know.

Student Engagement

Monument Academy intentionally centered student voice as an important component of the planning process for the proposed high school expansion. Because current scholars will be among those most directly affected by the transition from middle school to high school, Monument Academy sought to understand not only whether students would be interested in continuing their education at Monument Academy through grades 9–12, but also what they believe they need to be successful in a high school environment.

Measuring Student Interest

To gather direct student feedback, Monument Academy administered a student interest survey to current scholars. The survey provided students with an opportunity to indicate

their level of interest in attending the proposed Monument Academy High School beginning in School Year 2027–2028.

The results demonstrated substantial student interest in the proposed expansion, with 75% of surveyed scholars indicating that they were “very interested” in attending Monument Academy High School. This finding provides meaningful evidence of potential demand because it reflects the perspectives of students who are already familiar with Monument Academy’s educational model, academic expectations, school culture, relationships, and student-support structures.

The survey was intentionally designed to go beyond measuring potential enrollment. Monument Academy also asked scholars to identify the supports, programs, resources, and experiences they would like to see available at the high school level. This provided students with an opportunity to contribute directly to the planning process and gave Monument Academy valuable insight into the type of high school environment its current scholars believe would best support their academic achievement, social-emotional development, and preparation for life after graduation.

Academic Support

Academic support emerged as an important priority among surveyed scholars. Students frequently requested tutoring, homework assistance, and study-skills development to help them successfully navigate the increased academic expectations of high school.

This feedback provides useful information as Monument Academy considers the academic support structures for the proposed high school. Student responses can inform planning around tutoring, academic intervention, homework assistance, study-skills instruction, academic coaching, and other opportunities that provide scholars with additional time and support to master challenging content.

Importantly, students’ requests for these services demonstrate an interest not only in attending Monument Academy High School, but also in having access to the tools and resources necessary to succeed once enrolled.

Mental Health, Counseling, and Wellness

Students also identified mental health and counseling services as an important component of their desired high school experience. Scholars expressed interest in having access to counselors, general mental health supports, and therapeutic services. Responses also

included interest in specific approaches and services such as art therapy and Dialectical Behavior Therapy (DBT).

This feedback reinforces the importance students place on having trusted adults, appropriate mental health resources, and opportunities to support their social-emotional well-being within the school environment.

As Monument Academy continues developing its high school model, these responses can inform consideration of counseling and wellness programming, therapeutic partnerships, advisory structures, and other social-emotional supports. Specific services will be evaluated based on student need, feasibility, appropriate staffing and credentials, available partnerships, and resources.

School Environment, Breaks, and Student Autonomy

Scholars also provided feedback about the structure of the school day and opportunities for breaks and self-regulation. Students expressed interest in greater flexibility, alternative recess opportunities, designated mental health breaks, and increased autonomy regarding appropriate opportunities for rest.

These responses provide important insight into how students perceive the connection between their well-being and their ability to engage successfully in learning. They also demonstrate that students are thinking critically about the type of school environment in which they believe they will be most successful.

As the high school schedule and student-support model are developed, Monument Academy can consider how appropriate wellness periods, advisory structures, movement opportunities, structured breaks, and opportunities for self-regulation could complement a rigorous academic program.

Transportation, Food, and Basic Needs

The survey also allowed students to identify practical barriers and basic needs that could influence their high school experience. Scholars expressed interest in reliable transportation options, including shuttles or buses, as well as consistent access to snacks and improved food options.

These responses are significant because they demonstrate students' awareness that their ability to participate fully in school can be affected by circumstances outside the

classroom. Transportation can affect attendance, punctuality, and participation in extracurricular or extended-day programming, while access to nutritious food can affect students' concentration, wellness, and readiness to learn.

Monument Academy can use this feedback as it evaluates the operational needs of the proposed high school and considers potential transportation solutions, food-service improvements, community partnerships, and other strategies for reducing barriers to student participation.

Extracurricular, Athletic, and Enrichment Opportunities

Students also expressed a strong desire for a high school experience that extends beyond academics. Scholars identified interest in traditional athletic opportunities, including football, basketball, and swimming, as well as activities such as yoga, boxing, and gaming.

These responses demonstrate that students value opportunities to develop interests and talents, build relationships with peers and adults, experience a sense of belonging, and participate meaningfully in their school community.

As the proposed high school develops, Monument Academy can use student feedback to help prioritize extracurricular and enrichment opportunities, identify potential community partners, assess facility and resource needs, and determine which programs may be feasible as enrollment grows.

Using Student Voice to Inform High School Design

Taken together, the survey findings demonstrate that Monument Academy's student engagement process served two important and interconnected purposes: measuring student demand and informing program development.

The finding that 75% of surveyed scholars are "very interested" in attending the proposed Monument Academy High School provides direct evidence of substantial interest among current students. At the same time, scholars provided detailed feedback regarding the conditions they believe will help them thrive in high school.

Their responses consistently emphasized five areas:

- Academic support: tutoring, homework assistance, and study-skills development.
- Mental health and wellness: counseling, therapeutic services, art therapy, DBT, and general mental health supports.

- Student-centered school environment: appropriate flexibility, mental health breaks, alternative recess opportunities, and opportunities for rest and self-regulation.
- Transportation and basic needs: reliable transportation, snacks, and improved food options.
- Athletics and enrichment: football, basketball, swimming, yoga, boxing, gaming, and other opportunities beyond the classroom.

The breadth of these responses is particularly valuable because students did not define a successful high school experience solely in terms of academics. Instead, scholars identified an interconnected set of academic, social-emotional, environmental, practical, athletic, and enrichment needs. Their responses provide Monument Academy with an early student-informed framework for considering the supports and experiences that should accompany a rigorous college- and career-preparatory academic program.

Continued Student Engagement

Monument Academy views the initial student survey as the beginning of an ongoing student-engagement process rather than a one-time activity. As the proposed high school progresses through planning and approval, the school intends to continue creating opportunities for scholars to provide input through mechanisms such as follow-up surveys, student listening sessions, focus groups, informational sessions, and program-development conversations.

This continued engagement will allow Monument Academy to share updates with students, gather feedback as specific components of the high school model are developed, and determine whether student priorities and levels of interest change as the proposed opening approaches.

Student feedback will inform planning while recognizing that individual requests do not constitute commitments to implement every requested program or service. Monument Academy will consider student recommendations in relation to educational priorities, demonstrated student need, staffing, facilities, funding, feasibility, available community partnerships, and applicable requirements.

By listening to current scholars early in the development process and using their feedback to inform subsequent planning, Monument Academy is working to create a high school experience that maintains the strengths of its existing school community while responding to the evolving academic, developmental, social-emotional, and postsecondary needs of students as they progress through grades 9–12.

Additionally, Monument Academy Leadership has engaged its internal stakeholders through multiple Question and Answer (Q&A) opportunities attended by the multiple sub-groups which comprise Monument's collective. Presentations were created and differentiated to meet the comprehension level of each group (students, staff, parents/guardians). All attendees posed questions and received answers that were provided to the best of the abilities of the Leadership Team which acknowledged and shared that the DC PCSB Application Policy was undergoing changes within the DC PCSB Administration. Timelines and guidelines were subject to change.

DATE	ATTENDEES	TOPIC
7/23/25	LEADERSHIP	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
9/6/25	BOARD RETREAT ATTENDEES	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
9/10/25	BOARD MEETING ATTENDEES	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
10/10/25	ALL STAFF	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
WEEKLY ON TUESDAYS	DEPARTMENT HEADS	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
10/28/25	ACADEMIC TEAM	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
11/4/25	WELL-BEING TEAM	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
11/13/25	DATA/IT TEAM	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
11/30/25	PARENTS/ GUARDIANS	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
12/10/25	BOARD MEETING ATTENDEES	ENROLLMENT CEILING INCREASE / GRADE EXPANSION SCHEDULED APPLICATION TIMELINES
12/16/25	STUDENTS	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
12/17/25	STUDENTS	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
1/16/26	STUDENTS	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
2/5/26	STUDENTS	ENROLLMENT CEILING INCREASE / GRADE EXPANSION
2/21/26	BOARD RETREAT ATTENDEES	ENROLLMENT CEILING INCREASE / GRADE EXPANSION

3/11/26	BOARD MEETING ATTENDEES	ENROLLMENT CEILING INCREASE / GRADE EXPANSION VOTED TO SUBMIT APPLICATION
6/3/26	BOARD MEETING ATTENDEES	ENROLLMENT CEILING INCREASE / GRADE EXPANSION TIMELINES FOR APPLICATION PROCESS
7/26/26	PARENTS/ GUARDIANS/ SCHOLARS/ STAFF	ENROLLMENT CEILING INCREASE / GRADE EXPANSION INTEREST IN ENROLLMENT; TIMELINES
8/4/26	STAFF	ENROLLMENT CEILING INCREASE / GRADE EXPANSION

a. Summarize the internal community's concerns, if any, and how the school is responding to them.

Stakeholders have raised thoughtful questions and concerns related to the proposed expansion. Key concerns include:

- Facilities: Where will high school students be housed, and will Monument Academy remain in Ward 7 or at least east of the river?
- Residential Model for Older Students: How will the “Family Style” boarding model translate to an older population, particularly given the increased likelihood of unaccompanied youth and students with significant familial and financial responsibilities?

In response, Monument Academy leadership has prioritized transparency and planning. The school is committed to ensuring easy access to the Ward 7/ East of the River community. Additionally, leadership is evaluating adaptations to the residential model to ensure it remains developmentally appropriate for high school students, including expanded life skills programming, increased autonomy structures, and targeted support for unaccompanied youth and students balancing external responsibilities.

Through continued communication, feedback loops, and responsive planning, Monument Academy is ensuring that expansion decisions reflect the needs and perspectives of its internal community.

5. Describe how the school has engaged the surrounding external community, including neighbors, elected officials, and other community groups, in the planning process.

Monument Academy has taken a proactive approach to engaging the surrounding external community regarding its proposed high school expansion. In alignment with its long-standing presence in Ward 7 and commitment to remaining east of the river, the school has initiated direct communication with neighbors, Advisory Neighborhood Commission (ANC) Commissioners, Councilmembers, and local community stakeholders to notify them of its expansion plans and invite feedback.

Outreach efforts have included direct email communication, meetings, and informational updates outlining the proposed grade expansion, anticipated enrollment growth, and projected timeline. These communications emphasized the school's continued commitment to serving Ward 7 families and maintaining strong community partnerships.

In addition to elected officials and neighborhood stakeholders, Monument Academy has consistently engaged program partners and funders in discussions regarding the expansion plan. These conversations have focused on programmatic alignment, resource development, and ensuring that the high school expansion strengthens—not disrupts—the school's role within the broader community ecosystem.

Community feedback has centered on facilities, neighborhood impact, and continuity of services for students and families. Monument Academy has responded by prioritizing transparency around site planning, reaffirming its commitment to the proposed community and ensuring that expansion plans align with community needs and expectations.

a. Summarize the external community's concerns, if any, and how the school is responding to them.

The external community raised thoughtful questions and concerns primarily related to student safety, special education services, behavioral supports, residential operations, accessibility, and the school's integration into the surrounding Bladensburg Road community.

Community members expressed particular interest in how Monument will safely manage student arrivals and departures given the facility's proximity to the busy Bladensburg Road corridor. In response, Monument is working to establish a rear entrance for Sunday arrivals and will leverage its 24-hour staffing model to ensure students have supervised access to the facility throughout the school week.

The community also sought additional information about Monument's capacity to serve students with disabilities, including students with autism. Monument maintains a robust special education program, with approximately 50% of its current students having IEPs. Services are individualized according to student need and may include self-contained settings when appropriate. The school is also committed to ADA accessibility at the new facility, including elevator access. Monument communicates information about these services through its Family and Community Engagement (FACE) Team, community events, public reporting, and outreach to families and community partners.

Questions were also raised about student behavioral and mental health supports. Monument employs five counselors, supplements its counseling capacity through university interns, trains staff in Crisis Prevention Institute (CPI) practices, maintains 24-hour security, and provides behavioral support staff during both school and evening hours. These resources support a proactive approach focused on student well-being, prevention, and de-escalation.

Community members also requested clarification regarding Monument's residential model, including authorization, capacity, student accommodations, and whether residential units would be coeducational. Monument explained that its residential program uses a family-style model, with 12 units serving approximately 10 scholars each. Students have individual living/sleeping spaces within their units, residential accommodations are separated by gender, and essential items such as hygiene products, linens, mattress protectors, and additional uniforms are provided to students at no additional cost to families.

Finally, community members encouraged Monument to build strong relationships with organizations surrounding the proposed location, including the nearby recreation center, civic associations, universities, and other service providers. Monument welcomes these opportunities and intends to pursue partnerships that complement existing community resources. The school is also interested in partnering with Gallaudet University to support American Sign Language instruction at the high school level and potentially through its middle school Extended Day program. Overall, Monument is responding to community

feedback by providing additional information, incorporating safety and accessibility considerations into its planning, and actively exploring partnerships that will strengthen both the school and its relationship with the surrounding community.

b. When did the school inform the impacted Advisory Neighborhood Commissions (ANC) of its proposed expansion and new facility? Has the school already presented its plans during an ANC meeting? If not, when will it do so?

The school has been proactive in engaging with the impacted Advisory Neighborhood Commission (ANC) and the surrounding community regarding its proposed expansion and new facility. Throughout the planning process, the school has maintained regular communication with Ward 5 ANC Commissioner Shawn Nelson to ensure he has been informed of the project's progress and has had opportunities to provide input.

As part of these outreach efforts, Commissioner Nelson was invited to attend the school's annual Block Party, where he was offered a tour of the current facility, provided an overview of the proposed expansion plans, and encouraged to ask questions and share any feedback or concerns that should be considered as the project moves forward. This informal engagement provided an opportunity for open dialogue and allowed the school to discuss both the educational need for the expansion and its potential impact on the surrounding community.

In addition to these conversations with Commissioner Nelson, the school hosted a community engagement meeting on August 8 specifically for residents, neighbors, and other stakeholders in the community where the proposed expansion site is located. During this meeting, school leadership presented the vision for the new facility, outlined the anticipated project timeline, discussed how the expansion would support the school's educational mission and better serve students and families, and answered questions from attendees. The meeting also provided an opportunity for community members to offer feedback, identify concerns, and suggest considerations that the school should incorporate into its planning process. The school views this engagement as an important part of building a collaborative relationship with the surrounding neighborhood and ensuring that community perspectives are reflected in the development process.

While the school has not yet formally presented the proposal during a public ANC meeting, it intends to do so at an upcoming meeting in coordination with the ANC's schedule. The school welcomes the opportunity to present the project publicly, respond to questions from Commissioners and community members, and continue its ongoing engagement as the expansion moves through the review and approval process. In preparation for the formal presentations, Monument leadership has attended multiple ANC meetings to announce its intent to submit an application to open Monument Academy High School in the 2027-28 school year. We have targeted the Advisory Neighborhood Commissions that serve the communities where our scholars predominantly reside. Monument will continue to visit the communities to address our plans and allow for opportunities for questions and feedback.

ORGANIZATION	DATE PRESENTED	INFORMATION SHARED
DC STATE BOARD OF EDUCATION	2/18/26	MONUMENT ACADEMY PLANS TO OPEN A HIGH SCHOOL REPLICATING OUR EXISTING MODEL
4C	7/8/26	MONUMENT ACADEMY PLANS TO OPEN A HIGH SCHOOL REPLICATING OUR EXISTING MODEL
4D	7/15/26	MONUMENT ACADEMY PLANS TO OPEN A HIGH SCHOOL REPLICATING OUR EXISTING MODEL
5C	3/12/26	MONUMENT ACADEMY PLANS TO OPEN A HIGH SCHOOL REPLICATING OUR EXISTING MODEL
5D	7/14/26	MONUMENT ACADEMY PLANS TO OPEN A HIGH SCHOOL REPLICATING OUR

		EXISTING MODEL
7C	7/9/26	MONUMENT ACADEMY PLANS TO OPEN A HIGH SCHOOL REPLICATING OUR EXISTING MODEL
7D	7/14/26	MONUMENT ACADEMY PLANS TO OPEN A HIGH SCHOOL REPLICATING OUR EXISTING MODEL
ANC 5C04 COMMUNITY MEETING	8/8/26	NOTIFY AND DISCUSS PLANS TO OPEN A HIGH SCHOOL AT 1920 BLADENSBURG RD NE DC

6. Describe how the school's board of trustees has been engaged in the planning process.

Before voting to approve Monument Academy PCS's high school expansion application, the Board of Trustees was actively engaged throughout the planning and development process by providing strategic oversight, guidance, and governance. The Board's involvement began immediately following Monument Academy PCS's receipt of its 10-year charter renewal with no conditions in July 2025. At that time, Dr. Jeffrey Grant, Chief Executive Officer, initiated preliminary discussions with Board Chair Emily Bloomfield and Vice Chair Charles Jones regarding the opportunity to expand Monument Academy's educational program to include a high school. CEO Dr. Jeffrey Grant presented the plan to apply, inclusive of timelines and proposed Enrollment Ceiling Increase and School Expansion policy changes, to the Board of Directors at the Board Retreat in September 2025.

As the founder of Monument Academy PCS and an experienced leader in launching and growing charter schools, Ms. Bloomfield provided invaluable strategic guidance during these initial planning conversations. Drawing upon her experience establishing Monument Academy and navigating the charter authorization process, she offered recommendations related to implementation planning, governance, stakeholder engagement, and long-term sustainability. Her expertise helped school leadership think through key milestones, anticipate potential challenges, and strengthen the overall expansion strategy before it was presented to the full Board. Mr. Jones also provided governance-focused feedback,

ensuring the proposal aligned with the Board's fiduciary responsibilities and long-term strategic vision for the organization. CEO Dr. Jeffrey Grant discussed the application process, inclusive of timelines and proposed Enrollment Ceiling Increase and School Expansion policy changes, to the Board of Directors at the Board Retreat in September 2025.

Following these initial discussions, the proposal was formally presented to the full Board of Trustees during the September 2025 Board meeting. School leadership shared the rationale for the expansion, discussed the need to create a seamless educational pathway for Monument Academy students through high school graduation, and outlined the proposed planning timeline. Trustees expressed support for continuing the planning process and directed school leadership to return with regular updates, financial analyses, and implementation plans as development progressed.

Throughout the planning process, the Board's diverse professional expertise strengthened the quality of the proposal. Under the leadership of Board Chair Emily Bloomfield and Vice Chair Charles Jones, trustees provided oversight through their respective committee responsibilities and professional backgrounds, contributing expertise in governance, finance, legal compliance, education, strategic planning, community engagement, and organizational leadership. Collectively, the Board ensured that each major component of the expansion was carefully evaluated before moving forward.

The proposed expansion subsequently became a standing topic during monthly Executive Committee meetings, full Board meetings, and community engagement sessions, ensuring trustees remained informed and had multiple opportunities to provide meaningful feedback throughout the planning process.

Board members participated in comprehensive discussions focused on enrollment projections, academic programming, financial sustainability, staffing capacity, facilities planning, and the overall feasibility of launching a high school program. Trustees carefully reviewed data presented by school leadership, asked probing questions, and requested additional analyses regarding the financial impact of the expansion, curriculum selection and implementation, staffing needs, operational readiness, and long-term organizational capacity. These discussions enabled the Board to assess potential risks, identify areas requiring further planning, and confirm that the proposed expansion aligned with Monument Academy PCS's mission, strategic priorities, and commitment to serving students who have experienced significant adversity.

Furthermore, the Board again engaged directly with school leadership during the bi-annual Board Retreat held on February 21. During the retreat, Dr. Jeffrey Grant and Dr. Ashley Tucker presented a comprehensive draft of the high school expansion application, including the proposed educational program, implementation timeline, staffing model, enrollment projections, financial plan, and accountability measures. Trustees participated in an in-depth review of the application, asked detailed questions regarding implementation and long-term sustainability, and offered recommendations to strengthen the proposal. The Board also established a structured timeline for receiving ongoing progress reports on facilities readiness, staffing and recruitment, curriculum implementation, financial planning, and community engagement to ensure continuous oversight through submission of the application.

Following months of discussion, analysis, refinement, and governance oversight, the Board of Trustees formally voted to approve submission of the high school expansion application. Their approval reflected confidence that school leadership had developed a thoughtful, fiscally responsible, and mission-aligned plan that would expand educational opportunities while preserving the quality and integrity of Monument Academy PCS's existing program. Through sustained engagement beginning with the initial planning conversations in July 2025 and continuing through Board meetings, Executive Committee meetings, community engagement sessions, and the annual Board retreat, the Board demonstrated exemplary governance and fulfilled its fiduciary responsibility by ensuring the proposed expansion was educationally sound, operationally feasible, financially sustainable, and positioned for long-term success.

7. Explain how the leadership team has the capacities, commitment, and track record to launch and sustain the proposed expansion.¹³

Monument Academy PCS's leadership team possesses the experience, expertise, and commitment necessary to successfully launch and sustain the proposed high school expansion. Collectively, the leadership team brings decades of experience in educational leadership, special education, student services, school operations, family engagement, technology, data management, fundraising, and organizational leadership. This diverse expertise has enabled the school to consistently meet organizational goals while maintaining a strong culture focused on student achievement and whole-child development.

¹³ See footnote 7.

One of Monument Academy's greatest strengths is the stability of its leadership team. With the exception of Dr. Hope, who recently joined the organization as Director of Well-Being, the senior leadership team has remained intact since 2019. This continuity has allowed the school to establish strong systems, build lasting relationships with students, families, staff, and community partners, and execute long-term strategic initiatives with consistency and fidelity. The team's longevity has fostered a collaborative leadership culture grounded in shared accountability, institutional knowledge, and a unified commitment to Monument Academy's mission.

The leadership team is led by Chief Executive Officer Dr. Jeffrey Grant, an accomplished educational leader with more than 30 years of experience in urban education and a distinguished record of opening new schools, leading school turnaround efforts, and improving outcomes for at-risk students. Throughout his career, Dr. Grant has earned a reputation as a "turnaround principal" for transforming underperforming schools into high-performing learning environments through strategic leadership, operational excellence, and an unwavering commitment to student achievement. His doctoral dissertation, *A Model that Addresses At-Risk Youth: A Jesuit Academy*, examined the effectiveness of the Nativity Model for educating at-risk youth and identified key reform strategies, including an extended school day, extended school year, small class sizes, strong family engagement, and a whole-child approach to student development. These research findings continue to influence his leadership philosophy and are reflected in Monument Academy's educational model. Prior to joining Monument Academy PCS, Dr. Grant served as National Head of Schools for the Friendship Education Foundation, where he developed academic programs for newly established schools, identified and developed school leaders, selected research-based curricula, and implemented system-wide professional development. He also served as Head of Schools for Friendship Public Charter Schools Collegiate High School and Blow-Pierce Campus, providing executive leadership for two campuses serving approximately 1,400 students and 200 staff members. His turnaround leadership also includes serving as principal of Patricia Roberts Harris Educational Center, Walker-Jones Education Campus, and Ferebee-Hope School with the District of Columbia Public Schools. Across these schools, Dr. Grant led dramatic improvements in academic achievement, strengthened school culture and climate, increased attendance and enrollment, expanded community partnerships, and developed high-performing leadership teams. His extensive experience opening schools, transforming school performance, and leading organizational growth uniquely positions Monument Academy to successfully launch and sustain its proposed high school expansion. Since becoming Chief Executive Officer of Monument Academy in 2019, Dr. Grant has continued

this record of transformational leadership by securing Cognia accreditation, earning a 10-year charter renewal with no conditions, successfully amending the school's charter goals and completing a \$17 million refinancing. From 2019 through 2021, he simultaneously served as Chief Executive Officer, Head of School, and Principal, demonstrating his exceptional leadership capacity and commitment to the success of Monument Academy.

Head of Schools Dr. Ashley Tucker provides instructional leadership across the academic program and oversees curriculum implementation, school culture, student achievement, and school improvement efforts. Under her leadership, Monument Academy has strengthened instructional practices, expanded access to rigorous coursework, increased staff retention, improved systems to support students with diverse learning needs, and developed the academic framework for the proposed high school. Dr. Tucker has led the planning process for the expansion by coordinating curriculum selection, graduation requirements, staffing plans, and implementation timelines while engaging stakeholders throughout the process. Her doctoral dissertation, *Reintegration Practices for Students with Emotional Disabilities into the Mainstream Environment*, focused on identifying effective systems and supports that promote successful transitions for students with emotional and behavioral disabilities. Her research emphasized the importance of coordinated intervention, collaborative planning, family engagement, and comprehensive behavioral supports to improve student outcomes. This expertise aligns closely with Monument Academy's mission of serving students with complex academic, behavioral, and social-emotional needs and informs the development of a high school program designed to provide rigorous academics alongside comprehensive student supports including reducing behavior referrals by 70%, and leading the school to meet DC Public Charter School Board academic growth targets over multiple consecutive years. Her experience leading instructional improvement, fostering a positive school culture, and building strong systems positions the school to establish a rigorous, college- and career-ready high school program.

Chief Operating Officer Gregory Gaskins, MBA, oversees the operational systems that are critical to sustaining the school's growth, including facilities, transportation, safety and security, food services, technology, and day-to-day operations. Mr. Gaskins has played a vital role in ensuring that Monument Academy's infrastructure is prepared to support the addition of grades 9–12. His expertise in operational planning and implementation ensures that the expansion is supported by efficient systems, appropriate staffing, and a safe, well-maintained learning environment.

Chief of Data, Information Technology, and Accountability Jeff McHugh, MBA, provides leadership for the school's technology infrastructure, student information systems, data reporting, assessment management, and accountability measures. Mr. McHugh has been instrumental in developing reliable systems for collecting, analyzing, and reporting student achievement and operational data to inform instructional decision-making and organizational planning. His expertise ensures that Monument Academy maintains robust technology systems, complies with District reporting requirements, and uses data to drive continuous improvement. As the school expands into high school, Mr. McHugh will oversee the implementation of technology systems, student scheduling, graduation tracking, state assessment reporting, and data systems necessary to support grades 9–12.

Director of Student Services Brittany Carter oversees all aspects of special education programming and compliance, ensuring that Monument Academy consistently meets federal and District requirements while providing high-quality services to students with disabilities. Under her leadership, the school has maintained strong compliance systems, strengthened instructional supports for diverse learners, and built processes that will seamlessly extend into the high school program. Her expertise ensures that students receiving special education services will continue to receive individualized, high-quality instruction and supports throughout the expansion.

Recognizing that family partnership is essential to student success, Chief of Family and Community Engagement Mrs. Katrice Turner leads the school's efforts to build meaningful relationships with families and community stakeholders. Mrs. Turner has developed systems that encourage ongoing communication, family involvement, and stakeholder participation in school initiatives. Throughout the high school planning process, she has helped facilitate opportunities for families to learn about the expansion, provide feedback, and remain engaged as partners in shaping the future of Monument Academy.

Director of Development Anna Scudiero leads Monument Academy's fundraising, grant development, and external partnership efforts. Her work has strengthened the school's ability to secure philanthropic support and cultivate relationships with community organizations, foundations, and corporate partners that enhance educational programming. As Monument Academy expands into a high school, Ms. Scudiero's leadership will be instrumental in identifying additional funding opportunities and partnerships that support innovative programming, student enrichment, and long-term sustainability.

Director of Well-Being Dr. Hope Beavers provides leadership for the school's mental health initiatives, social-emotional learning, behavioral supports, and student wellness programming. Although she is the newest member of the leadership team, Dr. Hope brings valuable expertise in student wellness and behavioral health and is leading the development of comprehensive systems that support students' social-emotional growth. As Monument Academy expands into high school, Dr. Hope will continue to strengthen the school's continuum of supports to ensure students have the resources necessary to thrive academically, socially, and emotionally.

Throughout the planning process, the leadership team has demonstrated a strong commitment to thoughtful, collaborative planning. Leaders conducted extensive research on curriculum options, graduation requirements, staffing models, financial projections, facilities planning, technology infrastructure, and operational readiness. They engaged the Board of Trustees, faculty, families, and community stakeholders to gather feedback, refine the proposed model, and ensure that the expansion aligns with Monument Academy's mission and strategic priorities.

The team's collective track record demonstrates its ability to successfully implement complex initiatives while maintaining organizational excellence. Most notably, Monument Academy recently earned a 10-year charter renewal with no conditions, reflecting the school's strong academic performance, operational effectiveness, financial stewardship, and governance. The leadership team has also successfully implemented school-wide instructional initiatives, strengthened special education programming, increased staff retention, expanded student supports, enhanced data-driven decision-making, and fostered a positive, mission-driven school culture.

Together, this experienced and stable leadership team has demonstrated the capacity to lead organizational growth while maintaining high standards of academic quality, operational excellence, and organizational sustainability. Their collaborative leadership, proven record of opening new schools, successfully turning around underperforming schools, implementing innovative educational programs, and unwavering commitment to Monument Academy's mission position the school to successfully launch and sustain a rigorous, supportive, and innovative high school program that prepares scholars for success in college, career, and life.

8. Describe how the staffing plan will change to accommodate the expansion.

Monument Academy plans to open in SY 2027–2028 serving grades 9 and 10, with anticipated enrollment of 38 students per grade. Staffing is intentionally designed to support small class sizes, individualized instruction, and the academic and social-emotional needs of students served.

The instructional model will maintain a student-to-teacher ratio of approximately 16:2. Core academic classes will be capped at 16 students and staffed by both a general education teacher and an inclusion teacher. For students requiring Level 4 specialized instruction, two self-contained classrooms will be available with a ratio of 12:2.

Based on this model, the anticipated academic final staffing model (SY29-30) includes:

- 2 ELA teachers
- 2 Mathematics teachers
- 2 Social Studies teachers
- 2 Science teachers
- 3 Elective teachers
- 2 Financial Literacy / Career Content teachers
- 2 Dual Content Inclusion Teachers
- 2 Self-Contained Special Education Teachers
- Total: 17 additional academic staff members (including Principal)

EL services will be provided through inclusion support and targeted instructional services embedded within core classes, consistent with the school's inclusion model.

To support student guidance, behavior, and overall well-being, Monument Academy will employ the following non-academic staff:

- 2 Guidance Counselors (one serving Grades 9-10; one serving Grades 11-12)
- 2 Grade-Level Deans (one serving Grade 9-10; one serving Grade 11-12)
- 4 Counselors providing behavioral and social-emotional support
- Total: 8 non-academic staff members

This staffing plan reflects Monument Academy's commitment to maintaining strong adult-to-student ratios, providing robust academic and behavioral supports, and ensuring that the expansion is implemented in a manner consistent with the school's mission and proven model.

MONUMENT HIGH SCHOOL STAFFING MODEL

POSITIONS FTE (FULL TIME)	SY-27-28 65 ENROLLED	SY28-29 95 ENROLLED	SY29-30 120 ENROLLED	SY30-31 120 ENROLLED	SY31-32 120 ENROLLED
CHIEF EXECUTIVE OFFICER	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
HEAD OF SCHOOLS	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
CHIEF OPERATING OFFICER	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
DIRECTOR OF WELL BEING	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
CHIEF OF FAMILY AND COMMUNITY ENGAGEMENT	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
DATA AND IT SYSTEMS CHIEF	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
DIRECTOR OF OPERATIONS	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
DIRECTOR OF STUDENT SERVICES	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
DEVELOPMENT DIRECTOR	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
EXECUTIVE ASSISTANT	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
HR COORDINATOR	.5 FTE	.5 FTE	.5 FTE	.5 FTE	.5 FTE
PRINCIPAL	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
ENGLISH / LANGUAGE ARTS	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE
MATHEMATICS	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE
SOCIAL STUDIES	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE
SCIENCE	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE

FOREIGN LANGUAGE	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE
PERFORMING ARTS	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
ENGLISH LANGUAGE LEARNER	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
HEALTH/ PHYSICAL EDUCATION	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
SPECIAL EDUCATION RESOURCE	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE
SPECIAL EDUCATION INCLUSION	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE
STUDENT SUPPORT SPECIALIST (coordinator)	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
CAREER EDUCATION	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE
TEACHER ASSISTANT	0 FTE	0 FTE	3 FTE	3 FTE	3 FTE
DEDICATED AIDE	4 FTE	5 FTE	6 FTE	6 FTE	6 FTE
GUIDANCE COUNSELOR	0 FTE	1 FTE	2 FTE	2 FTE	2 FTE
SOCIAL WORKER	1 FTE	2 FTE	2 FTE	2 FTE	2 FTE
WELL-BEING COUNSELOR	2 FTE	3 FTE	4 FTE	4 FTE	4 FTE
DEAN OF BEHAVIOR	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
BEHAVIOR SPECIALIST	1 FTE	2 FTE	4 FTE	4 FTE	4 FTE
SAFETY MANAGER	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
SAFETY SPECIALIST	3 FTE	6 FTE	7 FTE	7 FTE	7 FTE
STUDENT LIFE MANAGER	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
STUDENT LIFE	12 FTE/	17 FTE/	21 FTE/	21 FTE/	21 FTE/

ADVISOR	9 PT	13 PT	17 PT	17 PT	17 PT
FAMILY ENGAGEMENT COORDINATOR	0 FTE	1 FTE	2 FTE	2 FTE	2 FTE
STUDENT DATA CASE MANAGER	1 FTE (no cost)	1 FTE (no cost)	1 FTE	1 FTE	1 FTE
STUDENT INFORMATION SPECIALIST	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
NURSE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
DATA / TECHNOLOGY MANAGER	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
DATA / TECHNOLOGY SPECIALIST	0 FTE	.5 FTE	1 FTE	1 FTE	FTE
PROGRAM COORDINATOR (OST PROGRAMS)	.5 FTE	1 FTE	1 FTE	1 FTE	1 FTE
LEAD CAFETERIA CHEF	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
FOOD SERVICE HANDLERS	1 FTE	1.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE

In regards to non-academic staff, Monument seeks to employ 2 guidance counselors with one serving all enrolled 9th and 10th graders in Year 2 and one serving all enrolled 11th graders and 12th graders in Year 3. Furthermore, 2 grade level deans, one serving 9th graders and 10th graders and the other serving 11th and 12th graders will be employed by Year 3. To provide provision of behavior support services, 2 counselors will be employed.

As such the anticipated number of non-academic staff is as follows:

- 2 Guidance Counselors
- 2 Behavior Deans
- 4 Behavior Specialists
- Total: 8 non-academic staff members

Well-Being Department Staffing Plan

The Well-Being Department addresses the holistic wellness of students and staff by focusing on mindfulness, emotional regulation, distress tolerance, and interpersonal effectiveness skills. Services include whole-school risk assessments, individual and group counseling, staff consultation sessions, and collaborative partnerships with community-based organizations for intensive community support.

Staffing includes:

- Director of Well-Being (MSW, LICSW)
- Two licensed Well-Being Counselors (expand over years)
- Four graduate-level interns (GWU & HU SSW)
- Contracted mental health therapists

Monument Academy will attract and retain high-quality staff for the proposed ECI by maintaining a strong emphasis on its mission and by intentionally recruiting educators and support staff who are deeply committed to working with students who have experienced significant adversity. The school's experience over the past decade has demonstrated that mission alignment is the most critical factor in staff effectiveness, longevity, and impact within a residential, trauma-informed educational setting.

A primary strategy for attracting high-quality staff is leveraging Monument Academy's existing talent pipeline. The school maintains an active network of former Monument staff members who have expressed interest in returning when positions become available, providing a pool of professionals who are already familiar with the school's model, expectations, and student population. In addition, Monument will continue to utilize an employee referral program, recognizing that current staff are often the strongest ambassadors for identifying candidates who align with the school's values and culture.

To remain competitive in the District's challenging labor market, Monument Academy will continue to regularly review and adjust its compensation and benefits packages in alignment with district benchmarks. Competitive salaries, benefits, and incentives are paired with deliberate attention to work-life balance, which has contributed to the school's ability to retain at least 90% of its teaching staff since 2019. This approach will be extended to the proposed ECI to ensure staff feel valued, supported, and able to sustain their work over time.

Retention efforts are further strengthened through intentional recognition of staff success and opportunities for professional growth. Monument Academy invests in ongoing staff recognition through celebrations and formal acknowledgment of contributions, reinforcing a culture of appreciation and shared purpose. The school also prioritizes internal promotion and leadership development, creating clear pathways for staff to advance within the organization as the network grows.

Finally, Monument Academy remains committed to robust professional development and staff wellness. The school partners with high-quality professional learning providers, including the Collins Writing Program and Epiphany Education, to deliver rigorous, relevant training aligned to instructional excellence and student needs. Recognizing the emotional demands of working in a residential, trauma-informed environment, Monument also invests in staff wellness by providing wellness sessions facilitated by a licensed therapist at no cost to employees. These supports are designed to promote staff resilience, reduce burnout, and sustain high-quality practice.

Together, these strategies ensure that Monument Academy is well positioned to attract, develop, and retain high-quality staff who are prepared to support the success of students within the proposed ECI.

a. How will the proposed expansion affect student-teacher ratios?

The proposed expansion will only slightly impact student-teacher ratios, increasing from the current ratio of 15:2 to 16:2. This modest adjustment reflects the developmental differences between middle and high school students and is intentionally designed to maintain instructional quality while supporting students' growing independence.

At the high school level, students are provided increased opportunities to demonstrate autonomy, self-regulation, and readiness for college- and career-aligned coursework. As a result, staff are able to effectively facilitate rigorous instruction, project-based learning, and individualized academic support within a slightly larger class size, without compromising the level of attention or support students receive. The proposed ratio remains significantly lower than those found in traditional secondary school settings and aligns with the school's commitment to personalized instruction.

Importantly, the adjusted ratio will continue to support Monument Academy's trauma-informed, residential model. Small class sizes allow educators to build strong relationships with students, monitor academic progress closely, and respond proactively to social-emotional and behavioral needs. In addition, the presence of multiple instructional staff in each classroom ensures that students with varying academic levels and learning needs receive differentiated support.

Overall, the proposed student-teacher ratio balances instructional rigor, fiscal responsibility, and the developmental needs of high school students, while preserving the individualized attention that has been central to Monument Academy's success.

b. What impact will the expansion have on the school's leadership team and reporting structure?

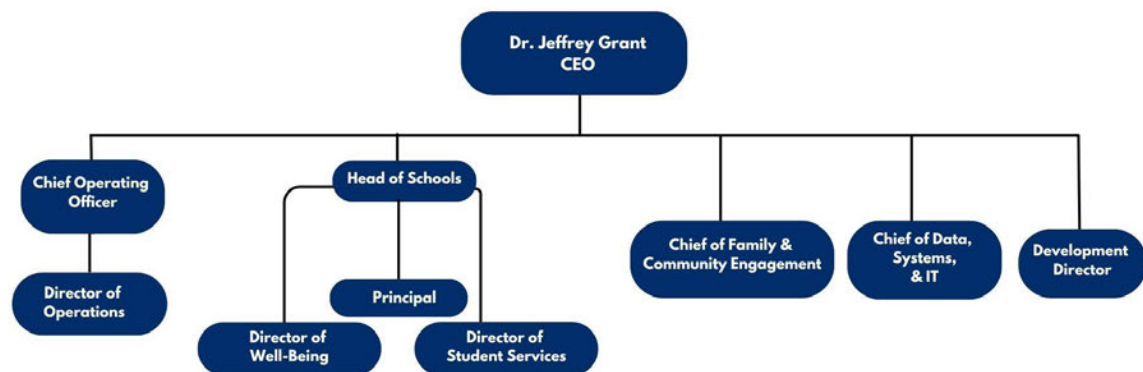
The proposed grade expansion will result in a modest and intentional adjustment to Monument Academy's leadership structure to ensure effective oversight and instructional coherence across the network. Specifically, the expansion will include the addition of a High School Principal who will report directly to the current Head of Schools. This structure allows the network to maintain centralized academic vision and accountability while ensuring dedicated, on-site leadership for the high school program.

The High School Principal role will be responsible for the day-to-day instructional and operational leadership of the high school campus and will work in close collaboration with the Head of Schools to align academic priorities, culture, and systems across grade levels. This position is designed to support the unique developmental, academic, and postsecondary readiness needs of high school students while preserving continuity with the network's established middle school model.

The expertise necessary for the High School Principal role includes demonstrated experience at the high school level, with a strong emphasis on data-driven decision making. The Principal will be expected to analyze academic and behavioral data alongside the Head of Schools to identify trends, determine areas of need, and inform continuous improvement efforts. Responsibilities will include the development and monitoring of school improvement plans, staff development and coaching, and the completion of both informal and formal observations aligned to the high school curriculum and instructional expectations.

In addition, the High School Principal will be responsible for ensuring compliance with all applicable accreditation standards and district reporting requirements. This includes maintaining accurate documentation, supporting accountability processes, and ensuring that systems are in place to meet the regulatory expectations associated with operating a high school program.

An updated organizational chart reflecting the addition of the High School Principal and the revised reporting structure is attached below.



9. Identify the curriculum you will use for every new grade served, and explain why and how you selected them.

Monument Academy High School will implement a standards-aligned, interdisciplinary curriculum for grades 9–12 that emphasizes authentic learning experiences, rigorous academic analysis, social-emotional development, and life skills preparation. Instruction across all subject areas will be aligned to the District of Columbia academic standards and informed by research-based instructional practices that support students who have experienced academic disruption and adversity. Curriculum design intentionally integrates

academic content, formative assessment, and real-world application to ensure students are both challenged and supported.

Authentic Learning Experiences

Instruction across content areas will be anchored in authentic, student-centered learning experiences that promote engagement, relevance, and application of skills.

I. Project-Based Learning

- Science investigations: Students engage in hands-on, inquiry-based investigations that emphasize scientific reasoning, experimentation, and data analysis aligned to grade-level science standards.
- Relevant field experiences: Learning is extended beyond the classroom through field experiences that connect academic content to real-world contexts, careers, and community issues.
- Student-centered performances aligned with course content: Students demonstrate mastery through presentations, exhibitions, debates, and performances that require synthesis of knowledge and skills.
- Theme celebrations (e.g., culture festivals, schoolwide assemblies): Schoolwide thematic events reinforce interdisciplinary learning, cultural awareness, and community building while allowing students to showcase academic and creative work.
- Literature studies: Students engage in deep analysis of diverse texts aligned to ELA standards, emphasizing comprehension, critical thinking, and written and oral expression.
- Non-traditional formative assessments: Teachers utilize portfolios, performance tasks, reflections, and demonstrations of learning to assess student understanding beyond traditional testing formats.

II. In-Depth Academic Analysis

- Reteach plans: Instructional teams design targeted reteach plans based on formative assessment data to address learning gaps and reinforce key standards.
- Collaborative meetings (grade-level and content teams): Teachers meet regularly to align curriculum, analyze student work, and coordinate instructional strategies across disciplines.
- Teacher data talks: Educators engage in structured data discussions to review academic progress, identify trends, and adjust instruction in real time.

- Student Learning Contracts (SLCs): Students participate in goal-setting and progress monitoring through individualized learning contracts that promote ownership and accountability.
- Performance tasks: Standards-aligned performance tasks require students to apply skills and knowledge to complex, real-world problems.
- Cross-curricular project-based learning: Projects integrate multiple content areas to reinforce transferable skills such as research, writing, collaboration, and problem-solving.
- Writing Across the Curriculum (Dr. John Collins): The Collins Writing Program is implemented across subjects to build writing stamina, clarity, and analytical thinking in all content areas.
- Financial Literacy: Junior Achievement immersive financial literacy programs that are implemented in the mathematics and social studies programs.
- Current events: Instruction incorporates analysis of current events to develop critical thinking, civic awareness, and real-world relevance.

Social-Emotional Learning (SEL)

Social-emotional learning is embedded across the curriculum and delivered through a structured, research-based approach. Students participate in the Dialectical Behavior Therapy Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) curriculum, which builds skills in mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. DBT STEPS-A is aligned with the CASEL framework and OSSE's SEL standards.

SEL instruction is integrated into the school's Multi-Tiered System of Supports (MTSS) and is responsive to student assessment data. Students complete well-being assessments at the beginning and end of the school year, including:

- Adverse Childhood Experiences (ACEs) Survey
- Positive and Benevolent Childhood Experiences Surveys
- PHQ-9 and GAD-7 screeners
- PTSD (PCL-5) screener
- Difficulties in Emotion Regulation Scale
- Maryland Assessment Recovery Scale
- DBT Ways of Coping Checklist (WCCL)

To further support engagement, Well-Being services incorporate SEL programming through Imagine Learning, a virtual platform that delivers modules, assessments, guest speakers, affirmations, and life skills content aligned to CASEL competencies.

Life Skills and Leadership Development

In conjunction with SEL programming, Monument Academy High School will implement iLead (formerly Habitudes), an image-based leadership curriculum that cultivates habits and attitudes essential for postsecondary success. iLead uses a four-part instructional model—visual imagery, storytelling and discussion, structured reflection, and intentional goal mapping—to support decision-making and character development.

The high school iLead curriculum emphasizes both soft and hard employability skills, including collaboration, communication, critical thinking, professionalism, and leadership. Instruction prepares students for workforce readiness while reinforcing self-awareness, responsibility, and the ability to work effectively within diverse teams.

Instructional Resources: Technology in the Classroom

Monument Academy High School will utilize technology as an instructional resource to support engagement, collaboration, and access to curriculum across all subject areas. Classroom technology is intentionally selected to enhance instruction and develop skills students will need for postsecondary education and the workforce.

Each classroom will be equipped with an interactive flat panel display (75" or 86", depending on space) to support whole-group instruction, collaboration, annotation, and student presentations aligned to project-based and performance-based learning.

The school will implement a 1:1 technology program in which each student is issued a 2-in-1 notebook with a stylus for use across classrooms and residential spaces. Charging and secure storage infrastructure will be available to ensure consistent access and responsible use.

Student devices will include applications that support learning across content areas, including tools for note-taking, writing, design, and subject-specific instruction. Technology use will be guided by instructional purpose, with clear expectations that promote digital literacy, self-regulation, and professional skill development while limiting unnecessary or distracting use.

Student Engagement and Enrichment Partnerships

Monument Academy partners with a broad network of professionals, community-based organizations, and industry partners to provide students with enrichment, exposure, and real-world learning opportunities aligned to academic, athletic, and career interests. These partnerships enhance student engagement and support holistic development. Current partners include:

- Squash United
- Langston Hughes Golf Course
- Resource Solutions (including *Beyond the Game* Sports Business Exploration and Student/Parent Financial Literacy programming)
- Monumental Sports and Entertainment
- PlayVS (Esports League)
- Washington Urban Debate League
- ArtByRandy (Art and Business Design)
- Innovative School of Performing Arts (Music Production and Radio Broadcasting)
- DC Department of Parks and Recreation

Family and Community Engagement (FACE)

Monument Academy's Family and Community Engagement (FACE) team is dedicated to ensuring that families are active, informed partners in their child's educational experience. The team works to elevate family voice, build authentic relationships, and connect students and guardians to school-based and community resources that support academic achievement, social-emotional development, and life skills growth.

FACE Vision

- Monument Academy is an accepting community that leverages the strengths of its members.
- Families, staff, and students share a common understanding of values that support authentic relationships and effective communication.
- Families, staff, and students collaborate equitably to support academic progress, social-emotional growth, and life skills development.
- Students reflect on progress, set goals, demonstrate persistence, and self-advocate to achieve those goals.

FACE Student Programming

FACE student programming is designed to reinforce academic growth, leadership development, and postsecondary readiness.

- BounceBack Reading – A proactive evening reading intervention for 5th and 6th grade students that integrates literacy development with life skills and engagement strategies.
- iLead – An image-based leadership curriculum that cultivates habits and attitudes through storytelling, reflection, and intentional goal-setting.
- Homework Café – A peer-supported tutoring initiative pairing high-performing students (3.0 GPA or higher) with peers who need academic assistance, fostering collaboration and academic confidence.
- High School Transition Programming – A comprehensive, student- and family-centered approach to high school readiness. January serves as Monument Academy's High School Preparedness Awareness Month and includes support with:
 - High school application navigation
 - Academic and social capacity cohorting
 - Documentation collection and application assistance
 - High school tours and school selection
 - Introductions to and navigation of Give Back Foundation opportunities
 - EdFest participation and accompaniment

FACE Guardian Programming

Guardian programming focuses on empowerment, transparency, and partnership.

- Family School Alliance – A PTA-equivalent structure that includes the Parent Advisory Council and builds guardian understanding of school governance and education policy.
- Meet Me Halfway – A monthly town hall that invites guardians into the operational life of the school to review academic and behavioral data, celebrate achievements, and elevate concerns.
- Parent Learning University / Weekly Parent Skills – Professional learning opportunities for guardians aligned to staff training topics such as trauma-informed practices, ACEs, CPI, and effective behavior management. Participants earn Monument Parent Education Units (PEUs) and certificates each trimester.

- Monument Peak Attendance Initiative – A proactive approach to identifying and addressing barriers to attendance through early engagement and alignment between families and school staff, ensuring compliance with citywide attendance expectations.

Proposed Course Offerings (8/10/26)

GRADE	English	Mathematics	Social Studies	Science	Electives	Vocational Education
9th	English I	Algebra I	World History I	Biology	World Language, PE	Financial Literacy
10th	English II	Geometry	World History II	Chemistry	World Language, Music	Career Content
11th	English III	Algebra II, Pre-Calculus	U.S. History AP U.S. History	Physics	World Language, Health	Career Content
12th	English IV, AP Literature	Probability and Statistics	U.S. Government, DC History	Anatomy	World Language	Career Content

- a. Explain how and why you selected these curricula.

Subject: ELA

Chosen Curricula	The proposed ELA classrooms will be aligned with Common Core State Standards (CCSS) in the areas of reading, writing, and literacy to remain consistent with the middle school model as well as neighboring DC charter and public schools. ELA classrooms will
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	continue to use the Collins Writing program to strengthen and promote quality writing among scholars. Coupled with this, the ELA department will use My Perspectives ELA curriculum which will engage in novel studies, student centered learning, interactive learning infused with technology. The curriculum will help the scholars explore real world connections, develop critical thinkers, and effective collaboration amongst their peers. Although this is a structured curriculum this will allow students to have a choice in their learning.
Rationale	myPerspectives is well suited for students who are performing below grade level because it combines access to grade-level standards with strong scaffolds, flexibility, and intentional skill-building. Rather than lowering expectations, the curriculum is designed to close gaps while keeping students engaged with rigorous content. First, myPerspectives provides scaffolded access to complex, grade-level texts. Students encounter authentic, on-grade-level literature and informational texts, but these are supported with pre-reading activities, background knowledge building, vocabulary previews, guiding questions, and chunked reading sections. These supports help below-grade-level readers comprehend challenging material without being removed from grade-level instruction. Second, the curriculum emphasizes explicit literacy skill instruction, particularly in reading comprehension, writing, grammar, and academic vocabulary. Skills are taught in a structured and repetitive way across units, allowing students who are behind to practice foundational and intermediate skills multiple times in different contexts. This repetition supports skill mastery and helps students steadily build proficiency. myPerspectives also allows for flexible pacing and differentiation, which is critical for students who need more time or targeted instruction. Lessons are modular and can be adjusted to provide reteaching, small-group instruction, or targeted interventions without disrupting access to the core curriculum. Teachers can prioritize essential standards and skills while still using the same instructional materials as the rest of the class. In addition, the curriculum supports multiple ways for students to engage with content and demonstrate understanding. Students who

	struggle with traditional reading or writing tasks can access texts through audio, visuals, and discussion, and can show comprehension through speaking, graphic organizers, or multimedia projects. This flexibility is especially helpful for students who are below grade level due to language gaps, learning differences, or interrupted education. Finally, myPerspectives is culturally responsive and relevant, which helps increase motivation and persistence for students who may have experienced repeated academic failure. When students see themselves reflected in texts and are invited to connect learning to real-world issues, they are more likely to engage deeply, take academic risks, and build confidence. Together, these features make myPerspectives an effective curriculum for accelerating learning while maintaining high expectations for students below grade level.
SWDs	myPerspectives supports students with disabilities by offering a flexible, inclusive curriculum framework that aligns with Universal Design for Learning (UDL) principles and provides multiple access points for diverse learners. The curriculum is designed to reduce barriers to learning while maintaining rigorous, grade-level expectations, making it well suited for implementation within inclusive and special education settings.

Subject: Math

Chosen Curricula	The proposed Math classrooms will be aligned with Common Core State Standards (CCSS). Monument Academy will employ Illustrative Math for the proposed 9th and 10th grade curriculum to remain consistent with DC PCS and DCPS.
Rationale	Illustrative Mathematics (IM) is particularly effective for students who are below grade level because it is designed to build conceptual understanding, address unfinished learning, and support access to grade-level math without remediation or tracking. Rather than focusing on rote procedures, IM helps students make sense of mathematics in ways that promote long-term growth and confidence.

	First, Illustrative Mathematics emphasizes conceptual understanding before procedural fluency. Lessons are structured around rich tasks that allow students to explore mathematical ideas, notice patterns, and build meaning. This approach is especially beneficial for students below grade level, who often struggle because they have gaps in understanding rather than an inability to perform procedures. By addressing the “why” behind the math, IM helps students repair misconceptions and develop a stronger foundation. Second, IM is intentionally designed to support access to grade-level content while addressing gaps. The curriculum includes built-in opportunities to activate prior knowledge and surface misconceptions at the start of lessons. Teachers can identify where students are struggling and provide targeted support without pulling students away from grade-level instruction. This avoids the common pitfall of placing students in remedial tracks that can widen achievement gaps. Illustrative Mathematics also supports productive struggle and mathematical discourse, which helps below-grade-level students build confidence and perseverance. Students are encouraged to explain their thinking, use visual models, and engage in discussion with peers. These practices allow students who may struggle with computation to still participate meaningfully and learn from multiple representations and strategies. In addition, IM aligns closely with Universal Design for Learning (UDL) principles. Tasks are accessible through multiple representations—such as diagrams, number lines, tables, and contextual problems—and students can demonstrate understanding in different ways. This flexibility supports students with learning differences, language needs, or interrupted math instruction. Finally, IM promotes coherence and focus, meaning concepts are carefully connected across lessons and units. For students below grade level, this coherence helps them see how ideas build over time, rather than experiencing math as disconnected skills. With consistent routines, clear lesson structures, and emphasis on sense-making, Illustrative Mathematics creates an environment where students who are behind can re-engage with math, build
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	understanding, and make accelerated progress toward grade-level proficiency.
SWDs	Additionally, Illustrative Mathematics proves beneficial for SWDs or struggling students through their lens on procedural fluency through conceptual learning. Illustrative Mathematics (IM) supports students with disabilities (SWDs) by providing an inclusive, conceptually rich curriculum that is designed to reduce barriers to learning while maintaining access to rigorous, grade-level mathematics. Its structure and instructional approach align closely with Universal Design for Learning (UDL) and best practices in special education. IM supports SWDs by offering multiple representations of mathematical ideas, such as visual models, diagrams, tables, number lines, and contextual problems. These representations help students with processing, memory, or language-based disabilities understand abstract concepts in concrete ways. By emphasizing sense-making over memorization, IM allows students to build conceptual understanding even when procedural fluency is still developing. The curriculum also encourages mathematical discourse and multiple solution strategies, which supports SWDs by valuing different ways of thinking and communicating. Students can explain their reasoning orally, visually, or through manipulatives, reducing reliance on written computation alone. This flexibility aligns well with common IEP accommodations such as alternative response formats, use of manipulatives, or verbal explanations. IM is designed to support productive struggle within a structured routine, which benefits students who need predictable lesson formats and clear expectations. Each lesson follows a consistent structure—launch, explore, discuss—that helps SWDs anticipate tasks and engage more confidently. Teachers can scaffold instruction through guided questions, small-group instruction, and targeted prompts without lowering cognitive demand. Additionally, IM provides opportunities to address unfinished

	learning in context. Teachers can surface misconceptions and skill gaps during lessons and provide just-in-time supports, rather than removing students from core instruction for remediation. This approach is especially effective for SWDs, who benefit from continuous exposure to grade-level content paired with specially designed instruction. Finally, IM supports IEP alignment and inclusive practices by allowing accommodations and modifications to be naturally embedded into instruction. Extended time, visual supports, chunked tasks, assistive technology, and reduced written output can be applied without altering the integrity of the curriculum. When implemented with fidelity, Illustrative Mathematics enables students with disabilities to meaningfully access grade-level math, participate alongside their peers, and develop both understanding and confidence in mathematics.
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Subject: Science

Chosen Curricula	The proposed Science classrooms will be aligned with the Next Generation State Standards (NGSS). Monument will adopt the OpenSciEd curriculum through Activate learning.
Rationale	The rationale for this is that OpenSciEd is a continuation of IQWST, the current middle school curriculum that Monument employs. OpenSciEd provides tailored instruction for sequential units of Biology, Chemistry, and Physics. OpenSci (OpenSciEd) is a strong curriculum because it delivers rigorous, standards-aligned science instruction through inquiry, coherence, and equity-driven design, making high-quality science learning accessible to a wide range of students. First, OpenSci is built around phenomenon-based learning, where instruction begins with real-world questions or events that students investigate over time. This approach mirrors how scientists actually work and helps students develop deep

	conceptual understanding rather than memorizing isolated facts. By anchoring learning in observable phenomena, OpenSci increases relevance and supports sense-making across lessons and units. Second, the curriculum is intentionally designed for equitable access. OpenSci aligns with Universal Design for Learning (UDL) principles by providing multiple ways for students to engage with content, represent ideas, and demonstrate understanding. Students use models, discussions, investigations, and written explanations, allowing diverse learners—including multilingual learners and students with disabilities—to participate meaningfully in grade-level science. Third, OpenSci emphasizes coherence and depth over coverage. Units are carefully sequenced so ideas build logically, and students revisit core concepts through repeated investigation and revision of models. This coherence helps students develop durable understanding and reduces cognitive overload, which is especially beneficial for students who need more structured learning pathways. OpenSci also strongly supports science and literacy integration. Students regularly read complex informational texts, write evidence-based explanations, and engage in academic discourse tied directly to scientific investigations. This integration strengthens both content knowledge and literacy skills while maintaining a clear focus on science practices. Finally, OpenSci is research-based and NGSS-aligned, emphasizing science and engineering practices, crosscutting concepts, and disciplinary core ideas. Teachers are supported with detailed lesson guidance, formative assessment opportunities, and clear instructional routines, which promotes consistent, high-quality implementation across classrooms. Taken together, OpenSci is a strong curriculum because it combines rigor, accessibility, coherence, and authentic scientific practice, ensuring that all students have the opportunity to engage deeply in science and develop the skills needed for college, career, and civic life.
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SWDs	OpenSciEd (OpenSci) is well suited for students with disabilities (SWDs) because it is intentionally designed to be inclusive, accessible, and grounded in sense-making, while still maintaining rigorous, grade-level science expectations. Its structure aligns closely with Universal Design for Learning (UDL) and best practices in special education. OpenSci supports SWDs through multiple means of engagement by anchoring instruction in real-world phenomena that spark curiosity and provide concrete entry points into complex scientific concepts. Because students investigate observable events and problems over time, SWDs are able to build understanding through exploration, discussion, and modeling rather than relying solely on text-based instruction or memorization. The curriculum also provides multiple means of representation. Scientific ideas are introduced and revisited using models, diagrams, hands-on investigations, visuals, simulations, and structured teacher talk. These varied representations support students with processing, language, or memory-related disabilities by making abstract concepts more concrete and reducing reliance on a single mode of instruction. OpenSci further supports SWDs through multiple means of action and expression. Students demonstrate learning by developing models, engaging in collaborative discussions, conducting investigations, and writing evidence-based explanations. This flexibility allows educators to implement common IEP accommodations—such as alternative response formats, reduced writing load, assistive technology, or verbal explanations—without lowering academic expectations. In addition, OpenSci’s predictable lesson routines and coherent unit design support students who benefit from structure and clarity. Lessons follow consistent patterns of questioning, investigation, and sense-making, which helps SWDs anticipate expectations and engage more confidently. Teachers are provided with guidance for scaffolding instruction, chunking tasks, and using formative assessments to identify and address learning needs in real time. Finally, OpenSci emphasizes collaboration and academic
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	discourse, allowing SWDs to learn alongside peers in inclusive settings. Small-group work and shared problem-solving promote peer modeling, language development, and social engagement. When implemented with fidelity and paired with specially designed instruction, OpenSci enables students with disabilities to meaningfully access grade-level science content, build scientific understanding, and participate fully in inquiry-based learning.
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Subject: Social Studies

Chosen Curricula	The proposed Social Studies classrooms will align with the DCPS Social Studies Standards. These standards cultivate learning experiences for students to be inquisitive, informed, and engaged participants in civic life by nurturing their lived experiences and identities and preparing them to recognize and disrupt systems of inequity. Through these standards Monument Academy will employ World History I for 9th grade and 10th grade will engage in World History II. Students will put into practice the skills, civic knowledge and dispositions that reflect the range of disciplinary competencies and habits of mind used by historians, political scientists, economists and geographers. Along with the DCPS Social Studies Standards, Monument Academy will also employ a project-based learning (PBL) curriculum. Through PBL students engage in the content in a more creative way. Students will have the opportunity to become active participants and immerse themselves in problem-solving content. Some examples of PBL instruction as well as informal and formal assessments include but are not limited to creating globes, role playing, destination brochures, creating own culture, anchor charts, and debates.
Rationale	These proposed standards include civics, economics, geography, history and other social sciences. These topics incorporate methods that align to the best practices of each discipline. DCPS Social Studies standards are also grounded in inquiry, with

	opportunities for students to analyze their content through primary source analysis. Utilizing DCPS standards along with PBL allows us to be flexible with standards while also making personal and specific connections between the students and the content.
SWDs	Standards are grounded in inquiry and essential questions, which provide multiple entry points for learners with diverse needs. Inquiry-based instruction encourages curiosity and sense-making, enabling SWDs to connect new content to prior knowledge and real-world experiences. Teachers can scaffold inquiry tasks by chunking questions, pre-teaching vocabulary, or using guiding prompts, all while maintaining alignment to grade-level expectations. The DCPS standards also support SWDs through their emphasis on primary and secondary source analysis. Source work can be differentiated using visuals, adapted texts, audio supports, or collaborative analysis, allowing students with disabilities to access complex historical and civic content. This flexibility supports accommodations commonly included in IEPs, such as text-to-speech, reduced text complexity with grade-level concepts, or alternative formats. Additionally, the standards promote civic engagement, discussion, and collaboration, which benefit SWDs by valuing multiple forms of participation. Structured discussions, debate protocols, and project-based learning allow students to engage socially and academically in inclusive settings. These approaches support language development, social-emotional learning, and peer modeling, particularly for students with communication or executive functioning needs.

Monument Academy will ensure equitable access to the curriculum for students with disabilities (SWD), English Learners (ELs), at-risk students, and students who are academically struggling or advanced through a combination of early identification, individualized planning, differentiated instruction, and continuous progress monitoring. The school's approach is grounded in compliance with IDEA and other applicable regulations,

while also reflecting its broader commitment to meeting students' academic, behavioral, and social-emotional needs.

At the start of the school year, or upon a student's first day of enrollment, Monument Academy will conduct a comprehensive 30-day review to confirm or revise the level of services required to support each student's access to the curriculum. Students may be served in inclusion, resource, or self-contained (CLC) settings, with decisions consistently guided by the principle of the least restrictive environment. For students requiring more intensive support, the school will provide dedicated aides who accompany students across classes to ensure consistent access to instruction and support.

When determining the appropriate amount of specialized instruction, the IEP team will utilize a matrix commonly used by local LEAs to guide decision-making. This tool supports the review of student work and present levels of performance to help identify appropriate service hours and instructional settings. While the matrix provides an evidence-based framework aligned with IDEA, the IEP team also considers additional factors not captured by the tool, including behavioral and social-emotional needs, to ensure a holistic understanding of each student. The matrix offers a range of service hours and serves as a guide rather than a predetermined outcome, allowing teams to tailor supports to individual student needs.

For English Learners and academically struggling students, Monument Academy will implement targeted instructional supports, progress monitoring, and differentiated instructional strategies within the general education classroom and through supplemental services as needed. Instructional staff collaborate regularly to review data and adjust supports to ensure students are able to meaningfully engage with grade-level content while developing necessary language and academic skills.

Students who demonstrate advanced academic readiness will similarly have access to appropriately challenging instruction through differentiated coursework, enrichment opportunities, and flexible grouping. This approach ensures that all students—regardless of starting point—are supported in accessing rigorous, standards-aligned curriculum and making meaningful academic progress.

Through individualized service planning, intentional instructional design, and ongoing data-informed decision making, Monument Academy ensures that all students have equitable access to the curriculum and the supports necessary to succeed.

Monument Academy employs a continuum-based instructional model designed to ensure that students with disabilities (SWD) have meaningful access to grade-level curriculum while receiving the individualized supports outlined in their Individualized Education Programs (IEPs). Instructional methods are intentionally matched to student needs and implemented across general education, resource, and self-contained settings, always guided by the principle of the least restrictive environment.

Within general education classrooms, instruction for SWD is anchored in a co-teaching model, most commonly utilizing a “one teach, one assist” approach when new concepts are introduced. This model allows the lead teacher to deliver core instruction while the co-teacher provides targeted support to SWD, addresses misconceptions in real time, and ensures accommodations are implemented with fidelity. As lessons progress, teachers may also employ station teaching to reinforce standards, provide re-teaching, or deliver differentiated instruction aligned to student needs and IEP accommodations.

Across the continuum of services, instructional methods for SWD include:

- General education setting with inclusion support: SWD receive push-in services from a special education teacher with expertise in the relevant core subject area. Instruction includes accommodations and modifications aligned to each student’s IEP, ensuring access to grade-level content.
- General education setting with pull-out services: Students may receive targeted small-group or individualized instruction outside the classroom from interventionists or related service providers. These sessions focus on specific academic, behavioral, or skill-based goals while supporting students’ success in the general education environment.
- Self-contained setting: For students requiring more intensive support, instruction is delivered in a self-contained classroom by certified special education teachers. Instruction is individualized, highly structured, and aligned to IEP goals, while maintaining connections to grade-level standards where appropriate.

For students who require intensive, individualized support, Monument Academy assigns dedicated aides to provide one-on-one assistance throughout the school day. Dedicated aides support students in accessing the curriculum, managing behaviors, and developing essential academic and life skills under the guidance of the classroom teacher and special education team. These supports are delivered through both push-in and pull-out services:

- Push-in services: The aide supports the student within the general education classroom, reinforcing instruction, implementing accommodations, and promoting engagement with peers and content.
- Pull-out intervention services: The student works in a quieter, separate setting—such as a resource room—where the aide supports targeted instruction with reduced distractions and increased focus on individualized goals.

Dedicated aides utilize evidence-based strategies including scaffolding, visual supports, modeling, task chunking, and the implementation of Positive Behavioral Interventions and Supports (PBIS). Aides also collect data to monitor progress and collaborate with instructional teams to adjust supports as needed, with a consistent emphasis on fostering independence, engagement, and skill development.

Through this flexible, data-informed continuum of instructional methods, Monument Academy ensures that SWD receive appropriate, effective instruction in settings that best support their academic and developmental growth.

PROPOSED GRADING POLICY (8/10/26)

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	BELOW 65

Graduation and Promotion Requirements

- In order to earn a high school diploma from Monument Academy HS, a student must complete at least 100 hours of community service and earn a minimum of

twenty-four (24) credits.

- A full year course is valued at one (1) credit and a semester course is valued at one half (0.5) credit.
- The twenty-four (24) credits required to earn a diploma must include the following:
- Four (4) credits of English
- Four (4) credits of Mathematics
- Four (4) credits of Social Studies to include the following:
 - World History I
 - World History II
 - US History or AP US History
 - American Government/DC History or AP US Government and DC History
- Four (4) credits of Science, to include Biology and two other lab sciences
- Three (3) credits of World Languages
- One and one half (1.5) credits in physical education/health & wellness
- One half (0.5) credit in the Arts
- One half (0.5) credit in Music
- Three and one half (3.5) credits through elective offerings

Community Service

- In order to graduate high school from a DC Public or Public Charter School, students must complete 100 hours of community service. The community service hours must be completed while the student is enrolled in high school. Community service before a student enters 9th grade does not count toward the graduation requirement. Schools should instruct students on how to submit completed hours.

What qualifies as community service?

- Community service means an unpaid activity completed for the benefit of society/ your community. Schools are to approve community service completed through activities organized by your school, through a nonprofit or profit organization or in a virtual setting (such as online tutoring).
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Academic Achievement Celebrations

Honor Roll	Principal's Honor Roll- 4.0 Honor Roll- 3.0 and above (no C's)
Attendance	Excellent Attendance - 100% Honorable Attendance - 97-99%
Citizenship	Excellent Citizenship - zero discipline referrals Honorable Citizenship - no more than two Level 1 discipline referrals

Sample Daily Academic Schedule Day I

TIME	9A	9B	10A	10B	CLC A	CLC B
8:45am - 9:15am	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
9:20am - 10:50am	English I	Algebra I	World History II	Chemistry	English I	Algebra I
10:55am - 11:55am	Lunch	Lunch	Career Content	Career Content	Foreign Language	Lunch
12noon - 1:00pm	Foreign Language	Foreign Language	Lunch	Lunch	Lunch	Career Content
12:55pm - 2:25pm	Algebra I	English I	Chemistry	World History II	Algebra I	English I
3:00pm - 3:50pm	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming
3:50pm - (4:30pm)	Dismissal / (Teacher Planning)					

Sample Daily Academic Schedule Day II

TIME	9A	9B	10A	10B	CLC A	CLC B
8:45am - 9:15am	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
9:20am - 10:50am	World History	Biology	English	Geometry	World History	Biology
10:55am - 11:55am	Lunch	Lunch	Voc Ed	Voc Ed	Financial Literacy	Lunch
12noon - 1:00pm	Financial Literacy	Financial Literacy	Lunch	Lunch	Lunch	Career Content
12:55pm - 2:25pm	Biology	World History	Geometry	English	Biology	World History
3:00pm - 3:50pm	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming
	Dismissal/ (Teacher Planning)					

Sample Daily Academic Schedule Day III

TIME	9A	9B	10A	10B	CLC A	CLC B
8:45am - 9:15am	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
9:20am - 10:50am	English I	Algebra I	World History II	Chemistry	English I	Algebra I
10:55am - 11:55am	Lunch	Lunch	Career Content	Career Content	Foreign Language	Lunch
12noon - 1:00pm	Foreign Language	Foreign Language	Lunch	Lunch	Lunch	Career Content
12:55pm -	Algebra I	English I	Chemistry	World	Algebra I	English I

2:25pm				History II		
3:00pm - 3:50pm	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming
	Dismissal/ (Teacher Planning)					

Sample Daily Academic Schedule Day IV

TIME	9A	9B	10A	10B	CLC A	CLC B
8:45am - 9:15am	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
9:20am - 10:50am	World History	Biology	English	Geometry	World History	Biology
10:55am - 11:55am	Lunch	Lunch	Voc Ed	Voc Ed	Financial Literacy	Lunch
12noon - 1:00pm	Financial Literacy	Financial Literacy	Lunch	Lunch	Lunch	Career Content
12:55pm - 2:25pm	Biology	World History	Geometry	English	Biology	World History
3:00pm - 3:50pm	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming	SEL Programming
	Dismissal/ (Teacher Planning)					

Sample Daily Academic Schedule V

8:45am - 12:00pm	Student Internships
	Student Community Service

Sample Student Schedule

Day I and III

TIME	9A
8:45am - 9:15am	Advisory
9:20am - 10:50am	World History
10:55am - 11:55am	Lunch
12noon - 1:00pm	Financial Literacy
12:55pm - 2:25pm	Biology
3:00pm - 3:50pm	SEL Programming

Day II and IV

TIME	9A
8:45am - 9:15am	Advisory
9:20am - 10:50am	English I
10:55am - 11:55am	Lunch
12noon - 1:00pm	Foreign Language
12:55pm - 2:25pm	Algebra I
3:00pm - 3:50pm	SEL Programming

Credit Recovery

Students who earn a failing grade in a graduation-required course may be eligible for credit recovery in accordance with Monument Academy's Credit Recovery Policy. Credits earned through credit recovery count toward the total credits required for graduation and follow standard course credit values; however, credit recovery does not replace or waive graduation requirements, including the community service requirement. Recovered credits are added to the student transcript, and the original failing grade remains on the transcript.

Credit recovery is a structured academic intervention available to eligible high school students who have earned a failing grade in a graduation-required course. Credit recovery is not a substitute for initial instruction and may be used only after a failing grade has been recorded on the official transcript. Participation is determined through referral by the school counseling team, with parent or guardian notification required prior to enrollment.

Credit recovery instruction is standards-aligned and competency-based, requiring students to demonstrate mastery of identified learning objectives that were not successfully completed during the original course. Students are not required to repeat content for which proficiency has already been demonstrated. Credit recovery may be offered during the school day or through extended learning opportunities, including after-school or summer programming, and is subject to all attendance, grading, and academic integrity expectations outlined in this handbook.

Credit recovery courses are graded using the Monument Academy grading scale. Credit is awarded only upon earning a minimum passing grade of D (65) or higher. The recovered credit is recorded on the student transcript and does not replace the original failing grade.

PCSB PMF COMPLIANCE ALIGNMENT

PMF Area	Evidence of Compliance
Academic Program Quality	Credit recovery is standards-aligned, competency-based, and teacher-supervised.
Data Integrity	Transcript practices clearly distinguish original grades from recovered credits.

Promotion & Graduation Accuracy	Clear credit requirements and promotion benchmarks are documented and enforced.
Equity & Access	Credit recovery provides structured support without lowering graduation standards.
Policy Transparency	Credit recovery eligibility, grading, and transcript impact are explicitly defined.

GRADE-LEVEL PROMOTION BENCHMARKS

Promotion decisions are based on a student's successful accumulation of credits toward graduation. Credit recovery may be used to support promotion but does not alter minimum promotion benchmarks.

Grade Level	Credits Required for Promotion
Promotion to Grade 10	Minimum 6 credits
Promotion to Grade 11	Minimum 12 credits
Promotion to Grade 12	Minimum 18 credits
Graduation Eligibility	Minimum 25 credits + 100 service hours

Students not meeting promotion benchmarks may be required to participate in credit recovery and other academic interventions as determined by the counseling team.

Eligibility

Credit recovery is available only to students in grades 9–12 who have earned a failing grade in a graduation-required course, as reflected on the official transcript. Credit recovery may not be used preemptively or in place of initial course enrollment.

Program Design

Credit recovery is standards-aligned and competency-based. Instruction targets specific learning objectives not previously mastered and may be delivered through teacher-led or blended instructional models. All credit recovery courses are supervised by a certified teacher of record.

Credit and Grading

Credit is awarded only upon successful completion of all required instructional activities and assessments and upon earning a minimum passing grade of D (65) or higher. Credits earned through credit recovery are added to the student transcript and count toward graduation requirements; original failing grades remain on the transcript.

Oversight

The school administration and counseling team are responsible for implementation, monitoring student progress, and ensuring fidelity to this policy. The Head of School shall ensure compliance with all applicable PCSB requirements.

Sample Daily Academic Schedule – Student With Credit Recovery

- Grade: 10
- Credit Deficit: Failed Algebra I

Day I

Time	Course
8:45am - 9:15am	Advisory
9:20am - 10:50am	World History II
10:55am - 11:55am	Career Content
12noon - 1:00pm	Lunch
12:55pm - 2:25pm	Chemistry
3:00pm - 3:50pm	Credit Recovery: Algebra I

3:50pm-4:30pm	Dismissal
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Note: Students that are in need of multiple credit recovery opportunities will have time during summer remediation and after school opportunities.

Sample Daily schedule- Student in need of 2 credit recovery classes

Grade: 10

Credit Deficits:

- Algebra I (failed in Grade 9)
- English I (failed in Grade 9)

Day I

Time	Course
8:45am - 9:15am	Advisory
9:20am - 10:50am	World History II
10:55am - 11:55am	Career Content
12noon - 1:00pm	Lunch
12:55pm - 2:25pm	Chemistry
3:00pm - 3:50pm	Credit Recovery: Algebra I
3:50pm-4:30pm	Dismissal

Day II

Time	Course
8:45am - 9:15am	Advisory
9:20am - 10:50am	English II

10:55am - 11:55am	Voc Ed
12noon - 1:00pm	Lunch
12:55pm - 2:25pm	Geometry
3:00pm - 3:50pm	SEL Programming
3:50pm-4:30pm	Credit Recovery: English I

Transitional Plans

Monument Academy PCS will implement high school special education transition planning in accordance with the Individuals with Disabilities Education Act (IDEA) and OSSE regulations governing secondary transition. Transition planning will be included in the first IEP in effect after a student turns 14 and will be reviewed and updated annually to ensure students are prepared for postsecondary education, employment, and, when appropriate, independent living.

The transition planning process will begin with the completion of age-appropriate transition assessments designed to identify each student's strengths, interests, preferences, and needs related to post-school outcomes. Assessment results will be documented in the IEP and will serve as the basis for all postsecondary goals, annual IEP goals, and transition services.

Monument Academy PCS will ensure that students are invited to all IEP meetings in which transition is discussed and will actively encourage family participation. With appropriate consent, the school will invite relevant outside agencies, such as the Rehabilitation Services Administration (DCRSA) or the Department of Disability Services (DDS), when those agencies are likely to provide or fund post-school transition services. When an invited agency is unable to attend or does not provide anticipated services, the IEP team will reconvene to identify alternative supports.

Based on assessment data and student input, the IEP team will develop measurable postsecondary goals in the required areas of education or training and employment, and

independent living when appropriate. These outcome-oriented goals will describe the student's plans after high school and will be supported by annual IEP goals addressing the skills necessary to achieve those outcomes, including self-advocacy, workplace readiness, executive functioning, and community access.

The IEP will include coordinated transition services and activities designed to support the student's movement from school to post-school life. These services may include instruction, related services, community-based or work-based learning experiences, employment preparation activities, and referrals to adult service agencies. Each transition service will clearly identify the service to be provided, the responsible party, and the anticipated timeline. Beginning in ninth grade, the IEP will include a multi-year course of study aligned with the student's postsecondary goals and graduation pathway, which will be reviewed annually and adjusted as needed.

Monument Academy PCS will implement and monitor transition services throughout the school year, with special education staff responsible for tracking progress toward annual IEP goals and adjusting supports to ensure meaningful access and progress. At least one year prior to a student turning 18, the IEP will document that the student has been informed of the transfer of educational rights under IDEA. At least one year prior to exit, the school will support planning for adult services by identifying potential post-school supports and facilitating referrals, when appropriate.

Upon graduation or aging out of eligibility, Monument Academy PCS will provide the student with a Summary of Performance no later than 60 days before the end of special education services. The Summary of Performance will include a description of the student's academic achievement and functional performance, as well as recommendations to support success in postsecondary education, employment, and independent living. Through this structured and compliant process, Monument Academy PCS will ensure that students with disabilities are prepared for life after high school.

Career and Vocational Education

Certifications and internships will be offered in the following career areas, providing students with hands-on training, industry certifications, and pathways to immediate employment:

Monument Academy is committed to providing students with practical, career-focused

education through a robust Career and Technical Education (CTE) program. Students have the opportunity to earn professional certifications and gain valuable real-world experience through internships in the following high-demand career fields:

- **Cosmetology and Personal Care Services:** This comprehensive program prepares students for careers in the beauty industry.
 - **Esthetician:** Focuses on the science of skincare, including facial treatments, body treatments, makeup artistry, and salon management. Students are prepared to seek state licensure as an Esthetician.
 - **Barbering:** Covers hair cutting, styling, shaving, and chemical services for men, preparing students for licensure as a Barber.
 - Possible starting salaries range from **\$32,000–\$45,000 per year**, with higher earning potential as experience and clientele grow.
- **Heating, Ventilation, and Air Conditioning (HVAC):** A technical trade program that trains students in the installation, maintenance, and repair of HVAC systems for residential and commercial properties. This area provides a pathway to industry-recognized certifications and high-wage careers.
 - **Electrician Training:** This program introduces students to the fundamentals of electrical wiring, circuitry, safety protocols, and codes. Students gain hands-on experience necessary for entry-level positions and apprenticeship programs in the electrical trade.
 - Starting salaries generally range from **\$40,000–\$55,000 per year**, with strong demand in the construction and energy industries.
- **Culinary Arts:** A hands-on program focused on professional cooking techniques, food safety and sanitation (HACCP), menu planning, and restaurant management. Students develop skills necessary for careers as chefs, line cooks, bakers, and food service managers.
 - Entry-level salaries typically range from **\$30,000–\$45,000 per year**, with advancement opportunities in restaurants, hotels, and catering.
- **Hospitality and Tourism:** This field prepares students for diverse roles within hotels, resorts, event planning, and tourism. Curriculum includes guest services management, front office operations, sales, marketing, and the overall business of hospitality.

- Starting salaries generally range from **\$35,000–\$50,000 per year**, with opportunities for advancement in hotels, resorts, and event planning.
- Law Enforcement and Public Safety: This track offers a unique opportunity for students interested in a career in criminal justice. The program provides foundational knowledge of police procedures, constitutional law, community relations, and crime prevention.
 - *Current Partnership:* We are proud to be partnered with the Metropolitan Police Department (MPD), offering students unparalleled mentorship and internship opportunities directly with the district's law enforcement agency.
 - Starting salaries for police recruits commonly range from **\$55,000–\$65,000+ per year**, depending on the department.
- Informational Technology (IT): A critical field that covers essential skills in computer hardware and software, networking, cybersecurity fundamentals, and technical support. Students in this program are prepared to earn foundational certifications (such as CompTIA A+ or Network+) that are vital for entry into IT careers.
 - Entry-level salaries typically range from **\$45,000–\$65,000 per year**, with strong long-term growth potential.

SEL Programming

Well-Being/SEL (Mondays/Wednesdays)

The WB/SEL will be anchored by the SEL curriculum, Imagine Purpose 6-12, created by Imagine Learning. Imagine Purpose's character education is a comprehensive curriculum aligned with CASEL, MTSS, and PBIS evidence-based practices. This curriculum offers students the opportunity to engage in flexible SEL graded courses and group discussions with educators and licensed counselors.

Imagine Learning: imaginelearning.com

Contact persons are Matt Hauley and Sean Morse ().

Alternative Recess Therapeutic Programming Offerings

Students will have the opportunity to engage in therapeutic activities with Well-Being (WB) Counselors, WB interns, and external partners as an alternative to traditional recess.

Students will be able to participate in creative and expressive therapies such as ART Therapy, Yoga Therapy, Drama Therapy, Culture Club, and Book Club. Additional activities will be added based on established partnerships and student interests and choice.

Tier II Groups

As a part of the MTSS framework, Tier II groups will be available to students based on assessment data, referrals, and student interests. Tier II groups will be facilitated by licensed Well-Being Counselors and external partners who are mental health professionals. Group counseling opportunities will focus on Grief, Loss, and Trauma; Understanding my Diagnosis (a psychoeducational approach); Understanding Substances and Healthy Coping Strategies; and Gender-based Empowerment Groups.

Family & Community Engagement (FACE) Student & Guardian Programming

The Family Engagement Team is a group of individuals dedicated to ensuring that all families have a strong, enriched voice in advocating for their child's educational experience by bringing awareness to students' individual needs, and by providing families access to school resources as well as community resources for optimal student achievement.

FACE's Vision Statement:

- Monument is an accepting community that leverages community members' strengths.
- Families, staff, and students have a mutual understanding of values to build authentic relationships, rooted in effective communication
- Families, staff, and students collaborate equitably to support their child's academic progress, social emotional progress, and life skills.
- Students reflect on progress, set goals, show persistence, and self-advocate to attain goals

FACE Student Programming

- BounceBack Reading - a PROactive evening reading intervention program for 5th & 6th grade scholars where life skills meet vocabulary and a bounce beat!
- iLead - an image based curriculum that cultivates, structuralizes and reinforces leadership habits and attitudes. iLead utilizes a 4 part modality anchoring images, storytelling/discussion, structured reflection and intentional goal mapping to influence decision making.

- Homework Cafe' - a tutoring initiative that pairs scholars with above average grades (3.0 or higher) to assist peers who may be struggling with their homework. The program aims to provide academic support and help students grow in a collaborative learning environment.
- High School Transition - Assist families with high school choice, application and transferral process through a student and family focused preparation. January will be MA's HS Preparedness Awareness Month where students and families know that all month long, we will have a heavy focus on High School readiness. The High School Preparedness series to include (but is not limited to):
 - Navigating the high school application process
 - Academic/ Social capacity cohorting
 - Documentation collection and assistance
 - High school tours and selection assistance
 - Navigation through the GiveBack Foundation introductions and application process
 - EdFest accompaniment

FACE Guardian Programming

- Family School Alliance - equivalent to a traditional PTA that contains the Parent Advisory Council which exposes guardians to policy and navigating the local and federal educational policy landscape
- Meet Me Halfway - monthly town hall forum that invites guardians into the day-to-day Monument operational experience. Guardians receive an update on school happenings from leaders, analyze academic and behavioral data alongside Monument staff to isolate themes, and end with an open forum to elevate achievements and/or concerns.
- Parent Learning University/ Weekly Parent Skills - programming delivers Professional Development opportunities that Monument Academy staff members often receive on topics such as Family Engagement, Trauma Informed Practices, ACEs, CPI, Effective Behavioral Management and more. Parents will be awarded Monument Parent Education Units (PEUs) and certificates per trimester.
- Monument Peak Attendance Initiative - a proactive top of the school intake approach that seeks potential barriers to attendance so that guardians and Monument staff are in alignment and have the resources to abide by citywide attendance policies and procedures.

Extended Day at Monument Academy

Extended Day includes the clubs and activities students participate in after the regular academic school day. Academic-based activities are held on Mondays and Wednesdays, and enrichment or movement-based activities are held on Tuesdays and Thursdays. These activities support our scholars' academic growth, social-emotional development, and allow them to learn new skills in a fun environment.

Extended Day is:

- MANDATORY: Extended Day is an important part of our school day schedule. All students must participate in Extended Day every day!
- BENEFICIAL to STUDENT GROWTH: Our activities provide additional time on task to support students' academic growth. Enrichment activities and small group settings also promote students' social-emotional learning!
- SKILL BUILDING: Our programs provide exposure and allow students to explore new interests and skills that may lead to future careers and/or hobbies.
- FUN and ENGAGING: Students are able to select their Extended Day Activities based on their personal interests. All clubs incorporate hands-on activities and experiences.

Extended Day Activities Include:

- Project-Based Learning
- Esports
- Football
- Poetry
- Cosmetology
- Cheer
- Small Business
- Dance
- Volleyball
- Math Motivators
- Sign Language
- Basketball
- Cooking
- Net Sports

- Baseball
- Debate Team
- Track
- Golf

Career Exploration Weeks at Monument Academy

In addition to our regular Extended Day programs, we offer Out-of-School-Time programming over breaks, called Career Exploration Weeks (previously known as Engagement Weeks). Career Exploration Weeks follow the end of each trimester of the school year. Throughout the week, students have the opportunity to participate in one-week day camps that provide exposure, skills, and fun over school breaks. Last school year, 78% of students participated in at least one Camp Week!

Career Exploration Camp Weeks are:

- NON-BOARDING: While school is in session, students board. However, Engagement Weeks are non-boarding day camps. Students arrive at 10 AM each day and leave at 3 PM. Transportation assistance is available for those who need it.
- OPTIONAL: This is not a school week, and participation is not required. However, students who choose to participate must be present every day of the week and must follow all camp rules!
- PRODUCTIVE: Camps range from computer coding to athletics to arts, cooking, drumline, and more! Students will learn new skills and explore new interests through their day camp.
- FUN!: Camps are interactive, hands-on, and FUN for participants! Each camp week ends with a whole-group field trip to the St. James Entertainment and Wellness Complex in Virginia, where students can complete ropes courses, ice skate, play basketball, and play virtual reality video games.

In the past, we have offered the following camps:

- Basketball
- Short Film Creation
- Drumline
- Esports
- Computer Coding
- Volleyball

- Business Art and Creation
- Art: Museum and Drawing
- Soccer
- Radio Broadcasting
- Spa Camp
- Balloon Decor/Event Planning
- Football
- Tattoo Art and Design
- Baseball
- Cheer and Dance
- Swimming
- DIY Projects
- Squash
- Financial Literacy
- Music Production
- Jewelry Making
- Storytelling 101
- Hip Hop and Spoken Word
- Photography
- Cooking

10. Beyond what you have previously detailed, what other challenges do you anticipate with expanding your school and operating a new facility? How will you address these challenges?

Monument Academy High School is proposed to open in SY 2027–2028, initially serving grades 9 and 10, with enrollment ranging from 25 to 30 students per grade depending on the facility secured. The network has taken a deliberately phased approach to expansion in order to ensure program fidelity, financial sustainability, and adequate infrastructure to support both academic and residential programming. While Monument Academy is well positioned to expand based on its operational track record, the school anticipates several key challenges and has developed proactive strategies to address them.

Facilities and Transportation

Based on the District’s history of limited educational facility inventory, securing a single site capable of supporting both academic and residential components represents the most significant anticipated challenge. Monument Academy recognizes that its current facility

cannot accommodate expansion and has therefore initiated preliminary conversations with real estate developers to identify and acquire an appropriate site for the proposed high school. These efforts are focused on locating a facility that aligns with the school's residential model, safety requirements, and accessibility needs.

To mitigate transportation barriers, Monument Academy will continue to offer transportation supports for students and families. Currently, the school provides shuttle services for families to support travel to and from campus on Fridays and Sundays, and this model will be extended to the high school as needed. In addition, Monument has invested in a business Uber account to assist the most vulnerable students with transportation on an as-needed basis, ensuring consistent access to programming regardless of geographic location.

Recruitment and Retention of Teachers and Staff

Like many schools in the District and nationwide, Monument Academy anticipates challenges related to teacher and staff recruitment amid ongoing workforce shortages. The school's approach to addressing this challenge is grounded in its demonstrated success in staff retention. Since 2019, Monument Academy has retained at least 90% of its teaching staff year over year by offering competitive compensation, prioritizing work-life balance, and creating clear pathways for internal advancement.

To support the high school launch, Monument surveyed current stakeholders in October 2025 regarding interest in working at the high school level. Of the respondents, xx expressed interest in continuing to support the mission through the expansion, providing a strong internal pipeline of mission-aligned educators and staff. This strategy allows Monument to scale thoughtfully while preserving the culture, expertise, and institutional knowledge that have been central to its success.

Through phased enrollment, early facility planning, and intentional staffing strategies, Monument Academy is proactively addressing the anticipated challenges of expansion. These approaches reflect the network's commitment to responsible growth and to maintaining the high-quality, supportive environment that students and families have come to expect.

11. Please check the box that best describes the school's proposed facility change.

- ☐ The LEA or a campus within the LEA is relocating from its current facility to a new facility.
- ☒ The LEA or a campus within the LEA is staying in its current facility *and* expanding into an additional facility (i.e., some students will attend the current facility while some will attend the proposed facility).
- ☐ The LEA seeks to open a new campus to be housed in a new facility. (Also complete the Expansion and/or Replication Amendment Application.)

12. In the table below, list the facility/facilities the school seeks to operate (i.e., the facility/facilities the school will continue operating along with the facility the school proposes operating). For each entry, report the facility name, the campus(es) and grades served within, and the address.

Proposed Facility/Facilities		
Facility Name	Campus Name(s); Grades Served	Address
FORMER WASHINGTON MATH AND SCIENCE HS	MONUMENT ACADEMY HIGH SCHOOL GRADES 9-12	1920 Bladensburg Rd. NE Washington, DC 20002
FORMER GIBBS ELEMENTARY	MONUMENT ACADEMY MIDDLE SCHOOL GRADES 5-8	500 19th St. NE Washington, DC 20002

13. Describe the proposed facility. Detail features like square footage; number of classrooms, offices, and multipurpose spaces; and intended renovations (if needed).

Facility Description and Proposed Renovations

The proposed school facility encompasses a total of 46,790 square feet, with 22,830 square feet located on the first floor and 22,960 square feet located on the second floor. The existing structure will undergo significant renovations and improvements to transform the building into a safe, modern, and student-centered educational environment that supports both academic instruction and residential living. Renovations will include upgrades to classrooms, residential spaces, mechanical, electrical, and plumbing systems,

fire and life safety systems, security infrastructure, technology, and accessibility features to ensure compliance with all applicable local, state, and federal building codes.

Academic Spaces

The instructional portion of the facility has been thoughtfully designed to support a rigorous college-preparatory educational program. The school will include a total of 13 classrooms, with six classrooms located on the first floor and seven classrooms located on the second floor. Each classroom will be equipped with modern instructional technology, interactive learning tools, high-speed internet connectivity, flexible furniture, and adequate storage to support collaborative and individualized learning experiences.

A dedicated Technology Laboratory will be located on the first floor. The lab will provide scholars with access to computers, digital resources, coding software, career and technical education applications, and research tools that support STEM instruction, project-based learning, digital literacy, and workforce readiness. This space will also be utilized for technology certification programs, online assessments, and enrichment opportunities.

Cafeteria and Food Service

The proposed cafeteria will be located on the first floor and will provide seating for approximately 100 individuals at one time. Although this seating capacity is less than the school's total enrollment, the daily operating schedule will incorporate staggered lunch periods to ensure all scholars have sufficient time and space for meals in a comfortable environment.

Adjacent to the cafeteria will be a full-service commercial kitchen designed to meet state and local health department requirements. The kitchen will include commercial-grade food preparation equipment, refrigeration and freezer storage, dry food storage, serving lines, dishwashing facilities, and designated receiving and sanitation areas. The kitchen will enable the school to prepare and serve nutritious breakfasts, lunches, dinners, and snacks for both day students and residential scholars while supporting all federal and state child nutrition program requirements.

Student Residential Homes

A distinguishing feature of the proposed facility is its residential component, which has been designed to provide scholars with a safe, structured, and nurturing living environment that supports both academic achievement and personal development.

The building will include 12 student residential homes, with six homes located on the first floor and six homes located on the second floor. Each residential home will accommodate no more than 10 scholars, resulting in a maximum residential capacity of 120 boarding students.

Each residential home will function as a family-style living unit and will include sleeping quarters, shared living areas, study spaces, restroom and shower facilities, laundry access, and storage for personal belongings. The residential model is intended to foster independence, responsibility, positive peer relationships, and social-emotional development while providing scholars with a secure and supportive environment outside of regular instructional hours.

Each residential home will be supervised by trained residential staff who will provide academic support, mentoring, life skills instruction, and social-emotional guidance. Residential programming will include supervised study halls, leadership development activities, college and career readiness programming, wellness initiatives, and structured recreational opportunities that reinforce the school's mission and educational goals.

Administrative and Staff Support Areas

To support daily school operations, the facility will include 15 dedicated staff offices for administrators, counselors, instructional leaders, and support personnel. These offices will provide confidential meeting spaces for student conferences, family engagement, academic planning, and administrative functions.

A dedicated Teachers' Lounge will provide faculty and staff with an appropriate space for planning, collaboration, professional development, and breaks throughout the school day. In addition, two storage rooms will be incorporated into the facility to accommodate instructional materials, technology equipment, maintenance supplies, student records, and operational inventory.

Accessibility, Safety, and Building Infrastructure

The renovated facility will be designed to meet or exceed all applicable building, fire, health, and accessibility standards. The building will include two enclosed stairwells to provide

safe and efficient movement between floors while supporting emergency evacuation procedures.

To ensure full compliance with the Americans with Disabilities Act (ADA) and provide equitable access for all students, staff, families, and visitors, a passenger elevator will be installed to serve both floors of the building. Additional ADA improvements will include accessible entrances, ramps, corridors, restrooms, door hardware, signage, and classroom accommodations to ensure the facility is fully inclusive.

The renovation will also include modern fire suppression and alarm systems, emergency lighting, security cameras, controlled building access, visitor management systems, and upgraded communication systems to enhance campus safety and security. HVAC, electrical, plumbing, and network infrastructure will be upgraded to improve energy efficiency, occupant comfort, and long-term operational sustainability.

Overall, the renovated facility will provide a comprehensive learning and living environment that supports academic excellence, student wellness, safety, and community engagement. The thoughtfully designed combination of instructional spaces, residential accommodations, student services, and operational support areas will enable the school to effectively fulfill its mission of preparing scholars for college, careers, leadership, and lifelong success. A layout for the proposed location is located below:

14. Complete and submit DC PCSB's [5-Year Operating Budget](#) template in accordance with its instructions in the [Instructions](#) tab. If you have any remaining questions on how to complete the template, please contact DC PCSB's School Finance Team.

15. Provide the facility purchase/renovation costs and related financing sources below. Enter \$0 for any fields that do not apply to your facility amendment or add rows as needed.

Element	Amount
Purchase Cost (See Question 16)	
Renovation Cost (See Question 16)	
Total Cost	
LEA's Own Cash Reserves	
Loans	
Rent abatements or other lease incentives	
Total Funding	

16. Please provide the applicable document for the new facility:

- **Lease: Signed or draft Lease Agreement**
- **Purchase: Final or draft Purchase and Sale Agreement**

Please see attached for 8/5/26 Letter of Intent from 22 Beacon for 22 Beacon's purchase and development of property located at 1920 Bladensburg Rd, NE, Washington, DC. Under this structure, 22 Beacon will purchase and develop the property and lease it to Monument over 15 years, with two 5-year options to renew. The LOI provides the school with a purchase option that can be executed at any time during the lease term. While the 5-year operating budget referenced in #14 reflects projected rent based on the 8/5/26 LOI, Monument continues to be in negotiation with 22 Beacon on the terms of the development and rent.

17. If financing the purchase and/or renovations with new loan(s), please provide the term sheet(s) and a brief update on the status of the loan approval.

The school is in discussions with two lenders for a total of \$4M in financing that would support the FF&E for the new facility and certain 1920 Bladensburg Rd. development costs. The school's contribution to the development costs would reduce the future rent and purchase price charged by 22 Beacon.

OSSE: Monument is in discussions with its existing subordinate lender, the Office of the State Superintendent of Education (OSSE), about securing a new \$2M direct loan and extending its existing OSSE loan. The 5-year operating budget reflects:

- New Direct Loan \$2M; 3.5%; 2-year interest only period; 25-year amortization period; ~\$1.8M balloon due at maturity in year 5
- 2-year extension: Existing OSSE Loan balance ~\$1.8M; extended for 2 years at existing rate of 1% and existing amortization schedule of 25-years. Balloon in year 2 ~\$1.6M

Appendix A

March Board Minutes

DATE:	3/11/2026	LOCATION: Zoom
CHAIR:	Emily Bloomfield	RECORDER: ReQuita McNeil

ATTENDEES:					
“X” In attendance; “E” Excused; “A” Absent; “a” abstain “*” Via Zoom					
Members:			Staff / Guests:		
ReQuita McNeil	X			Shanice Lewis	Kevin McCain
Emily Bloomfield	X			Shoshanna Gleaton	Danielle Nelson
James Waller	X			Dr. Ashley Tucker	Downetta Tate
Dr. Jeffrey Grant (ex-officio)	X			Greg Gaskins	Katrice Turner
Carla Watson	X			Emmanuel Ferguson	Anna Scudiero
Charles Jones	X			Brittany Carter	
Michael D'Alessandro	X			Kimani Staves	
Nichelle Henderson	X			Lakisha Lyles	
Doug McElhaney	A			Erica Poe	
Marc White	A			Michael Mesterharm	

Mayank Palod	X			
David Ware	A			

Item	Main Points	Action/Next Step
Call to Order and Chair's Remarks	The board chair opened the meeting and discussed the agenda for the current meeting.	The present board members unanimously voted to approve the meeting agenda. The present board members unanimously voted to approve December meeting minutes. The present board members unanimously voted to approve the February board meeting retreat minutes.
Governance Committee	The Governance committee officially welcomed Mayank to his first board meeting. The committee also discussed term limits and vacancies for board seats.	The board will find new candidates for board seats as the time for term renewal is approaching and several seats will be open.
Finance Committee	The Finance Committee discussed the current budget and current finances.	

	The Committee shared that Monuemnt is projected to end the year with 156 days of cash. This is above the recommended 60 days, and 18 more days than last month.	
Academic Committee	The Academic Committee discussed school data and presented updates on in- seat attendance, enrollment, current grades and the upcoming testing. The Head of Schools shared the current In-Seat Attendance rate at 90.9%, trending slightly higher than the same point last school year and that Monument is on track to meet attendance and MAP growth goals.	
Executive Committee		
CEO Report	The CEO discussed plans for enrollment ceiling increase based on the current need for expansion into a high school. The CEO discussed several factors, including using data from former scholars and families, that helped make this decision.	The present board members unanimously voted to approve the submission of the Enrollment Ceiling Increase Application.

Resolution: Approval of Agenda	
Motion: James Waller Second: Charles Jones	
Requita McNeil	Y
Emily Bloomfield	Y
James Waller	Y

Carla Watson	A
Michael D'Alessandro	Y
Charles Jones	Y
David Ware	A
Doug McElhaney	Y
Marc White	A
Nichelle Henderson	Y
Mayank Palod	Y

Resolution: Approval of Minutes from December Board Meeting	
Motion: Chuck Jones Second: Michael D' Alessandro	
Requita McNeil	Y
Emily Bloomfield	Y
James Waller	Y
Carla Watson	A
Michael D'Alessandro	Y
Charles Jones	Y

David Ware	A
Doug McElhaney	Y
Marc White	A
Nichelle Henderson	Y
Mayank Palod	Y

Resolution: Approval of Minutes from February Board Retreat	
Motion: Chuck Jones Second: Mayank Palod	
Requita McNeil	Y
Emily Bloomfield	Y
James Waller	Y
Carla Watson	A
Michael D'Alessandro	Y
Charles Jones	Y
David Ware	A
Doug McElhaney	A
Marc White	A
Nichelle Henderson	Y

Mayank Palod	Y
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Resolution: Approval of Enrollment Ceiling Increase Application Submission	
Motion: ReQuita McNeil Second: James Waller	
Requita McNeil	Y
Emily Bloomfield	Y
James Waller	Y
Carla Watson	Y
Michael D'Alessandro	Y
Charles Jones	Y
David Ware	A
Doug McElhaney	A
Marc White	A
Nichelle Henderson	Y
Mayank Palod	Y

Motion and second to close the meeting: Nichelle Henderson and James Waller

Meeting adjourned at: 7:02pm

Minutes submitted by:

ReQuita McNeil

Secretary

Appendix B

Program Offerings

Who We Are

Monument Academy is a weekday boarding, public charter middle school in Washington, D.C. The mission of Monument Academy is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional, and life skills to be successful in college, career, and community. We also aim to create an outstanding school that attracts, supports, and retains exceptional and caring people. This school year (25-26) we have 130 students in grades 5-8.



Whom We Serve

Our students join us with great potential and a high level of need: over 80% are designated at-risk; most have been at multiple schools prior to Monument; over 85% enter behind grade level in reading and math, while over 50% are evaluated and found to be eligible to receive special education services.

Most of our students have experienced multiple Adverse Childhood Experiences (ACES), widely known barriers to academic growth. Our Family Engagement and Well-Being Teams recently conducted a survey to collect additional data on our students and families and found these additional risk factors:

- 29% of students have a currently incarcerated parent, with 50% having a parent who was incarcerated at some point
- 36% of parents/guardians worked non-traditional hours including overnight shifts or split shifts
- 38% of students had witnessed domestic violence
- 78% had a household income (often in a household of multiple siblings) of under \$40,000

Given their prior and ongoing experiences, we help students realize their potential by providing a holistic and personalized education, weekday boarding, and reliable relationships with caring, responsible adults.

Our Programs

Monument Academy's unique model offers both excellent, individualized academic programming and comprehensive wraparound services to our students and their families or caregivers.

Academics

Monument Academy's academic programs include a distinctive use of cross-curricular themes (e.g., a theme of "laws" of language, science, civics, etc), hands-on exposure through relevant field experiences, project-based learning, and higher-order questioning as

rooted in Bloom's Taxonomy. Our students have robust writing opportunities embedded across our entire curriculum, aligned to individual student needs.

Monument Academy students are supported to take ownership of their own learning journeys. Student-led Led Conferences take the place of traditional parent-teacher conferences, empowering students to take an active role in setting their academic and behavioral goals, reviewing their own data, and progress with their teachers and other staff advisors. Academic progress data includes teacher-created assessments, quarterly assessments, and NWEA Measures of Academic Progress (MAP). In addition, qualitative data is captured in monthly “learning walks”, weekly collaborative planning sessions, and teacher feedback.

Students review and discuss their academic, attendance, behavioral, and Dialectical Behavioral Therapy (DBT) Skills data, reflecting on their past performance, setting goals for themselves moving forward, and co-creating a plan to achieve those goals. Students have the opportunity to ask for specific support from school faculty and staff, or family members/caregivers, that they believe will help them meet their goals.

Our team believes that having a strong academic plan in place allows all students, regardless of race, disability, and previous history, to develop the skills necessary to become lifelong learners. Monument Academy CEO Dr. Jeffrey Grant has built his career locally and nationally on a core commitment to strengthening and scaling academic school success. Monument Academy’s Head of Schools, Dr. Ashley Tucker, ensures these strategies and practices are implemented with fidelity across the curriculum.

Last school year, we exceeded our academic growth goals. 62.6% of Monument students met projected Fall-to-Spring growth targets in Math, per NWEA MAP. 66.7% of Monument students met projected Fall-to-Spring growth targets in Reading/ELA, per NWEA MAP.

Well-Being

In order for our students to thrive, we train our staff to teach them behavioral regulation skills based on the evidence-based framework of DBT (Dialectical Behavior Therapy). Every student at Monument receives two hours of instruction each week that focuses on the following principles: Mindfulness, Emotional Regulation, Distress Tolerance, and Interpersonal Effectiveness.



Our Well-Being department offers a comprehensive wellness program for students, staff, and parents. Our multi-tiered system of support offers weekly individual and group counseling, a school-wide Social-Emotional learning (SEL) program, DBT skill-building classes, monthly parent education and support, and staff wellness training and consultation.

Life Skills and Boarding

Life skills are essential to students' long-term success. Monument Academy embeds explicit life skills development throughout our day to ensure ongoing opportunities for learning, practice, and application.

Students board at Monument Academy from Sunday evening through to Friday afternoon. They live in small, family-style, single-gender homes. Each home has one or two professional Student Life Advisors- who live with the students and serve as their "houseparents". In these homes, students eat family style, learn valuable life skills, build a community, and of course, have a safe and stable place to sleep..

Family Engagement and Community School

Our robust Family Engagement team works directly with our families to identify needs and connect them to essential resources. We support families, whether in monthly parent breakfasts with our CEO, weekly skill-building workshops for parents and caregivers, and with individualized assistance as needs arise. As a Community School, we partner extensively with several local organizations and service providers.

Trimester Calendar: Enrichment, Remediation, Learning Time, and Year-Round Supports

We identified a need to minimize the time students spend away from school and to expand our learning time- and addressed this need by implementing a new trimester calendar, which incorporates shorter breaks. In our new calendar, students participate in Enrichment/Remediation weeks following each trimester, which enables greater student achievement, by immediately addressing any deficits that emerge during the year and providing hands-on project-based learning opportunities. Our engagement weeks are optional "day camp" weeks held over breaks that include activities such as coding camp, robotics camp, golf camp, swim camp, gardening, and more. This calendar prevents learning loss, offers all of our students enrichment they would otherwise lack, and provides essential wraparound services to Monument Academy students, families, and caregivers throughout the entire calendar year.



SPECIAL EDUCATION DEPARTMENT

OVERVIEW:

Monument Academy provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

TIER 1:

Grade Level Curriculum-Based Instruction (No IEP or 504 Plan)

TIER 2:

Grade Level Curriculum Based Instruction with Intervention (504 Plan)

TIER 3:

Grade Level Modified Curriculum Based Instruction (Individualized Education Program)

FOR MORE INFORMATION

CONTACT

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**MONUMENT
ACADEMY**
BUILDING OUR FUTURE

WELL-BEING

The department for all your social-emotional needs at Monument!

School Wide SEL Lessons

All students receive Dialectical Behavioral Therapy skills lessons two times per week

Grade Level Support

All students have a grade level counselor for day-to-day academic and social concerns

Alternative Therapeutic Recess

All students can participate in art, yoga or drama therapy during recess time

Therapeutic Groups

Select students may opt in or be referred to small therapeutic groups for concerns like grief, trauma, self-regulation skills, etc

Individual Counseling

Students with counseling needs will receive weekly one-on-one sessions

Well-Being: The department for all your social-emotional needs at Monument!

Grade Level Support

All students have a grade level counselor for day-to-day academic and social concerns

Alternative Therapeutic Recess

All students can participate in art, yoga or drama therapy during recess time

School Wide SEL Lessons

All students receive Dialectical Behavioral Therapy skills lessons two times per week

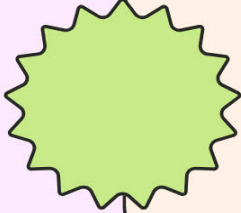
Therapeutic Groups

Select students may opt in or be referred to small therapeutic groups for concerns like grief, trauma, self-regulation skills, etc

Individual Counseling

Students with counseling needs will receive weekly one-on-one sessions

ADULT WELLNESS OPPORTUNITIES!



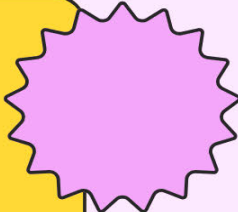
WELLNESS SESSIONS WITH DR. TYREESE MCALLISTER



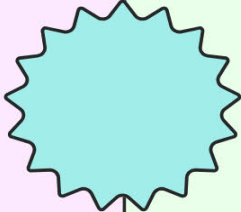
Wellness sessions are offered on the 1st and 3rd Friday of the month from 1-3pm. Please reach out to Mrs. Nelson to RSVP for a time slot!



TRAUMA INFORMED BOOK CLUB



Join us to discuss reads regarding education, community and other relevant topics for our school!



WELLNESS TEAM MEETINGS



Interested in joining? Please meet us in the Well-Being Suite to discuss our wellness goals for the school year!



STAFF NEWSLETTERS

Newsletters will be distributed at the beginning of every month and will include SEL topics and relevant awareness days!



**STAY
TUNED!**



Objective

Data: To empower students, staff, and families with accurate, timely information that helps them to understand their progress and to take ownership of their path forward.

Technology: To empower students and staff to maximize their capacity and creativity by providing consistent access to high quality technology tools and exemplary training on utilizing those tools.

What We Do

Make Data Available and Actionable

Communicating Data

- We collect a lot of student data, which we make available to staff in the form of custom data dashboards.
- We also share individual data with students and their families with:
 - Weekly reports generated by DeansList that have up-to-date course grade, behavior, and attendance information (sent out every Friday)
 - Students can log on to Home Access Center (aka "My Grades") whenever they want for up-to-date assignment grades and course grades
 - Progress Reports are sent home once or twice per trimester and Report Cards are sent home at the end of each trimester with course grades, attendance data, and standardized assessment scores

Using Data

- Students review their weekly reports every Tuesday and reflect upon their progress
- Students prepare and lead Student-Led Conferences after the 1st and 2nd trimesters, looking at lots of data to think about their progress and to plan for the future

Using Technology for Creativity, Fun, and Career Preparation

We manage Chromebooks (Day/Academic Time) and iPads (Evening/Student Life Time) so that students can safely access educational content and explore their passions. We offer classes and extra-curriculars in Digital Art & Design, Computer Programming, and eSports.

The Technology Team works with the Academics and Student Life Teams to integrate technology into their programming, with an eye towards developing skills that are useful for careers.

Appendix C

Cognia Accreditation Review

Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

The leadership of Monument Academy Public Charter School provides a culture where learners receive support to develop and thrive. The institution was established in 2015 with the mission to provide a weekday residential education to learners in the 7th ward of Washington, DC. The mission and vision of the institution are based on five established pillars that will guide learner success and achievement. Excellent and Engaging Education, Social and Emotional Well-Being, Life Skills, Permanency and Stability, and Adult Connections are the five foundational pillars on which the culture of the institution is established. Evidence and analyzed survey data reveal that the attributes associated with the pillars are consistently modeled and sustain the culture. In addition to the leadership and instructional staff, behavioral specialists and professional counselors are employed by the institution to support the social and emotional well-being of the learners and the staff. Regularly scheduled meetings, staff training, and instruction received by the learners ensure that well-being is a key component of the institution's guiding principles.

The leadership actively engages the various stakeholder groups to gather feedback in support of the institution's priorities and to assist in the evaluation of the learners' growth and well-being. The

use of the TNTP survey, additional surveys through various partnerships with outside vendors, caregiver meetings, and home visits provide the leadership with tangible data and allow for decisions to be made that align with the mission of the institution and the needs of the learners. Advisory sessions conducted by the Behavior Team, community meetings, and interviews with the staff provide evidence that formal structures are in place to foster positive relationships with peers and adults. These structures are designed to provide a supportive atmosphere for the learner to promote the desired climate and culture of the institution and to provide opportunities where the behaviors of respect, trust, and concern for one another can be demonstrated. Surveys show that positive behaviors are increasing due to these established structures.

The institution provides formal structures and opportunities for the professional staff members to embrace effective collegiality and collaboration. Interviews with staff members and feedback from surveys reveal that staff members regularly interact with respect and cooperation. Bi-weekly meetings provide opportunities for the staff to learn from one another, identify common problems, and implement solutions on behalf of the learners. In addition to scheduled meetings, the leadership provides monthly professional development sessions where staff can collaborate with one another and improve their professional practice to support the needs of the learners. Interviews with the staff and the evidence provided show that professional development is a priority. The professional staff participates in training and professional development opportunities to improve their practice to further learner achievement. The TNTP Insight Teacher Survey indicated that the staff felt supported by the leadership to improve their instruction and that the professional training assisted them to better meet the academic and nonacademic needs of the learners.

The leadership has made progress in establishing a supportive culture that is desired by learners and families. Even with the strides made, it is recognized that there is more work to be done to continue the mission of the institution. The leadership is encouraged to continue to use established processes to make decisions based on analyzing data. As longitudinal data are gathered, sustainable and embedded processes will allow for the leadership to continue their work within the mission and vision of



the institution.

Leadership for Learning

Leaders use consistent methods to monitor daily operations, curriculum implementation, and classroom instruction to support the needs of the professional staff and the learners. The leadership provided evidence of a comprehensive continuous improvement plan with goals and institutional achievements based on analyzed data. The development of the continuous improvement plan involves a process in which the leadership engages the professional staff to gather input and analyze specified data points to support the needs of the learners and the health of the institution. The plan is routinely reviewed to ensure ongoing practices and processes are used in decision-making that improves learning and engages the stakeholders. The governing authority has an established set of bylaws and procedures in place that demonstrate a commitment to the institution and its learners. The board meets four times a year in addition to regularly held committee meetings. Evidence provided by the leadership shows that the board assists the institution with making progress toward its strategic goals and in providing funding opportunities in support of its mission.

In interviews with the leadership and a review of evidence, a formal process was evident to cultivate leadership among the stakeholders. Documentation provided showed that leaders create conditions that ensure formal and informal opportunities in leadership and provide support for those to improve their leadership skills. The promotion of qualified individuals into leadership positions has supported the institution's ability to effectively implement an atmosphere of learning through the recruitment, supervision, and evaluation of the professional staff. The mission of the institution, along with the support of the leadership team, has caused a retention rate of about 90% consistently over the past few years. When openings are available, the institution applies a documented recruitment strategy to identify individuals who can align with the mission. Stakeholder interviews, along with evidence provided to the evaluator, revealed a documented evaluation process and a schedule of regular supervision. The leadership meets regularly with the staff to provide feedback based on the evaluations to optimize learning. The consistent communication between the staff and the leadership plays a key factor in building and monitoring the educational structures within the

institution that support learners and staff members in both stable and changing environments. These structures and robust communication processes allow all stakeholders to know what to do and expect in everyday circumstances. Evidence provided supports the institution's ability to have agile and effective responses when either incremental or sudden changes occur.

The leadership collaborates with professional staff through observations and meetings to ensure that the curriculum is implemented in each class and that learner goals and outcomes are aligned with established standards. The leadership consistently reviews the curriculum and adjustments made to assure alignment, relevancy, inclusiveness, and effectiveness for all learners. Regularly scheduled meetings allow for the staff and leadership to discuss learner progress and to suggest supplemental materials that are reliable and can advance learning. Interviews and a review of meeting minutes and plans show that reliable resources are added to the curriculum and instruction to engage the interests of the learners and to support the learning process. Communication lines between the staff and leadership allow for the allocation of resources based on the learners' needs. A formal process is implemented in which resources can be requested and granted based on the analyzed assessment of the needs of the learner. Observations, meetings, and interviews confirmed that the leadership takes measures to ensure the professional staff is qualified and possesses the required knowledge and skills for their respected positions. Interviews with the staff confirmed that an alignment with the institution's mission, purpose, and beliefs is evident and is a priority.

Although many formal processes and procedures are in place and are shown to yield results in support of the institution's mission, there are some practices that are not documented, or the data are not recorded. The leadership is to be commended in the procedures implemented that drive the daily operations and is encouraged to review all current procedures to ensure these processes can be sustainable. The creation of sustainable practices that are properly documented can provide the leadership with the data needed to make decisions that allow the institution to continue to develop and thrive.

Engagement of Learning

The institution implements a program where learning is optimized through personalized



instruction to further engage the learner. The learners receive an education that involves a combination of classroom work and out-of-classroom experiences. Upon review, the curriculum utilized by the institution emphasizes the value of diverse cultures, backgrounds, and abilities. Field trips are scheduled and are designed to expand the learner's worldview beyond their local neighborhoods. Weekly advisory time is devoted to discussions geared toward gathering information on learners' perspectives on current events.

The institution's instructional philosophy is predicated on the idea that all students learn uniquely and have a personalized growth trajectory. Therefore, the leadership prioritizes the development and nurturing of positive relationships between the staff, learners, and peers. The professional staff receives support and formal structures in which the needs and the well-being of each learner are understood, and the use of digital resources allows the staff to monitor and adjust instruction to deepen the learner's understanding of the curriculum and to personalize their learning. Interviews suggest that positive relationships allow the learner to strive to achieve and to realize their learning potential. The institution's model of being a weekday residence program allows staff members to immerse learners in an environment that fosters the building and development of lifelong skills. Evidence provides displays opportunities for learners to collaborate on various projects. The project-based learning philosophy allows learners to build skills in creativity, curiosity, and design thinking. Extended-day experiences provide opportunities for developing skills that can lead to careers upon graduation.

The institution provides each learner with opportunities to take responsibility for their learning. Student-led conferences provide an opportunity for students to review their learning goals and analyze the progress made toward completing those goals. MobyMax is a platform where learners can determine their growth and progress by seeing content skills that are mastered and those that need additional attention. Recent surveys completed by the learners allow the leadership to determine the trends for learners' self-confidence in learning. The leadership team has started a process of utilizing survey data in relation to NWEA Map testing results to determine if there is a correlation between learner self-confidence and achievement on formalized assessments. Recent surveys also confirmed that learners have responded that they feel the staff sets high expectations for their learning. The teachers also responded that the

institution and the curriculum support them in setting high expectations while supporting the learners to achieve their determined goals.

During the review, it was determined that many processes and procedures exist with the purpose of engaging learners and promoting their success in academic and non-academic settings. Evidence provided reveals that stakeholder feedback is used to support the effectiveness of these procedures. The leadership is encouraged to continue the use of formal methods to gather feedback from the stakeholders and to analyze the data to determine if student achievement is within the parameters set to determine learner progress.

Growth in Learning

The institution promotes strategies to evaluate and support the growth of the learner and the professional staff. The leadership has implemented a formal structure in which learner assessment results are gathered and analyzed. The learners participate in NWEA MAP and MobyMax assessments, which provide the staff and leadership with data on the growth of each student. Future decisions are based on the analyzed data and shared with the professional staff to continue to support the learners' well-being and academic achievement. The leadership has involved the professional staff in processes in which research is done and shared to support the improvement of their professional practice. The framework for research is provided in alignment with the mission of the school and the support and well-being of the learner at its center. Evidence was provided to support the processes of institutional support that consistently address the range of learner needs and provide support through strategies and interventions designed to ensure learner achievement.

The leadership utilizes data to evaluate the institution's instructional programs and other daily operations to support and improve instruction and advance learning. Structures used to support this process include the analysis of learner achievement data, stakeholder feedback data, and information from the Dialectical Behavior Therapy in Schools program. The leadership utilizes the data from all its input sources and makes adjustments as necessary to ensure that the institution is operating at its best. In addition to a regular evaluation of daily operations, the leadership reviews data to ensure that the programs in place allow for the professional staff to support learners in pursuing individual goals important to their



educational futures and careers. Extended Day and Engagement Week programs in correlation with the Dialectical Behavior Therapy in Schools programs allow learners to choose activities and monitor their own progress, showing an active ownership of achieving their goals.

The leadership is to be commended for their efforts in utilizing established data points to evaluate the growth and development of the learners, staff, and the institution. They are encouraged to continue to encourage the staff to participate in active research to continue and further support the learners and the mission of the institution. The leadership is encouraged to review all evaluation procedures to ensure they are formalized and are developing

sustainable processes to support the continual improvement of the institution.

During the review, many accomplishments were identified and exist because of the dedication and hard work of the leaders and instructional staff of the school. Serious consideration of the information contained in this report will support the institution in its improvement efforts. Using tools provided by Cognia, including the Key Characteristics and Cognia Performance Standards, in conjunction with the element ratings contained in this report for each Standard, will enable Monument Academy Public Charter School to continue a path for continuous improvement.

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

Noteworthy Practices

In conducting the review, the evaluator identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

-
- 1 The culture of the institution is shaped and sustained by the consistent modeling of the attributes and pillars that define its mission. Leaders and professional staff consistently implement ongoing processes that demonstrate commitment to the needs of each individual learner while embodying the values of respect, fairness, equity, and inclusion.

Standard 1 Standard 2

-
- 2 Strategies and interventions are formally planned and systematically implemented that address the range of needs of each learner. Analyzed data, information, and consistent engagement between the staff and learner promotes an atmosphere where learners identify meaningful and attainable goals that support their talents and the building of life skills.

Standard 27 Standard 28



Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

-
- 1** Create and promote an atmosphere of continued inquiry, reflection, and dialogue about issues relevant to the institution.

Standard 25

RATIONALE

When the leadership formalizes its processes for action research, then the staff can engage in processes designed to identify areas of improvement through the collection of data and the reporting of the results that could support effective and informed instructional improvements.

-
- 2** Evaluate and formalize daily operational processes and procedures to ensure sustainable practices are implemented.

Standard 3 Standard 26

RATIONALE

If the leadership performs consistent evaluations of all operational procedures, then sustainable processes can be established and embedded to promote an atmosphere of continuous improvement of the institution.

-
- 3** Create and evaluate additional opportunities for the learners to provide input into the instructional and learning activities available to them.

Standard 19

RATIONALE

When the leadership identifies pathways for the learners to take increased responsibility for their learning, then learners' active discovery and expression of their needs and interests can support a student-centered learning environment.

-
- 4** Design and implement learner-centered activities to assist the professional staff in supporting the learner to reach their academic potential.

Standard 21

RATIONALE

When the leadership collaborates with the professional staff to provide instruction based on the needs and interests of the learners, then an increase in personalized instructional experiences and interactions can support the learners to reach their potential.



Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ	SCORE	DESCRIPTION
332	Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
Cognia's IEQ Network Average: 296	220 - 300	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	Above 300	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



Appendix D

Leadership Team Resumes

Jeffrey F. Grant, EdD

[REDACTED]

[REDACTED]

EDUCATION

The George Washington University, Washington,
D.C. EdD: Leadership and Policy Studies, 2008
MA: Education Technology Leadership, 2002

University of the District of Columbia, Washington,
D.C. BA: Political Science; AA: Philosophy, 1995

Harvard University Principals' Center, Certificates of Completion 2006-2016

- Art of Leadership
- Leadership Evolving Vision
- Urban School Leaders
- Aspiring School Leaders

RESEARCH

A Model that Addresses At-Risk Youth: A Jesuit Academy, 2008

This study identified the Nativity Model as a viable option for addressing the needs of at-risk students. The reform models implemented at the Jesuit academy are: 1) single-sex classrooms, 2) extended school day, 3) extended school year, 4) small class sizes, 5) parental involvement and 6) faith-based education

BUSINESSES

Grant Your Wish Foundation: Develop and implement seminars/workshops that positively impact men, women, and children: Develop philanthropic opportunities

The Complete Administrator: Provide leadership support to organizations seeking to identify and implement a cohesive mission and vision.

- Create and implement leadership solutions for schools, school districts and other open system businesses
- Author and deliver high-energy, participant-focused professional learning events for conferences and forums

EXPERIENCE

Monument Academy Public Charter School, *CEO (July 2019- Present)*

Washington, DC

- Create and lead the implementation of the strategic plan for an inner-city residential middle school that serves greater than 75% at-risk youth under the DC PCSB umbrella.
- Utilize a \$15 million budget to ensure all stakeholders receive the resources and professional development required to increase the academic achievement and social emotional growth that meet the goals set for the MAPCS Board of Trustees and enforced by the DC PCSB.
- Lead eight departments that are directed to implement identified research-based and data-driven practices.
- Engage in planning to raise more than \$2 million in philanthropic donations.
- Successfully led effort to receive accreditation under Cognia with high scores assigned
- Successfully led effort to garner a 10-year renewal with no conditions as a DC Public Charter School
- Successfully led effort to garner a 5-year renewal to operate as DC Public Charter School
- Successfully led effort to amend Monument Academy's Charter Goals
- Successfully led effort to amend the lease and have it transferred to Monument Academy PCS
- Successfully led \$17 million refinancing effort
- Improved the days of cash position of the organization by 400%
- Decreased behavior referrals by 70%
- Increased Academic Growth and met the DC PCSB mandated targets SY22-23, SY23-24, SY24-25
- Simultaneously served as CEO, Head of School, and Principal 2019 – 2021.

American University, *Adjunct Professor (2020-2022)*

Washington, DC

- Complete initial intake and assign cases to clinical specialists
- Review deployment packets and documentation related to the initial deployment or follow-up contact in the Credible system, which is monitored by the Department of Behavioral Health
- Provide clinical consultation to staff during deployment of crisis calls
- Facilitate case debriefings following deployments
- Maintain quality clinical practices
- Provide clinical consultation to families in crisis and link families to community mental health services

- Complete application for emergency hospitalizations (FD-12), when necessary, as a certified agent

Friendship Education Foundation, *National Head of Schools (2018- 2019)*

Washington, DC

- Created academic programs as the founding schools' academic leader
- Identified and developed local school leaders to head our schools focusing on their adaptive and technical leadership skills
- Identified and procured research-based, data-driven curricula resources to be used in our schools; created professional development series to support the curricula
- Created system-wide master calendars and schedules to effectively maximize time on task; monitored implementation of calendars and schedules
- Implemented academic programs and monitored academic progress
- Identified/Created and implemented research-proven, data-driven professional development programs.

Friendship Public Charter Schools Collegiate HS and Blow-Pierce JA, *Head of Schools (2016 - 2017)*

Washington, DC

- Served as lead administrator over 2 campuses (*Blow-Pierce JA: Pre-School through 8th* and *Collegiate HS: 9th through 12th*) that educated a total of 1400 students and employed 200 staff members
- Identified and implemented data-driven, research-based strategies that increased academic achievement and improved attendance
- Hired, developed, and retained high-performing staff members who successfully created a shared vision that ensured student success through college

2005-2013 District of Columbia Public Schools Ferebee-Hope School *Principal (2011-2013)*

Washington, DC

- Served as high-energy, student focused administrator for elementary school setting who raised academic achievement levels, improved culture and climate, and increased attendance levels; Improved academic achievement by 100%
- Provided leadership and professional development based on needs of faculty & staff
- Identified innovative resources and authorize procurement of resources
- Managed and evaluated all faculty & staff
- Created opportunities for parents/guardians to be actively engaged in children's academic programs and on-going development
- Partnered with community-based organizations to provide opportunities for all

stakeholders

DCPS Office of Family and Public Engagement – *Director of Parents and Families (2010-2011)*

Washington, DC

- Identified Family Engagement expectations for all DCPS principals
- Authored the guidelines for the DCPS Family Engagement Plan
- Monitored and audited the implementation of all DCPS Family Engagement Plans
- Trained and managed the efforts of Family Engagement Coordinators
- Created partnerships between schools based on efforts around family engagement
- Collaborated with other divisions within DCPS to ensure all DCPS family engagement efforts were aligned

Walker-Jones Education Campus, *Principal (2008–2010)*

Washington, DC

- Served as a highly effective administrator in a Pre-Kindergarten through 8th grade environment who raised academic achievement levels, increased attendance and enrollment, and improved the culture and climate of the school.
- Improved academic achievement by 100% growth
- Established and enhanced existing quality partnerships with outstanding community-based organizations:
- McKinsey and Company – Talented and Gifted Program
- The George Washington University – Parent Academy
- Junior Achievement of the National Capital Area – Financial Literacy
- Government Accountability Office – Tutorial
- Everybody Wins – Literacy Intervention
- Implemented intervention strategies that raised achievement levels of students

Patricia Roberts Harris Educational Center, *Principal (2005-2008)*

Washington, DC

- Served as the lead administrator in Pre-Kindergarten through 8th grade educational environment; Improved academic achievement by 300% growth
- Established and enhanced existing quality partnerships with outstanding community-based organizations:
- Capital One – Library Grant \$100,000
- University of the District of Columbia – Resource for Job Training
- Greater D.C. Cares – School-wide facilities improvement
- Junior Achievement of the National Capital Area – Financial Literacy
- Implemented intervention strategies that raised achievement levels of students

Turner Elementary School (1997-2005)
Washington, DC

Science Resource Teacher

- Educated 3rd -6th graders in science curriculum; coordinated science fair; trained early-childhood teachers in use of materials

Fourth/Fifth Grade Teacher

- Taught all subjects using the Saxon Mathematics Program

Peer Mediator Coordinator

- Taught all subjects using the Adaptive Learning Environmental Model

Local School Restructuring Team

- Collaborated with other members of the school's community to strategically plan for operations

Standardized Testing Chairperson

- Coordinated testing program for 3rd -6th graders

School Governance Team

- Strategically planned budget for school; developed action plan for the school

Discipline Committee Chairman

- Developed and implemented school-wide discipline policy

Learning for Life Coordinator

- Implemented social skills curriculum school-wide

2008 - 2016 Harvard Graduate School of Education, Harvard University Principals' Center
Cambridge, MA

Group Leader/Facilitator – Lead administrators from all regions of the world in professional development opportunities during the following institutes:

- *Urban School Leaders* – 2012
- *Aspiring School Leaders* – 2011
- *Art of Leadership* – 2008, 2009, 2010, 2011, 2013, 2015, 2016
- *Leadership Evolving Vision* – 2009

Education Work Experience

Arts and Technology Academy (2002) - *Fourth Grade Teacher*

Maya Angelou Public Charter School (2001-2002) – *Science and Math Teacher*

Thomas Clagett Elementary School (1996-1997) – *Second Grade Teacher*

St. Augustine's Catholic School (1993-1995) – *Seventh Grade Teacher*

PRESENTATIONS

National Association of Charter School Authorizers Conference- (Houston, 2025)
Innovative Schools Summit (Las Vegas, Nv- 2023, San Antonio, Tx- 2022) – *“Strategies that Raise Academic Achievement in At-Risk Youths”*
National Charter Schools’ Conference (Austin, Tx, 2023) – *“Teacher Well-being in Support of Teacher Retention: Building Support for Mental Health Services in Schools”* (Ranked #4 out of 78)
National Charter School Conference (Washington, DC, 2022) – *“Who Will Lead? Preparing for Leader Succession Before It’s Too Late.”* (Average 4.6/5; Top Ten Ranking).
Greater Washington Board of Trade Hall of Fame Dinner (Washington, DC 2019)- *Keynote Speaker*
American University (Washington, DC 2016- Present) – *Guest Lecturer School Of Education*
Auburn University Anti-Bullying Summit (Auburn, AL 2016) – *Bullying in Schools Prevention*
Capital One Headquarters (McClean, VA 2012) – *Guest Speaker at Lunch Series of Lecturers*
Gamma Phi Delta Sorority National Meeting (2012) – *Keynote Speaker on Education*
University of Maryland Eastern Shore (Princess Anne, MD 2011) – *“Black Men and Higher Education: Why So Few Come and Even Fewer Graduate”*
United States Federal Government: Department of Adolescence (Washington, DC 2011) – *Preventing Teen Pregnancy*
Urban League of Washington, D.C. (Washington, DC 2010) – *State of Education in D.C.*

AWARDS

Building Hope Student Empowerment Award - 2024
Kappa Alpha Psi Fraternity, Inc. Distinguished Community Service Award Recipient – 2019, 2024
EmpowerK-12 Embolden Award – SY15-16, SY 16-17, SY 17-18
Tier 1 FPCS Blow-Pierce ES and MS – SY15/16, SY16/17, SY 17/18
Kappa Alpha Psi DC Alumni “Dr. P. Philips Cooke Educator Award” – 2014, 2018, 2021
Junior Achievement of the National Capitol Area Educator of the Year – 2004-2005

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

Southeast Children’s Fund, Board of Directors (2023 – Present)
Trauma Informed Educators Community of Practitioners Board (2023 – Present) Scholars in the Care of DC, Committee Member (2024 – Present)

Kappa Alpha Psi Fraternity, Incorporated Washington, D.C. Alumni Chapter (20024-Present)

Great Schools, Board of Advisors (2009-2012)

Opportunities Industrialization Corporation, Board of Advisors (2007- 2013)

UDC National Alumni Society Board of Directors (2002-2005)

The George Washington University African American Alumni Association

Gonzaga College High School Alumni Society

Ashley M. Tucker, EdD

EDUCATION

Nova Southeastern University, Ft. Lauderdale, FL
EdD: Educational Leadership 2017

Seton Hill University, Greensburg, PA
MA: Special Education, 2013

Mount St. Mary's University, Emmitsburg, MD
BA: Elementary Education, 2011

CURRENT PROFESSIONAL LICENSES AND CERTIFICATIONS

- Admin I & II - MSDE licensure
- Educational Leadership
- Elementary Education
- Special Education
- Therapeutic Crisis Intervention (TCI)
- Harvard Business School – Leading People
- Harvard Business School – Leading Schools
- Harvard Business School – Leading Change

EXPERIENCE

Monument Academy Public Charter School, *Head of Schools (July 2025- Present)*
Principal (2021- 2025)
Director of Academics (2019-2021)
Special Education Instructional Coach (July 2019 - October 2019)
Washington, DC

Prince George's County Public Schools Special Education Teacher/Admin Designee
(2013-2019)
Upper Marlboro, MD

PROFESSIONAL SUMMARY

Educational Leadership

Relevant background: *Instructional Design, Performance Evaluation, Organizational Culture and Design, Improvement of School Data, Assessment and Intervention, Compliance of Special Education Laws and Practices*

Instructional Design: Skilled at raising academic achievement in urban educational settings, with a lens

and utilization of Vygotsky's Theory of Social Interaction and Universal Design for Learning (UDL).

The candidate possesses experience in Educational Leadership with a focus on special education.

Course work included: Leadership of Educational Organization, Standards-Based Curriculum and Assessment, and Research Evaluation and Development.

Learning Methodology: Candidate completed a mixed methods approach dissertation utilizing the principles of Vygotsky's Theory of Social Interaction and its positive impact on EBD students and their interactions with their non-disabled peers.

Educational Leadership - Subject Matter Expert:

A proven track record of structuring general education settings to support the needs of all learners as

outlined by Gardner's Theory of Multiple Intelligences. Additionally, a proven track of successfully

reintegrating self-contained special education students back into the mainstream environment with

decrease in overt, aggressive behaviors. Furthermore, the candidate developed a successful year long

professional development program that increased the perceptions and beliefs of general education

teachers regarding their ability to successfully educate self-contained students returning to the mainstream

environment.

COMPETENCIES

Curriculum Design Special Education Educational Leadership Behavioral Science Behavioral Analysis Learning Design	Curriculum and Teaching Instructional Design Conflict Resolution Training Delivery Diversity, Equity, and Inclusion Adult Learning Theory	Data Analysis Research Design Performance Management System Organizational Leadership Learning Methodology Leadership
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EDUCATIONAL LEADERSHIP

EXAMPLES

Thematic Based Planning Curriculum (MAPCS): Collaborated with internal/external stakeholders to lead the development of a forward-looking set of principles and guidelines that form the basis for implementing thematic based curriculum and its positive impact on student achievement. Compiled information on student strengths and identified growth areas by looking through historical performance data and trends. This resulted in improved student achievement amongst students and increase in staff capacity.

Virtual Learning Platform (MAPCS): Pioneered research in the application of best practices for implementing virtual learning. Collaborated with data managers to transition instructional materials to an online platform accessible with any technological device. This resulted in the prevention of loss instructional time of all students and increase in student achievement during a global pandemic.

Process Improvement for Identifying Students for SPED (PGCPS): Created and applied research driven approach for determining needs of atypical developing students in need of additional support through available special education services. Furthermore, created a monthly parent workshop focused on parent education and support in understanding the special education process. Results: Increase in identification of atypical developing students ultimately leading to academic gains of identified students. Increase in 15 parents' knowledge of special education processes.

Competency based training (PGCPS): Designed a competency-based training protocols to increase staff perceptions and comfort with the different skills needed to successfully educate and moderate behavior of newly mainstreamed EBD students. These trainings focused on staff's ability to identify the precise written description of research proven strategies for improvement classroom management, teaching of the strategies, modeling the strategies and observing an individual's performance. Result: This led to a 60% reduction in reported behavior incidents of newly mainstreamed EBD students made prior to conducting the training.

INSTRUCTIONAL DESIGN

EXAMPLES

Bloom's Taxonomy (MAPCS): Used baseline data to identify where each learner was in their developmental and applied learning techniques to create a systematic outline.

Experience Design (MAPCS): Created and developed data collection tools to guide the creation of different user-based experiences within the department.

Professional Learning Community (MAPCS): Modified different course materials to ensure that adult learner would be able to have an accurate understanding of the information.

LEARNING METHODOLOGY

EXAMPLES

Staff Perceptions and Comfort Level (PGCPS): Developed skill-based assessments that measured outcomes that tested a person's comfort level with educating newly mainstreamed students with ED.

Charlotte Danielson's Framework for Teaching (MAPCS): Utilized Charlotte Danielson's FFT to measure the effectiveness of the teaching in four main competencies.

EDUCATIONAL POLICY

EXAMPLES

Vygostky's Theory of Social Interaction (MAPCS): Integrated concepts relating to Vygostky's Theory of Social Interaction into the curriculum to ensure student growth. Studied, compiled, explored, and adapted different strategies which were then presented to technical teams to develop a thematic based curriculum. Results: Developed a well-rounded curriculum that increased student achievement.

Behavioral Psychology (PBIS): Modified behavioral strategies to fit into the workplace reinforcement and consequences when managing student behavior. Identified key motivators and created intervention that leads to increased desired student behavior and decrease in overt aggressive behaviors. Employed collaboration and cross-functional team leadership. Results: Increased desired student behavior and decrease in overt aggressive behaviors

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

Association for Supervision and Curriculum Development

Delta Epsilon

Greg Gaskins



EDUCATION

James Madison University, Harrisonburg, VA
MBA 2023

University of Pittsburgh, Pittsburgh, PA
BA: Economics 2012

EXPERIENCE

Monument Academy Public Charter School, *Chief Operating Officer (September 2020-Present)*

Washington, DC

- Implement and manage procurement, facilities, and food service systems and processes to support a growing multi-million dollar organization.
- Manage and support the professional development of a team of 10.
- Review financial statements, forecast revenue, and facilitate the budget planning process across seven departments.
- Prepare the annual operating budget and capital improvement budget.
- Consolidate and analyze monthly financial reports to support the annual audit.
- Oversee building maintenance including coordination with vendors and projection of longer-term facilities needs.
- Manage the Human Resources department and spearhead the hiring, recruitment, and retention of employees.
- Manage all employee benefits related to insurance while also managing all building insurances ensuring building stays in compliance and meets all insurance requirements.
- Remain current on research relative to school operations and ways that the school can remain innovative while focused on the mission.
- Promote Monument Academy's core values and always model the highest behavior standards for staff and students.

Chief of Staff (2019-2020)

- Established new forecasting tracking and management to support effective stewardship of school finances and purchases.
- Oversaw building operations, including maintaining inventory of school assets, ordering supplies for all departments within departmental budget lines, and paying all departmental invoices in a timely fashion.

- Collaborated with department leads to ensure all necessary materials were in place for effective teaching and learning.
- Built and fostered relationships with new and existing vendors.
- Launched an after-school Chess club to teach students the foundation and strategies of the game.

Friendship Blow Pierce Academy, *Business Service Manager (2014-2019)*

Washington, DC

- Managed school finances and purchases.
- Assured efficient running of day-to-day operations.
- Oversaw major facilities and capital improvement projects.
- Collaborated with Administration to ensure needs of every person were met
- Coordinated all logistics for off campus and on campus activities.
- Taught a Life Skills class to middle school students to encourage a healthy and productive lifestyle.
- Created and Coached Co-ed Elementary Basketball Team

Patterson Elementary School, *Paraprofessional (2013-2014)*

Washington, DC

- Facilitated activities for students to acquire the knowledge, concepts, and skills outlined in the DC Education Standards.
- Collaborated with teachers to develop and implement lesson plans.

Ferebee-Hope Elementary School, *Paraprofessional (2012-2013)*

Washington, DC

- Managed aftercare activities for students, such as homework hour and structured physical activity.
- Coordinated guided reading groups with kindergarteners to help achieve literacy goals.
- Coached Boys and Girls basketball, 4th and 5th grade

COMMUNITY INVOLVEMENT

Friendship Collegiate Academy, *Varsity Football Offensive Line Coach (2017-2020)*

- Develop student athletes to reach their maximum potential on and off the field.
- Deliver comprehensive instruction in movement patterns, proper mechanics, and basic and advanced blocking techniques.

- Teach the fundamental and complex concepts of offensive and defensive techniques and develop daily practice plan to help with implementation of learned concepts.
- Mentor and assist in the development of leadership skills for staff and players.

DC Divas, Head Coach (2016-2019)

- Coordinated and scripted daily practice plans to support the development of each player on the roster.
- Managed 10 assistant coaches and facilitated meetings to assess needs of team and develop a winning strategy.
- Created opportunities for team bonding and new skill development to help players grow both individually and collectively.
- Oversaw a roster of 60 women with different skill levels and experiences.

Offensive Line Coach/Offensive Coordinator (2012-2016)

- Tailored and developed strategies to put athletes in best position to be successful.
- Created and implemented drills to improve footwork, strength, and confidence.

AWARDS

DC Divas Lifetime Achievement Award, August 2019

University of Pittsburgh Football Team, June 2007- Jan 2012 Lettered 3 years as an Offensive Lineman, playing all 5 positions

Jeff McHugh



EDUCATION

Yale School of Management, New Haven, CT

MA: Business Administration 2016

- Consulted for New Haven Public Schools, building financial models to evaluate changes to union contracts
- Consulted for the Housing Development Fund to evaluate strategy and prospects for expansion
- Teaching Assistant in Probability & Statistics, Competitor Perspective, and Operations courses

City College of New York, New York, NY

MA: Mathematics Education, graduated with honors 2010

Northwestern University, Evanston, IL

BA: Economics and English 2007

EXPERIENCE

Monument Academy Public Charter School, *Data Systems & IT Chief (2022- Present)*

Washington, DC

- Led the school's accreditation process with Cognia, helping it to earn an unconditional accreditation by coalescing data, operational artifacts, and analysis into a streamlined narrative about school operations, successes, and institutional learning
- Streamlined the communication of student information amongst staff, to students, and to caregivers via the implementation of DeansList, a platform that pulls data from the Student Information System and feeds data into the school's data warehouse
- Improved the school's network security posture and enhanced student and staff utilization of technology resources through the management of the Academic Technology Specialist and Information Security Specialist
- Improved the school's network safety and internet connectivity by overseeing the procurement and installation of new switches, uninterrupted power supplies, firewall, and wireless access points, in addition to refining Google Workspace Admin settings and admin settings for the GoGuardian content filtering application

Director of Data, Systems, and IT (2018- 2022)

- Fostered culture of data-driven decision making by working with the school's board, leaders, and staff to determine the data essential to driving decisions, and then developing systems to collect the data, ensure data quality, and make it available for analysis in a timely, accurate and accessible manner
- Collaborated with a data consulting firm to develop a data warehouse that powers data dashboards in Microsoft Power BI that were used by all school staff to analyze trends in attendance, behavior, academic performance, mental health, and social-emotional skills
- Improved the quality of school data by leading the adoption of a new Student Information System; customized the system to meet the school's needs, led staff training on how to utilize the system, and monitored staff use of the system to further improve data quality as well as the user experience
- Managed IT Specialist and Academic Technology Specialist to create digital solutions that facilitated the operations of the academic, boarding, and social work teams
- Led the transition to a distance learning environment during the COVID pandemic by developing a digital infrastructure, training staff and students on adapting to it, and performing continuous improvement practices to refine the school's utilization of digital tools
- Managed the timely and accurate submission of compliance items related to data and school operations to the DC Office of the State Superintendent of Education and Public Charter School Board by leading project management efforts across multiple teams within the school
- Built infrastructures and documented practices within Google Workspace Admin Portal and JAMF to seamlessly manage the school's iPads, Chromebooks, and Google applications
- Streamlined the school's onboarding and exiting practices for students and staff by building comprehensive checklists and trainings that enabled stakeholders to be fully prepared to engage in school operations from day one

Director of Operations / Director of School Systems (2016-2018)

- Responsible for overseeing all aspects of operations of a boarding middle school with 128 students and 100 staff; students lived on campus five nights a week, and 30 staff members lived on the premises
- Directly managed 5 employees and directed the work of an array of additional employees and contractors
- Developed and implemented information systems to improve the efficiency of operations in contracting, administration, food service, budgeting, and student tracking

Office of the State Superintendent of Education, *Education Pioneers Graduate Summer Fellow / Specialized Education Data Team (Summer 2015)*

Washington, DC

- Improved data quality processes by creating a communication plan and feedback metric for LEA-level data providers and then constructing a project plan for implementation of the project during the 2015-16 fiscal year
- Crafted a policy paper on secondary transition for students with disabilities by analyzing existing data and data acquired through original surveys, in addition to other research in the field
- Developed a report and protocol for identifying and responding to cases of special education students leaving the school system by working closely with the data system development team and multiple stakeholders within the office

Urban Assembly Bronx Academy of Letters, *High School Mathematics Teacher / New York City Teaching Fellows Corps Member (2008- 2014)*

Washington, DC

Instructional and Curricular Experience

- Created a cross-curricular mathematics research presentation project for Algebra II students that combined public policy recommendations with data analysis
- Enhanced clarity and quality of student feedback by developing Excel-based grading system that provided students with weekly e-mail updates of their progress towards standards-based learning objectives
- Adapted instruction to student needs by analyzing data from customized grading system, identifying gaps in understanding, and developing interventions

School Leadership Experience

- As grade team leader, coordinated with teachers and administration to develop, create buy-in for, and implement a new targeted intervention strategy that increased pass rates in the 11th and 12th grades by 8%
- Integrated student achievement data, staff feedback, and spatial constraints to improve school schedule and student programming
- Formatted, edited, and wrote content for successful Expanded Success Initiative grant proposal, which provided funding for programs targeting 8th and 9th grade Black and Latino males

Additional Responsibilities

- Student advisor: Taught an academic skills class, served as a parent liaison, and advocated for a group of students throughout their high school career

- Tri-Latino administrator and coach: Organized and helped train 20 students per year to run a triathlon for the first time
- Yearbook advisor for five years

Northwestern University School of Continuing Education, *Copywriter and Marketing Assistant (2007 - 2008)*

Evanston, IL

- Communicated school's brand and vision by writing original content for radio, print, internet, and public speeches

Katrice Turner

[REDACTED]

[REDACTED]

EDUCATION

University of Maryland, College Park, MD

MA: Public Policy

Education/Sociology Focus

In Progress

University of Maryland Global Campus

BS: Forensic Psychology 2019

Virginia State University, Petersburg, VA

Mathematics Major (2 Years)

VSU Honor's Program

CURRENT PROFESSIONAL LICENSES AND CERTIFICATIONS

- Records Management Certification,, US EPA, July 27, 2007.
- Legal Document Writing Certification, October 12, 2007.
- Behavior Principles & Strategies Certification, June 9, 2011.
- Tact2 Crisis Intervention Training, Certified September 2013.
- MD Police/ Correctional Entrance Level Training, December 12, 2014.
- Crisis Prevention Management (CPM), December 12, 2014
- Crisis Prevention Intervention (CPI), March 11, 2015
- Certified Life Coach, March 2017
- Certified Medication Administration Technician, February 2017
- BLS For Healthcare Providers Recertification, July 2017
- Therapeutic Crisis Intervention (TCI), September 2018
- EdFuel Emerging Leader PLC Participant, 2018 - 2019

EXPERIENCE

Monument Academy Public Charter School, *Chief of Family and Community Engagement/Community Schools Coordinator (July 2017 - Present)*

Washington, DC

- Serve as Chief of Student & Family Engagement and Community Schools Coordinator, acting as the primary point of contact for families and lead liaison to community partners
- Collaborate directly with the CEO and work alongside the Principal to direct and oversee the Family Engagement and Student Life Departments
- Lead and manage residential boarding programming for enrolled students
- Serve as the school's Enrollment Audit Point of Contact, ensuring compliance and accuracy
- Build, maintain, and manage a robust consortium of community partners to provide wraparound resources and services
- Act as Monument Academy's MKV Homelessness Liaison, supporting students and families experiencing housing instability
- Continue responsibilities of Director of Family Engagement role, including oversight of daytime medication administration
- Supervise the School Nurse, Medication Administration Technicians, and management of medical records databases
Solicit, negotiate, and formalize community partnerships and Memorandums of Understanding (MOUs)
- Coordinate access to medical and pharmaceutical resources for students and families
- Support high school transitional planning and postsecondary readiness
- Structure and lead cross-departmental student crisis intervention meetings
- Coordinate clothing and food donations and emergency family supports
- Design and facilitate parent workshops, life-skills instruction, and crisis intervention services
- Plan and execute school-wide and community-based events
- Provide family engagement professional development for all staff
- Assist families in navigating city systems, including judicial and housing services
- Direct the Family School Alliance (school PTA), supporting family leadership and engagement
- Maintain proficiency in statewide and school data systems, including PowerSchool, eSchool, SLED, Quickbase, and Qlik Sense

School Safety Specialist (2016-2017)

- Ensured the safety and security of all campus facilities and grounds
- Conducted routine perimeter and building safety checks to maintain a secure learning environment
- Managed facilities operations and environmental safety during emergencies and crisis situations
- Maintained overall building functionality and coordinated repairs and maintenance needs
- Documented and submitted facility damage claims and coordinated follow-up actions

- Participated in student crisis management in collaboration with school leadership and support teams
- Consulted and coordinated with outside contractors and vendors to ensure compliance and timely completion of safety-related work
- Facilitated all school safety drills, including fire, lockdown, and emergency preparedness exercises
- Designed and delivered safety-related professional development and training for staff
- Created and implemented a coded crisis communication system to improve emergency response protocols
- Served as the Fire Safety Audit Point of Contact, ensuring compliance with local and state regulations
- Designed and implemented comprehensive fire escape maps and evacuation routes using EDraw
- Recognized by the City Fire Marshal for producing exemplary fire safety maps and evacuation plans

Shepherd Pratt, *Educational Assistant (August 2015 to October 2016 / November 2011 to December 2012)*

Lanham, MD

- Served as an Educational Assistant supporting students diagnosed on the autism spectrum
- Implemented individualized instructional strategies aligned with each student's Individualized Education Program (IEP)
- Supported student comprehension by adapting lessons to varied learning styles and developmental needs
- Maintained a safe and structured classroom environment by implementing Behavior Principle Strategies during behavioral crises
- Assisted lead teachers with lesson planning, instructional delivery, and classroom management
- Adapted instructional materials to support accessibility, engagement, and differentiated learning
- Provided direct, hands-on academic and behavioral support to promote student success and independence
- Provide clinical consultation to families in crisis and link families to community mental health services
- Complete application for emergency hospitalizations (FD-12), when necessary, as a certified agent

MD Dept. of Juvenile Services, *Resident Advisor, (October 2014 to Dec. 2015)*

Cheltenham, MD

- Served as a Resident Advisor overseeing the behavioral and physical management of units housing 15–40 male youths
- Completed the Maryland Police and Correctional Training Commissions Department of Juvenile Services Entrance Level Training Program
- Facilitated the pre-dispositional program following placement on an assigned residential unit
Maintained accurate youth accountability through consistent headcounts and supervision
- Conducted daily observations, searches, and shakedowns of living areas to ensure safety and compliance
- Completed detailed incident reporting using both manual and electronic documentation systems
- Processed behavioral incidents through peer mediation and facilitated unit-wide group counseling sessions
- Collected and analyzed behavioral data to maintain daily level and point-based behavior systems
- Maintained comprehensive logs documenting youth interactions, staff and youth transfers, and daily movement
- Assisted youths in preparing for court hearings and appearances, including letter writing to judges and court officials
- Served as a liaison among youths, advocates, attorneys, therapists, teachers, case managers, and parents or legal guardians
- Assisted facility teachers with classroom instruction as needed
- Supported the intake process, including participation in mental health and medical evaluations
- Transported youths to off-campus medical appointments when required

Foundation School, *Dedicated Aide (Aug. 2013 to Dec. 2014)*

Largo, MD

- Served as a Dedicated Aide supporting students with Emotional Disturbances and Mood Disorders in achieving behavioral and academic goals
- Tracked and documented student behavioral frequencies to monitor progress and inform interventions
- Implemented accommodations aligned with Individualized Education Plans (IEPs) and Behavioral Intervention Plans (BIPs)
- Adapted instructional materials to support comprehension and individualized learning needs
- Supported students through crisis situations using personalized de-escalation models and physical intervention techniques aligned with the TACT2 crisis intervention model

- Served as a liaison among students' therapists, case workers, mentors, and guardians
- Assisted with classroom instruction, lesson planning, and instructional implementation
- Contributed to the development of IEP goals and actively participated in IEP meetings for assigned students
- Supported overall classroom behavioral management and structure
- Served as Assistant Junior Varsity Basketball Coach
- Led the Bulletin Board Committee, supporting school culture and engagement
- Coached the Girls' Dance and Step Club, fostering student leadership and extracurricular involvement

Alternative Paths Training School, *File and Records Clerk (Jan 2012 to Aug. 2013)*
Alexandria, VA

- Served as a File and Records Clerk responsible for maintaining, auditing, and organizing students' academic, behavioral, and clinical records
- Ensured accuracy, confidentiality, and compliance in student file management
- Documented and communicated correspondence among school staff, parents or guardians, legal teams, and state agency caseworkers
- Prepared and maintained complete records for conferences, meetings, and reviews
- Ensured timely availability of all required documentation and student information
- Provided front office receptionist coverage, managing high-volume phone calls and inquiries
- Logged and monitored all school visitors in accordance with security protocols
- Tracked and recorded daily student attendance accurately

Ardmore Enterprises, *Team Leader (Mar. 2011 to Sept 2011)*
Lanham, MD

- Served as Team Leader and Residential Counselor supporting adults with developmental disabilities in developing independence and improving overall quality of life
- Supervised and supported two residential counselors within an assigned residential house
- Managed household and consumer finances, including budgeting and expense tracking
- Assisted consumers with daily living activities such as cooking, cleaning, and household maintenance
- Mentored consumers in alignment with Individual Plans (IPs), supporting goal attainment, behavior monitoring, and independent living skill development
- Accompanied consumers to medical and legal appointments as needed
- Conducted house meetings with staff and supervisory leadership
- Completed and maintained comprehensive documentation, including behavior plans, medication and physician order charts, dietary plans, fire drill records,

transportation mileage logs, and maintenance requests

PG County Board of Education, *Dedicated Aide (Oct. 2009 to June 2011)*

Adelphi, MD

- Served as a Dedicated Aide working closely with special needs students in a middle school setting
- Provided one-on-one instructional support aligned with students' Individualized Education Programs (IEPs)
- Ensured student comprehension of lessons through specialized, individualized learning activities
- Assisted the primary instructor with classroom instruction and student supervision as needed
- Created, copied, and organized instructional and classroom materials
- Supervised students during field trips and school activities
- Facilitated and monitored parent correspondence in coordination with classroom staff

DC OAG, *File Clerk/ Legal Support Staff (Mar. 2008 to Jan. 2009)*

Washington, DC

- Served as a File Clerk and Legal Support staff member in the Public Safety Criminal Division of the Office of the Attorney General for the District of Columbia
- Assisted police officers and attorneys with papering and preparing criminal cases for prosecution
- Prepared and organized case files (jackets) for court proceedings
- Scanned and entered case documents into the ProLaw case management and tracking system
- Conducted background checks using Justis and Prism software
- Obtained and reviewed defendants' driving records
- Researched prior statutes and regulations to support proper charging of offenses
- Assigned cases to attorneys and maintained accurate case distribution records
- Maintained daily case logs and managed correspondence with DC Superior Court
- Performed administrative support duties including copying, faxing, filing, and answering phones
- Developed and implemented an electronic filing system that eliminated missing case jackets in court and remains in use by the agency

US EPA, *Office Automation Clerk (Aug. 2006 to Feb. 2008)*

Washington, DC

- Worked in the Office of Enforcement and Compliance Assurance (OECA), Immediate Office, under the Assistant Administrator at the U.S. Environmental Protection Agency

- Prepared and compiled legal materials and presentations for conferences and senior leadership briefings
- Coordinated and prepared all travel itineraries for the Immediate Office using Travel Manager and GovTrip
- Logged, tracked, and managed federal correspondence in accordance with agency protocols
- Provided administrative and operational support to maintain the overall functionality of the OECA Immediate Office
- Performed office support duties including copying, faxing, scheduling, and records maintenance
- Maintained professional and positive interactions with internal and external stakeholders
- Utilized Microsoft Office Suite, Corel WordPerfect, Adobe Acrobat Reader, and Adobe Photoshop
- Received the highest Performance Aptitude Review rating of Outstanding

VOLUNTEER AND BOARD POSITIONS

EmpowerEd Organizing Fellow (August 2023 - Present)

PAVE Citywide Board Member, & Advocacy Captain (August 2021 – Present)

PAVE Ward Based PLE Board Member (August 2019 – Present)

Miner Elementary School LSAT Board Member (September 2022 – Present)

Whole DC Learning Coalition (November 2022 – Present)

DC Policy Institute Community Advisor (Jan. 2022 – Present)

OSTP Stakeholders Committee (September 2021 – July 2022)

Strengthening Families Coalition (September 2021 – July 2022)

SPACES in Action Thrive by 5 Committee (September 2020 – July 2022)

Brittany C. Carter

EDUCATION

University of Maryland Eastern Shore, Princess Anne, MD

BA: English 2012

Dean's List Fall 2008/Spring 2009, Dean's List Fall 2011/Spring 2012

Grand Canyon University, Phoenix, AZ

MA: Special Education 2014

EdD: Organizational Leadership, emphasis in Special Education 2016-Present, all 60
Doctoral Credits completed

CURRENT PROFESSIONAL LICENSES AND CERTIFICATIONS

- CPR/First Aid/AED
- Praxis II-Special Education
- DLA 20

EXPERIENCE

Monument Academy Public Charter School, *Director of Student Services (July 2022-Present)*

Washington, DC

- Promote Monument Academy's core values and model the highest behavior standards for staff and students at all times
- Collaborate with the leadership team regarding special education and intervention matters
- Supervise and coach the Special Education Teacher
- Supervise and coach the Administrative Assistant for Special Education
- Monitor special education evaluation, reevaluation and annual IEP compliance
- Regularly review special education and intervention data to inform programmatic changes and supports to improve our academic program
- Calculate and report student achievement data scores for special education
- Manage the flow of consistent communication on Special Education issues to all stakeholders

Special Education Manager (2020-2021)

- Promote Monument Academy's core values and model the highest behavior standards for staff and student at all times
- Collaborate with the leadership team regarding special education and intervention matters
- Supervise and coach the Special Education Teacher
- Supervise and coach the Administrative Assistant for Special Education
- Monitor special education evaluation, reevaluation and annual IEP compliance
- Regularly review special education and intervention data to inform programmatic changes and supports to improve our academic program
- Calculate and report student achievement data scores for special education
- Manage the flow of consistent communication on Special Education issues to all stakeholders
- Work with the Director of Well-Being and the Special Education Coop to assist with Medicaid initial start-up and compliance
- Set up and support initial vendor contracts and finding contractors for difficult to fill positions
- Assist school-based leaders with problem-solving around scheduling, hours, and timelines, as needed
- Monitor invoices for related services monthly and calculate overall network spending on related services
- Ensure completion of state reporting
- Collaborate with school leadership to prepare for necessary legal procedures including due process cases or litigation
- Support the creation and implementation of personalized learning plans for each student that are data-informed and Common Core State Standards aligned.
- Communicate regularly with parents and caregivers regarding student progress and challenges
- Conduct home visits with another staff member as needed
- Fully participate in professional development opportunities on and off property throughout the year
- Provide and seek feedback from other members of the Academic Team and Monument Academy staff and leadership

Special Education Coordinator (2018-2020)

- Overseeing / managing a caseload of special education students and the implementation of their IEP/504 plans in: inclusive, self-contained and pull-out settings.
- Ensuring appropriate delivery of both special education instruction and related services as stipulated on IEPs/504 plans.
- Ensuring compliance by the school with all local and Federal laws and regulation relating to students with IEPs/504 plans and students referred to special education.

- Ensuring that services provided by contractual personnel are of high quality, provided in the LRE, and are aligned with students' IEPs/504 plans.
- Effectively communicating to parents and guardians the special education process including process for referrals, evaluations, annual IEPs/504 plans, and re-evaluations as well as parental rights granted by IDEA.
- Facilitating IEP meetings using a strengths based and family centered approach
- Coordinating with student's special education team to ensure all documents are completed in a timely manner (according to state, local, and school policies and procedures) prior to MDT meeting. Connect with special education team to ensure all team members (including parents) are prepared for the content of the meeting.
- Coordinating with special education team to complete quarterly IEP progress reports and provide quarterly IEP progress reports to parents/guardians.
- Maintaining student files (paper and electronic) according to school and OSSE standards.
- Providing training and technical assistance to case managers, teachers, related service providers and support service professionals on all aspects of cases management: use of computer systems for the special education process, writing of goal writing, progress reports, annual reviews and parent communication.
- Ensuring IEPs are developmentally appropriate, curriculum/standards -based, strength based, and relevant to individual students.
- Working to maintain school and LEA tracking and data system that includes: student information related to IEPs, services, service hours, evaluations, MDT referrals, time lines in which evaluations were completed and discipline incidents documented
- Supporting the planning of special education initiative and the implementation of initiatives. Integrates new developments, research findings and best practices into ongoing programs and new initiatives

Special Education Teacher (2016-2018)

- Assessing students' skills to determine their needs and to develop teaching plans
- Adapting lessons to meet the needs of students
- Developing Individualized Education Programs (IEPs) for each student
- Plan, organize, and assign activities that are specific to each student's abilities
- Teach and mentor students as a class, in small groups, and one-on-one
- Implement IEPs, assess students' performance, and track their progress
- Update IEPs throughout the school year to reflect students' progress and goals
- Discuss students' progress with parents, teachers, counselors, and administrators
- Supervise and mentor teacher assistants who work with students with disabilities
- Prepare and help students transition from grade to grade and after graduation

Villa Maria School, *Special Education Teacher (2014-2016)*
Baltimore, MD

- My responsibilities are to provide direct and indirect instructional support to students in a positive environment, employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
- Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
- Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.

Time Organization, *Rehabilitation Counselor (2014-2020)*

Baltimore, MD

- Work with the clients and family/guardians to apply in-home interventions relating to long- and short-term goals provided through a detailed behavioral treatment plan.
- Work with the client and demonstrate de-escalation techniques, crisis interventions skills, behavioral modification techniques and they must be very timely with the completion of daily contact and monthly progress notes.

New Hope Academy, *Special Education Teacher(2011-2014)*

Baltimore, MD

- My responsibilities within the classroom are utilize appropriate language, interactions, and positive discipline, model positive behavior, assist in instructing and supervising children in classroom activities.
- I also utilized research library, research, plan, and develop age appropriate activities for lesson plans in conjunction with the Lead Teacher and assisted the Lead Teacher in incorporating required activities into lesson plans that support children's development.
- As a Life skills teacher assistant, I work one-on-one or in small groups to help students with unique challenges, such as cooking, hygiene, and money skills. I helped students improve self-image by teaching appropriate skills related to grooming, dress habits and social skills.

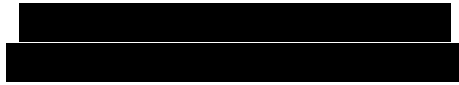
Step by Step MD, *Direct Care Counselor/PRP (2013-2015)*
Baltimore, MD

- Provide rehabilitative services to clients by following the goals of a detailed individualized treatment plans set forth by a licensed clinician.
- Direct Care Counselor are skilled in helping people deal with their mental and behavioral diagnoses while assisting with community awareness, teaching positive social skills, introducing good eating habits, helping with personal hygiene, implementing anger management strategies, dealing with conflict resolutions, teaching effective time management skills, and maintaining personal safety in the home and community.

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

The National Society of Leadership and Success
Progressive Shiloh Workers
Phi Beta Kappa (Honor Society)
Sigma Gamma Rho Sorority Inc

Dr. Hope Beavers, Ph.D., LICSW



EDUCATION

Walden University, Minneapolis, Minnesota
PhD Social Work 2023

Howard University, Washington, DC
Masters of Social Work 2014

Fayetteville State University, Fayetteville, NC
BA: Sociology 2010

CURRENT PROFESSIONAL LICENSES AND CERTIFICATIONS

LICSW(DC)
LCSWC - Certified – Clinical (MD)
Maryland Board Approved Supervisor (State Board of Social Work Examiners)

EXPERIENCE

Monument Academy Public Charter School, *Director of Well-Being (July 2026- Present)*
Washington, DC

- Strategic Development: Designs and executes comprehensive, school-wide wellbeing initiatives that fostered a positive, inclusive culture for students, faculty, and administrative staff.
- Programmatic Implementation: Leads evidence-based mental health, social-emotional learning (SEL), and wellness programs tailored to support the diverse needs of the school community.
- Staff Supervision & Mentorship: Manages and supports a multidisciplinary team of counselors, social workers, psychologist wellness specialists, and support staff to ensure cohesive service delivery across campus.
- Stakeholder Collaboration: Partners with school leadership, educators, and families to address individual student needs, navigate behavioral interventions, and build stronger community support systems.
- Training & Professional Development: Facilitates workshops and training sessions for staff on trauma-informed practices, stress management, crisis response, and burnout prevention.
- Crisis Intervention & Management: Serves as a key leader in crisis management

protocols, providing direct oversight and immediate support during critical incidents and complex behavioral emergencies.

- Data & Outcome Tracking: Evaluates the effectiveness of wellbeing programs through data collection, student surveys, and key metrics to continuously refine interventions and improve retention.
- Community Partnerships: Cultivates and maintains strategic partnerships with local health organizations, mental health agencies, and community resources to expand available support services.

DC Public Schools, Office of School Improvement and Supports (OSIS) *Manager, Trauma Prevention and Recovery (2024-2026)*

Washington, DC

- Support the School Mental Health team and serve as a member of the Trauma Prevention and
- Recovery team within School Mental Health.
- Provide professional learning, technical assistance, and ongoing support to school communities focused on the prevention of adverse childhood experiences (ACEs), including school-, family-, and community-based trauma.
- Collaborate with school leaders, the Director of Trauma Responsive Schools Initiatives, the Director of School Mental Health, the Senior Director of School Mental Health, and cross-functional stakeholders to ensure schools receive comprehensive training, coordinated supports, and community-based collaboration.
- Facilitate crisis deployment across DCPS schools, including coordinating crisis response efforts; documenting crises; deploying, overseeing, and managing mental health team members on site; providing timely updates to the Director of Mental Health Services; collecting and analyzing data; developing comprehensive written reports; and ensuring appropriate follow-up actions.
- Assist the Director of School Mental Health and deployed mental health teams in responding to crisis events that impact school communities.
- Support Trauma Responsive Schools initiatives and assist school-based teams with planning and implementation of long-term recovery efforts following school-wide crises.
- Review suicidal ideation data and follow up with school-based and community providers to ensure appropriate interventions, services, and resources are delivered and documented.
- Facilitate and deliver trainings on threat management and response, suicidal ideation, duty to warn, and mental health-related protocols and procedures for school-based staff and stakeholders.

- Assist with the development, revision, and implementation of the DCPS Mental Health Handbook, contributing to systemwide guidance on policies, procedures, and best practices.
- Collect, analyze, and synthesize multiple sources of data related to mental health services, crisis response, and threat management to create presentations, dashboards, and written reports to inform leadership decision-making and continuous improvement.
- Implement, evaluate, and expand the DCPS school crisis prevention and recovery model to strengthen systemwide readiness and response capacity.

DC Child and Family Service Agency, Office of Well-Being, *Clinical Therapist (2023- 2024)*
Washington, DC

- Facilitated individual, group, and family therapy sessions.
- Conducted initial screening and diagnostic interviews to obtain consumer psychosocial history.
- Provided clinical diagnosis and developed individualized treatment plans.
- Provided specialized support to staff and the agency using clinical interventions.
- Participated in agency-wide well-being initiatives.
- Assisted the agency in creating training programs and modules.
- Coordinated plans with social workers, family members, CFSA placement team, and others involved in the child's care.
- Incorporated crisis response support or intervention as warranted, supporting social workers and support staff with dysregulated youth on site, or specialized coaching support for staff in need of guidance when working with challenging youth or complicated situations.
- Served as a coach to Social Workers and support staff working with difficult client situations.
- Provided consultation to social work teams.
- Participated in clinical staffing to advise on clinical needs and recommendations
- Supported the development and delivery of trainings.

Department of Behavioral Health, School Mental Health Program, *Social Worker (2021 - 2023)*
Washington, DC

- Provided comprehensive social work services for children and their families within a school-based setting.

- Provided clinical treatment services to students and their families within a school-based setting.
- Provided clinical treatment services to students and their families and facilitated individual and school-wide crisis interventions.
- Conducted initial screening and diagnostic interviews to obtain student mental health, medical, school, and family history.
- Provided clinical diagnosis and developed individualized treatment plans.
- Coordinated with multi-disciplinary teams based within the school regarding results of assessments and proposed interventions and therapeutic strategies.
- Implemented prevention and early services/resources for students and their families.
- Provided consultative services and technical assistance to teachers regarding interventions designed to support classroom activities; and provided educational presentations on mental health issues for students, their families, and school staff.
- Ensured assignments are completed in compliance with Department of Behavioral Health and MCO/insurance regulations.
- Provided socioemotional trainings and learning opportunities using evidence-based programs for youth, families, and school staff.

My Girl's Place, Owner/Lead Therapist (2018 - 2021)

Fort Washington, MD

- Founded and managed a solo private practice providing outpatient mental health services to diverse client populations.
- Conducted comprehensive biopsychosocial assessments and developed individualized, evidence-based treatment plans.
- Delivered individual therapy using modalities such as CBT, DBT, and trauma-informed approaches tailored to client needs.
- Maintained full responsibility for clinical documentation, including progress notes, treatment updates, and discharge summaries in compliance with ethical and legal standards.
- Managed all business operations, including client intake, scheduling, billing, and insurance claims processing.
- Ensured compliance with HIPAA regulations and state licensure requirements to protect client confidentiality and uphold professional standards.
- Built and sustained a client caseload through referrals, networking, and community outreach

- Monitored client progress and adjusted treatment interventions to support measurable outcomes.
- Coordinated care with external providers, including psychiatrists, primary care physicians, and social service agencies.
- Implemented policies and procedures to support ethical practice, risk management, and quality assurance.

Friendship Public Charter Schools, *Social Worker (2018 - 2021)*

Washington, DC

- Preventive work with students, staff, and families
- Provided consultation to school staff and parents to facilitate student educational, social, and emotional growth.
- Obtained information concerning the effects of environment, including family, cultural, and economic disadvantages that may be adversely affecting student progress.
- Conducted home visits that encourage home/school communication.
- Worked collaboratively with the Student Support Team (SST) to develop plans of assistance for students at risk of academic and/or behavioral difficulty.
- Coordinated school and community services.
- Served as the home-school-community liaison responsible for effective resource utilization and positive relations with stakeholders.
- Served as a mediator within the school.
- Communicated with other agencies involved with students.
- Led the clinical support staff.
- Made appropriate referrals for community resources.
- Provided short-term therapy.
- Completed Behavior Intervention Plans and Functional Behavior Assessments
- Established and implemented IEP goals for students in special education. • Created and facilitated mental health Professional Development and activities.
- Responded and led crisis support.

Friendship Public Charter Schools, *Grant Compliance Manager (in addition to Social Worker) (2020 - 2021)*

Washington, DC

- Ensured timely and accurate reporting to OSSE per the reporting cycle and milestones as outlined in the performance agreement.
- Monitored grants progress to ensure milestones are met as stipulated in the grant

and inform senior leadership as to when milestones have not been met.

- Kept the relevant staff informed about upcoming deadlines and deliverables, thereby ensuring smooth completion of work responsibilities.
- Responded to crisis situations and intervened to address immediate problems.
- Provided detailed reports to senior leadership quarterly with respect to the organization's progress.
- Monitored paperwork and other related documents connected with grant-funded program.
- Assisted in creating a budget narrative.
- Provided supervision to LGSW social workers.
- Interviewed perspective social workers for employment with Friendship PCS
- Coordinated and hosted social work department meeting.
- Created and facilitated mental health Profession Developments and activities.
- Located SEL programming to support staff, student, and family development.

DC Child and Family Service Agency, *Social Worker (2014 - 2018)*
Washington, DC

- Provided a variety of child welfare casework services to children and to families to investigate, assess and remediate situations, allegations and reports.
- Conducted home visits to assess strengths and needs of families; contacted collateral source; reviewed pertinent information; made appropriate referrals.
- Developed and implemented assessments and plans to remediate child abuse and neglect.
- Responded to crisis situations and intervened to address immediate problems.
- Utilized various counseling and therapeutic techniques in an attempt to address social, environmental, emotional and medical problems.
- Provided mental health treatment including psychotherapy.
- Maintained medical, physical, social and psychological histories.
- Provided case management to families, children and youth, both individually and in groups.
- Provided assistance in seeking employment, housing, financial assistance and other services for assigned caseload.
- Maintained statistical data which reflects an account of clients served, and the number and types of activities performed in order to provide services.
- Formulated diagnostic impressions
- Prepared a variety of reports; represented the CFSA at administrative reviews, court hearings and other meetings.
- Coordinated implementation of court orders.
- Maintained up-to-date case records for documentation of case activity, to include electronic case management data entry.

Sasha Bruce Youthwork, Teen Outreach Program *Social Worker Intern/Facilitator (2013 - 2014)*

Washington, DC

- Facilitated evidence-based Teen Outreach Program (TOP) sessions focused on life skills, healthy relationships, and goal setting for youth ages.
- Built supportive relationships with at-risk adolescents to promote social-emotional development and positive decision-making.
- Led group discussions and activities addressing topics such as conflict resolution, mental health awareness, and community engagement.
- Monitored participant progress and maintained accurate case notes and program documentation in compliance with agency standards.
- Collaborated with school staff, counselors, and program coordinators to support student success and attendance goals.
- Assisted in crisis intervention and provided appropriate referrals to community resources and support services.
- Encouraged youth participation in community service projects to foster leadership and civic responsibility.
- Adapted curriculum and facilitation style to meet diverse learning needs and cultural backgrounds.
- Supported program evaluation efforts by collecting data, tracking outcomes, and providing feedback for program improvement.
- Maintained a safe, inclusive, and structured environment for all participants.

Brinton Woods at Dupont Circle, *Social Worker Intern (2012 - 2013)*

Washington, DC

- Assisted licensed social workers in conducting psychosocial assessments and developing individualized care plans for residents
- Provided emotional support and counseling to residents and their families, helping them navigate adjustment, grief, and health-related challenges
- Coordinated discharge planning, including referrals to community resources, home health services, and support programs
- Advocated for residents' rights, preferences, and overall well-being within an interdisciplinary care team
- Maintained accurate and confidential client records in compliance with HIPAA and organizational policies
- Collaborated with nurses, therapists, and physicians to support holistic, patient-centered care

- Facilitated group activities and therapeutic programs to promote social engagement and mental wellness
- Assisted with crisis intervention and conflict resolution among residents and family members
- Educated residents and families about available services, care options, and advance care planning
- Participated in care conferences and team meetings, contributing insights on residents' psychosocial needs

Awards and Achievements

Fayetteville State University Center for Personal Development
Distinctive Service Award, April 2008

Child and Family Service Agency
Four Pillars Award, 2018

Anna Scudiero

[REDACTED]

[REDACTED]

EDUCATION

Valparaiso University, Valparaiso, IN
BA: Political Science, Magna Cum Laude 2016
Minors: English and Professional Writing

EXPERIENCE

Monument Academy Public Charter School, *Development Director (July 2022- Present)*
Development Manager (July 2020- June 2022)
Advancement Specialist (June 2018- July 2020)
Advancement Associate (May 2017-June 2018)
Development Assistant (July 2016- May 2017)
Washington, DC

- Manage donor database, update and track all information (proficient in use of Salesforce, Little Green Light, DonorPerfect)
- Create, send, and track thank you notes and tax acknowledgement letters for all donors
- Conduct individual prospect and foundation research
- Manage grant application cycles and processes for both private and government funding
- Write, proofread, and edit grants and grant reports
- Submit all grants and grant reports, including OSSE grants in the Enterprise Grant Management System
- Draft communications and schedule and prepare prospect meetings for high-level organization leadership
- Plan and execute strategic fundraising campaigns
- Oversee social media strategy and maintain web pages
- Create marketing materials (brochures, infographics, posters, info sheets)
- Supervise the creation of external newsletters
- Plan internal and external events, dinners, parties, and lunches
- Engage prospective donors in school visits, tours, and meetings

- Create reports, decks, and other materials with monthly and yearly fundraising data
- Manage Board of Directors materials, meetings, and communications
- Implement and oversee all Out of School Time enrichment programming including after-school programs and camp programs held over school breaks
- Manage team of 15+ after-school program leaders throughout the school year and 10+ camp leaders over school breaks

Valparaiso University Office of Undergraduate Admissions, *Ambassador in Admissions and Administrative Aid (2013-2016)*

Valparaiso, IN

- Marketed Valparaiso University to prospective students and their families
- Lead campus tours for prospective students and families
- Communicated regularly with prospective students via telephone and email
- Represented Valparaiso University at various recruiting events
- Tended to the front desk in the Welcome Center/Admissions Office
- Operated University-wide phone line switchboard
- Greeted and served as first point of contact with all visitors
- Scheduled campus visits and meetings for staff members
- Managed database of prospective students
- Completed paperwork, data collection and input, and other administrative tasks as assigned

Horton's Kids, *Youth Development Intern (Summer 2015)*

Washington, DC

- Created career preparation lesson plans for high school and middle school students
- Facilitated older youth programming and assisted with field trips
- Lead resume workshops for youth and their families
- Conducted research to aid the creation of new youth development curriculum

Children's Defense Fund, *Policy Research Intern (Fall 2014)*

Washington, DC

- Organized, analyzed and synthesized large quantities of data using Microsoft Excel
- Arranged data into tables, charts, and fact sheets to share internally and externally
- Summarized external reports and articles for Policy and Communications teams

- Assisted with research on policy proposals and the potential effects on child poverty in the U.S.
- Advocated for policies on Capitol Hill resulting in added sponsors to The Strong Start for America's Children Act

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

Office of the State Superintendent of Education Federal Grants Advisory Group, (2025-Present)

DC OST (Out of School Time) Community Advisory Network (2025- Present)

Building Hope Impact Award Evaluation Committee (2025)

Valparaiso University Dance Marathon, Director of Fundraising (2015)

Valparaiso University Institute of Service and Leadership CAPS (Calling and Purpose in Society) Fellow, (Summer 2015)

Chi Omega Fraternity, Valparaiso University Career and Personal Development Chair (2015)

James Long

[REDACTED]

[REDACTED]

EDUCATION

University of District of Columbia, Washington, DC

Major: Criminology

Minor: Business Administration

August 2023 through Present

Virginia State University, Petersburg, VA

Received Credits towards Bachelor of Science Degree

Criminal Justice and Scientology

August 1999 through December 2002

EXPERIENCE

Monument Academy Public Charter School, *Director of Operations (July 1, 2023- Present)*
Washington, DC

- Develop the school-wide operations vision that supports and operationalizes the academic and cultural vision of the school in partnership with the Chief Executive Officer
- Assist with purchasing process by establishing clear systems for staff to request items, placing orders, tracking delivery and submitting purchase orders
- Work with the Chief Operating Officer to ensure facility issues are properly handled, including maintenance, managing staff/vendors, and school safety
- Serve as the eyes and ears of the school to ensure that all school operations run seamlessly each day, proactively problem solving, and developing systems where needed
- Oversee all aspects of arrival and dismissal procedures schedules
- Lead the school opening/startup process each year to ensure that doors are ready to open by ordering furniture, equipment etc..
- Ensure that the school is prepared for emergencies by conducting all drills and training staff on emergency plans
- Partner with Human Resources to ensure that school staff have complete, current, and accurate employee files and certifications
- Collect all items from terminating employees and partners with Human Resources on any action items surrounding exit logistics

- Oversee Safety and Security Team

Head of Safety and Security (August 2019- July 2023)

- Oversee the safety and security program at Monument Academy Public Charter School
- Develop and perform training for all stakeholders regarding best practices of safety and security
- Develop and manage safety and security budget
- Supervise and schedule the shifts of 12 security team members
- Maintain and update security policies and procedures
- Serve as a liaison with MPD, EMS, and other government agencies
- Manage and coordinate emergency preparedness training (i.e., lockdown drills, fire drills, evacuation, etc.)
- Ensure that the school is operating in compliance with all fire code regulations
- Respond to all incidents during business and non-business hours
- File, investigate, and review all incident reports
- Assist Principal and Dean of Behavior with student disciplinary actions as needed
- Monitored 41 CCTV's during hallway transitions

Friendship Public Charter Schools (Blow Pierce Campus), Head of Security (August 2017- October 2019)

- Ensured a safe and secure learning environment for all students, faculty, staff, and surrounding community
- Effectively communicated with police and fire departments to address (non)emergency situations
- Enforced school policies and procedures to students, personnel, and visitors
- Intervened during conflicts in order to minimize injury, disruption of learning, and damage to school property
- Kept detailed logs/notes and all incident reports
- Reported all incidents (e.g. accidents, fights, violation of school rules, etc.) to appropriate administrators
- Responded to security alarms before, during, and after school hours
- Created and managed shift hours and schedule changes for 4 security officers
- Associate Libe

CURRENT PROFESSIONAL LICENSES AND CERTIFICATIONS

CPR and First Aid Certified

Certified Crisis Prevention Instructor

Security Commission License

BLS Certified (Pediatric)

Appendix E

Employment Classification

EMPLOYMENT CLASSIFICATIONS

An employee is a person employed by Monument Academy to perform services in exchange for remuneration. Independent contractors are not employed by Monument Academy and are not employees. Persons who are not employees of Monument Academy cannot participate in any employee benefits plans that may be sponsored or provided by Monument Academy.

Employees are classified as follows:

- **Non-Exempt Employees:** Includes all full-time and part-time employees of Monument Academy who are covered by the Fair Labor Standards Act (“FLSA”) and similar state or local laws and are statutorily entitled to overtime for hours worked in excess of 40 hours per week. Non-exempt employees must accurately and completely record all time worked by clocking in and out on Paycom’s website time clocks. Employees will be compensated for all time worked as required by federal, district, state, or local law as applicable. Non-exempt employees are required to submit timesheets for each pay period, approved by the appropriate supervisor, for the purpose of tracking hours worked and calculating compensation. This process takes place within Paycom time and attendance and the payroll provider.

Non-exempt employees working 8 hours or more in a day may take two 15 minute paid breaks per day, one in the morning and one in the afternoon. These break periods are not cumulative and are forfeited if not taken. In addition, non-exempt employees working 8 hours or more in a day may receive one 30 minute paid meal period based on workload demands.

- **Exempt Employees:** Exempt employees are paid a fixed salary regardless of the number of hours worked and who, by virtue of their job duties, are not entitled to overtime compensation.

Employees are also classified within one of the following three statuses:

- **Full-Time Employees:** Full-time employees are employees who are customarily and regularly scheduled to work a minimum of 35 hours per week. Full-time employees may be eligible to participate in employee benefits plans provided or sponsored by Monument Academy in accordance with the requirements specified within such plans policy documents.
- **Part-Time Employees:** Part-time employees are employees who are customarily and regularly scheduled to work less than 35 hours per week. Part-time employees are not eligible to participate in any employee benefits plans that may be provided or sponsored by the School. However, part-time employees who work 50% time or

greater will earn 2 paid sick days over the year; one day is available for use between the start of the school year and December 31st, the remaining is available for use between January and the end of the school year.

- Temporary Employees: Temporary employees are employed by Monument Academy for a predetermined start and end date of employment. Temporary employees are not eligible to participate in any employee benefits plans that may be provided or sponsored by the School.

In addition, employees are assigned to one of the following functional groups:

- Senior Executive
- Executive
- Managers
- Academic
- Student Life
- Well-Being and Student Services
- Behavior
- Safety
- Operations

Senior Executive: Composed of the CEO, Head of Schools, COO.

Executive: Executive Team is composed of the senior leadership members of Monument Academy who lead the school's different functional teams: Academic, Well-Being, Student Life, Behavior, Safety and Operations. Comprised of the Chief of Family and Community Engagement (FACE), Chief of Well Being, Data Systems and IT Chief, Director of Operations, Director of Student Services, and Development Director

Managers: Composed of the RTI Manager, Manager of Student Life, Safety Manager, and Manager of Student Affairs.

Principal, Chiefs, Directors and Managers: These titles denote responsibility for leading a group of people or a key area of work.

Academic: Academic staff are Monument Academy's instructional team. Academic staff have teaching qualifications and are responsible for the academic program of the School. Most academic staff will work during the day.

Well-Being: Well-Being staff provide behavioral and therapeutic support for our students.

The Well-Being staff is typically licensed professionals in the fields of social work, counseling, and psychology. Well-Being staff may work in overlapping shifts from morning into late evening. Student services staff provide academic support required by student IEPs.

Student & Family Engagement: Student & Family Engagement staff support the engagement of families (parents & guardians), as well as the residential portion of the School's program. This team oversees the student boarding experience, family resource management and parent education.

Behavior: Behavior support staff provide behavioral support and positive rewards (PBIS) for our students. The Behavior staff work to support classrooms and academic staff with behaviors, help create quality FBAs, BIPs, and positive reinforcement plans.

Safety: The Safety team is composed of Safety Specialists. The function of this team is to maintain the security of the facility both internally and externally. This team is trained to ensure the safety of all students and staff.

Operations: Operations staff support the daily operations of the School, including procurement, inventory management, vendor management, facilities maintenance, data, systems, IT compliance and reporting. Administrative support staff assist the leadership team in various functions including recruiting, development, and assessments.

COMPENSATION

Pay Period and Payday

Monument Academy employees are paid two times per month, on the 15th and the last day of the month. If a payday falls on a holiday (when banks would be closed), employees will receive their paycheck on the day before the closure. If you are salaried, your first paycheck will be paid on the first pay date following the start of employment through to that pay date; for example if you start working on the 8th of the month, your first paycheck will be on the 15th for the 8th through 15th of that month. If you are hourly or part-time, your pay will be one week in arrears. For example, if you started on the 2nd of the month, you will be paid on the 15th, however the pay periods end one week prior to the pay date, so you would only be paid through the 8th of the month. You will receive a pay schedule detailing the pay periods and pay dates.

All employees are strongly encouraged to be paid through Monument Academy's direct deposit program. Employees that elect not to participate in direct deposit may be issued a check for wages due each payday. Employees interested in participating in direct deposit

should contact the Human Resources Department. The direct deposit form can be found in Paycom System.

Paycom is our payroll provider and all employees will be set up with the ability to log into their own account where they can view payroll information, pay stubs, and tax forms. Paycom provides paid time off information and timekeeping information that will be discussed later in this handbook.

Staff Performance

We are committed to students reaching a high level of student achievement. In order to meet that commitment, we expect each employee to perform at the highest levels. To that end, we have implemented the following procedures:

Confidential Personnel File

The school shall maintain a confidential personnel file for each employee. The personnel file shall be maintained by the Human Resources Department, and shall be accessible to only the employee, Human Resources Specialist, Chief Operating Officer, and CEO. The Board of Trustees may have access to the file to resolve an internal complaint brought by the employee. The Board of Trustees shall maintain and have full access to the personnel file of the CEO.

Strategic Professional Growth Plans

After establishing student achievement and organizational goals, staff members will develop individual strategic professional development plans. Each staff member and his or her supervisor will set the key strategies and objectives to help that staff member reach the goals for their individual strategic professional growth plans, using their job descriptions and organizational goals. All plans should identify specific strategies to achieve each goal, have timelines associated with each goal, and use metrics that will demonstrate the accomplishment of each goal.

Staff members will draft their initial strategic professional development plans before and during a goal setting meeting with their supervisor at the beginning of the year. There will be opportunities during the year to refine the goals, strategies, timelines, or metrics. For instance, after the goal setting meeting in the fall, teachers will meet with their supervisor quarterly after each interim assessment and will review their strategic professional development plans in light of the assessment results.

Observations

All staff members may be observed by their supervisors during the implementation of their

roles and responsibilities. Staff may receive verbal feedback or written feedback from their supervisor in the areas of improvement outlined in their performance plan and any of the other areas outlined in their job responsibilities. Supervisors will make every effort to provide prompt and specific feedback.

Evaluations

All staff members will receive a formal written evaluation at the end of each year. This will be preceded by an informal mid-year evaluation. The evaluations will address both strengths and areas for growth. For non-instructional staff members, the evaluations will focus on the employee's performance relevant to his/her job.

If a supervisor has significant concerns about the effectiveness of a staff member during the year, the supervisor may meet with the staff member to discuss performance expectations, highlight problem areas, and develop a performance plan. In addition, the supervisor may initiate progressive discipline.

Staff Celebrations of Achievement

This celebration will combine holiday festivities and the honoring of stakeholders who exemplify the qualities and professionalism required to be the outstanding role models our scholars deserve and trust to lead them. Monument Academy High School's Teacher of the Year and Staff Member of the Year will be chosen from candidates who will go through a fair process of record review, stakeholder recommendations, and interviews by non-partisan judges. The winner will be announced at the Monument Staff Celebration which is a semi-formal affair.

- Previous year End-of-Year Evaluation must have received a rating of Distinguished or its Equivalent
- Must have an attendance rate of at least 95% (points assigned via ranking order)
- Not on a Performance Improvement Plan
- Review of contributions to a positive school culture (Achievement Data, Other Roles, etc.)
- At least eight (8) Letters of Recommendation from each of the following groups of stakeholders (Minimum of 2 from each; Maximum of 3 from each):
 - Staff Member (non-Leadership)
 - Student
 - Parent
 - Community Stakeholders
- Interview of Finalists and their supporters by Judges (Non-Monument Employees)

Monument Academy will also honor and celebrate our staff members through their respective departments during the appreciation months, on their birthdays, and via the end-of-month *Friday Finales* where the staff come together to relax, smile, and rejuvenate.

TOURS OF DUTY

STAFF	DAYS	TOURS OF DUTY
ACADEMIC DAY	Monday through Friday	8:00am to 4:00pm
RESIDENTIAL EVENING	Sunday through Thursday	3:00pm to 12:00am
RESIDENTIAL OVERNIGHT	Sunday through Thursday	12:00am to 9:00am

Appendix F

Job Descriptions



School Principal
Job Description and Responsibilities

Unique opportunity to be an instructional leader at an innovative charter boarding school targeting foster care youth

About Monument Academy

Monument Academy has established an innovative model integrating tailored academics with evidence-based, trauma-informed practices. Monument Academy opened in 2015, and will have a maximum of 135 students spanning 5th-8th grade each school year. The mission of Monument Academy is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional and life skills to be successful in college, career and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people. Monument Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, be on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

About the Position

The Director of Academics will report directly to the Head of School/CEO, providing instructional design and coaching, intervention coordination, and innovation in the area of Student-Centered design. Student-Led Conferences (SLCs), and project-based learning fall under this umbrella. The Director of Academics will manage the classroom teachers and teacher assistants.

This position provides an experienced instructional leader the opportunity to work with a group of passionate educators to drive instructional excellence for some of the highest need students in Washington, D.C. This leader should have excellent organizational and management skills, with the ability to provide oversight and formal coaching to instructional coaches and teaching teams. This position directly designs, informs and maintains the

intervention programs as well as providing instructional quality oversight, particularly in the area of best practices in special education.

This is an exciting opportunity for an operations focused leader who wants to see the direct impact of their work on the lives of our highest need children.

Candidates should be able to do the following:

- Coach instructional coaches in differentiated teaching models
- Coach teachers in differentiated teaching models
- Supervise staff in self-contained special education and intervention settings
- Use data to inform instructional decision making
- Coordinate interventions and tiered supports
- Research innovative project-based learning practices and compose pilot projects
- Serve as instructional designer to inform the creation of personalized learning environments, suggesting best practice and research methods necessary to accomplish the learning goals for each student at the school
- Assist in determination of student learning goals and the development of individual learning plans

Character Traits and Values

- Commitment to the mission of Monument Academy and working in “the Monument Way”
- Passion for teaching and learning
- Commitment to positive behavioral approaches a MUST
- Emotional self-regulation, patience, maturity and humility
- Honesty and integrity
- Curiosity and creativity
- Optimism and enthusiasm
- Excellent people skills
- Respect for students, families, and staff
- Ability to accept and integrate feedback into practice
- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Willingness to learn and grow in a new school environment
- Thoughtful self-reflection and good self-care skills
- Commitment to teamwork

Skills and Qualifications

- Experience serving as an instructional manager in a school system for a minimum of 3 years
- Supervised a staff of significant size, through director-level staff
- Able to drive quantifiable results in an academic environment for high need students
- Believe deeply in Monument Academy's mission, and in our ability to achieve ambitious goals.
- Successfully managed and developed teams by creating a feedback-rich and data-driven culture
- Deep experience using academic data to drive instructional and curricular strategies
- A systematic thinker who has successfully built processes and systems that have helped instructional leaders and teachers be more efficient and effective in their work
- Believe that effective instruction is full of joy and rigor
- Always looking to grow your own expertise and practice, and seek out resources and best practices from others
- Effectively implement instructional leadership best practices, including providing observation feedback, leading data meetings, and executing other *Leverage Leadership* technique
- Have a graduate degree in education

Location:

Washington, D.C.

Compensation:

Monument Academy has evaluated its salary structure in comparison to the sector. We offer competitive salaries, commensurate with experience, that place us in the top 75% of the sector average. The school offers a strong benefits package that includes health care (HMO and PPO options), retirement plan (employer match available), Flexible Spending accounts, and generous vacation leave for its administrators.

To Apply:

Visit the "Careers" page on www.monumentacademy.org. Click the "Apply Here" link. You will be asked to create a profile, then fill out an application, including uploading your resume and cover letter. Salary and benefits are competitive, and commensurate with education, and level of work experience. Monument Academy is an equal opportunity employer, committed to inclusive hiring and encourages applicants from all backgrounds. We do not discriminate on the basis of race, color, national origin, marital status, religion, sex, age, sexual orientation, disability, or any other protected status. All employment decisions are made solely on the basis of the individual's qualifications, as related to the requirements of the position being filled.



Student Support Specialist
Position Description and Responsibilities

Unique opportunity to be on a growing team, at an innovative charter boarding school targeting foster care youth

About Monument Academy

Working with the most at-risk adolescents and established on an innovative model integrating excellent academics with evidence-based, trauma-informed practices, Monument Academy is a weekday boarding school that opened in the 2015-2016 school year with a 5th grade class of 40 students and will have 160 students when we reach full enrollment through 8th grade in 2018/19. The school is currently authorized to expand to 8th grade and maintains the goal of growing through high school so that students will graduate from Monument Academy.

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 Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life

Overview

The Manager of Student Support is a leader responsible for contributing to, and communicating a vision and focused plan for improving student achievement and student behavior; supporting teachers in improving their instructional practice; creating a community of continuous learning for all staff and students; and fostering a culture of high

expectations for all students. In addition, the Manager is charged with building strong partnerships with families and community, creating a safe, supportive school climate.

The Manager of Student Support will be the primary stakeholder in ensuring behavioral consequences are properly executed, parents receive communication regarding student behavioral incidents, and that all plans are executed consistently across the school. The Manager of Student Support will also be responsible for coordinating positive school-wide initiatives, including: the student store, Fun Friday, and the creation of the student recreation center.

Essential Duties and Responsibilities

- Supervise and coach grade-level Deans of Students
- Supervise athletic contests, dances, and other student activities throughout the year
- Analyze and understand student behavioral data and effectively use it to inform actions within school.
- Collaborate with administrative leadership team, initiate a strong sense of team and serve on committees as appropriate.
- Develop and foster community connections that will enhance the educational experience of all students.
- Plan and implement appropriate professional development as it relates to student behavior
- Effectively manage conflict within the school building.
- Clearly communicate the school's vision and mission to the community and maintain a positive school climate while holding staff accountable as needed.
- Counsel students and parents about school policies.
- Assist in monitoring and supervision of school facilities.
- Serve as a resource to staff in dealing with classroom management issues.
- Advocate for children and actively embrace community involvement.
- Appreciate and respect diversity
- Inspire innovation among school community.
- Demonstrate a commitment to your personal growth and learning.
- Manage student supervision issues and enforce school behavioral expectations by assigning appropriate consequences for behavior .
- Assist staff and parents in developing student behavioral expectations.
- Assist in developing programs to promote positive students behavior as well as intervention strategies.

Location: Washington, D.C.

Compensation

Monument Academy offers competitive salaries, commensurate with experience. The school offers a strong benefits package that includes health care (HMO and PPO options), retirement plan (employer match available), Flexible Spending accounts, and generous vacation leave for its administrators.

To Apply

Visit the “Careers” page on www.monumentacademy.org. Click the “Apply Here” link. You will be asked to create a profile, then fill out an application, including uploading your resume and cover letter. Salary and benefits are competitive, and commensurate with education, and level of work experience. Monument Academy is an equal opportunity employer, committed to inclusive hiring and encourages applicants from all backgrounds. We do not discriminate on the basis of race, color, national origin, marital status, religion, sex, age, sexual orientation, disability, or any other protected status. All employment decisions are made solely on the basis of the individual’s qualifications, as related to the requirements of the position being filled.



Director of Behaviour Management Position Description and Responsibilities

About Monument Academy

Our mission 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. Our philosophy for educating our students is rooted in a belief that all students have the capacity to succeed at high academic levels and experience positive life outcomes. While many students may have been subject to adverse childhood experiences, these events do not define who they are or predetermine their trajectories. We also believe in a growth mindset, where adults and students value hard work, persistence, and the process of learning, and understand that valuing dedication and effort, not “talent” and “fixed ability,” foster a love of learning and improved outcomes both academically and personally. Our school is designed with an emphasis on personalized learning, experience-based learning, and social-emotional well-being to ensure that students with disabilities or who are English Language Learners will benefit from our school.

About the Position

The Director of Behaviour Management position will be responsible for designing, coordinating, and evaluating a comprehensive behavior support program. The Director of Behaviour Management will collaborate with the Student Life, Academic, Well-Being, and Operations departments to implement the program organization- wide. Working directly with students and staff to cultivate a positive behavior culture, the Director of Behaviour Management is expected to guide at-risk students, that are behaviorally challenged in transitioning to a functional behavioral status, and to adopt behaviors that substantially increase their academic performance. This position will be expected to work normal school operational hours, Monday-Friday, 8:15 AM - 4:30 PM, and 11:00 AM - 7:00 PM twice per week.

Professional Responsibilities

The Director of Behaviour Management will develop individualized treatment plans, interventions, and monitor student goals. The Director of Behaviour Management will be responsible for coaching, training, and supervising the Behaviour Specialist and will work with the Academic team to design Behavior Intervention Plans (BIP), address classroom organization, and create effective instructional plans. They will work with individual teachers on crisis intervention, classroom management, and eliminating factors that negatively impact the implementation of interventions. The Director of Behaviour Management will work with the Director of Student Life to create a school-wide, student incentive plan (PBIS). The Director of Behaviour Management will support the SPED team with the creation of plans and interventions for students in crisis. The Director of Behaviour Management will be responsible for the creation of Functional Behavior Assessments (FBAs), including training the Well-Being team in supporting that work. The Director of Behaviour Management will work with the Family Engagement Team to engage parents in their child's behavior intervention planning process, empowering parents by providing skills and techniques to support the positive behavior development in their student. The Director of Behaviour Management will be responsible for the development and management of alternatives to traditional suspension, including the ALC program.

Character Traits and Values

- Commitment to the mission of Monument Academy
- Emotional self-regulation, patience, maturity and humility
- Honesty and integrity
- Patience, especially in highly stressful situations
- Optimism and enthusiasm
- Excellent ability to build relationships with and relate to youth
- Respect for students, families, and staff
- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Commitment to positive behavioral approaches
- Willingness to learn and grow in a new school environment

Qualifications

- Master's degree (Required) in behavioural science or related field
- Successful completion of a BCaBA or BCBA certification program

- Must have 2+ Years of experience working with at-risk youth, foster youth, or youth with high social emotional needs highly desired
- Training/teaching experience preferred
- Must possess instructional knowledge of crisis intervention strategies, ability to apply a gradually progressive system of verbal and non-verbal strategies, to effectively deescalate potentially dangerous situations
- Must have the ability to identify functions of behaviour and develop plans to address behaviours
- Must be willing to be trained in physical and verbal de-escalation methods
- Detailed oriented with a strong grasp on identifying patterns
- Experience working with students with special needs and technical knowledge of special education policies a plus
- Outstanding verbal and written communication skills
- Outstanding organizational skills and ability to prioritize, delegate, manage time and tasks to meet deadlines

Location: Washington, D.C.,



Special Education Coordinator Job Description and Responsibilities

About Monument Academy

Working with the most at-risk adolescents and established on an innovative model integrating excellent academics with evidence-based, trauma-informed practices, Monument Academy is a weekday boarding that opened in the 2015. Our middle school currently serves students in 5th, 6th and 7th grade. We are growing to include 8th grade by school year 2018.

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 Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

About the Position

As a member of the Academic Team, the Monument Academy Special Education Coordinator will work to ensure that all students are receiving a high quality education that meets their learning needs and goals. He/she will provide direct support, guidance, and oversight on key elements related to our special education and intervention compliance, reporting and management systems. The Special Education Coordinator will help Monument Academy with special education compliance, state reporting, data collection, review, and day-to-day challenges that arise. The Special Education Coordinator manages and improves our systems and procedures related to special education and intervention. The Coordinator will collaborate with the Academic Team, the Well-Being Team, the Student Life Team, external partners and service providers, as well as with parents and students in order to provide an unparalleled and personalized academic experience. Monument Academy values the personal well-being and professional growth of our staff. The Special Education Coordinator will create a personalized development

plan collaboratively with the Principal and will receive weekly coaching to ensure progress toward personal and professional goals.

Key responsibilities include, but are not limited to the following:

- Promote Monument Academy's core values and model the highest behavior standards for staff and student at all times
- Collaborate with the leadership team regarding special education and intervention matters
- Monitor special education evaluation, reevaluation and annual IEP compliance
- Regularly review special education and intervention data to inform programmatic changes and supports to improve our academic program
- Calculate and report student achievement data scores for special education
- Manage the flow of consistent communication on Special Education issues to all stakeholders
- Work with the Director of Well-Being and the Special Education Coop to assist with Medicaid initial start-up and compliance
- Set up and support initial vendor contracts and finding contractors for difficult to fill positions
- Assist school based leaders with problem solving around scheduling, hours, and timelines, as needed
- Monitor invoices for related services monthly and calculate overall network spending on related services
- Ensure completion of state reporting
- Collaborate with school leadership to prepare for necessary legal procedures including due process cases or litigation
- Support the creation and implementation of personalized learning plans for each student that are data-informed and Common Core State Standards aligned.
- Communicate regularly with parents and caregivers regarding student progress and challenges
- Conduct home visits with another staff member as needed
- Fully participate in professional development opportunities on and off property throughout the year
- Provide and seek feedback from other members of the Academic Team and Monument Academy staff and leadership

The qualified applicant is a positive, caring, and results-oriented Special Education Coordinator. S/he is deeply committed to Monument Academy's integrated approach to supporting and educating students, which includes maintaining an inclusive classroom

setting for special education instruction and a balanced focus on excellent academic instruction as well as social-emotional instruction. S/he is passionate about working with adolescents, particularly those who may require additional support to meet their unique educational and emotional needs. This individual believes that all children are capable of achieving at high levels and in the significance of making the connection between students' aspirations for their lives and careers and their education.

This person also understands and models that learning, and setback, are opportunities for growth for both students and adults. The qualified applicant will set an example as a continuous, open-minded learner, devoted to evidence-based practices that promote student achievement and well-being. S/he will build trusting relationships with and support faculty, staff, students, and parents.

Candidates should possess the following:

Character Traits and Values

- Commitment to the mission of Monument Academy
- Passion for teaching and learning
- Emotional self-regulation, patience, maturity and humility
- Honesty and integrity
- Curiosity and creativity
- Optimism and enthusiasm
- Excellent people skills
- Respect for students, families, and staff
- Ability to accept and integrate feedback into practice
- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Commitment to positive behavioral approaches
- Willingness to learn and grow in a new school environment
- Thoughtful self-reflection and good self-care skills

Experience, Credentials, and Skills

- 5+years of instructional experience in special education;
- Degree in Special Education, or a related field preferred; Bachelor's required. Master's preferred;
- Certification in special education, supervisory or administrative certificate(s) preferred;

- Experience working with at-risk youth, foster youth, or youth with high social emotional needs highly desired;
- Demonstrated ability to set ambitious goals with students and data-supported evidence that these goals were met;
- Experience with the IEP process from assessment to identification and creation to monitoring and review;
- Thorough knowledge of special education laws and regulations;
- Cultural competency in working with students and families from different racial, ethnic, linguistic, and sexual orientation backgrounds;
- Ability to connect with families/caregivers;
- Excellent quantitative and analytical skills for understanding and interpreting data to inform instruction and other practices;
- Outstanding verbal and written communication skills;
- Outstanding organizational skills and ability to prioritize, delegate, manage time and tasks to meet deadlines;
- Proven track record working collaboratively with a team; and
- Meet the requirements to obtain “Highly Qualified” status for the District of Columbia under the No Child Left Behind law and IDEA

Location: Washington, D.C.

Compensation

Competitive compensation commensurate with experience. Monument Academy is committed to its policy of full inclusion and does not discriminate on the basis of race, color, religion, gender, sexual orientation or national and ethnic origin in hiring and employment, nor in the administration of its educational policies, or admissions policies.

To Apply

Please apply on-line and submit your resume and cover letter at www.monumentacademy.org

Prior to uploading files, please name the documents as follows:

- YOURLASTNAME.YOURFIRSTNAME.Resume.SET
- YOURLASTNAME.YOURFIRSTNAME.CoverLetter.SET

Hiring Date: September 2027



Social Worker - Job Description and Responsibilities

Unique opportunity to be on a growing team, at an innovative charter boarding school targeting foster care youth

About Monument Academy

Working with the most at-risk adolescents and established on an innovative model integrating excellent academics with evidence-based, trauma-informed practices, Monument Academy is a weekday boarding school that opened in the 2015-2016 school year with a 5th grade class of 40 students and will have 160 students when we reach full enrollment through 8th grade in 2018/19. The school is currently authorized to expand to 8th grade and maintains the goal of growing through high school so that students will graduate from Monument Academy.

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 Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

About the Position

As a member of the Student Well-Being team, the social worker at Monument will play an integral role in the development and implementation of a mission-aligned clinical program throughout all aspects of the school. Monument Academy has a unique organization that incorporates many departments, including academic, student support, residential and student well-being. An additional component of Monument is the outreach and engagement with families, and coordination of care for our students. The support we can offer our students at Monument often starts with the supports that can be made in the

homes. Our social worker will facilitate the partnership with multiple resources in the community to help provide supports and wrap around services for our families.

The social worker will work collaboratively with the well-being team members that are working closest with the students to provide support to the family, and provide additional case management for students with more complicated backgrounds (i.e. ongoing CFSA involvement). The social worker's responsibilities may include, but are not limited to, home visits for students with chronic absenteeism, CFSA case management, case management with hospitalizations. Further, at Monument we focus on the well-being of the whole child, which includes physical and psychiatric health. Our social worker will coordinate with our health partner, Georgetown University Hospital, to arrange bi-monthly physical health and psychiatric appointments for our students on site. The social worker will be supervised by a Licensed Clinical Social Worker on the Well-Being staff, and will collaborate frequently with the team of clinicians working in the day and evening.

Experience, Credentials, and Skills

- Candidates must have a licence issued by the District of Columbia Department of Health (i.e. LGSW, LICSW, etc.)
- Preferred candidates have a background in working with children and families who have been involved with the child welfare system, and/or have increased knowledge of resources and supports available to families in the DC area
- Competent in case management skills and working with caregivers
- Experience working with at-risk populations in an urban/diverse setting, and/or working with families involved in the child-welfare system
- Experience working with traumatized youth
- Cultural competence in working with students and families from different racial, ethnic, linguistic, and sexual orientation backgrounds
- Outstanding verbal and written communication skills
- Outstanding organizational skills and ability to prioritize, delegate, manage time and tasks to meet deadlines
- Proven track record working collaboratively with a team and ability to connect with families/caregivers

Candidates should possess the following:

Character Traits and Values

- Commitment to the mission of Monument Academy
- Passion for teaching and learning
- Emotional self-regulation, patience, maturity and humility

- Honesty and integrity
- Curiosity and creativity
- Optimism and enthusiasm
- Excellent people skills
- Respect for students, families, and staff
- Ability to accept and integrate feedback into practice
- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Commitment to positive behavioral approaches
- Willingness to learn and grow in a new school environment
- Thoughtful self-reflection and good self-care skills
- Commitment to teamwork

Location: Washington, D.C.

Compensation

Monument Academy offers competitive salaries, commensurate with experience. The school offers a strong benefits package that includes health care (HMO and PPO options), retirement plan (employer match available), Flexible Spending accounts, and generous vacation leave for its administrators.

To Apply

Visit the “Careers” page on www.monumentacademy.org. Click the “Apply Here” link. You will be asked to create a profile, then fill out an application, including uploading your resume and cover letter. Salary and benefits are competitive, and commensurate with education, and level of work experience. Monument Academy is an equal opportunity employer, committed to inclusive hiring and encourages applicants from all backgrounds. We do not discriminate on the basis of race, color, national origin, marital status, religion, sex, age, sexual orientation, disability, or any other protected status. All employment decisions are made solely on the basis of the individual’s qualifications, as related to the requirements of the position being filled.



Lead Special Education Teacher Job Description and Responsibilities

Unique opportunity to be on the growing team of Teachers at an innovative charter boarding school targeting foster care youth

About Monument Academy

Working with the most at-risk adolescents and established on an innovative model integrating excellent academics with evidence-based, trauma-informed practices, Monument Academy will be a weekday boarding school opening in the 2015-2016 school year with a 5th grade class of 40 students. The school is currently authorized to expand to 8th grade and maintains the goal of growing through high school so that students will graduate from Monument Academy.

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 Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

About the Position

As a member of the Academic Team, the Monument Academy Lead Special Education Teacher will play an integral role in the growth of Monument Academy and the development of a robust academic program for our students. The Lead Special Education Teacher is expected to guide students in their social, emotional, and academic development and ensure that all relevant Monument Academy staff are aware of unique student needs identified in each student's IEP. Each student at Monument Academy, regardless of special education designation, will develop a personalized learning plan along side his or her Teacher and the Teachers will work as a team to ensure that all students are engaged in an academic experience guided by high expectations, research-based pedagogy, and care and concern for each child's developmental needs. The Lead Special

Education Teacher's primary focus will be classroom instruction and this individual will also ensure that Monument Academy is compliant with all Special Education regulations and timelines. This includes supporting some responsibilities of the Special Education Coordinator. At Monument Academy, our Classroom Teachers will act as case managers for students identified to receive special education services. The Lead Special Education Teacher is responsible for ensuring the services are delivered with fidelity. The Lead Special Education Teacher will collaborate with the Academic Team, the Well-Being Team, the Student Life/Residential Team, external partners and service providers, as well as with parents and students in order to provide an unparalleled and personalized academic experience. Monument Academy values the personal well-being and professional growth of our staff. The Lead Special Education Teacher will create a personalized development plan collaboratively with the Principal and will receive weekly coaching to ensure progress toward personal and professional goals.

Key responsibilities include, but are not limited to the following:

- Promote Monument Academy's core values and model the highest behavior standards for staff and student at all times
- Create and implement personalized learning plans for each student that are data-informed and Common Core State Standards aligned.
- Deliver curricula identified by Monument Academy with fidelity and consult on strengths and challenges of the curricula
- Collaborate with the Academic Team to improve lesson plans and instructional materials
- Assist in the development of IEP goals and objectives and ensure appropriate implementation of student interventions through collaboration with the Classroom Teachers
- Utilize provided supplemental resources for intervention and enrichment and identify or create additional resources, as necessary
- Demonstrate commitment to the implementation of Positive Behavioral Supports and Interventions and Positive Action to maintain a positive, safe, productive, and child-centered learning environment
- Utilize data to assess student learning and the effectiveness of teaching practices
- Collaborate with academic team members as well as other teams within the school to share student information
- Implement student-specific interventions and track related progress for both academic and social-emotional needs
- Communicate regularly with parents and caregivers regarding student progress and challenges
- Conduct home visits with another staff member as needed
- Fully participate in professional development opportunities on and off property throughout the year

- Provide and seek feedback from other members of the Academic Team and Monument Academy staff and leadership

The qualified applicant is a positive, caring, and results-oriented Special Education Teacher. S/he is deeply committed to Monument Academy's integrated approach to supporting and educating students, which includes maintaining an inclusive classroom setting for special education instruction and a balanced focus on excellent academic instruction as well as social-emotional instruction. S/he is passionate about working with adolescents, particularly those who may require additional support to meet their unique educational and emotional needs. This individual believes that all children are capable of achieving at high levels and in the significance of making the connection between students' aspirations for their lives and careers and their education. This person also understands and models that learning, and setback, are opportunities for growth for both students and adults. The qualified applicant will set an example as a continuous, open-minded learner, devoted to evidence-based practices that promote student achievement and well-being. S/he will build trusting relationships with and support faculty, staff, students, and parents.

Candidates should possess the following:

Character Traits and Values

- Commitment to the mission of Monument Academy
- Passion for teaching and learning
- Emotional self-regulation, patience, maturity and humility
- Honesty and integrity
- Curiosity and creativity
- Optimism and enthusiasm
- Excellent people skills
- Respect for students, families, and staff
- Ability to accept and integrate feedback into practice
- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Commitment to positive behavioral approaches
- Willingness to learn and grow in a new school environment
- Thoughtful self-reflection and good self-care skills

Experience, Credentials, and Skills

- Two or more years of classroom teaching experience in an upper elementary or middle school in an urban setting, inclusive classroom and/or co-teaching experience preferred

- Experience working with at-risk youth, foster youth, or youth with high social emotional needs highly desired
- Demonstrated ability to set ambitious goals with students and data-supported evidence that these goals were met
- Experience with the IEP process from assessment to identification and creation to monitoring and review
- Thorough knowledge of special education laws and regulations
- Cultural competency in working with students and families from different racial, ethnic, linguistic, and sexual orientation backgrounds
- Ability to connect with families/caregivers
- Excellent quantitative and analytical skills for understanding and interpreting data to inform instruction and other practices
- Outstanding verbal and written communication skills
- Outstanding organizational skills and ability to prioritize, delegate, manage time and tasks to meet deadlines
- Proven track record working collaboratively with a team
- Meet the requirements to obtain “Highly Qualified” status for the District of Columbia under the No Child Left Behind law and IDEA
- Bachelor’s degree required. Content concentration or advanced degree in Special Education preferred

Location: Washington, D.C.

Compensation

Competitive compensation commensurate with experience. Monument Academy is committed to its policy of full inclusion and does not discriminate on the basis of race, color, religion, gender, sexual orientation or national and ethnic origin in hiring and employment, nor in the administration of its educational policies, or admissions policies.

To Apply

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- YOURLASTNAME.YOURFIRSTNAME.CoverLetter.SET



Student Information Specialist Position Description and Responsibilities

About Monument Academy

Monument Academy has established an innovative model integrating tailored academics with evidence-based, trauma-informed practices. Monument Academy opened in 2015, and will have a maximum of 135 students spanning 5th-8th grade each school year. The mission of Monument Academy is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional and life skills to be successful in college, career and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people. Monument Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, be on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

Overview

Primary stakeholder responsible for new family outreach and student recruitment. Will also create and execute an outreach strategy that engages community partners, organizations, and educational providers to ensure enrollment targets are met prior to the end of the current academic year (June 2018). Will also support student enrollment efforts by providing admission information to prospective students, creating communication materials, and representing Monument externally at community events. Role will also include front desk administrative support, up to 10 hours out of the week

Responsibilities

Student Enrollment

- Develop, plan, and lead initiatives to reach prospective students.

- Monitoring the school's online application process and engaging all new applicants with direct contact, within 24 hours of receipt of application
- Represent MAPCS at key community events, job fairs and other community outreach events that will bolster enrollment. Includes researching and identifying the opportunities that will achieve this responsibility
- Distribute marketing materials to community partners and schedule information meetings at their sites, or at accessible venues in the community. This includes supporting the review, and update of current marketing materials
- Communicate with existing students to recruit friends and families, in order to access their local networks, in support of recruitment goals. Incentivize the referral process.
- Routinely reach-out to prospective and newly accepted students to keep them engaged, excited and informed about the school
- Work with school leaders, faculty, and staff in planning and executing school-based open houses, enrollment information meetings, and other school-based recruitment events
- Build and maintain Monument's online presence, as it relates to student recruitment.
- Track and analyze all data regarding student recruitment benchmarks, and goals per Monument's enrollment timeline.

Attendance

- Coordinate with Office Manager, to ensure maintenance of accurate attendance records.

Student Records and Compliance

- Respond to requests for records submitted by parents or other schools, in compliance with school policy.
- Respect confidentiality of student records at all times. Student records should not be left out in plain view. File cabinet should be locked every night and when unattended.
- Work with the Office Manager to ensure that student records are up to date and include all necessary materials, including progress reports and attendance records.
- Process student withdrawals and transfers, forward records to schools, and notify appropriate personnel.
- Prepare for annual audits through the collection and review of student residency information.
- Conduct home visits to verify residency, whenever necessary.

Database Management

- Oversee the use and maintenance of the school's student information system.
- Attend trainings, as necessary, and serve as point of contact with the outside vendors for the database.
- Disseminate information and provide training for staff about the procedures and processes for accessing and using the database.
- Provide individual support, as needed, to teachers and staff in using the database accurately and effectively.
- Work with our outside vendor and school staff to customize the system so that it best meets our needs.
- Analyze and present student data to drive schoolwide mission and goals.

Communication

- Establish and maintain good rapport with students, employees and community.
- Provide information about the school to new and prospective students.
- Receive telephone calls, greet visitors and provide information and assistance to students, parents, staff, schools, outside agencies and the public regarding student grades, enrollment and related data, information, policies and procedures.

Qualifications

The ideal candidate will possess a Bachelor's degree, and two to four years of job-related office experience and pertinent training. S(he) will have strong written and communication skills. They will have a fluency with software, hardware, basic office equipment, and online programs used to: track, maintain, and disseminate data. S(he) must be someone who is highly detail-oriented, security/privacy conscious, and persistent and proactive in following through, to ensure proper collection of documents from families.



Student Life Manager Job Description and Responsibilities

Unique opportunity to be manager of innovative charter boarding school residential component

About Monument Academy

Monument Academy has established an innovative model integrating tailored academics with evidence-based, trauma-informed practices. Monument Academy opened in 2014 and will operate with a maximum of 135 students spanning 5th-8th grade each school year.

The mission of Monument Academy is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional and life skills to be successful in college, career and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people.

Monument Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy alumni will be prepared for post-secondary education, be on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

About the Position

The Student Life Manager as a member of the extended Student Life Leadership Team, working under the leadership of the Director of Family Engagement, will be responsible for overseeing day-to-day operational activities of the boarding program and residential life on campus. The Student Life Manager works with houseparents and other Student Life team members to create an organized, structured, clean, safe, healthy, and stable student life home embedded in a culture that promotes Monument Academy Core Values. This work will include promotion of a healthy-living culture and outreach to and networking with external healthcare providers; plan and coordinate entry procedures to support positive and successful student transition into boarding; assist in conducting routine safety and maintenance/upkeep walkthrough inspections of student life homes and residential hall; document work orders; streamline, prioritize, and coordinate completion of facilities maintenance/repair requests; and communicate safety concerns and facility issues to the Operations Leadership in place; develop and support a comprehensive space schedule that equips students with essential life skills and work ethics to be successful in their career path; general administrative oversight, duties, and special projects as assigned; track various training needs, schedule training sessions, and monitor completion of and compliance with required certification; co-facilitate Professional Development and Training; and support houseparents to adhere to school-wide consistent and common expectations on and off campus, and in student life homes; supervision of floating staff. The Student Life Manager will work a flexible schedule (including mornings and evenings) to best serve the needs of the Student Life department and will report to the Director of Family Engagement.

Key responsibilities include, but are not limited to the following:

- Promote Monument Academy's core values and model the highest behavior standards for staff and students at all times
- Responsible for managing the student life team both residential and non residential
- Track maintenance data/ facilities request in conjunction with Operations
- Facilitate student life programming (activities, incentives, etc.)
- Document (as part of a team) weekly student check-in, requests for home transfers, and home inspections
- Track and maintain student data
- Track and conduct housing inspections
- Track and conduct observations and evaluations of houseparents
- Provide on-call support throughout the night for crises and building emergencies
- Assist with interviewing new houseparents

Qualifications

The qualified applicant is a strategic and results-oriented leader, deeply committed to Monument Academy's integrated approach to supporting and educating students. S/he is passionate about working with adolescents, particularly those who may require additional support to meet their unique educational and emotional needs.

Candidates should possess the following:

Character Traits and Values

- Ability to work in a fast-paced environment
- Results-oriented
- Detail-oriented
- Emotional self-regulation, patience, maturity, and humility
- Excellent people skills
- Respect for staff, students, and families
- Ability and willingness to roll up sleeves and be flexible
- Proactive and able to anticipate issues while being nimble and able to manage unanticipated events with thoughtfulness and grace
- Ability to model and maintain consistent and high expectations during stressful conditions
- Commitment to positive behavioral approaches

Experience, Credentials, and Skills

- 2-4 years of related work experience including human resources, consulting, management, operations, or business experience
- Experience in a school setting highly desirable
- Bachelor's Degree preferable
- SHRM-CP desirable
- Strong written and verbal communication skills and an ability to tailor messaging given the target audience
- Excellent quantitative and analytical skills for understanding and interpreting data to inform best practices
- Outstanding organizational skills and ability to prioritize, delegate, manage time and tasks to meet deadlines and meticulous attention to details and processes
- Excellent computer skills, including fluency in Microsoft Office, familiarity with Google Suite a plus

- Cultural competency

Location: Washington, D.C.

Compensation

Competitive compensation commensurate with experience. Monument Academy is committed to its policy of full inclusion and does not discriminate on the basis of race, color, religion, gender, sexual orientation or national and ethnic origin in hiring and employment, nor in the administration of its educational policies, or admissions policies.



Teacher Assistant Job Description and Responsibilities

About Monument Academy

Monument Academy has established an innovative model integrating tailored academics with evidence-based, trauma-informed practices. Monument Academy opened in 2015, and will have a maximum of 135 students spanning 5th-8th grade each school year. The mission of Monument Academy is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional and life skills to be successful in college, career and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people. Monument Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, be on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

About the Position

A Teacher's Assistant is an integral member of the Academics team whose focus is to guide students in their social-emotional and academic development. The Teacher's Assistant is responsible for supporting all students engaged in academic experiences guided by high expectations, research-based pedagogy, and care for each child's developmental needs.

The Teacher's Assistant is responsible for ensuring that academic content and socio-emotional lessons are delivered with fidelity. This teacher will collaborate with the Academic, Well-Being and Student Life teams, external partners and services providers as well as parents to provide an unparalleled personalized academic experience.

Monument Academy values the personal well-being and professional growth of our staff. The teacher's assistant will receive weekly coaching to ensure progress toward personal and professional growth.

Key responsibilities include, but are not limited to the following:

- Promote Monument Academy's core values and model the highest behavior standards for staff and student at all times
- Create and implement personalized learning plans for each student that are data-informed and Common Core State Standards aligned.
- Deliver curricula identified by Monument Academy with fidelity and consult on strengths and challenges of the curricula
- Collaborate with the Academic Team to improve lesson plans and instructional materials
- Utilize provided supplemental resources for intervention and enrichment and identify or create additional resources, as necessary
- Demonstrate commitment to the implementation of behavioral and socio-emotional interventions to maintain a positive, safe, productive, and child-centered learning environment
- Collaborate with academic team members as well as other teams within the school to share student information
- Communicate regularly with parents and caregivers regarding student progress and challenges
- Conduct home visits with another staff member as needed
- Fully participate in professional development opportunities throughout the year
- Provide and seek feedback from other members of the Academic Team and Monument Academy staff and leadership

The qualified applicant is a positive, caring, and results-oriented professional. S/he is deeply committed to Monument Academy's integrated approach to supporting and educating students, which includes maintaining an inclusive classroom setting for special education instruction and a balanced focus on excellent academic instruction as well as social-emotional instruction. S/he is passionate about working with adolescents, particularly those who may require additional support to meet their unique educational and emotional needs. This individual believes that all children are capable of achieving at high levels and in the significance of making the connection between students' aspirations for their lives and careers and their education. This person also understands and models that learning, and setbacks, are opportunities for growth for both students and adults. The qualified applicant will set an example as a continuous, open-minded learner, devoted to evidence-based practices that promote student achievement and well-being. S/he will build trusting relationships with and support faculty, staff, students, and parents.

Candidates should possess the following:

Character Traits and Values

- Commitment to the mission of Monument Academy
- Passion for teaching and learning
- Emotional self-regulation, patience, maturity and humility
- Honesty and integrity
- Curiosity and creativity
- Optimism and enthusiasm
- Excellent people skills
- Respect for students, families, and staff
- Ability to accept and integrate feedback into practice
- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Commitment to positive behavioral approaches
- Willingness to learn and grow in a new school environment
- Thoughtful self-reflection and good self-care skills

Experience, Credentials, and Skills

- Two or more years of classroom experience in an upper elementary or middle school in an urban setting, inclusive classroom
- Experience working with at-risk youth, foster youth, or youth with high social emotional needs highly desired
- Demonstrated ability to set ambitious goals with students and evaluate these goals
- Experience with the IEP process
- Cultural competency in working with students and families from different racial, ethnic, linguistic, and sexual orientation backgrounds
- Ability to connect with families/caregivers
- Outstanding verbal and written communication skills
- Outstanding organizational skills and ability to prioritize, delegate, manage time and tasks to meet deadlines
- Proven track record of working collaboratively with a team

Location: Washington, D.C.

Compensation

Monument Academy offers competitive salaries, commensurate with experience. The school offers a strong benefits package that includes health care (HMO and PPO options), retirement plan (employer match available), Flexible Spending accounts, and generous vacation leave for its administrators.

To Apply

Visit the “Careers” page on www.monumentacademy.org. Click the “Apply Here” link. You will be asked to create a profile, then fill out an application, including uploading your resume and cover letter. Salary and benefits are competitive, and commensurate with education, and level of work experience. Monument Academy is an equal opportunity employer, committed to inclusive hiring and encourages applicants from all backgrounds. We do not discriminate on the basis of race, color, national origin, marital status, religion, sex, age, sexual orientation, disability, or any other protected status. All employment decisions are made solely on the basis of the individual’s qualifications as related to the requirements of the position being filled.



School Counselor Job Description and Responsibilities

Unique opportunity to be on a growing team, at an innovative charter boarding school targeting foster care youth

About Monument Academy

Working with the most at-risk adolescents and established on an innovative model integrating excellent academics with evidence-based, trauma-informed practices, Monument Academy is a weekday boarding school that opened in the 2015-2016 school year with a 5th grade class of 40 students and will have 160 students when we reach full enrollment through 8th grade in 2018/19. The school is currently authorized to expand to 8th grade and maintains the goal of growing through high school so that students will graduate from Monument Academy.

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 Academy will fulfill its mission by providing stability, adult connection, high-quality academics, therapeutic support, and life skills for pre-teens and teens. Monument Academy graduates will be prepared for post-secondary education, on a career trajectory, and have the social, emotional, and self-care skills to maintain a healthy, connected, and economically self-supporting life.

About the Position

Roles / Responsibilities:

- Provides individual counseling and student well-being services to the assigned grade-level (5th, 6th, 7th or 8th)
- Provides behavioral support hours and associated administrative tasks for Individual Education Plans (IEPs)
- Provides classroom support through observations and interventions (1-2 hours daily)

- Manages daily crisis/de-escalation of students, including suicidal assessments and mandated reporting
- Case management for all students in grade level
 - Caregiver communication
 - Outside provider information /coordination
 - Communication with evening staff/student life homes
- Attends individual supervision weekly
- Attends group clinical supervision biweekly to focus on DBT interventions and principles

Experience, Credentials, and Skills

- Candidates must have a licence issued by the District of Columbia Department of Health (DOH). Exceptions can be made for school counselors who have an OSSE issued educator credential school counseling certification, and are in the process of becoming licensed by DOH.
- Preferred candidates have a background in administering behavioral support hours for students with Individual Education Plans
- Competent in case management skills and working with caregivers
- Experience working with at-risk populations in an urban/diverse setting, and/or working with families involved in the child-welfare system
- Experience working with traumatized youth
- Cultural competence in working with students and families from different racial, ethnic, linguistic, and sexual orientation backgrounds
- Experience with DBT therapy a plus

Candidates should possess the following:

Character Traits and Values

- Commitment to the mission of Monument Academy
- Passion for teaching and learning
- Emotional self-regulation, patience, maturity and humility
- Honesty and integrity
- Curiosity and creativity
- Optimism and enthusiasm
- Excellent people skills
- Respect for students, families, and staff
- Ability to accept and integrate feedback into practice

- Proactive and able to anticipate issues and manage unanticipated events with thoughtfulness and grace
- Commitment to positive behavioral approaches
- Willingness to learn and grow in a new school environment
- Thoughtful self-reflection and good self-care skills
- Commitment to teamwork

Location: Washington, D.C.

Compensation

Monument Academy offers competitive salaries, commensurate with experience. The school offers a strong benefits package that includes health care (HMO and PPO options), retirement plan (employer match available), Flexible Spending accounts, and generous vacation leave for its administrators.

To Apply

Visit the “Careers” page on www.monumentacademy.org. Click the “Apply Here” link. You will be asked to create a profile, then fill out an application, including uploading your resume and cover letter. Salary and benefits are competitive, and commensurate with education, and level of work experience. Monument Academy is an equal opportunity employer, committed to inclusive hiring and encourages applicants from all backgrounds. We do not discriminate on the basis of race, color, national origin, marital status, religion, sex, age, sexual orientation, disability, or any other protected status. All employment decisions are made solely on the basis of the individual’s qualifications, as related to the requirements of the position being filled.

Appendix G

Data Collection

Monument collects data from a wide variety of sources and feeds it into a data warehouse so that it can be utilized for reporting and analysis. Monument has worked with the education data nonprofit EmpowerK12 since 2018 to build and maintain its data warehouse, as well as the dashboards that utilize the data from the warehouse. The warehouse has allowed Monument to combine the visualization and analysis of traditional data like attendance, course grades, and formal assessments with less traditional data in the realms of well-being, behavior, and social-emotional skills.

Below is the data that Monument collects:

Data Collected	System
Student demographics and enrollment, caregiver demographics, courses, schedules, staff, attendance, and course grades	Student Information System
Special Education Data	PowerSchool Special Programs (administered by OSSE)
<i>Behavior, Well-Being, and Family Outreach</i>	
Student PBIS behaviors, student incidents, and interactions/communications between the school and caregivers	DeansList
Student Well-Being Data, including: Dialectical Behavior Therapy (DBT) Diary Card responses; Difficulties in Emotion Regulation Scale (DERS); Maryland Assessment of Recovery Scale (MARS); PTSD Checklist, General Anxiety Disorder (GAD-7); Adverse Childhood Experience (ACE) Questionnaire; Benevolent Childhood Experiences (BCE); Patient Health Questionnaire (PHQ-9)	Google Forms/ Google Sheets
<i>Formative and Summative Assessments</i>	
Beginning of Year, Midyear, and End of Year assessments for growth in Reading and Math (9th and 10th grades)	NWEA MAP Growth
Subject-specific interim assessments (twice per year)	Self-made
End of Semester summative assessments (twice per year)	Self-made
PSAT and SAT (11th and 12th grades)	College Board
End of Year State Assessments in ELA I, ELA II, Algebra I, Geometry,	DC CAPE (administered by

Algebra II, and Biology	OSSE)
<i>Stakeholder Surveys</i>	
Student, Caregiver, and Staff End-of-Year School Environment Survey	Panorama (administered by OSSE)
Teacher End-of-Year School Environment Survey	TNTP Teacher Insight Survey
Alumni interactions, updates, and progress towards postsecondary programs	CRM Platform

Reporting

Report Cards and Progress Reports

- One progress report and one report card issued per quarter
- Semester grade calculated as the average of the two quarter grades
- Progress report and report card data pulled from data warehouse

Additional Reports

- Weekly reports emailed out to students and caregivers via DeansList that include up-to-date course grade, attendance and behavior data
- Students can view up-to-date assignment and course grades via student portal in the Student Information System
- Context-specific reports for events like Student-Led Conferences can be generated using the data housed in the warehouse

Data Visualization and Analysis Tools

- Monument has used the PowerBI platform to create several interactive dashboards powered by the up-to-date data in the warehouse. These dashboards include:
 - Key Progress Indicators
 - Student Profile
 - School Attendance
 - Boarding Attendance
 - Behavior
 - Measure of Academic Progress (NWEA MAP)
 - DC CAPE
 - Course Grades

- Dialectical Behavior Therapy (DBT)
- The dashboards allow staff to access a wide range of student data with ease, as well as to perform analysis.

Using Data

In addition to making data accurate, timely, and easily accessible, Monument Academy strives to build routines throughout the organization where data is utilized effectively to evaluate progress and make decisions.

Student-Led Conferences, Advisory, and Postsecondary Planning

- Students review pertinent data twice per year to lead a Student-Led Conference where they discuss their progress with their caregivers, advisors, and student-life advisors.
- Students build the skill of reflecting on and discussing their data with weekly advisory sessions where they review the data in their weekly report and complete a reflection.
- As students start to make postsecondary plans, they will complete a similar process of reflecting on their values, interests, and personal goals in conjunction with their data from school to help shape their plans.

Data Meetings

- Collaborative meetings amongst staff are routinely grounded in data analysis.
- Every leadership meeting begins with a review of key progress indicators, which shapes the discussion of what is happening at the school and what adjustments need to be made.
- Department and grade team meetings combine the analysis of qualitative data with the quantitative data housed in the attendance, behavior, course grades, and assessment dashboards, as well as analysis of any particular items in formative or summative assessments.

Appendix H

Operational Components

SAFETY/SECURITY

- Monument Academy will continue to be outfitted with highly-effective human capital and technologically advanced safety/security equipment that will ensure the MAPCS students, staff members, and school resources are secured and monitored at all times. The school administrators have collaborated with safety consultants to identify and implement systems and best practices aligned with the school's model.
 - Manager of Safety and Security
 - On Staff Safety Specialists
 - 24/7 coverage
 - Mix of female and male staff
 - Security Cameras strategically placed throughout the facility and on the grounds
- FOOD SERVICES
 - Monument Academy operates as a “Self-Prep” school with all meals prepared on site by our internally hired and vetted kitchen team. Our kitchen team is led by a District of Columbia Certified Food Service Manager.
 - Monument Academy participates in the School Breakfast Program (SBP), National School Lunch Program (NSLP), Afterschool Snack Program (ASP), and The Child and Adult Care Food Program (CACFP).
 - All students are served breakfast, snack, and supper within the Student Life Homes. Lunch is served daily in the cafeteria
- FACILITIES MAINTENANCE
 - Monument Academy contracts with Busy Bee Environmental Services for its maintenance and janitorial services. As part of the contract, Monument has a full time, on-site Building Engineer.
 - Busy Bee Environmental is responsible for building cleanliness and upkeep. Busy Bee Environmental also handles the landscaping, snow removal, and trash collection for the school.
- BUDGET PRIORITIES
 - Employing individuals that share our vision and passion for educating children.
 - All employees are vetted and must pass a comprehensive background check that includes education, employment, and personal reference verifications.
 - Current employees are required to take and pass a background check every two years while employed with Monument Academy.

Appendix I

Staff Enrollment Ceiling Increase Survey Delivered Electronically

Stakeholders: Current employees

Staff "Enrollment Ceiling Increase" Survey

Monument Academy plans to submit an application for "Enrollment Ceiling Increase". This will result in our LEA opening a high school campus. Please respond to the following questions with feedback regarding this process.

** Indicates required question*

1. Email *

2. What department(s) do you currently serve? *

Check all that apply.

- ☐ Academics
- ☐ Student Life
- ☐ Behavior
- ☐ Safety
- ☐ FACE
- ☐ Wellbeing
- ☐ Data & IT
- ☐ Operations
- ☐ Special Education
- ☐ Development

3. How long have you worked at Monument? *

Please write the number of years, including the current year.

4. Please rate your level of agreement with this statement: *
- "I support the middle school residential model."

Mark only one oval.

1 2 3 4 5

Strc ☐ ☐ ☐ ☐ ☐ Strongly Agree

5. Please rate your level of agreement with this statement: "I support a Monument enrollment ceiling increase (grades 9, 10, 11, 12)." *

Mark only one oval.

1 2 3 4 5

Strc ☐ ☐ ☐ ☐ ☐ Strongly Agree

6. Are you willing to work on a planning committee for potential HS expansion? *

Mark only one oval.

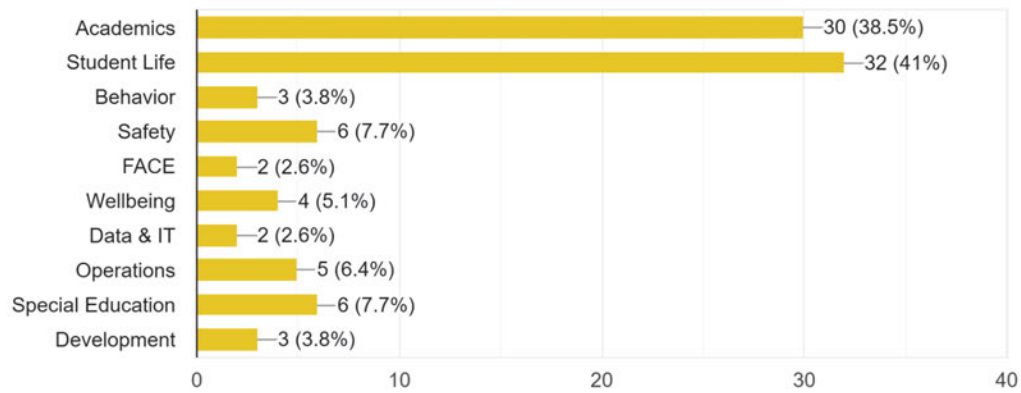
☐ Yes

☐ No

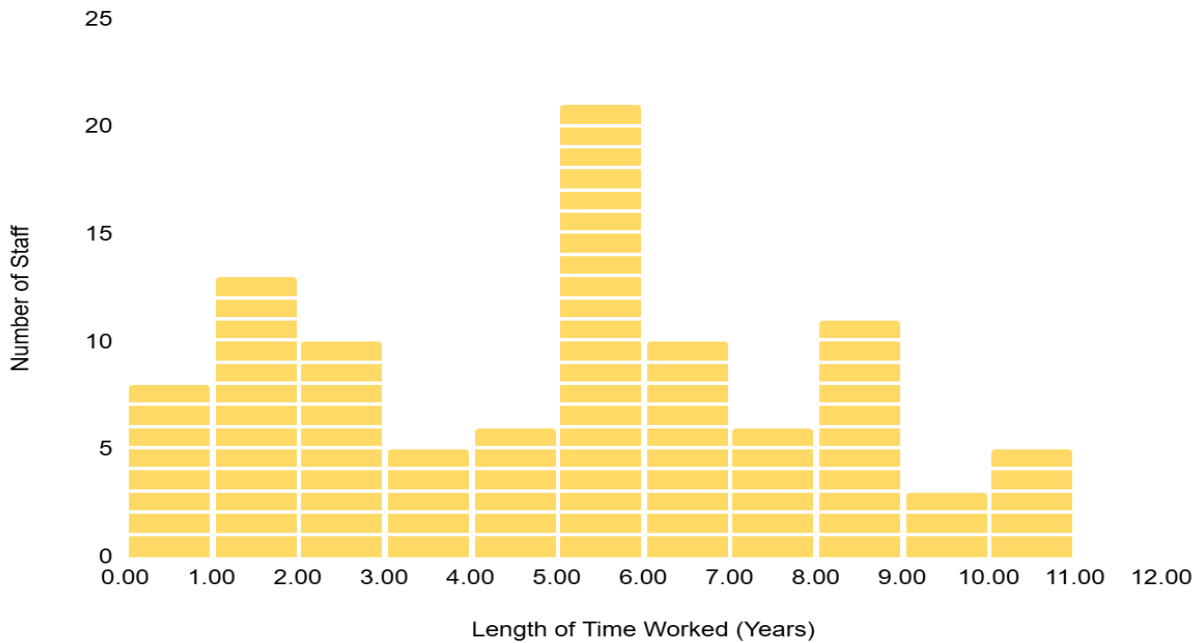
7. Is there any feedback that you would like to share regarding a potential High School expansion? *

What department(s) do you currently serve?

78 responses

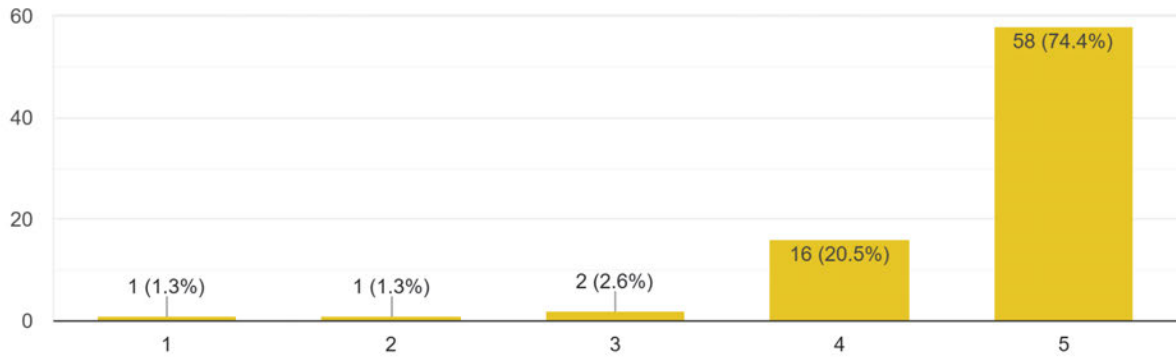


How long have you worked at Monument?



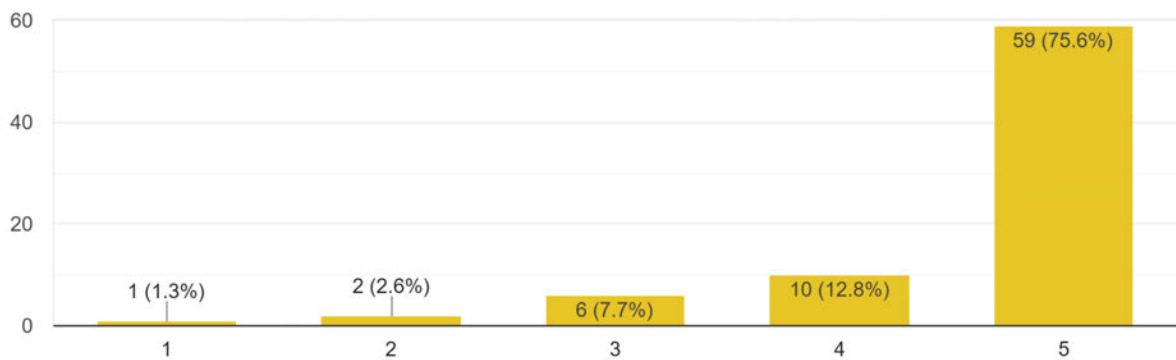
Please rate your level of agreement with this statement: "I support the middle school residential model."

78 responses

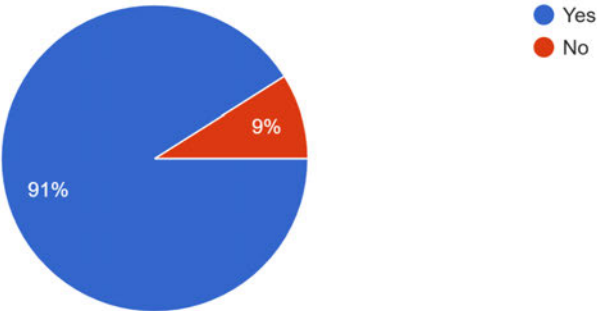


Please rate your level of agreement with this statement: "I support a Monument enrollment ceiling increase (grades 9, 10, 11, 12)."

78 responses



Are you willing to work on a planning committee for potential HS expansion?
78 responses



Is there any feedback that you would like to share regarding a potential High School expansion?

- Need to tighten up at Middle School before opening High School
- I think the high school is necessary for the students I currently teach due to their social ills they are currently experiencing.
- I think this is amazing. While working on the SLH side in R09 I had scholars who would often mention how they wish Monument had a high school to offer them. A lot would express concerns about safety, living conditions etc. This is truly amazing! I support 100%. I see the vision and it's beautiful watching it come to life.
- I am in full support of a high school expansion! There is a GREAT need to continue to serve our students beyond the middle school level and provide them with our comprehensive support throughout grades 9-12.
- I would love to see the fine arts department expand over time as the school grows in it's intake.
- I support the potential high school expansion and believe it will provide more students with access to Monument Academy's supportive environment. I would encourage careful planning to ensure that safety, behavioral support, and student wellbeing resources are adequately scaled to meet the needs of a high school population. Additional staff training and sufficient residential support will be critical to maintaining the positive culture and safety standards we currently uphold.
- No feedback at this time.
- Opening a high school will further allow us to support the cause and effort we believe our scholars deserve. We understand that being a champion for them means being apart of their development past the middle school ages but also leading into young adulthood. They need us!
- I've truly enjoyed working with our scholars. I've often wondered how they're doing after they leave us in 8th grade. This new high school will provide continued support for our scholars as they transition into adulthood.
-
- I want us to pay special attention at the high school to how we balance our wraparound SEL model with creating independent and self-sufficient citizens.
- Monument Academy is in need of a high school . It will benefit our community.
- I think it's imperative that we have Registered Behavior Technicians and/or get the certifications for staff both at the HS and MS level to go with the Restorative Justice model and other programming(DBT, Habitudes, PBIS etc...) to include security personnel
- In full support ready to work.
- I'm open to joining the high school expansion pending the new location due to my commute from Baltimore.

- I will provide feedback as the planning proceeds.
- Interdisciplinary staff teams and much higher levels of training will be necessary to accommodate high school students. Whole school PDs should be much more intensive to prepare current and future staff for the increase.
- Excited to see what it becomes!
- The High School is definitely needed for the community we currently serve.
- The way you approached this challenge was creative , thoughtful , and effective .
- Im all aboard expansion for a MA High school . I think this would be a great idea for the youth at Monument Middle school to see the different changes that can and will occur with this taking place . I also know that the youth that attend the Middle school would benefit as this would increase the population of the incoming youth(students) and the students that already attend to give the newcomers some input of their experience at Monument Academy.
- Yes! I believe in a model for a potential high school based on Arthur Dixon Elementary in Chicago, which serves a marginalized community, and is renowned for its strong emphasis on art, which is displayed throughout the facility. The school features sculptures, paintings, and other artifacts, turning its halls into a gallery-like space. This model is a core part of its educational vision, which reduces stress, helps students to process emotions symbolically rather than through acting out, builds open-mindedness, makes students want to be at school, as well as draw powerful donors and accolades.
- i love the idea. it is much needed to continue to provide structure for the kids
- I think is a very good idea, however balance and structure from the beginning is imperative .
- Not at this time.
- Yes, I believe with adequate planning and staffing offering high-quality resources, services and nurturing that we earnestly layout at the middle school level would be extraordinary. I am especially excited that it would offer the continuity for current students while also creating new gateways for other underserved young people in our immediate and surrounding communities and eventually abroad. In light of the current political climate we are emerged in, this would be a power move that will be challenging but very impactful to the demographic we serve. Especially, for those that are directly affected by the new laws and trajectory of the current Administration. I hope to be apart of this venture that will continue to change minds and save the lives of our children and their family for generations to come.
- I would like to see the high school also have family style boarding if possible. I think that level of support is critical during the high school years and many students in the city do not have a solid and stable living environment to set them up for success.

- I think the expansion will be great for students across the city. With all the services we provide it assist a lot of students with transitioning into adult life.
- Not at this time
- I would like to add that i am very pleased and excited about the future of monument academy. Also that im here for the long run and willing to assist in anyway possible.
- However I Love working with the young ones
- I think additional effort should be put into the consideration of current and future staff as well as assuring a culture and climate for the school that staff feel the desire to continue to work in, so that the students can feel supported by those same staff without issue.
- Excited!
- Before expanding into high school , a blue print needs to be in placed to ensure staff is strong, trained, and capable of managing behavioral expectations at a much higher level.
- None at this time
- How do we increase security measures without students feeling like they're in jail?
- Excited to see and join the movement of the school
- Look at abandoned school with a campus like Spingarn. Look at providing a high standard for academics and athletics (Student Athlete).
- I look forward to working on a committee to see this through. I have experience working and leading in high schools and with implementing resorative justice, so I am excited to see where this journey leads us. This will serve so many students in the city and I am just honored to be a part of its founding.
- I support adding a high school to our boarding middle school because it would allow our students to continue their academic, social, and emotional growth in a familiar, structured environment. Many of our students thrive with the consistency, care, and support our boarding model provides, and transitioning to a new school often disrupts that progress. By expanding to high school, we can build on the strong foundation we've already created, offer continuity in character development and academic rigor, and better prepare our students for college and adulthood. It would also strengthen our school community, attract new families, and create more opportunities for leadership, mentorship, and long-term success.
- I think the HS should include a Trade School component.
- Yes I would like for it to also have sone trade programs as sone students may not want to attend college. Trades such as culinary, barbering & cosmetology, plumbing,electricians, med assets. So if our students choose not to attend college the can readily be able to find gainful employment.
- It's much needed!

- Find a partnership with workforce development to set up the students for life after graduation
- I feel that it's a great idea for Monument students to have a consistent platform to be great and productive citizens.

Appendix J

Parent Enrollment Ceiling Increase Survey Delivered Electronically

Stakeholders: Current Families and Parents

Parent "Enrollment Ceiling Increase" Survey

Mission Statement:

Our Mission is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional and life skills to be successful in college, career, and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people.

Rationale:

1. According to the recent census statistics, Washington, DC, has a homeless population of 5615 (January 2024).
2. Furthermore, the current number of children in the foster care system is over 500. Not enough beds are in the city, leading to placement in Maryland and other surrounding jurisdictions.
3. Washington, DC has the nation's highest youth incarceration rate. It is five times higher than the national average.

Thus, Monument Academy High School will provide the following services:

- Multi-tiered system of support (MTSS) and CASEL Frameworks for Well-Being Services
- Academic Interventions
- Experiential Education
- Stable Housing
- Healthy Meals

Monument Academy plans to submit an application for "Enrollment Ceiling Increase". This will result in our LEA opening a high school campus. Please respond to the following questions with feedback regarding this process.

** Indicates required question*

Academic Accountability Framework Goals

Academic Accountability Framework Goals (AAF)

School Year (SY)	Attendance (≥ 88%)	50% growth from BOY-MOY for MAP	8th Grade College Visits (≥ 90%)	8th Grade Transition Plans (≥ 95%)	Out of School Suspension Rate
SY 20-21	82.3%	43.90% Math; 41% ELA	100%	94%	0% (Covid)
SY 21-22	86.5%	53.20% Math; 63.60% ELA	97%	97%	20.7%
SY 22-23	88.1%	55.1% Math; 64.6% ELA	100%	100%	24%
SY 23-24	90.2%	62.2% Math; 67.3% ELA	100%	97%	8.7%
SY 24-25	90.1%	61.2% Math; 66.7% ELA	100%	100%	9.9%

1. Which ward do you currently reside in? *

Mark only one oval.

- ☐ Ward 1
☐ Ward 2
☐ Ward 3
☐ Ward 4
☐ Ward 5
☐ Ward 6
☐ Ward 7
☐ Ward 8
☐ Other

2. What is your "Boundary" or "By right" high school? *

3. In what grade is your student currently enrolled at Monument Academy? *

Mark only one oval.

☐ 5th

☐ 6th

☐ 7th

☐ 8th

4. Do you have other children in elementary or middle school not enrolled at Monument? *

Mark only one oval.

☐ Yes

☐ No

5. How likely would you be to let your student continue education at a Monument run High School? *

Mark only one oval.

1 2 3 4 5

Not ☐ ☐ ☐ ☐ ☐ Very Likely

6. How important is the distance between the 2 campuses for your family? *

Mark only one oval.

1 2 3 4 5

Not ☐ ☐ ☐ ☐ ☐ Very Important

7. Select what you would view as the most important factors for the Monument High School: *

Mark only one oval per row.

	Not At All Important	Not Very Important	Somewhat Important	Important	Very Important
Curriculum Offered	☐	☐	☐	☐	☐
Boarding	☐	☐	☐	☐	☐
Residential	☐	☐	☐	☐	☐
Social/Emotional Learning	☐	☐	☐	☐	☐
College Readiness	☐	☐	☐	☐	☐
Career Readiness	☐	☐	☐	☐	☐
Location	☐	☐	☐	☐	☐
Class Sizes	☐	☐	☐	☐	☐
Student Enrollment Size	☐	☐	☐	☐	☐
Activities Offered	☐	☐	☐	☐	☐
Parental Partnerships	☐	☐	☐	☐	☐
Extra Curricular Space (Gymnasiums, Courts, Outdoor Fields, etc.)	☐	☐	☐	☐	☐
Access to Public Transportation	☐	☐	☐	☐	☐

Replication of
the Middle
School Mission
and Core Values

☐☐☐☐☐

8. What questions or comments do you have about the curriculum at the high school? *

9. What questions or comments do you have about the residential at the high school? *

10. What questions or comments do you have about the social/emotional wellbeing at the high school? *

11. What, if any, are your primary concerns with expansion? *

12. What suggestions do you have to offer as we consider high school expansion? *

Appendix K

Student Enrollment Ceiling Increase Survey Delivered Electronically

Stakeholders: Current Students of School Year 2025-2026

Student "Enrollment Ceiling Increase" Survey

* Indicates required question

1. Email *

2. In what Ward do you currently live? *

⌵ Dropdown

Mark only one oval.

- ☐ Ward 1
- ☐ Ward 2
- ☐ Ward 3
- ☐ Ward 4
- ☐ Ward 5
- ☐ Ward 6
- ☐ Ward 7
- ☐ Ward 8
- ☐ I Don't Know

3. What is your "boundary" or "by right" high school? *

4. How likely are you to attend a Monument Academy High School? *

Mark only one oval.

	1	2	3	4	5	
Not	☐	☐	☐	☐	☐	Very Likely

5. List what electives would you like to see at the high school. *

6. Please list the type of supports you would like to see at the high school. *

7. Monument Academy will offer college courses to students through a dual enrollment program. Would you want to join a dual enrollment program? *

Mark only one oval.

☐ Yes

☐ No

☐ Maybe

8. Monument Academy will offer Advanced Placement courses. Which courses would you like offered? *

Check all that apply.

- ☐ English
☐ Mathematics
☐ Science
☐ Language
☐ History

9. Monument Academy will utilize a year round calendar that has every other Friday off for students and staff. How do you feel about the year round calendar? *

Mark only one oval.

1 2 3 4 5

I'm / ☐ ☐ ☐ ☐ ☐ I'm All For Year Round

10. Monument Academy will partner with local businesses to provide internships for college and career readiness. What careers would you like to pursue? *

11. Monument Academy is a boarding school. How many scholars should be in each student life home? *

Mark only one oval.

☐ 4

☐ 5

☐ 6

12. What suggestions do you want to make for the high school? *

13. Would you want to serve in a focus group for the high school? *

Mark only one oval.

☐ Yes

☐ Maybe

☐ No

Appendix L

Family Engagement Plan



Family Engagement Plan

Monument Academy Public Charter School



About this Family Engagement Plan

The Monument Academy Public Charter School Family Engagement Plan (FEP) is a guide on how families can be thoroughly engaged in their child's educational experience. This is a document that Monument Academy Public Charter School will use to meet certain requirements surrounding "parent involvement", pursuant to the federal Elementary and Secondary Education Act (ESSA). This Family Engagement Plan was reviewed and approved by the parents & families of Monument Academy's students, as well all believe in full collaboration to create positivity through family engagement for the success of our children!

Monument Academy Mission Statement

Our mission is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional, and life skills to be successful in college, career, and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people.

About the Family Engagement Team

The Family Engagement Team is comprised of a group of individuals dedicated to ensuring that all families have a strong, enriched voice in advocating for their child's educational experience by bringing awareness to students' individual needs, and by providing families access to school resources as well as community resources for optimal student achievement.

Family Engagement Vision Statement(s)

At Monument Academy, the Family Engagement Team's Vision is that:

- Monument is an accepting community that leverages community members' strengths.
- Families, staff, and students have a mutual understanding of values to build authentic relationships, rooted in effective communication
- Families, staff, and students collaborate equitably to support their child's academic progress, social emotional progress, and life skills.
- Students reflect on progress, set goals, show persistence, and self-advocate to attain goals

About Flamboyant

The Flamboyant Foundation is an organization dedicated to increasing and improving family engagement practices by partnering with schools to uplift educators through program specific and intentional coaching. Monument Academy and the Flamboyant Foundation began its partnership in SY 17/18 with the goal of bringing awareness to the role families play in students' success, to promote healthy relationship building, and to guide the implementation of structured family engagement practices such as home visits and student led conferences. While the partnership is no longer "formal", Flamboyant's teachings heavily influences our family engagement model & still serves as a site mentor to the Monument Academy Family & Community Engagement Team.

www.flamboyantfoundation.org

About the Parent Advisory Council

The Parent Advisory Council (PAC) is a group of parent leaders assembled to provide overall program direction and guidance to the activities of Monument Academy. The PAC is led by a Chairman and Co-Chairman that lead council members to help Monument Leadership govern accordingly. This group also oversees (in conjunction with the Family Engagement Department) the Family School Alliance.

About the Family School Alliance (FSA)

Monument Academy's Family School Alliance (MA FSA) is a parent group working in function as a school's traditional parent and teacher association. The purpose of the FSA is to promote, sustain and AMPLIFY every child's potential by strengthening positive relations between our school, our families, and our community to champion our children's success. MA's FSA is open to all Monument Academy staff, parent/guardians, or community members interested in building overall cohesiveness between our program and students' families; as well as creating an overall culture of warmth and positivity.

Bulldog Brigade (Parent Volunteer Organization [PVO])

The Bulldog Brigade is a parent working group dedicated to the



coordination and implementation of all volunteer opportunities at Monument Academy.

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."

a. Jane D. Hull

Engaging in Your Child's Education

This section will describe in detail how to best engage in your child's educational experience. The school will ensure that parents and families are equipped with the information and tools needed to best support your child's academic, social and behavioral success.

Preparing Your Student for School

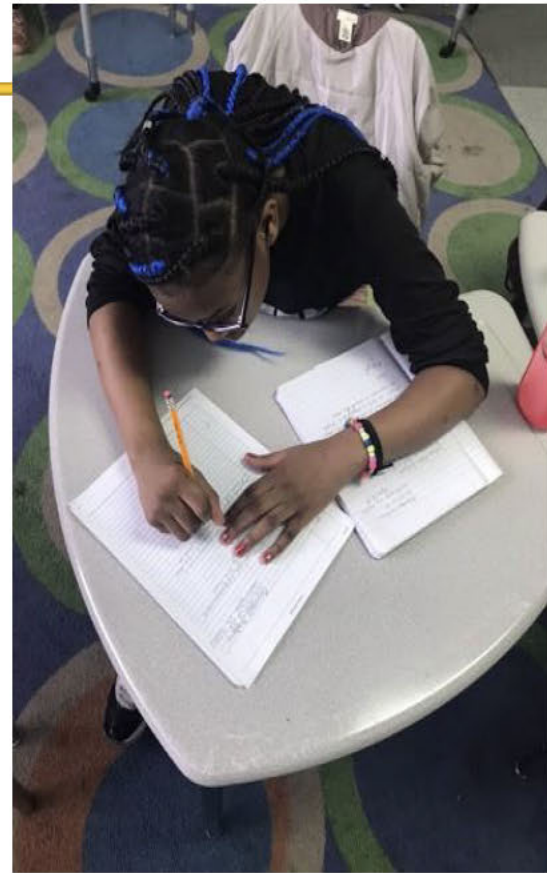
Classroom & Student Life, Readiness

Family Responsibility:

- KNOW the attendance policy.

Make sure that your child is present and on time.

- a. Students should be arriving between Sunday evenings and Monday mornings, at the start of the academic day, prepared to board for the week
- b. Notify by texting the Attendance chat line (771-777-5691), complete an [Absence Excuse Form](#) or by emailing attendance@mapcsdc.org when your child is



absent to remain
compliant with all
Student Family
Handbook regulations.

- Make sure that your child arrives to school with all necessary materials which can include, but is not limited to uniforms, school supplies, completed homework, etc.
 - a. If you are unable to provide the necessary materials, seek assistance by notifying the Family Engagement Team by completing a request form on the MA Parent Portal, or emailing familyengagement@mapcsdc.org
- Consistently check in with your child's Teachers and Student Life Advisors (SLA) to have a clear understanding of your student's educational plan
- Lastly, review and understand all rules pursuant to the Student Family Handbook and use it as a continual reference

Student Responsibility:

- Be present; arrive to school on time
- Be in full uniform daily
- Have all materials/ completed assignments needed for school
- Notify parents when materials are needed

Staff Responsibility:

- Call and/or email when students are absent or tardy
- Send notices via email and postal mail for students who are truant
- Conduct Home Visits for those students who are chronically absent
- Aid those families requesting assistance with obtaining materials as well as remove all barriers to students accessing their education fully

Behavior

Family Responsibility

- Know all behavioral and suspension policies pursuant to the Student Family Handbook
- Help implement and reinforce the PBIS behavior reward system at home
- Discuss any behavioral incidents with your student and be an active participant in all Safety Planning meetings/ discussions
- Share with Monument Staff disciplinary tactics and or behavioral motivators that may work at home
- Notify proper MA Staff if a change at home could potentially impact your student's conduct at school

Student Responsibility

- Know and follow all school rules detailed in the Student Family Handbook
- Respect and exude the Monument Academy Core Values
- Try to avoid or resolve all potential conflicts in the appropriate manner

Staff Responsibility

- Implement, with fidelity, a behavioral rewards system
- Notify families immediately of any behavioral concerns or changes at school
- Provide conflict resolution, conduct Restorative Justice Circles, create and implement safety plans in conjunction with families

Accessing School Staff

How to Contact Staff

- Call Main Office at (202)-545-3180

- Email staff member directly (firstname.lastname@mapcsdc.org)
- Complete Communication Request Form accessible on the MA Parent Portal
- In person, during staff designated available office hours

Availability

- All Monument Academy personnel are available by email and/or phone
- Each department will designate office and/or call hours to accommodate family request
- Teacher planning time is THEIR time; teachers can be made available at their discretion
- If accommodations are needed (translators, transportation, technology assistance) please notify a member of the Family Engagement Team

How to Schedule an Appointment

- If requesting to meet with your student's Teacher or SLA you may contact that staff member directly
- If you would like to meet with a member of leadership, or multiple members from various departments, complete a Meeting/ School Visit Request Form accessible via the MA Parent Portal

Response Time

- When contacting a staff member directly, notification of next steps will be communicated to you within 24 hours
- If request made via the MA Parent Portal Forms site, you shall receive a response to your request within 48 hours
- If no response has been made within the given time frames, please feel free to notify Admin
- If you would like to report a grievance, please utilize the Grievance Form on the MA Parent Portal. All grievances will be reviewed by Leadership Team members, and may also be addressed at monthly Meet Me Halfway Town Hall/ Family Alliance meetings

“It’s the little conversations that build the relationships and make an impact on each student.”

Robert John Meehan

Quality & Effective Instruction

Academic Approach

The Monument team is committed to the belief that having a strong academic plan in place allows all students, regardless of race, disability, and previous history, to develop the skills necessary to become lifelong learners. Monument Academy’s academic programs are centered on thematic planning, project-based learning with principles of Webb’s Depth of Knowledge, and higher-order questioning as rooted in Bloom’s Taxonomy. We also have a very comprehensive Special Education Department that thoroughly assess and address the individual needs of students. In addition to learning in a traditional classroom, our students have opportunities to 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.

Well-Being Approach

The Monument Academy Well-Being Team is focused on implementing a strong Social-Emotional Learning (SEL) Curriculum based on the principles described in Dialectical Behavior Therapy (DBT). Weekly, students engage in DBT to learn mindfulness, emotional regulation, distress tolerance and interpersonal effectiveness skills. Our faculty receives psychoeducation multiple times annually on trauma-informed best practices and DBT skills. This team consists of Social Work based School Counselors, a Well-Being Clinical Manager, and a Chief of Well-Being that provides evidenced-based

behavioral, emotional, and therapeutic support for the students. Related services (psychological, speech therapy, and occupational therapy) are provided by Premier Psychological Services, LLC; Katherine Marshall Wood, PLLC; and Psychological Assessment Solutions.

Student Life Approach

Monument Academy's boarding program enhances our ability to provide individualized academics, social-emotional well-being services and personal development opportunities through extended day enrichment. Research shows that housing stability is a strong indicator, among many, that supports students academically, socially, and emotionally. Our program provides safe supervision of students 4 hours a day, Sunday - Friday with resources and supports that help fuel achievement. Each student has a team of professionals working to ensure student success in partnership with parents. The team includes: Teachers, Interventionists, Therapists, Student Life Advisors, Behavioral Supports, and Aides led by our Student Life Manager and Assistant Manager.

Frequent Reporting on Student's Progress

Progress Reports & Report Cards

Progress reports and report cards containing students' grades and current academic standing will be administered to families quarterly; progress reports will be administered mid quarter and report cards will be administered at trimester.

SLCs & PLCs

Monument Academy will conduct both

- a. SLCs Student Led Conferences in which the students will present and cross-examine their academic, attendance, behavioral and social-emotional learning data.
- b. PLCs Parent Learning Conferences – (Conducted as needed)
Teacher led conference that examines and discusses student's grades, assessment levels, academic achievement goals, behavioral well-being and current academic standing

**Additional conferences may be held for 8th grade students to focus on high school transitional planning*

PBIS/DeansList

- Families will be provided a weekly snapshot of student points (Monubucks) accrual
- Points will be given/ updated daily
- Families will be notified of any child specific areas of improvement or behavioral planning, as concerns arise

Partners in

Education

Responding to

School Information

Family Responsibility

- Check in on the Head of Schools Newsletter and/or the MA Parent Portal Site weekly for important communications from the school; updates are available on Fridays and Sundays
- Ensure that your contact information is correct to receive text blast, robocalls and/or emails containing pertinent information
- Check students' belongings on Fridays for important communications from the school (during in-person learning)

Student Responsibility

- Share information with your parents/guardians
- Give your parents/guardians any documents sent home from the school

Staff Responsibility

- Develop clear communication pathways
- Identify each family's preferred method of communication
- Send routine calls texts and emails via DeansList and/or Groups with school updates
- Routinely update the MA Parent Portal and Parent with updates
- Send an email detailing any notices that may have been sent home with students (during in-person learning)

School Meetings

Family Responsibility

- Stay engaged – know when important school wide meetings and events are being held and try to attend
- Attend SLCs
- Participate in any Safety, Restorative Justice, SST, or IEP meeting concerning your child

Student Responsibility

- Keep parents informed of upcoming important dates

Staff Responsibility

- Post/ notify families of meetings and events through publications, calls, texts and/or emails
- Post all upcoming important dates and how to attend or request transportation assistance on the MA Parent Portal
- Recognize and publicly celebrate continual family participation
- Address any barriers families may face while attempting to attend meetings (transportation, childcare, scheduling, etc.)

Special Education Determination

- Monument Academy will provide families with the SPED determination criteria and process as well as offer guidance if necessary
- Monument Academy will ensure all parents understand their rights in requesting or denying special education services testing,
- Proper notice for meetings will be given to families
- All decisions will be made jointly between the school and families with full information provided to families so that informed decisions can be made
- Monument Academy will ensure that families understand their rights to appeal, amend or review any decisions made
- If families are unable to be present during a meeting, all documentation and meeting notes will be provided to families

"Effective communication is the best way to solve problems"

Bradford Winters

Opportunities to Volunteer & Participate in/ Observe Classroom Activities

Parent Volunteer Organization (Bulldog Brigade)

- Families will be granted the opportunity to be a member of the Bulldog Brigade on a rolling enrollment basis
- A volunteer interest survey will be given to all families at the start of the school year in which families can commit to the PVO. This interest form will also be available throughout the school year in the Family Engagement Resource Room, or via the MA Parent Portal Forms site.
- A volunteer orientation and communication portal will be established
- All Bulldog Brigade PVO accomplishments will be acknowledged and recognized at school events, on the MA Parent Portal, or on a designated board in one of the two Family Engagement Resource Rooms

Opportunities to Volunteer

- Boarding check-in
- Friday dismissal
- Fundraisers
- Parent nights
- School events
- Community events
- Field trips
- Social Sundays
- Extended Day
- Community service events
- & More!

Classroom/ Student Life Observations

- Families may arrange an in-classroom or student life observation by directly contacting your child's Teacher/Houseparent

- Families can observe their child's classroom from the hall at any time
- Families can also utilize the MA Parent Portal Form site to request an observation (Meeting/ School Visit Request Form)

Rules

- Families must observe from a designated space in the classroom/ student life home
- No phones should be visibly used during the duration of your observation
- If you become a distraction, or if a safety issue arises, you may be asked to leave



"Our family is complete when everyone is included"

- Curt Armstrong

Building Capacity for Our Families

This section will inform you on how Monument Academy is dedicated to equipping you with the necessary tools and knowledge to best engage in and advocate for your child's educational experience.

Staff Capacity & Expanding Family Leadership

Monument academy is committed to advocating for parent voice and prepare our families through knowledge and guided practices to be able to train, uplift and enhance involvement in other families.

MA will Build Family Leaders by...

- Training Parents/ Guardians who demonstrate the capacity and commitment to lead and implement the school's initiatives and mission
- Identifying Parent/Guardian leaders to serve in leadership roles in the Family School Alliance and Bulldog Brigade PVO
- Enlist two Parents/Guardians to serve on the Monument Academy Official Board
- Help Family leaders identify and know family rights and responsibilities within the school to teach others
- Instill confidence in Parent/ Guardian leaders to lead activities, meetings, workshops and more

Building Shared Capacity

Family Responsibility

- Help staff understand the value of family's contributions and input
- Help staff understand how to best connect and collaborate with families
- Inform staff on how to best coordinate family programs
- Inform staff on how to best build relationships with families

Staff Responsibility

- All MA staff will participate in continuous Professional Development learning opportunities on Family

THE CHILDREN'S
EDUCATIONAL
FOUNDATION STARTS AT
HOME! FAMILY
ENGAGEMENT IMPROVES
STUDENT ACHIEVEMENT!

Engagement best practices
such as

- Effective communication
- Supporting student learning
- Encouraging family involvement
- Making educational decisions with families
- Working together on program improvement
- Elevating student and family voice
- Solicit parent opinion through family and student satisfaction surveys
 - Staff's success on Family Engagement initiatives will be measured via logged communication frequencies and Family Satisfaction Survey results

Understanding Pertinent Information

Monument Academy will...

- Provide several learning opportunities for families in various ways such as
 - Parent Workshops
 - Content Nights
 - Monument Parent Academy virtual classroom
 - Webinars
 - Articles and/or data provided on the MA Parent Portal Parent Resource Center Page
- Ensure that families understand state academic achievement standards, state assessments, behavioral interventions, special education services and school progress reporting and grading



- Provide a comfortable Family Engagement Resource Room equipped with learning materials, technology access, community resource information, and school wide pertinent information

School Programming and Community Collaboration

Monument Academy's core enrichment programs are primarily based in the Academic, Well-Being, Student Life Departments. To effectively take a wholistic approach on educating our students, Monument utilizes many community- based services and volunteers to support the mission of our school.

Family & Community Engagement Student Programming

Student Facing

- Habitudes
- BounceBack Reading
- Peace Ambassadors
- Homework Café
- High School Readiness

Guardian Facing

- Family School Alliance
- Meet Me Halfway

- Parent Learning University/ Parent Skills
- Bulldog Bytes Data Talk
- Monument Peak Attendance Initiative

Monument Academy will

- Ensure that all families are aware of all services offered to our school community by offering a resource fair and displaying resource provider's information in the Family Engagement Resource Room and on the MA Parent Portal Resource Page
- Acknowledge students' continuum of care through outside service providers and honor all appointments, providing the proper consent has been given

Appendix

Glossary

- i. DeansList – our communication platform that also serves as an app that tracks behavior achievement by documenting all points your child receives for positive behaviors and being on task
- ii. DBT – Dialectical Behavior Therapy; a mode of therapy that focuses on mindfulness and emotional regulation
- iii. ESSA – Every Student Succeeds Act; a law put in place that states all students must receive a fair, high-quality, equitable education. Under this law are also many parameters surrounding Family Engagement
- iv. Family – this term is used throughout this plan to describe (reference) all parents, grandparents, or other legal guardians.

- v. IEP – Individualized Education Program (Plan); document used to distinguish and render services to student receiving special education
- vi. MA Parent Portal – a google site for parents to access that contains all school-wide information and community resources
<https://sites.google.com/monumentacademydc.org/maparentportal/home>
- vii. Monument Parent Academy – a page within the MA Parent Portal Google Site google where webinars, slideshows, and other relevant learning materials will be housed.
- viii. PBIS- Positive Behavioral Interventions and Supports, a model that promotes positive behaviors through celebratory and incentivized social-emotional learning
- ix. PLC – a parent teacher learning conference
- x. Related Services – Services that students with IEPs receive to fully access their education; these services include, but are not limited to Speech therapy, Occupational Therapy, Physical Therapy, Rehabilitation Counseling, & Transportation
- xi. Restorative Justice (RJ) – an educational model that is designed to decrease conflict and promote reconciliation; a practice in which making amends is the key focus

- xii. SEL – Social Emotional Learning, a learning model that teaches one how to process and manage emotions, set and achieve goals while building and sustaining positive relationships
- xiii. SST – Student Support Team (or Student Study Team), a team designed to analyze, assess, and motivate student behavior and achievement
- xiv. Student Family Handbook – the Monument Academy student and family code of conduct
- xv. Student Led conference (SLC) – a conference in which the student, with a use of a portfolio, presents their academic, assessment, behavior, and attendance data to their families and teachers



Meet the Team

Leadership Team

- a. Chief Executive Officer – Dr. Jeffrey Grant
- b. Head of Schools – Dr. Ashley Tucker
- c. Chief Operating Officer – Greg Gaskins
- d. Chief of Well-Being – Danielle Nelson
- e. Chief of Data, Systems & IT – Jeff McHugh
- f. Chief of Family & Community Engagement – Katrice Turner
- g. Director of Student Supports – Brittany Carter
- h. Director of Development – Anna Scudiero
- i. Director of Operations – James Long

Family Engagement Team

School Social Worker – Erica Poe
Family Engagement Coordinator – Lisa Newbon

Family Engagement SY 25-26

This document will serve as an outline to program implementation by the Family & Community Engagement Department.

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WHO WE ARE

Team

Chief of Family & Community Engagement - Katrice Turner

School Social Worker - Erica Poe

Family Engagement Coordinator - Lisa Newbon

Partners

All of the Community Based Organizations that FACE engages to support Monument Academy Stakeholders.

- GiveBack Foundation - provides secondary and post-secondary transitioning advisory services to 7th and 8th grade students for college and career readiness and scholarship opportunities.
- Parents Amplifying Voices in Education (PAVE) - provides parent learning opportunities surrounding educational policy and family engagement.
- EmpowerEd - provides support to the Family & Community Engagement Team in constructing student and family services, stakeholder satisfaction assessments, data translation and community engagement opportunities
- Elaine Ellis - provides basic health/ primary care supports (vision & hearing screenings and physicals)
- Metropolitan Police Department Community Engagement Division - Assists families with navigating through MPD procedures, connects families to neighboring resources and victim services entities
- United Planning Organization (UPO) - family stabilization resource rendering and family education.

FE Vision

- Monument is an accepting community that leverages community members' strengths.
- Families, staff, and students have a mutual understanding of values to build authentic relationships, rooted in effective communication
- Families, staff, and students collaborate equitably to support their child's academic progress, social emotional progress, and life skills.
- Students reflect on progress, set goals, show persistence, and self-advocate to attain goals

OVERALL INITIATIVE

RECRUITMENT & ENROLLMENT

Timeline/ Major Events

Open Enrollment (April - Oct. 5)

- Consulting with Manager of Student Affairs on matched family outreach and registration completion
- Summer Open House dates
- New family intake completion
- Cross-departmental collaboration for Academic, Student Life and Well-Being Cohort composition per student intake findings
- Record requests
- New family Home Visits
- Donors Choose FACE Dept. BOY funding Initiative

Orientation (dates TBD; week prior to school start... looking to do two day intensive orientation for new families)

Audit (October - November)

- Documentation verification
- Final interagency verifications (if being utilized for audit)
- Boarding Attendance Monitoring
- On site audits
- Giving Tuesday Funding Initiative in collaboration with the Development Dept.

Mid-Year Satisfaction Survey & DC Says Panorama Survey (February/ March)

Implement family surveys and conduct listening sessions to monitor program effectiveness for future evaluation and Title 1 compliance.

Lottery (begins with EdFest in Dec - early March)

- EdFest (2nd Saturday of December)
- Open House Dates (must at least be 3 during Lottery Application phase)
- Applications Due (beginning of March)
- Lottery Results (end of March)
- Open enrollment (April- May)

- Enrollment Saturday (4th Saturday in April)

Targeted Enrollment (March through May 1)

- Assisting in all returning student retention efforts
- Finalizing all new student enrollment through family and LEA outreach

EOY (May - June)

- Community building engagement activities

Family Google Site

This site is intended for new families moving through the enrollment & on-boarding process. Here they may learn more about our program (in lieu of the traditional tours that would be occurring now), communicate with staff, have access to all enrollment documentation, schedule their intakes, be able to navigate to PowerSchool to complete registration, and learn of any school-wide updates specifically pertaining to them.

BUILDING FAMILY CAPACITY

Family Engagement Plan

The Monument Academy Public Charter School Family Engagement Plan (FEP) is a guide on how families can be thoroughly engaged in their child's educational experience. This is a document that Monument Academy Public Charter School will use to meet certain requirements surrounding "parent engagement", pursuant to the federal Elementary and Secondary Education Act (ESSA). This plan will be given to parents in conjunction with the Student Family Handbook.

Resource Rooms

Two Family Engagement Offices in which families may use to meet with team members, have access to computers and community resources.

- Two laptops w/ monitors

MA Parent Portal

“One stop shop” for families to remain engaged in their child’s school experience. This site provides direct communication avenues to staff. Additionally, families have the opportunity to partner with other parents/guardians for peer support. On this site, families will be able to access or review all presentations, newsletters, available resources, and necessary documentation to stay engaged in their child's educational experience.

Parent Capacity Building

- Family Partnership Agreement - Parents will be asked to sign a contract committed to making an effort towards engaging in their child’s educational experience. This agreement also specifies student and staff expectations and how each stakeholder will contribute to effective engagement. Families can accrue engagement hours by volunteering for events, attending monthly parent meetings, attending SLCs, properly shadowing, attending Social Sunday, chaperoning trips & attending content specific parent workshops. Their participation can be applied via “Monubucks” in students’ PBIS DeansList point accounts.
- Parent Workshop Series - Weekly and monthly workshops co-facilitated by the FE team and community partners covering topics catered to the current needs of parents. Topics can include DBT, Habitudes, self-care, parenting, navigating adolescence, resume building, financial literacy, academic content areas, etc. The workshop series is also inclusive of the Monumental Parenting Podcast series.
- Parent University - programming delivers Professional Development opportunities that Monument Academy staff members often receive on topics such as Family Engagement, Trauma Informed Practices, ACEs, CPI, Effective Behavioral Management and more. Parents will be awarded Monument Parent Education Units (PEUs) and certificates per trimester.
- EOY Parent Awards/ Acknowledgements - EOY Plaque and other incentive to award the most active parents

Parent Organizations

- FSA / PAC - Family School Alliance, equivalent to a traditional PTA that contains the Parent Advisory Council.

- Bulldog Brigade - Volunteer and advocacy group who will participate in community events, assist with written and oral testimonies, and assist students with community service opportunities

FAMILY SUPPORTS

McKinney-Vento Supports

- MKV Classified students are entitled to many resources through McKinney-Vento provisions for the duration of the school year (despite status change). These resources may include (but are not limited to):
 - Food
 - Clothing
 - Uniform assistance
 - Transportation assistance
 - Toiletries
 - School supplies
 - Health

Peer Support

- The FACE team members will create opportunities for families to create internal and external community based peer groups through events/ avenues such as (but not limited to):
 - Social Sundays & Monthly Attendance Incentive
 - Ward based pop up events / parent led happy hours
 - Ward based and/or citywide LSAT committee participation
 - Ward based Educational Equity Committee participation
 - Group ANC meeting participation
 - Career based / or content area networking

Crisis

- The Family Engagement Team will work in conjunction with the Student Support/ Well-Being Team to provide any services needed for families. These services may include (but are not limited to):
 - Well-being referrals
 - Temporary food/transportation/clothing assistance
 - Home visits
 - Community support referrals
 - Medication referrals
 - Social services referrals/ assistance
 - Legal advocacy/ support
 - Housing referrals/ support
 - Educational Resources (Community Re-engagement, GED, College Program placement)
 - Job coaching/ Job placement support

High School Transitioning

Assist families with high school choice, application and transferral process through a student and family focused preparation. January will be MA's HS Preparedness Awareness Month where students and families know that all month long, we will have a heavy focus on High School readiness. The High School Preparedness series to include (but is not limited to):

- Navigating the high school application process
- Academic/ Social capacity cohorting
- Documentation collection and assistance
- High school tours and selection assistance
- Navigation through the GiveBack Foundation introductions and application process
- EdFest accompaniment

COMMUNICATION

All communications will be created, disseminated & logged via DeansList.

Methods & Frequency

- Routine Updates
 - Weekly via Google Classroom, BAND App, text, robo call & email based upon family preference
 - Weekly via MA Parent Portal
- Events
 - Eventbrite, MA Parent Portal, MA Parent Calendar, text, email
- Specialized updates
 - Per group/population via text & email
- Emergencies
 - Text, email & robo call

TRAINING

Necessary Trainings (or potential trainings) for FE Team Members

1. MKV Summit
2. Start of School Summit
3. OSSE Parent & Family Engagement Summit
4. Mandated Reporter
5. OSSE Districtwide Secondary Transition Capacity Building Institute (MA served on the panel for fall 23)
6. OSSE Bridge to High School
7. Restorative Justice
8. Kid Talk
9. Graduation Pathways Summit
10. Safe Passage
11. Mayoral Budget Trainings
12. Ed Policy Reform
13. *National Family Engagement Conference (our goal is to get here)*
14. OSSE based training on topics related to enrollment, trauma, effective communication, cultural competency, medication administration, serving at-risk youth, advocacy, etc.

DEPARTMENTAL COLLABORATIONS

Continual Supports/ Implementations

Academics/ BX / SPED	Family dynamic intake/ surveying, BounceBack, SST, enrollment/recruitment, attendance compliance support, SLC
Well-Being	Family dynamic intake/ surveying, student/family referral, SST
Student Life	SLA Parent Skills, Life skills implementation, student/family specific training, house consultations, Mission SAFE Mentorship Program, Peace Ambassadors, Homework Helpers,
Operations	Audit compliance, AOM support, potential PD opportunities
Development	Fundraising, audit compliance, family outreach, Extended Day support, grant support
Data/IT	MKV data compliance, Bridge to HS data support, interagency verification support, attendance compliance

Potential PD Led by the FACE Team (previous trainings)

1. FE Referral process & team offerings
2. Effective Communication & Family Engagement Practices
3. MKV & the effects of homelessness in the classroom
4. Neighborhood and Intergenerational Trauma Manifestations
5. Interpersonal skills/ biases trainings
6. Weekly Parenting Skills for SLAs

FUTURE

Looking to add/ Implement

1. DC Youth Summer Employment Site
2. Add a food bank to our consortium; preferably Common Market, Brighter Bites
3. Additional mentorship programs
4. Additional partner agency guardian mentorship programs
5. Student Jobs/ Work study program - SLH based Entrepreneurship program

Appendix M

Trauma-Informed Educators Community of Practice



THERAPEUTIC WHOLE SCHOOL MODEL & MEDICAID CLINICIANS DEMONSTRATION

PROVIDES



Therapeutic
School-Based Model
& Capacity



Sustainable
Funding



Cost-Effective
& Practical
Medicaid Model



The Medicaid Clinicians Demonstration by TIECP (the Trauma-Informed Educators Community of Practice, launched in 2021) is a means for States to affordably provide School-Based Mental Health services by sustainably funding it under the Medicaid Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit apart from the limits of its Special Education program.

The proposed demonstration provides an innovative, strategic, and cost-effective means to address Adverse Childhood Experiences (ACEs) – known to have significant personal and health consequences and public costs over a lifetime – in a school setting for youth and families in high-need schools, ultimately building healthier children and communities.

THE MISSION

TO IMPROVE STUDENT MENTAL HEALTH AND LEARNING

There are established evidence-based practices in mental health and education, as well as established trauma-informed frameworks. However, there remains a need for a more practical model that includes capacity and sustainable funding for schools and States to provide School-Based Mental Health services. This is a means to address escalating mental health needs in schools, which impacts learning, student behavior and teacher retention.

PILOT

In the face of Federal cuts to Medicaid and the increasing need for mental health services in schools, the proposal is to pilot and evaluate a Medicaid model for 3-years that sustainably funds school-based clinicians within a therapeutic whole school model to address ACEs-induced toxic stress – as a medical condition that effects both health and learning – in a more cost-effective and less burdensome way for States and schools.



▶ TRAINING

The Therapeutic Whole School Model SEL program is designed by advanced-practice schools and clinicians to be flexible and customizable to the range of public schools and includes Planning and Clinicians professional development throughout a 1st Planning Year, followed by 2 Implementation Years that are evaluated as a 3-year pilot.

▶ DELIVER

TIECP State Teams (in DC, CO, AR, and LA) are organizing and advocating for States to fund a pilot to provide 8 schools per State with two (2) full-time, in-school clinicians (psychologist, licensed social worker) to serve students in a whole school therapeutic environment that supports staff and families under Medicaid reimbursement guidance.



COLLABORATE FOR GREATER IMPACT

Policymakers

While there are Federal cuts to Medicaid, the demonstration provides strategic and cost-effective ways for State agencies to fulfill their missions.

We invite the involvement and feedback from representatives in State Health Care Finance, Behavioral Health, and Education agencies in the collaborative development and refinement of the demonstration.

Funding would be from Legislatures and Governors to supplement requested agency budgets and is conditioned on the support of the agencies and staffers doing the work.

Schools

We are seeking schools with a significant percentage of students who are Medicaid-eligible and a leadership team (school leader, clinician and educator/administrator delegates) interested in planning and being trained to implement a Therapeutic Whole School Model with State-funded Medicaid Clinicians as part of a 3-year program.

Your 1st year planning and clinicians PD trainings (\$10K value) are to be provided with local grant funding. In the 2nd year, schools will need to fund an additional \$10K in compensation for program support responsibilities to an existing social worker position.



For questions and interest:

Angela Christophe

TIECP Co-founder/Executive Director

angela@therapeuticmodel.org

www.therapeuticmodel.org

Appendix N

MySchool DC Year-End Reports

My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Female Dormitory

Date of Report: January 17th, 2023.

This report compiles all the applications that My School DC collected for SY22-23 and their results up until 10/08/2022. Below is an in-depth look at your school's capture rate by grade and a spotlight on your entry grade. On subsequent pages are tables that break down outcomes of applications by how that applicant ranked your school, leaving students, and a short review of SY22-23 applicants and audited demographics. The dates for this past year's Lottery applications are listed here, all applications received after these dates are Post-Lottery applications. PK3-8: 12/13/2021 - 3/1/2022; 9-12: 12/13/2021 - 2/1/2022

SY22-23 Overall Capture Rates (Enrollments / Offers) by Grade

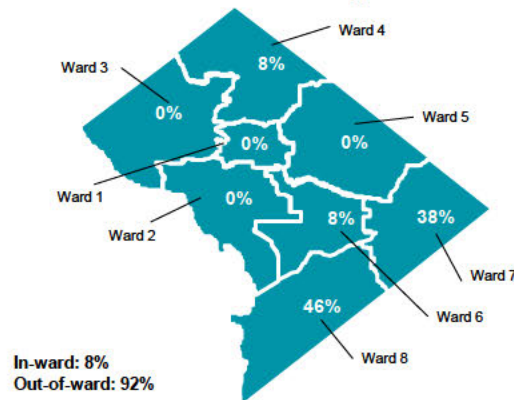
Grade:	5	6	7	8	Total
SY22-23 Total Offers	11	16	20	21	68
SY22-23 Enrollments	7	5	10	10	32
Capture Rate	64%	31%	50%	48%	47%
vs. SY21-22 Capture Rate	75%	60%	50%	38%	53%
vs. District Capture Rate	37%	43%	30%	27%	38%
vs. Ward 6 Capture Rate	32%	46%	32%	31%	38%

SY22-23 Entry Grade Spotlight: Grade 5

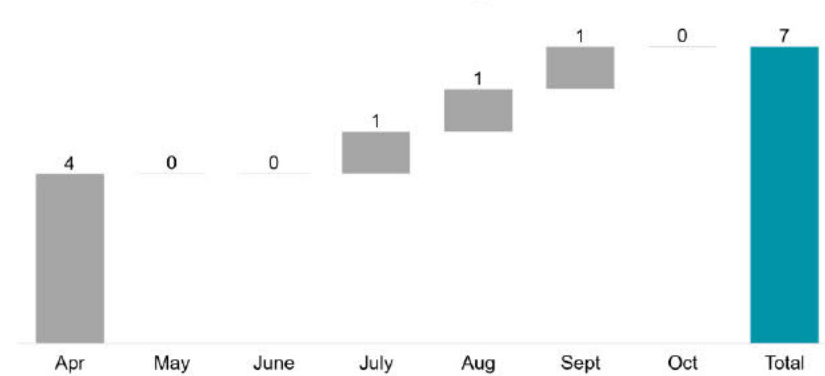
Grade 5: Lottery Round Breakdown



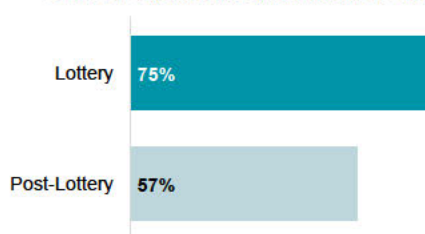
Grade 5: Ward Distribution of Applicants*



Grade 5: Enrollments by Month



Grade 5: Capture Rate (Enrollments / Offers) by Lottery Round



Grade 5: Key Competitors

Competitor #1	Rocketship Legacy Prep PCS
Competitor #2	Shining Stars Montessori Academy PCS
Competitor #3	DC Bilingual PCS
Competitor #4	Maury Elementary School
Competitor #5	Capitol Hill Montessori

*Note - My School DC did not collect applicant Ward for the updated 2022 Ward Boundaries during the SY22-23 lottery cycle.

My School DC SY22-23 Year-End Report



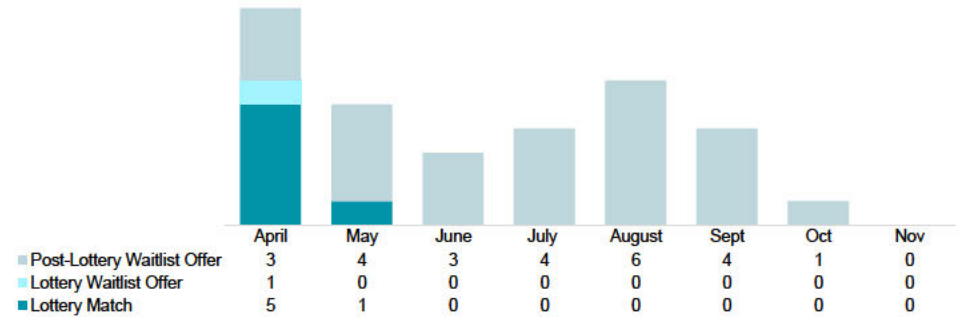
School Name: Monument Academy PCS - Female Dormitory

Date of Report: January 17th, 2023.

SY22-23 Overall Capture Rates (Lottery + Post-Lottery) and District/Ward Rates

Grade	# of Total Offers	# of Total Enrollments	Capture Rate (enrolled/offers)	Ratio of Offers to Enrollments	District Capture Rate	District Ratio of Offers	Ward 6 Capture Rate	Ward 6 Ratio of Offers	SY21-22 Capture Rate
5	11	7	64%	1.6 : 1	37%	2.7 : 1	32%	3.1 : 1	75%
6	16	5	31%	3.2 : 1	43%	2.3 : 1	46%	2.2 : 1	60%
7	20	10	50%	2.0 : 1	30%	3.3 : 1	32%	3.1 : 1	50%
8	21	10	48%	2.1 : 1	27%	3.7 : 1	31%	3.3 : 1	38%
Total	68	32	47%	2.1 : 1	38%	2.6 : 1	38%	2.7 : 1	53%

SY22-23 Enrollments by Lottery Round and Enrollment Month



SY22-23 Capture Rates (Enrollments / Offers) by Round

Grade	Lottery									Post-Lottery			
	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate
5	6	8	4	3	75%	0	0	0		7	7	4	57%
6	6	15	3	0	0%	0	0	0		13	13	5	38%
7	5	5	1	1	100%	0	0	0		24	19	9	47%
8	11	2	2	2	100%	3	3	1	33%	16	16	7	44%
Total	28	30	10	6	60%	3	3	1	33%	60	55	25	45%

GUIDING QUESTIONS:

- **Overall Capture Rate:** Are certain grades harder to fill than others? What can you do differently to fill them? How does it compare to the District/Ward or last year?
- **Ratio of Offers to Enrollments:** How many offers do you have to give out before it turns into an actual enrollment? Should you give out more, earlier? How does it compare to the District/Ward?
- **Enrollments by Round and Enrollment Month:** How late into the summer are you enrolling students? Can you attract them earlier?
- **Capture Rates by Round:** Where do you have the strongest capture rate? When are most of your offers going out? Are these

SY22-23 Lottery Competitor School

This table lists the schools that were most often included on the same application to your school. Reminder: this does not include any "by-right" competitor schools (i.e., DCPS in-boundary schools, feeder schools)

Grade	Competitor #1	Competitor #2	Competitor #3
5	Rocketship Legacy Prep PCS	Shining Stars Montessori Academy PCS	DC Bilingual PCS
6	Howard University Middle School of Mathematics and Science PCS	DCI (Spanish Language Program)	Shining Stars Montessori Academy PCS
7	Creative Minds International PCS	Friendship PCS - Online	Eliot-Hine Middle School
8	Washington Global Public Charter School	Creative Minds International PCS	DCI (French Language Program)
Total	Creative Minds International PCS	Howard University Middle School of Mathematics and Science PCS	DCI (Spanish Language Program)

My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Female Dormitory

Date of Report: January 17th, 2023.

SY22-23 Lottery Application Results

This table breaks down applicants' submitted rank of your school by those that applied, were matched, and enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate (Matches / Applications)			Lottery Enrolled from Match			Capture Rate (Enrolled / Matches)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	3	1	2	3	1	0	100%	100%	0%	3	0	0	100%	0%	
6	3	0	3	3	0	0	100%		0%	0	0	0	0%		
7	1	0	4	1	0	0	100%		0%	1	0	0	100%		
8	4	1	6	2	0	0	50%	0%	0%	2	0	0	100%		
Total	11	2	15	9	1	0	82%	50%	0%	6	0	0	67%	0%	

SY22-23 Lottery Waitlisted by (Original) Ranking

This table breaks down Lottery applicants that were initially waitlisted by outcome and rank

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate (Enrolled/WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	0	0	0	0	0	0	0	0	0			
6	0	0	0	0	0	0	0	0	0			
7	0	0	0	0	0	0	0	0	0			
8	2	0	1	2	0	1	-	-	-	-	-	-
Total	2	0	1	2	0	1	-	-	-	-	-	-

SY22-23 Post-Lottery Waitlisted by (10/8/2022) Rank

This table breaks down Post-Lottery applicants outcomes by rank.

Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate (Enrolled/Post Lottery WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	5	0	2	5	0	2	4	0	0	80%		0%
6	6	2	5	6	2	5	4	0	1	67%	0%	20%
7	16	3	5	14	2	3	9	0	0	64%	0%	0%
8	9	1	6	9	1	6	6	1	0	67%	100%	0%
Total	36	6	18	34	5	16	23	1	1	68%	20%	6%

GUIDING QUESTIONS:

- **Capture Rates:** How are your capture rates varying by timeline (Lottery matches, Lottery waitlists, Post-Lottery)?
- **Lottery Applications Received:** How are applicants ranking you in the Lottery? Do you have many applicants ranking you #1 or #2?
- **Lottery Enrolled from Match:** Do you see a trend of applicants that match you #3 or higher not matching or enrolling?
- **Post-Lottery Capture Rate:** How do your Post-Lottery capture rates compare to your Lottery capture rates?
- **Post-Lottery Applications Received:** What can you do to push these applicants to apply earlier in the process?
- **Remember** - the lower an applicant ranks you, the more likely they will match with a school they rank higher and not be considered for your school. This should be considered when setting enrollment targets.
 - Lottery applicants are generally more likely to enroll when compared to Post-Lottery applicants

Note: ranking data hidden if there is only 1 applicant or if it is otherwise possible to identify rankings for specific applicants

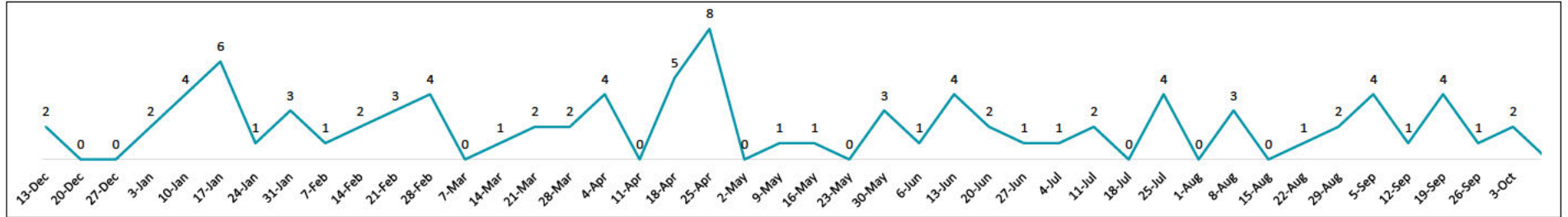
My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Female Dormitory

Date of Report: January 17th, 2023.

SY22-23 Weekly Applications by Final (10/8/2022) Submission Date



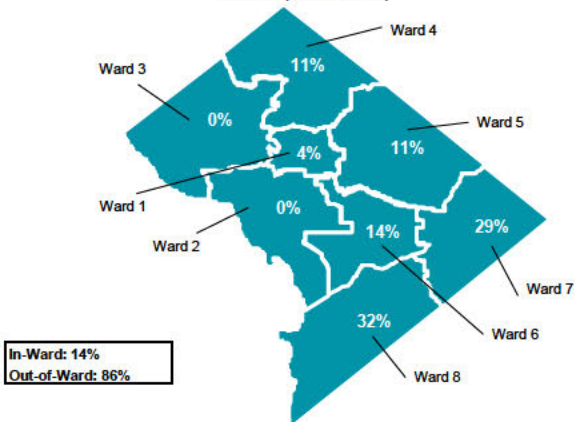
SY22-23 Applications Benchmarks by Final (10/8/2022) Submission Date and Round

Grade	Total Applicants		% by the Lottery Deadline			% of Lottery Apps by end of Dec.			% of Lottery Apps by end of Jan.		
	Lottery	Post-Lottery	% by Deadline	vs. District	vs. Ward 6	% by end of Dec.	vs. District	vs. Ward 6	% by end of Jan.	vs. District	vs. Ward 6
5	6	7	46%	61%	77%	0%	16%	13%	50%	43%	39%
6	6	13	32%	63%	72%	17%	19%	18%	17%	44%	37%
7	5	24	17%	54%	67%	0%	14%	7%	40%	45%	35%
8	11	16	41%	48%	53%	9%	16%	10%	82%	49%	42%
Total	28	60	32%	59%	68%	7%	15%	11%	54%	50%	41%

GUIDING QUESTIONS:

- **Applications by the Deadline:** Do more or less of your applicants meet the deadline, relative to the city? To the ward? How might that impact your outreach strategy and enrollment planning?
- **Projecting total applications:** Using the % of applications you received by the end of December last

SY22-23 Percentage Distribution of Lottery Applicants to Your School (All Grades)



SY22-23 Leaving Students

This table shows the number of students from SY21-22 that applied to a different school for SY22-23. And of those students, how many enrolled at the new school. The grade displayed is for SY21-22.

Grade	# of students that applied out	# of students that enrolled at a new school through MSDC
5	0	0
6	3	2
7	1	0
8	9	9
Total	13	11

GUIDING QUESTIONS:

- **Graduating students:** If you have a terminal grade, did they all get support on the application process - did all your graduating students apply?
- **Current students:** Do you have a large number of students applying out in non-terminal grades? Is that number consistent year-to-year?
- **Current students:** How can you adjust outreach to bring in new students to fill openings left by leaving students?

My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Female Dormitory

Date of Report: January 17th, 2023.

SY22-23 Audited Demographic Data of Lottery Applicants

SY22-23 Capture Rates by Round (10/08/2022)

This table shows data from the current year's lottery for easy comparison against the audited demographic data below.

Grade	Lottery									Post-Lottery			Total	
	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate	Waitlist Capture Rate
5	6	8	4	3	75%	0	0	0	-	7	7	4	57%	57%
6	6	15	3	0	0%	0	0	0	-	13	13	5	38%	38%
7	5	5	1	1	100%	0	0	0	-	24	19	9	47%	47%
8	11	2	2	2	100%	3	3	1	33%	16	16	7	44%	42%
Total	28	30	10	6	60%	3	3	1	33%	60	55	25	45%	45%

SY22-23 Capture Rate by Demographics

This table shows your capture rate for the SY22-23 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified within audited enrollment data.)

Grade	Capture Rate by Special Populations				Capture Rate by Race/Ethnicity							
	Overall Capture Rate	At-Risk Capture Rate	LEP Capture Rate	SWD Capture Rate	American Indian/Alaskan	Asian	Black/African American	Hawaiian/Pacific Islander	Hispanic/Latino	Two or more races	White	Unknown
5	64%	63%	0%	67%			70%		0%			
6	31%	33%		50%			38%					0%
7	50%	47%		33%			56%		0%			0%
8	48%	50%		60%			53%					0%
Total	47%	47%	0%	54%			53%		0%			0%

GUIDING QUESTIONS:

- **Capture Rate:** How do the capture rates for subgroups compare to your overall capture rate? To your grade-level capture rates?
- **Applicant Demographics:** Do any of your practices during recruitment or registration impact whether subgroups enroll at your school? How can you adjust your practices to better engage with specific subgroups?

SY22-23 Total Applicants by Demographics

This table shows your applicant demographics for the SY22-23 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified)

Grade	% of Apps by Special Populations			% of Apps by Race/Ethnicity							
	% At-Risk	% LEP	% SWD	% American Indian/Alaskan	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or more races	% White	% Unknown
5	69%	8%	23%	<1%	<1%	92%	<1%	8%	<1%	<1%	<1%
6	74%	<1%	11%	<1%	<1%	79%	<1%	<1%	<1%	<1%	21%
7	79%	<1%	21%	<1%	<1%	83%	<1%	3%	3%	<1%	10%
8	81%	<1%	19%	<1%	<1%	89%	<1%	4%	<1%	<1%	7%
Total	77%	1%	18%	<1%	<1%	85%	<1%	3%	1%	<1%	10%

My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Male Dormitory

Date of Report: January 17th, 2023.

This report compiles all the applications that My School DC collected for SY22-23 and their results up until 10/08/2022. Below is an in-depth look at your school's capture rate by grade and a spotlight on your entry grade. On subsequent pages are tables that break down outcomes of applications by how that applicant ranked your school, leaving students, and a short review of SY22-23 applicants and audited demographics. The dates for this past year's Lottery applications are listed here, all applications received after these dates are Post-Lottery applications. PK3-8: 12/13/2021 - 3/1/2022; 9-12: 12/13/2021 - 2/1/2022

SY22-23 Overall Capture Rates (Enrollments / Offers) by Grade

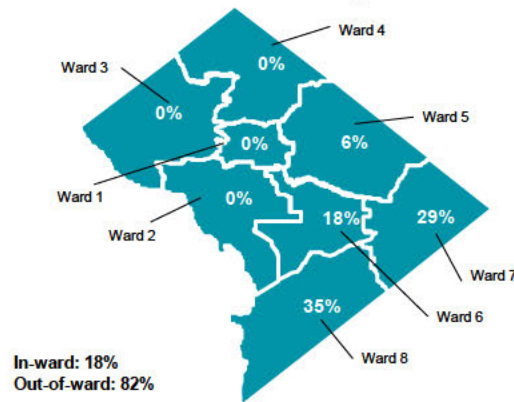
Grade:	5	6	7	8	Total
SY22-23 Total Offers	15	24	31	27	97
SY22-23 Enrollments	10	10	11	15	46
Capture Rate	67%	42%	35%	56%	47%
vs. SY21-22 Capture Rate	86%	61%	76%	79%	72%
vs. District Capture Rate	37%	43%	30%	27%	38%
vs. Ward 6 Capture Rate	32%	46%	32%	31%	38%

SY22-23 Entry Grade Spotlight: Grade 5

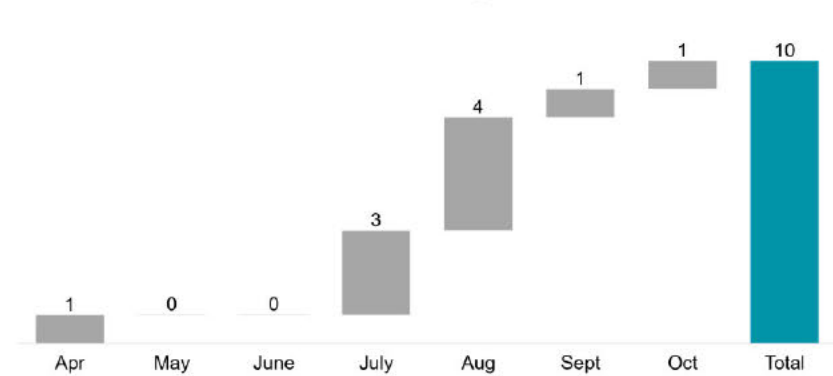
Grade 5: Lottery Round Breakdown



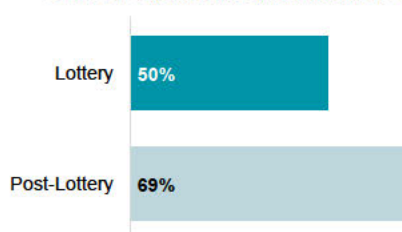
Grade 5: Ward Distribution of Applicants*



Grade 5: Enrollments by Month



Grade 5: Capture Rate (Enrollments / Offers) by Lottery Round



Grade 5: Key Competitors

Competitor #1	Statesman College Preparatory Academy for Boys PCS
Competitor #2	Capitol Hill Montessori
Competitor #3	Two Rivers PCS at Young Elementary School - Equitable Access
Competitor #4	Two Rivers PCS at Young Elementary School
Competitor #5	DC Prep PCS - Benning Middle

*Note - My School DC did not collect applicant Ward for the updated 2022 Ward Boundaries during the SY22-23 lottery cycle.

My School DC SY22-23 Year-End Report



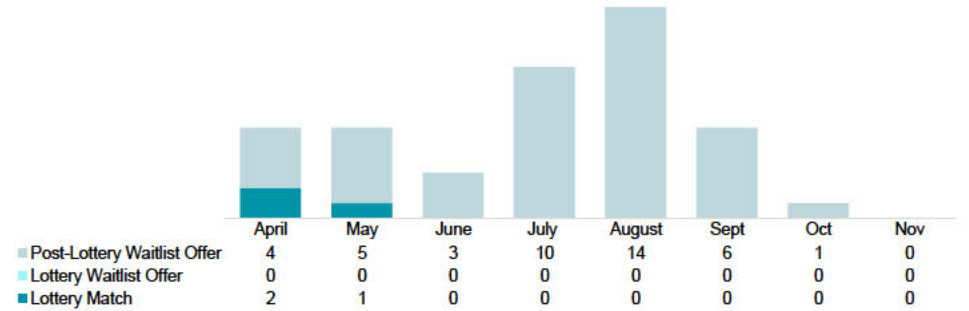
School Name: Monument Academy PCS - Male Dormitory

Date of Report: January 17th, 2023.

SY22-23 Overall Capture Rates (Lottery + Post-Lottery) and District/Ward Rates

Grade	# of Total Offers	# of Total Enrollments	Capture Rate (enrolled/offers)	Ratio of Offers to Enrollments	District Capture Rate	District Ratio of Offers	Ward 6 Capture Rate	Ward 6 Ratio of Offers	SY21-22 Capture Rate
5	15	10	67%	1.5 : 1	37%	2.7 : 1	32%	3.1 : 1	86%
6	24	10	42%	2.4 : 1	43%	2.3 : 1	46%	2.2 : 1	61%
7	31	11	35%	2.8 : 1	30%	3.3 : 1	32%	3.1 : 1	76%
8	27	15	56%	1.8 : 1	27%	3.7 : 1	31%	3.3 : 1	79%
Total	97	46	47%	2.1 : 1	38%	2.6 : 1	38%	2.7 : 1	72%

SY22-23 Enrollments by Lottery Round and Enrollment Month



SY22-23 Capture Rates (Enrollments / Offers) by Round

Grade	Lottery									Post-Lottery			
	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate
5	3	8	2	1	50%	0	0	0		14	13	9	69%
6	12	15	6	1	17%	0	0	0		19	18	9	50%
7	6	5	5	1	20%	1	1	0	0%	28	25	10	40%
8	5	2	2	0	0%	2	2	0	0%	25	23	15	65%
Total	26	30	15	3	20%	3	3	0	0%	86	79	43	54%

GUIDING QUESTIONS:

- **Overall Capture Rate:** Are certain grades harder to fill than others? What can you do differently to fill them? How does it compare to the District/Ward or last year?
- **Ratio of Offers to Enrollments:** How many offers do you have to give out before it turns into an actual enrollment? Should you give out more, earlier? How does it compare to the District/Ward?
- **Enrollments by Round and Enrollment Month:** How late into the summer are you enrolling students? Can you attract them earlier?
- **Capture Rates by Round:** Where do you have the strongest capture rate? When are most of your offers going out? Are these

SY22-23 Lottery Competitor School

This table lists the schools that were most often included on the same application to your school. Reminder: this does not include any "by-right" competitor schools (i.e., DCPS in-boundary schools, feeder schools)

Grade	Competitor #1	Competitor #2	Competitor #3
5	Statesman College Preparatory Academy for Boys PCS	Capitol Hill Montessori	Two Rivers PCS at Young Elementary School - Equitable Access
6	Howard University Middle School of Mathematics and Science PCS	Sojourner Truth PCS	Statesman College Preparatory Academy for Boys PCS
7	Oyster-Adams Bilingual School (Adams)	Washington Latin PCS - Middle School	Creative Minds International PCS
8	DC Prep PCS - Edgewood Middle	McKinley Middle School	Jefferson Middle School Academy
Total	Statesman College Preparatory Academy for Boys PCS	Howard University Middle School of Mathematics and Science PCS	Creative Minds International PCS

My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Male Dormitory

Date of Report: January 17th, 2023.

SY22-23 Lottery Application Results

This table breaks down applicants' submitted rank of your school by those that applied, were matched, and enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate (Matches / Applications)			Lottery Enrolled from Match			Capture Rate (Enrolled / Matches)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	2	0	1	2	0	0	100%		0%	1	0	0	50%		
6	5	3	4	5	1	0	100%	33%	0%	1	0	0	20%	0%	
7	4	1	1	3	1	1	75%	100%	100%	1	0	0	33%	0%	0%
8	3	0	2	2	0	0	67%		0%	0	0	0	0%		
Total	14	4	8	12	2	1	86%	50%	13%	3	0	0	25%	0%	0%

SY22-23 Lottery Waitlisted by (Original) Ranking

This table breaks down Lottery applicants that were initially waitlisted by outcome and rank

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate (Enrolled/WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	0	0	0	0	0	0	0	0	0			
6	0	0	0	0	0	0	0	0	0			
7	1	0	0	-	-	-	0	0	0	-	-	-
8	1	0	1	1	0	1	0	0	0	0%		0%
Total	2	0	1	1	0	1	0	0	0	0%		0%

GUIDING QUESTIONS:

- **Capture Rates:** How are your capture rates varying by timeline (Lottery matches, Lottery waitlists, Post-Lottery)?
- **Lottery Applications Received:** How are applicants ranking you in the Lottery? Do you have many applicants ranking you #1 or #2?
- **Lottery Enrolled from Match:** Do you see a trend of applicants that match you #3 or higher not matching or enrolling?
- **Post-Lottery Capture Rate:** How do your Post-Lottery capture rates compare to your Lottery capture rates?
- **Post-Lottery Applications Received:** What can you do to push these applicants to apply earlier in the process?
- **Remember** - the lower an applicant ranks you, the more likely they will match with a school they rank higher and not be considered for your school. This should be considered when setting enrollment targets.
 - Lottery applicants are generally more likely to enroll when compared to Post-Lottery applicants

SY22-23 Post-Lottery Waitlisted by (10/8/2022) Rank

This table breaks down Post-Lottery applicants outcomes by rank.

Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate (Enrolled/Post Lottery WL Offers)		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	12	0	2	11	0	2	9	0	0	82%		0%
6	13	1	5	13	1	4	8	0	1	62%	0%	25%
7	19	3	6	18	2	5	9	1	0	50%	50%	0%
8	16	4	5	15	4	4	12	2	1	80%	50%	25%
Total	60	8	18	57	7	15	38	3	2	67%	43%	13%

Note: ranking data hidden if there is only 1 applicant or if it is otherwise possible to identify rankings for specific applicants

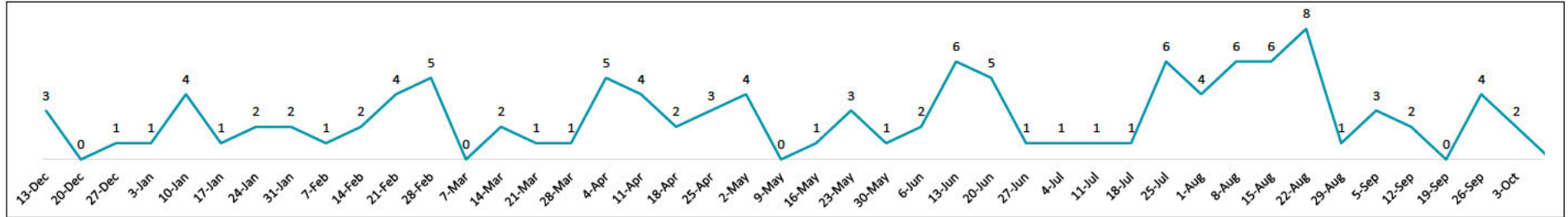
My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Male Dormitory

Date of Report: January 17th, 2023.

SY22-23 Weekly Applications by Final (10/8/2022) Submission Date



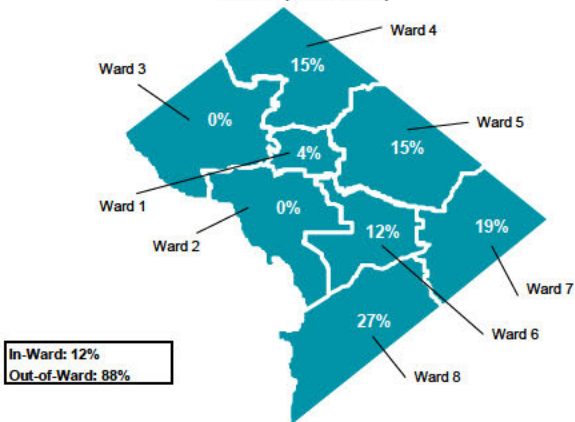
SY22-23 Applications Benchmarks by Final (10/8/2022) Submission Date and Round

Grade	Total Applicants		% by the Lottery Deadline			% of Lottery Apps by end of Dec.			% of Lottery Apps by end of Jan.		
	Lottery	Post-Lottery	% by Deadline	vs. District	vs. Ward 6	% by end of Dec.	vs. District	vs. Ward 6	% by end of Jan.	vs. District	vs. Ward 6
5	3	13	19%	61%	77%	33%	16%	13%	67%	43%	39%
6	12	19	38%	63%	72%	8%	19%	18%	42%	44%	37%
7	6	28	18%	54%	67%	0%	14%	7%	50%	45%	35%
8	5	25	17%	48%	53%	40%	16%	10%	60%	49%	42%
Total	26	86	23%	59%	68%	15%	15%	11%	50%	50%	41%

GUIDING QUESTIONS:

- **Applications by the Deadline:** Do more or less of your applicants meet the deadline, relative to the city? To the ward? How might that impact your outreach strategy and enrollment planning?
- **Projecting total applications:** Using the % of applications you received by the end of December last

SY22-23 Percentage Distribution of Lottery Applicants to Your School (All Grades)



SY22-23 Leaving Students

This table shows the number of students from SY21-22 that applied to a different school for SY22-23. And of those students, how many enrolled at a new school through MSDC.

Grade	# of students that applied out	# of students that enrolled at a new school through MSDC
5	0	0
6	6	0
7	4	2
8	18	13
Total	28	15

GUIDING QUESTIONS:

- **Graduating students:** If you have a terminal grade, did they all get support on the application process - did all your graduating students apply?
- **Current students:** Do you have a large number of students applying out in non-terminal grades? Is that number consistent year-to-year?
- **Current students:** How can you adjust outreach to bring in new students to fill openings left by leaving students?

My School DC SY22-23 Year-End Report



School Name: Monument Academy PCS - Male Dormitory
SY22-23 Audited Demographic Data of Lottery Applicants

Date of Report: January 17th, 2023.

SY22-23 Capture Rates by Round (10/08/2022)

This table shows data from the current year's lottery for easy comparison against the audited demographic data below.

Grade	Lottery									Post-Lottery			Total	
	# of apps.	Lottery seats	Matches (Lottery offers)	Matches enrolled	Match Capture Rate	Waitlisted	Waitlist offers made	Waitlist enrolled	Lottery Waitlist Capture Rate	# of apps.	Waitlist offers made	Waitlist enrolled	PL Waitlist Capture Rate	Waitlist Capture Rate
5	3	8	2	1	50%	0	0	0	-	14	13	9	69%	69%
6	12	15	6	1	17%	0	0	0	-	19	18	9	50%	50%
7	6	5	5	1	20%	1	1	0	0%	28	25	10	40%	38%
8	5	2	2	0	0%	2	2	0	0%	25	23	15	65%	60%
Total	26	30	15	3	20%	3	3	0	0%	86	79	43	54%	52%

SY22-23 Capture Rate by Demographics

This table shows your capture rate for the SY22-23 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified within audited enrollment data.)

Grade	Capture Rate by Special Populations				Capture Rate by Race/Ethnicity							
	Overall Capture Rate	At-Risk Capture Rate	LEP Capture Rate	SWD Capture Rate	American Indian/ Alaskan	Asian	Black/ African American	Hawaiian/ Pacific Islander	Hispanic/ Latino	Two or more races	White	Unknown
5	67%	62%	0%	67%			67%					
6	42%	42%		46%			43%					0%
7	35%	33%		36%			36%		0%	100%		0%
8	56%	68%	67%	73%			59%		50%	100%		0%
Total	47%	49%	50%	53%			49%		33%	100%		0%

GUIDING QUESTIONS:

- **Capture Rate:** How do the capture rates for subgroups compare to your overall capture rate? To your grade-level capture rates?
- **Applicant Demographics:** Do any of your practices during recruitment or registration impact whether subgroups enroll at your school? How can you adjust your practices to better engage with specific subgroups?

SY22-23 Total Applicants by Demographics

This table shows your applicant demographics for the SY22-23 Lottery by sub-group. (Note: 'Unknown' includes students whose USIs or demographic information could not be identified)

Grade	% of Apps by Special Populations			% of Apps by Race/Ethnicity							
	% At-Risk	% LEP	% SWD	% American Indian/ Alaskan	% Asian	% Black/ African American	% Hawaiian/ Pacific Islander	% Hispanic/ Latino	% Two or more races	% White	% Unknown
5	88%	6%	18%	<1%	<1%	>99%	<1%	<1%	<1%	<1%	<1%
6	71%	<1%	52%	<1%	<1%	87%	<1%	<1%	<1%	<1%	13%
7	88%	<1%	38%	<1%	<1%	91%	<1%	3%	3%	<1%	3%
8	67%	10%	37%	<1%	<1%	80%	<1%	7%	3%	<1%	10%
Total	78%	4%	38%	<1%	<1%	88%	<1%	3%	2%	<1%	7%

SY23-24 Monument Academy PCS- Female Dormitory Year End Report

This report compiles all applications that My School DC (MSDC) collected for the SY23-24 lottery cycle and their results up to 10/6/2023. The dates for this past year's *Lottery* are 12/12/2022 to 3/1/2023 while *Post-Lottery* reflects applications received between 3/2/2023 and 10/6/2023. This report is composed of five sections:

1. An Entry Grade Spotlight on 5th Grade
2. Capture Rate (Enrollments from Offers Made)
3. Applicants' Rank by Round and Offer Status
4. Applicant Submission Patterns
5. Applicant Demographics

SY23-24 Overall Capture Rate by Grade

Over the past lottery cycle, Monument Academy PCS - Female Dormitory made 63 total offers (initial matches + waitlist offers) resulting in 32 enrollments as of October 6th through MSDC. Monument Academy PCS - Female Dormitory's capture rate was 4 percentage points higher than last year.

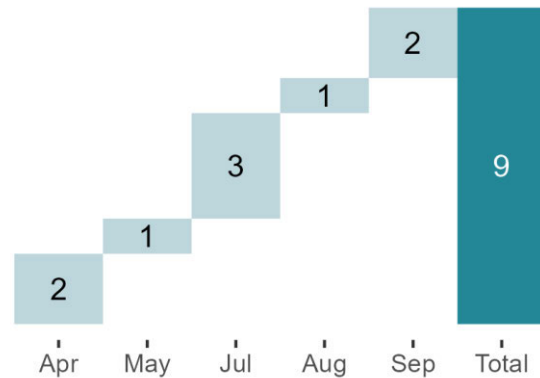
Grade:	5	6	7	8	Total
Total Offers	14	22	19	8	63
Enrollments	9	10	9	4	32
SY23-24 Capture Rate	64%	45%	47%	50%	51%
SY22-23 Capture Rate	64%	31%	50%	48%	47%
District Capture Rate	40%	43%	33%	32%	38%
Ward 5 Capture Rate	39%	33%	34%	31%	37%

SY23-24 Entry Grade Spotlight: 5th Grade

In 5th Grade, Monument Academy PCS - Female Dormitory captured 64% of all offers made. Most often, seats and waitlist offers made to applicants who applied by the lottery deadline are more likely to enroll. This table outlines the number of applications, offers, and enrollments made by round to 5th Grade applicants. The accompanying bar chart depicts when enrollments occurred by month.

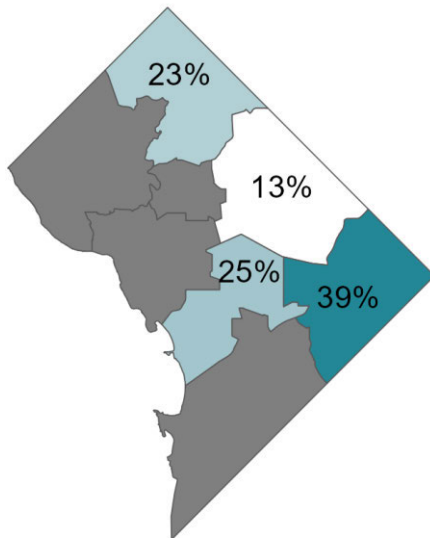
SY23-24 5th Grade Applications, Offers, and Enrollments

Round	Applications	Offers	Enrollments	Offer Capture
Lottery	6	3	2	67%
Post-Lottery	12	11	7	64%
Total	18	14	9	64%



SY23-24 5th Grade Applicant Home Ward and Top 5 Competitor Schools

Next, we look at where your 5th Grade applicants live by home ward, as well as the most common other schools an applicant added to their application along with yours. Note that Competitor #1 was most commonly applied to along with your school, #2 the next highest, and so on.



Competitor #1	Roots PCS
Competitor #2	Breakthrough Montessori PCS
Competitor #3	KIPP DC – Valor Academy PCS
Competitor #4	School Without Walls @ Francis-Stevens
Competitor #5	Capital Village PCS

SY23-24 School Capture Rate & Competitor Schools

This table outlines the number of offers made by grade, as well as the ratio of the number of offers to enrollments that occurred this year. As you review the table, consider, which grade was challenging to fill this past year? How does that grade compare to the average district and Ward capture rate for this year? *An example ratio: '2:1' means that for every 2 offers, 1 applicant enrolled.*

SY23-24 Overall Capture Rate

Grade	Applications	Offers	Enrollments	Capture Rate	Ratio of Offers to Enrollments	District Capture Rate	District Ratio	Ward 5 Capture Rate	Ward Ratio	SY22-23 Capture Rate
5	18	14	9	64%	1.6 : 1	40%	2.5 : 1	39%	2.6 : 1	64%
6	35	22	10	45%	2.2 : 1	43%	2.3 : 1	33%	3 : 1	31%
7	41	19	9	47%	2.1 : 1	33%	3 : 1	34%	2.9 : 1	50%
8	32	8	4	50%	2 : 1	32%	3.1 : 1	31%	3.2 : 1	48%
Total	126	63	32	51%	2 : 1	38%	2.6 : 1	37%	2.7 : 1	47%

SY23-24 Enrollments by Lottery Round & Month

This table highlights the number of enrollments by both lottery round and enrollment month. Consider the differences between waitlist offers to *lottery* and *post-lottery* students. How late into the summer are you enrolling students? When do you begin to make waitlist offers vs when do applicants enroll?

Enrollment Month	Apr	May	Jun	Jul	Aug	Sep
Lottery Matches	7	1	0	0	0	0
Lottery Waitlisted	0	2	0	0	0	0
Post-Lottery Waitlisted	0	4	6	5	5	2

SY23-24 Capture Rate by Round

Now, let's consider the difference in capture rate by round. This table compares enrollments by matches, lottery waitlist offers, and post-lottery waitlist offers. Where do you have the highest percentage: under match, lottery waitlist, or post-lottery waitlist capture rate?

Grade	Lottery									Post Lottery			
	Applicants	Seats Offered	Matches	Matches Enrolled	Match Capture Rate	Waitlisted	Waitlist Offers Made	Waitlist Enrolled	Lottery Waitlist Capture Rate	Applicants	Waitlist Offers Made	Waitlist Enrolled	PL Waitlist Capture Rate
5	6	15	3	2	67%	0	0	0		12	11	7	64%
6	13	15	4	2	50%	1	1	0	0%	22	17	8	47%
7	16	10	8	3	38%	0	1	0	0%	25	10	6	60%
8	8	2	2	1	50%	6	4	2	50%	24	2	1	50%
Total	43	42	17	8	47%	7	6	2	33%	83	40	22	55%

SY23-24 Competitor Schools

Finally, this table lists the schools that were most often included on the same application as your school in the lottery.

Grade	Competitor #1	Competitor #2	Competitor #3
5	Roots PCS	Breakthrough Montessori PCS	KIPP DC – Valor Academy PCS
6	Howard University Middle School of Mathematics and Science PCS	Capitol Hill Montessori	Two Rivers PCS at Young Middle School
7	Howard University Middle School of Mathematics and Science PCS	Center City PCS – Capitol Hill	Brookland Middle School
8	Capital City PCS – Middle School	DC Scholars PCS	E.L. Haynes PCS – Middle School
Total	Howard University Middle School of Mathematics and Science PCS	DC Scholars PCS	Capitol Hill Montessori

SY23-24 Applicants by Submitted Rank

The following tables break down applicants' submitted rank of your school. Please note that any grade where only 1 applicant either applied, received an offer, or enrolled, has been suppressed as a *blank space*. As you review these data here are some guiding questions to consider:

- How are applicants ranking your school in the lottery, and by grade?
- Does Monument Academy PCS - Female Dormitory receive enough #1 and #2 ranked applicants to meet internal enrollment goals?
- Are there any capture rate trends among applicants who rank Monument Academy PCS - Female Dormitory at #3 or higher?

SY23-24 Lottery Application Results by Rank

This table displays lottery applicants who applied, were matched, and then enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate			Lottery Enrolled from Match			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	3		3	3			100%			2			67%		
6	4	1	8	4			100%			2			50%		
7	8	2	5	8			100%			3			38%		
8	6		3	2			33%								
Total	21	3	19	17			81%			7			41%		

SY23-24 Lottery Waitlisted by Rank

This table displays lottery applicants who were waitlisted, received a waitlist offer, and then enrolled.

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
6												
8	4		2	2		2	2			100%		
Total	4		2	2		2	2			100%		

SY23-24 Post-Lottery Waitlisted by Rank

This table displays post-lottery applicants who received an eventual offer and then enrolled.

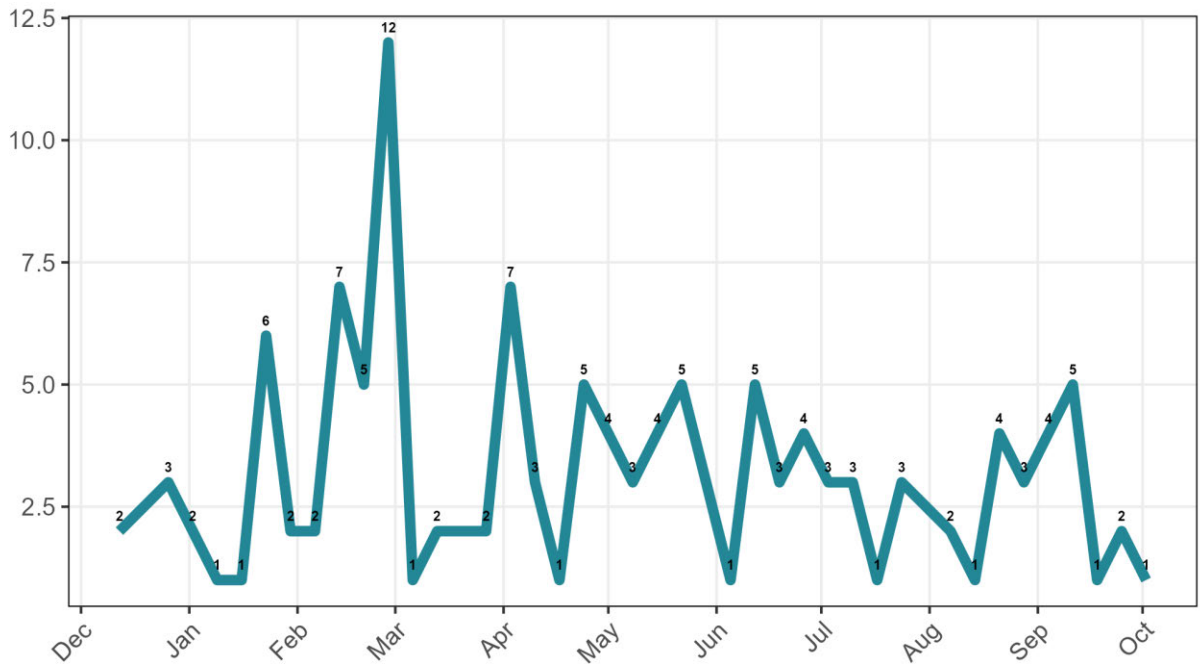
Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	9	3		8	3		7			88%		
6	10	5	7	8	4	5	6	1	1	75%	12%	20%
7	15	3	7	7	1	2	5	1		71%	14%	
8	14	2	8	2								
Total	48	13	22	25	8	7	18	2	1	72%	8%	14%

SY23-24 Application Patterns

The following charts and tables review when applicants submitted their application, where they live in D.C., as well as which current students applied and enrolled at a new school through MSDC.

SY23-24 Application Submissions by Week

This line chart displays the total number of applicants who applied to Monument Academy PCS - Female Dormitory each week. MSDC tends to see a surge in applications just before the lottery deadline. As you review your chart, are there other points in time when applicants apply? *Please note that submission dates are as of October 2023 and may vary slightly from downloaded data.*



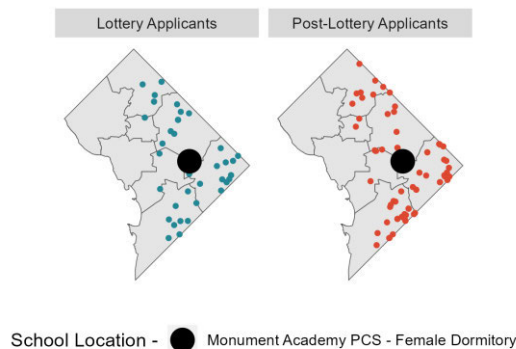
SY23-24 Application Submissions by Lottery Round

The following table summarizes application patterns by lottery round. As you review these data, consider: do your applicants apply by the deadline, or in the post-lottery? How do application patterns compare to the district? To Ward 5?

Grade	Lottery	Post-Lottery	Total Applicants			% Lottery Applicants End of Dec.			% Lottery Applicants End of Jan.		
			% by Deadline	vs. District	vs. Ward	% by End of Dec.	vs. District	vs. Ward	% by End of Jan.	vs. District	vs. Ward
5	6	12	33%	64%	68%		9%	12%	11%	26%	12%
6	13	22	37%	63%	68%	6%	13%	15%	11%	30%	16%
7	16	25	39%	52%	63%	2%	8%	8%	15%	22%	9%
8	8	24	25%	48%	51%	3%	10%	9%	9%	23%	10%
Total	43	83	34%	58%	64%		11%	12%	12%	26%	12%

SY23-24 Application Submissions by Home Ward

The below Ward graphic and chart display where Monument Academy PCS - Female Dormitory applicants live in the District. Most applicants will generally live close to your school, as the annual MSDC parent survey data continues to suggest that most families are seeking a school near where they live. However, as you review the data, is there another neighborhood or Ward where students tend to apply from? *Note: this data excludes out-of-state and 'unknown ward' applicants.*



Ward	Lottery Applicants	Post-Lottery Applicants	Total
1	2	2	4
4	5	9	14
5	10	6	16
6	4	10	14
7	13	27	40
8	9	26	35

SY23-24 Demographic Data of Lottery Applicants

The final tables of this report review Monument Academy PCS - Female Dormitory's application pool by their demographic status. Since not all of these applicants will have enrolled at your school the data has been suppressed where necessary. Please note in some cases, not all applicants could be matched to demographic data by USI. Those students have additionally been excluded. In this data an applicant may be counted several times if they qualify for multiple categories.

SY23-24 Applicant Pool by Demographics

This table reviews your total applicant pool by grade through October 6th. As you review this table, consider: do any practices throughout the lottery cycle influence how a particular demographic might view Monument Academy PCS - Female Dormitory and apply?

Grade	Applications from Special Populations			Applications by Race/Ethnicity							
	% At-Risk	% EL	% IEP	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	44%	<1%	11%	<1%	<1%	89%	<1%	<1%	<1%	11%	<1%
6	77%	<1%	20%	<1%	<1%	89%	6%	<1%	<1%	6%	<1%
7	63%	<1%	34%	<1%	<1%	76%	5%	<1%	<1%	20%	<1%
8	59%	<1%	31%	<1%	<1%	81%	3%	<1%	<1%	16%	<1%
Total	63%	<1%	26%	<1%	<1%	83%	4%	<1%	<1%	13%	<1%

SY23-24 Applicant Pool Capture Rate by Demographics

This table reviews the percentage of captured students by subgroup (enrollment vs. offer made). As you review this table, consider, how do the capture rates for some subgroups compare to your overall capture rate?

Grade	Overall Capture Rate	Capture of Special Populations			Capture by Race/Ethnicity						
		At-Risk Capture	EL Capture Rate	IEP Capture	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown White
5	64%	80%					78%				
6	45%	41%		50%			44%				
7	47%	62%		75%			71%	50%			
8	50%	40%		33%			50%				
Total	51%	51%		56%			58%	50%			

SY23-24 Monument Academy PCS- Male Dormitory Year End Report

This report compiles all applications that My School DC (MSDC) collected for the SY23-24 lottery cycle and their results up to 10/6/2023. The dates for this past year's *Lottery* are 12/12/2022 to 3/1/2023 while *Post-Lottery* reflects applications received between 3/2/2023 and 10/6/2023. This report is composed of five sections:

1. An Entry Grade Spotlight on 5th Grade
2. Capture Rate (Enrollments from Offers Made)
3. Applicants' Rank by Round and Offer Status
4. Applicant Submission Patterns
5. Applicant Demographics

SY23-24 Overall Capture Rate by Grade

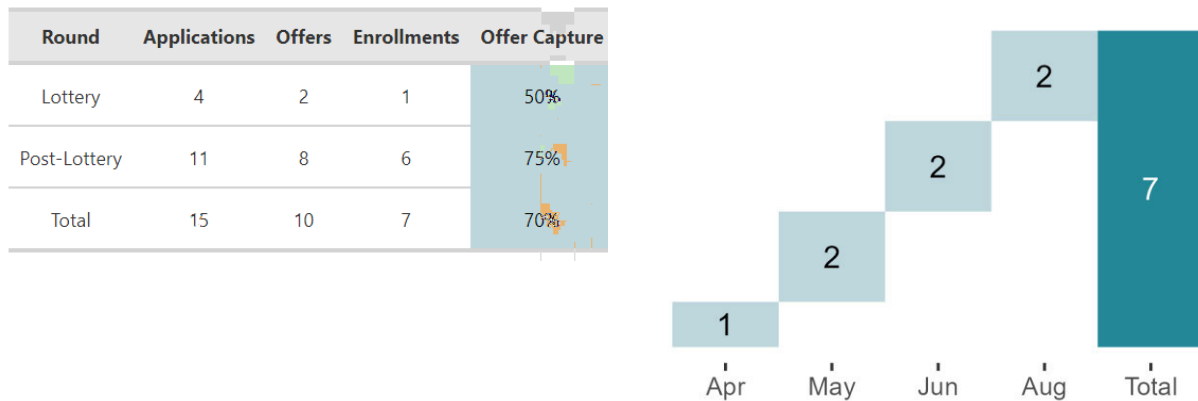
Over the past lottery cycle, Monument Academy PCS - Male Dormitory made 58 total offers (initial matches + waitlist offers) resulting in 35 enrollments as of October 6th through MSDC. Monument Academy PCS - Male Dormitory's capture rate was 13 percentage points higher than last year.

Grade:	5	6	7	8	Total
Total Offers	10	23	16	9	58
Enrollments	7	9	13	6	35
SY23-24 Capture Rate	70%	39%	81%	67%	60%
SY22-23 Capture Rate	67%	42%	35%	56%	47%
District Capture Rate	40%	43%	33%	32%	38%
Ward 5 Capture Rate	39%	33%	34%	31%	37%

SY23-24 Entry Grade Spotlight: 5th Grade

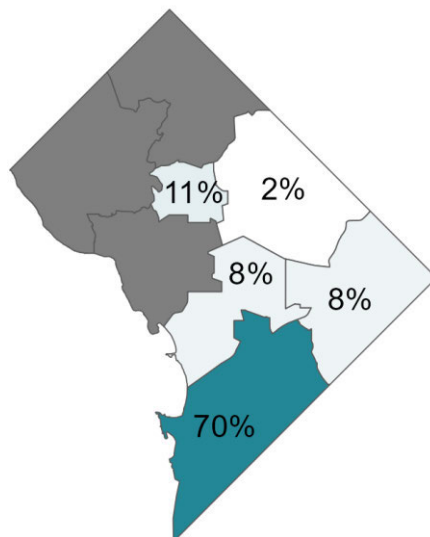
In 5th Grade, Monument Academy PCS - Male Dormitory captured 70% of all offers made. Most often, seats and waitlist offers made to applicants who applied by the lottery deadline are more likely to enroll. This table outlines the number of applications, offers, and enrollments made by round to 5th Grade applicants. The accompanying bar chart depicts when enrollments occurred by month.

SY23-24 5th Grade Applications, Offers, and Enrollments



SY23-24 5th Grade Applicant Home Ward and Top 5 Competitor Schools

Next, we look at where your 5th Grade applicants live by home ward, as well as the most common other schools an applicant added to their application along with yours. Note that Competitor #1 was most commonly applied to along with your school, #2 the next highest, and so on.



Competitor #1	Inspired Teaching Demonstration PCS
Competitor #2	Statesmen College Preparatory Academy for Boys PCS
Competitor #3	Social Justice PCS
Competitor #4	Van Ness Elementary School
Competitor #5	BASIS DC PCS

SY23-24 School Capture Rate & Competitor Schools

This table outlines the number of offers made by grade, as well as the ratio of the number of offers to enrollments that occurred this year. As you review the table, consider, which grade was challenging to fill this past year? How does that grade compare to the average district and Ward capture rate for this year? *An example ratio: '2:1' means that for every 2 offers, 1 applicant enrolled.*

SY23-24 Overall Capture Rate

Grade	Applications	Offers	Enrollments	Capture Rate	Ratio of Offers to Enrollments	District Capture Rate	District Ratio	Ward 5 Capture Rate	Ward Ratio	SY22-23 Capture Rate
5	15	10	7	70%	1.4 : 1	40%	2.5 : 1	39%	2.6 : 1	67%
6	29	23	9	39%	2.6 : 1	43%	2.3 : 1	33%	3 : 1	42%
7	39	16	13	81%	1.2 : 1	33%	3 : 1	34%	2.9 : 1	35%
8	36	9	6	67%	1.5 : 1	32%	3.1 : 1	31%	3.2 : 1	56%
Total	119	58	35	60%	1.7 : 1	38%	2.6 : 1	37%	2.7 : 1	47%

SY23-24 Enrollments by Lottery Round & Month

This table highlights the number of enrollments by both lottery round and enrollment month. Consider the differences between waitlist offers to *lottery* and *post-lottery* students. How late into the summer are you enrolling students? When do you begin to make waitlist offers vs when do applicants enroll?

Enrollment Month	Apr	May	Jun	Jul	Aug	Oct
Lottery Matches	10	0	0	0	0	0
Lottery Waitlisted	0	2	0	0	0	0
Post-Lottery Waitlisted	0	8	7	2	5	1

SY23-24 Capture Rate by Round

Now, let's consider the difference in capture rate by round. This table compares enrollments by matches, lottery waitlist offers, and post-lottery waitlist offers. Where do you have the highest percentage: under match, lottery waitlist, or post-lottery waitlist capture rate?

Grade	Lottery									Post Lottery			
	Applicants	Seats Offered	Matches	Matches Enrolled	Match Capture Rate	Waitlisted	Waitlist Offers Made	Waitlist Enrolled	Lottery Waitlist Capture Rate	Applicants	Waitlist Offers Made	Waitlist Enrolled	PL Waitlist Capture Rate
5	4	15	2	1	50%	0	0	0		11	8	6	75%
6	11	15	6	2	33%	0	0	0		18	17	7	41%
7	11	10	6	6	100%	0	0	0		28	10	7	70%
8	15	2	2	1	50%	9	4	2	50%	21	3	3	100%
Total	41	42	16	10	62%	9	4	2	50%	78	38	23	61%

SY23-24 Competitor Schools

Finally, this table lists the schools that were most often included on the same application as your school in the lottery.

Grade	Competitor #1	Competitor #2	Competitor #3
5	Inspired Teaching Demonstration PCS	Statesmen College Preparatory Academy for Boys PCS	Social Justice PCS
6	DC Prep PCS – Anacostia Middle	DC Prep PCS – Edgewood Middle	KIPP DC – Northeast Academy PCS
7	Howard University Middle School of Mathematics and Science PCS	Friendship PCS – Online	Statesmen College Preparatory Academy for Boys PCS
8	Friendship PCS – Online	Howard University Middle School of Mathematics and Science PCS	Statesmen College Preparatory Academy for Boys PCS
Total	Howard University Middle School of Mathematics and Science PCS	Statesmen College Preparatory Academy for Boys PCS	Friendship PCS – Online

SY23-24 Applicants by Submitted Rank

The following tables break down applicants' submitted rank of your school. Please note that any grade where only 1 applicant either applied, received an offer, or enrolled, has been suppressed as a *blank space*. As you review these data here are some guiding questions to consider:

- How are applicants ranking your school in the lottery, and by grade?
- Does Monument Academy PCS - Male Dormitory receive enough #1 and #2 ranked applicants to meet internal enrollment goals?
- Are there any capture rate trends among applicants who rank Monument Academy PCS - Male Dormitory at #3 or higher?

SY23-24 Lottery Application Results by Rank

This table displays lottery applicants who applied, were matched, and then enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate			Lottery Enrolled from Match			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	2	2		2			100%								
6	6	1	4	6			100%			2			33%		
7	6		5	6			100%			6			100%		
8	9	3	3	1	1		11%	11%							
Total	23	6	12	15	1		65%	4%		8			53%		

SY23-24 Lottery Waitlisted by Rank

This table displays lottery applicants who were waitlisted, received a waitlist offer, and then enrolled.

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
8	8	1		3	1		2			67%		
Total	8	1		3	1		2			67%		

SY23-24 Post-Lottery Waitlisted by Rank

This table displays post-lottery applicants who received an eventual offer and then enrolled.

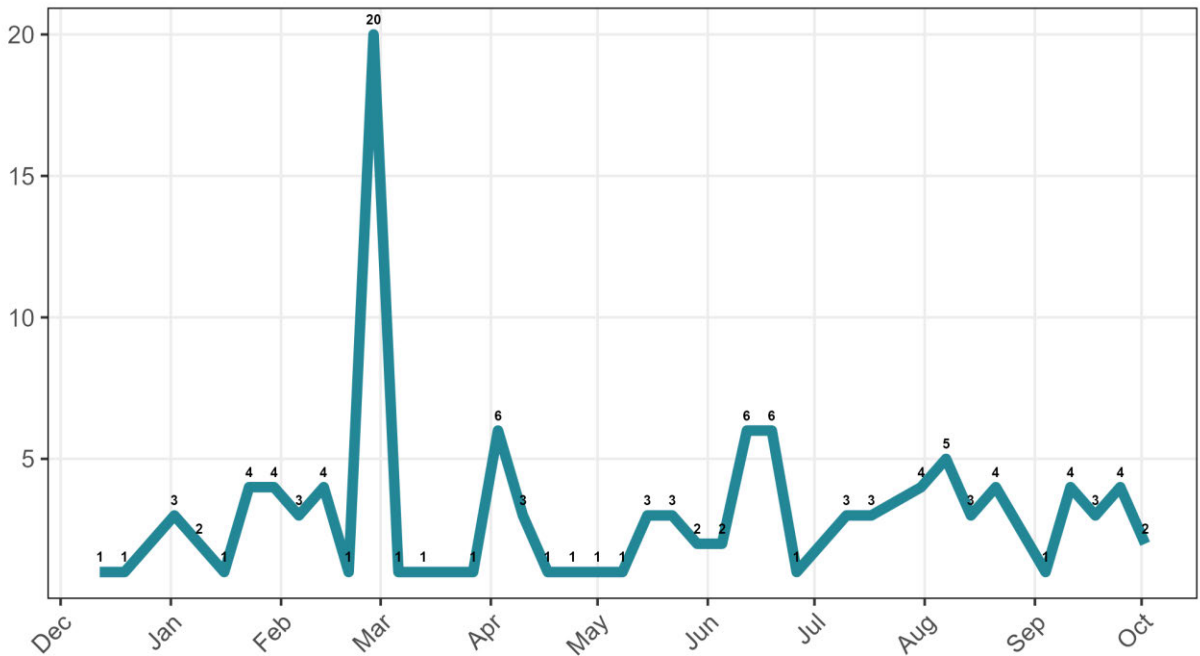
Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	7		4	6		2	6			100%		
6	10	2	6	9	2	6	7			78%		
7	16	4	8	6	2	2	4	2		67%	33%	
8	11	4	6	3			3			100%		
Total	44	10	24	24	4	10	20	2		83%	8%	

SY23-24 Application Patterns

The following charts and tables review when applicants submitted their application, where they live in D.C., as well as which current students applied and enrolled at a new school through MSDC.

SY23-24 Application Submissions by Week

This line chart displays the total number of applicants who applied to Monument Academy PCS - Male Dormitory each week. MSDC tends to see a surge in applications just before the lottery deadline. As you review your chart, are there other points in time when applicants apply? *Please note that submission dates are as of October 2023 and may vary slightly from downloaded data.*



SY23-24 Application Submissions by Lottery Round

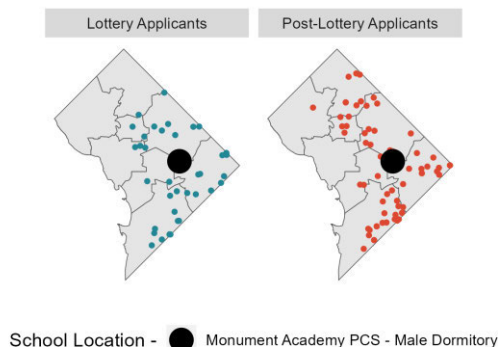
The following table summarizes application patterns by lottery round. As you review these data, consider: do your applicants apply by the deadline, or in the post-lottery? How do application patterns compare to the district? To Ward 5?

Grade	Lottery	Post-Lottery	Total Applicants			% Lottery Applicants End of Dec.			% Lottery Applicants End of Jan.		
			% by Deadline	vs. District	vs. Ward	% by End of Dec.	vs. District	vs. Ward	% by End of Jan.	vs. District	vs. Ward
5	4	11	27%	64%	68%		9%	12%	7%	26%	12%
6	11	18	38%	63%	68%		13%	15%	10%	30%	16%
7	11	28	28%	52%	63%	3%	8%	8%	15%	22%	9%
8	15	21	42%	48%	51%	3%	10%	9%	6%	23%	10%
Total	41	78	34%	58%	64%		11%	12%	10%	26%	12%

SY23-24 Application Submissions by Home Ward

The below Ward graphic and chart display where Monument Academy PCS - Male Dormitory applicants live in the District. Most applicants will generally live close to your school, as the annual MSDC parent survey data continues to suggest that most families are seeking a school near where they live. However, as you review the data, is there another neighborhood or Ward where students tend to apply from?

Note: this data excludes out-of-state and 'unknown ward' applicants.



Ward	Lottery Applicants	Post-Lottery Applicants	Total
1	2	4	6
2	1	0	1
3	0	1	1
4	2	9	11
5	7	14	21
6	6	8	14
7	10	15	25
8	11	23	34

SY23-24 Demographic Data of Lottery Applicants

The final tables of this report review Monument Academy PCS - Male Dormitory's application pool by their demographic status. Since not all of these applicants will have enrolled at your school the data has been suppressed where necessary. Please note in some cases, not all applicants could be matched to demographic data by USI. Those students have additionally been excluded. In this data an applicant may be counted several times if they qualify for multiple categories.

SY23-24 Applicant Pool by Demographics

This table reviews your total applicant pool by grade through October 6th. As you review this table, consider: do any practices throughout the lottery cycle influence how a particular demographic might view Monument Academy PCS - Male Dormitory and apply?

Grade	Applications from Special Populations			Applications by Race/Ethnicity							
	% At-Risk	% EL	% IEP	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	73%	7%	33%	<1%	<1%	>99%	<1%	<1%	<1%	<1%	<1%
6	76%	<1%	28%	<1%	<1%	86%	<1%	<1%	<1%	14%	<1%
7	82%	<1%	36%	<1%	<1%	85%	<1%	<1%	3%	13%	<1%
8	61%	8%	31%	<1%	<1%	69%	8%	<1%	<1%	22%	<1%
Total	73%	3%	32%	<1%	<1%	82%	3%	<1%	<1%	14%	<1%

SY23-24 Applicant Pool Capture Rate by Demographics

This table reviews the percentage of captured students by subgroup (enrollment vs. offer made). As you review this table, consider, how do the capture rates for some subgroups compare to your overall capture rate?

Grade	Overall Capture Rate	Capture of Special Populations			Capture by Race/Ethnicity						
		At-Risk Capture	EL Capture Rate	IEP Capture	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown White
5	70%	100%		100%			75%				
6	39%	36%		60%			38%				100%
7	81%	56%		60%			60%				
8	67%	80%	100%	67%			75%	100%			50%
Total	60%	59%	100%	67%			55%	100%			67%

SY24-25 Monument Academy PCS- Female Dormitory Year End Report

This report compiles all applications that My School DC (MSDC) collected for the SY24-25 lottery cycle and their results up to 10/7/2024. The dates for this past year's *Lottery* are 12/11/2023 to 3/1/2024 while *Post-Lottery* reflects applications received between 3/2/2024 and 10/7/2024. This report is composed of five sections:

1. An Entry Grade Spotlight on 5th Grade
2. Capture Rate (Enrollments from Offers Made)
3. Applicants' Rank by Round and Offer Status
4. Applicant Submission Patterns
5. Applicant Demographics

SY24-25 Overall Capture Rate by Grade

Over the past lottery cycle, Monument Academy PCS - Female Dormitory made 77 total offers (initial matches + waitlist offers) resulting in 31 enrollments as of October 7th through MSDC. Monument Academy PCS - Female Dormitory's capture rate was -11 percentage points lower than last year.

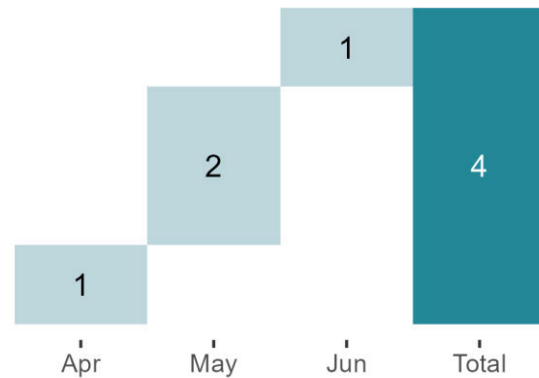
Grade:	5	6	7	8	Total
Total Offers	8	25	30	14	77
Enrollments	4	9	12	6	31
SY24-25 Capture Rate	50%	36%	40%	43%	40%
SY23-24 Capture Rate	64%	45%	47%	50%	51%
District Capture Rate	39%	47%	32%	30%	38%
Ward 5 Capture Rate	36%	37%	30%	28%	38%

SY24-25 Entry Grade Spotlight: 5th Grade

In 5th Grade, Monument Academy PCS - Female Dormitory captured 50% of all offers made. Most often, seats and waitlist offers made to applicants who applied by the lottery deadline are more likely to enroll. This table outlines the number of applications, offers, and enrollments made by round to 5th Grade applicants. The accompanying bar chart depicts when enrollments occurred by month.

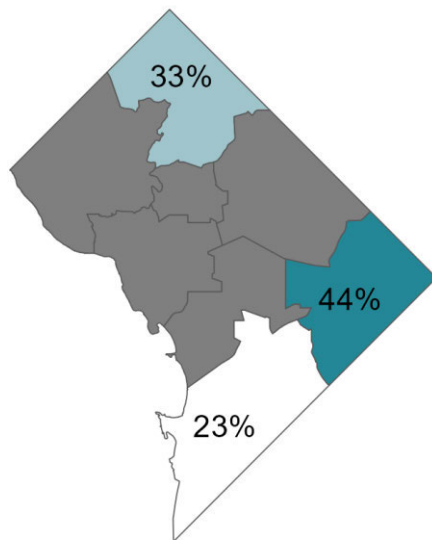
SY24-25 5th Grade Applications, Offers, and Enrollments

Round	Applications	Offers	Enrollments	Offer Capture
Lottery	3	2	1	50%
Post-Lottery	6	6	3	50%
Total	9	8	4	50%



SY24-25 5th Grade Applicant Home Ward and Top 5 Competitor Schools

Next, we look at where your 5th Grade applicants live by home ward, as well as the most common other schools an applicant added to their application while also selecting your school. Note that Competitor #1 was most applied to along with your school, #2 the next highest, and so on.



Competitor #1	Friendship PCS – Online
Competitor #2	Breakthrough Montessori PCS
Competitor #3	Center City PCS – Brightwood
Competitor #4	Center City PCS – Capitol Hill
Competitor #5	Latin American Montessori Bilingual (LAMB) PCS

SY24-25 School Capture Rate & Competitor Schools

This table outlines the number of offers made by grade, as well as the ratio of the number of offers to enrollments that occurred this year. As you review the table, consider, which grade was challenging to fill this past year? How does that grade compare to the average District and Ward capture rate for this year? *An example ratio: '2:1' means that for every 2 offers, 1 applicant enrolled.*

SY24-25 Overall Capture Rate

Grade	Applications	Offers	Enrollments	Capture Rate	Ratio of Offers to Enrollments	District Capture Rate	District Ratio	Ward 5 Capture Rate	Ward Ratio	SY23-24 Capture Rate
5	9	8	4	50%	2 : 1	39%	2.6 : 1	36%	2.7 : 1	64%
6	31	25	9	36%	2.8 : 1	47%	2.1 : 1	37%	2.7 : 1	45%
7	42	30	12	40%	2.5 : 1	32%	3.2 : 1	30%	3.3 : 1	47%
8	40	14	6	43%	2.3 : 1	30%	3.3 : 1	28%	3.5 : 1	50%
Total	122	77	31	40%	2.5 : 1	38%	2.6 : 1	38%	2.6 : 1	51%

SY24-25 Enrollments by Lottery Round & Month

This table highlights the number of enrollments by both lottery round and enrollment month. Consider the differences between waitlist offers to *lottery* and *post-lottery* students. How late into the summer are you enrolling students? When do you begin to make waitlist offers vs when applicants enroll?

Enrollment Month	Apr	May	Jun	Jul	Aug	Sep	Oct
Lottery Matches	2	1	0	0	1	0	0
Post-Lottery Waitlisted	1	3	4	5	8	1	2
Lottery Waitlisted	0	0	1	1	0	1	0

SY24-25 Capture Rate by Round

Now let's consider the difference in capture rate by round. This table compares enrollments by matches, lottery waitlist offers, and post-lottery waitlist offers. Where do you have the highest percentage: under match, lottery waitlist, or post-lottery waitlist capture rate?

Grade	Applicants	Seats Offered	Matches	Matches Enrolled	Lottery					Post Lottery			
					Match Capture Rate	Waitlisted	Waitlist Offers Made	Waitlist Enrolled	Lottery Waitlist Capture Rate	Applicants	Waitlist Offers Made	Waitlist Enrolled	PL Waitlist Capture Rate
5	3	13	2	1	50%	0	0	0		6	6	3	50%
6	11	13	5	2	40%	0	0	0		20	20	7	35%
7	11	2	2	1	50%	7	6	1	17%	31	22	10	45%
8	12	0	0	0		6	4	2	50%	28	10	4	40%
Total	37	28	9	4	44%	13	10	3	30%	85	58	24	41%

SY24-25 Competitor Schools

Finally, this table lists the schools that were most often included on the same application as your school in the lottery by grade. The final row "Top" reflects the most common school that was applied to along with your school.

Grade	Competitor #1	Competitor #2	Competitor #3
5	Friendship PCS – Online	Breakthrough Montessori PCS	Center City PCS – Brightwood
6	Howard University Middle School of Mathematics and Science PCS	Creative Minds International PCS	Two Rivers PCS Middle School
7	Howard University Middle School of Mathematics and Science PCS	KIPP DC – Northeast Academy PCS	Friendship PCS – Online
8	Center City PCS – Capitol Hill	Howard University Middle School of Mathematics and Science PCS	César Chávez PCS for Public Policy
Top	Howard University Middle School of Mathematics and Science PCS	KIPP DC – Northeast Academy PCS	Friendship PCS – Online

SY24-25 Applicants by Submitted Rank

The following tables break down applicants' submitted rank of your school. Please note that any grade where only 1 applicant either applied, received an offer, or enrolled, has been suppressed as a *blank space*. As you review these data here are some guiding questions to consider:

- How are applicants ranking your school in the lottery, and by grade?
- Does Monument Academy PCS - Female Dormitory receive enough #1 and #2 ranked applicants to meet internal enrollment goals?
- Are there any capture rate trends among applicants who rank Monument Academy PCS - Female Dormitory at #3 or higher?

SY24-25 Lottery Application Results by Rank

This table displays lottery applicants who applied, were matched, and then enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate			Lottery Enrolled from Match			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	1	1	1	2			200%								
6	4	1	6	5			125%			2			40%		
7	7		4	2			29%								
8	3	4	5												
Total	15	6	16	9			60%			2			22%		

SY24-25 Lottery Waitlisted by Rank

This table displays lottery applicants who were waitlisted, received a waitlist offer, and then enrolled.

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
7	7			6								
8	4	1	1	4			2			50%		
Total	11	1	1	10			2			20%		

SY24-25 Post-Lottery Waitlisted by Rank

This table displays post-lottery applicants who received an eventual offer and then enrolled.

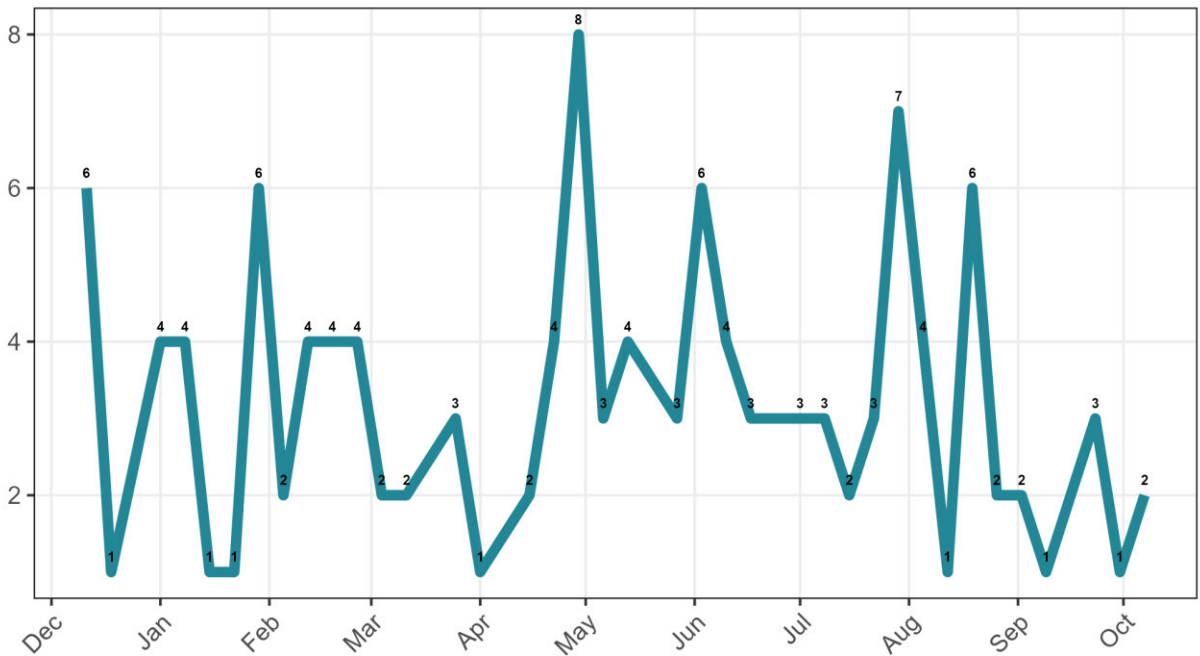
Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	2	1	3	2	1	3	2	1		100%	50%	
6	8	1	11	8	1	11	6		1	75%		9%
7	16	3	12	14	2	6	10			71%		
8	13	5	10	7	1	2	3		1	43%		50%
Total	39	10	36	31	5	22	21	1	2	68%	3%	9%

SY24-25 Application Patterns

The following charts and tables review when applicants submitted their application, where they live in D.C., as well as which current students applied and enrolled at a new school through MSDC.

SY24-25 Application Submissions by Week

This line chart displays the total number of applicants who applied to Monument Academy PCS - Female Dormitory each week. MSDC tends to see a surge in applications just before the lottery deadline. As you review your chart, are there other points in time when applicants apply? *Please note that submission dates are as of October 2024 and may vary from downloaded data.*



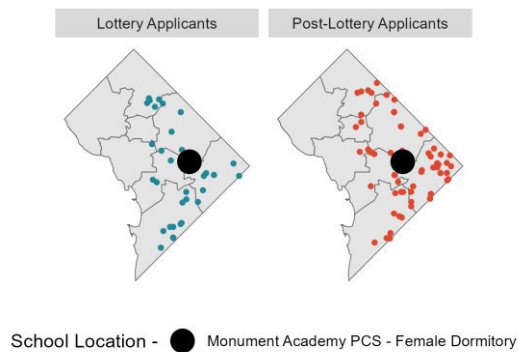
SY24-25 Application Submissions by Lottery Round

The following table summarizes application patterns by lottery round. As you review these data, consider: How do application patterns compare to the district? To Ward 5?

Grade	Lottery	Post-Lottery	Total Applicants			% Lottery Applicants End of Dec.			% Lottery Applicants End of Jan.		
			% by Deadline	vs. District	vs. Ward	% by End of Dec.	vs. District	vs. Ward	% by End of Jan.	vs. District	vs. Ward
5	3	6	33%	68%	72%		13%	12%	22%	26%	12%
6	11	20	35%	69%	72%	6%	15%	13%	19%	30%	13%
7	11	31	26%	55%	58%	2%	10%	13%	17%	22%	13%
8	12	28	30%	50%	53%	10%	10%	12%	17%	22%	12%
Total	37	85	30%	63%	66%		13%	12%	18%	26%	13%

SY24-25 Application Submissions by Home Ward

The below Ward graphic and chart display where Monument Academy PCS - Female Dormitory applicants live in the District. Most applicants will generally live close to your school, as the annual MSDC parent survey data continues to suggest that most families are seeking a school near where they live. However, as you review the data, is there another neighborhood or Ward where students tend to apply from? *Note: this data excludes out-of-state and 'unknown ward' applicants.*



Ward	Lottery Applicants	Post-Lottery Applicants	Total
1	0	2	2
2	1	2	3
4	5	7	12
5	4	16	20
6	4	8	12
7	10	35	45
8	11	11	22

SY24-25 Applicants Applying to a New School

Lastly, some applicants may apply to a new school for the next year. The following table depicts applicants who applied to a new school and also enrolled through MSDC data.

Current Grade	Students Applying to a New School	Students that Enrolled at a New School Through MSDC
5	3	0
6	4	1
7	2	1
8	19	8
Total	28	10

SY24-25 Demographic Data of Lottery Applicants

The final tables of this report review Monument Academy PCS - Female Dormitory's application pool by their demographic status. Since not all of these applicants will have enrolled at your school the data has been suppressed where necessary. In this data an applicant may be counted several times.

SY24-25 Applicant Pool by Demographics

As you review this table, consider: do any practices throughout the lottery cycle influence how a particular demographic might view Monument Academy PCS - Female Dormitory and apply?

Grade	Applications from Special Populations			Applications by Race/Ethnicity							
	% At-Risk	% EL	% IEP	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	N<10	<1%	N<10	<1%	<1%	N<10	N<10	<1%	<1%	<1%	<1%
6	77%	<1%	45%	<1%	<1%	90%	<1%	<1%	<1%	10%	<1%
7	71%	2%	14%	<1%	2%	76%	5%	<1%	2%	14%	<1%
8	56%	<1%	27%	<1%	<1%	76%	5%	<1%	<1%	20%	<1%
Total	69%	<1%	28%	<1%	<1%	80%	4%	<1%	<1%	14%	<1%

SY24-25 Applicant Pool Capture Rate by Demographics

How do the capture rates for some subgroups compare to your overall capture rate?

Grade	Overall Capture Rate	Capture of Special Populations			Capture by Race/Ethnicity						
		At-Risk Capture	EL Capture Rate	IEP Capture	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown White
5	50%	60%		100%			50%				
6	36%	37%		36%			37%				
7	40%	45%					41%			100%	25%
8	43%	38%		43%			45%				33%
Total	40%	43%		45%			41%			100%	29%

SY24-25 Monument Academy PCS- Male Dormitory Year End Report

This report compiles all applications that My School DC (MSDC) collected for the SY24-25 lottery cycle and their results up to 10/7/2024. The dates for this past year's *Lottery* are 12/11/2023 to 3/1/2024 while *Post-Lottery* reflects applications received between 3/2/2024 and 10/7/2024. This report is composed of five sections:

1. An Entry Grade Spotlight on 5th Grade
2. Capture Rate (Enrollments from Offers Made)
3. Applicants' Rank by Round and Offer Status
4. Applicant Submission Patterns
5. Applicant Demographics

SY24-25 Overall Capture Rate by Grade

Over the past lottery cycle, Monument Academy PCS - Male Dormitory made 78 total offers (initial matches + waitlist offers) resulting in 37 enrollments as of October 7th through MSDC. Monument Academy PCS - Male Dormitory's capture rate was -13 percentage points lower than last year.

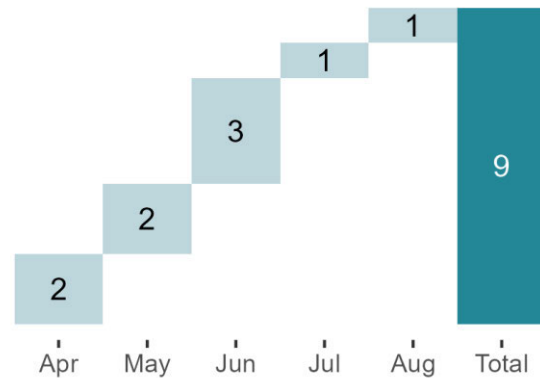
Grade:	4	5	6	7	8	Total
Total Offers	1	16	20	32	9	78
Enrollments	0	9	10	14	4	37
SY24-25 Capture Rate	0%	56%	50%	44%	44%	47%
SY23-24 Capture Rate		70%	39%	81%	67%	60%
District Capture Rate	33%	39%	47%	32%	30%	38%
Ward 5 Capture Rate	27%	36%	37%	30%	28%	38%

SY24-25 Entry Grade Spotlight: 5th Grade

In 5th Grade, Monument Academy PCS - Male Dormitory captured 56% of all offers made. Most often, seats and waitlist offers made to applicants who applied by the lottery deadline are more likely to enroll. This table outlines the number of applications, offers, and enrollments made by round to 5th Grade applicants. The accompanying bar chart depicts when enrollments occurred by month.

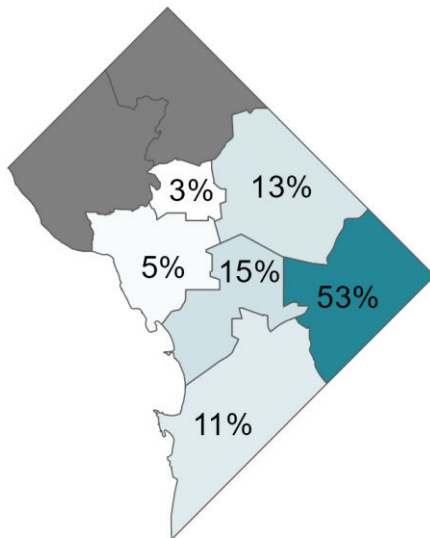
SY24-25 5th Grade Applications, Offers, and Enrollments

Round	Applications	Offers	Enrollments	Offer Capture
Lottery	9	7	3	43%
Post-Lottery	9	9	6	67%
Total	18	16	9	56%



SY24-25 5th Grade Applicant Home Ward and Top 5 Competitor Schools

Next, we look at where your 5th Grade applicants live by home ward, as well as the most common other schools an applicant added to their application while also selecting your school. Note that Competitor #1 was most applied to along with your school, #2 the next highest, and so on.



Competitor #1	Maury Elementary School
Competitor #2	The Children's Guild DC Public Charter School
Competitor #3	Achievement Prep PCS – Wahler Place
Competitor #4	Center City PCS – Capitol Hill
Competitor #5	Creative Minds International PCS

SY24-25 School Capture Rate & Competitor Schools

This table outlines the number of offers made by grade, as well as the ratio of the number of offers to enrollments that occurred this year. As you review the table, consider, which grade was challenging to fill this past year? How does that grade compare to the average District and Ward capture rate for this year? *An example ratio: '2:1' means that for every 2 offers, 1 applicant enrolled.*

SY24-25 Overall Capture Rate

Grade	Applications	Offers	Enrollments	Capture Rate	Ratio of Offers to Enrollments	District Capture Rate	District Ratio	Ward 5 Capture Rate	Ward Ratio	SY23-24 Capture Rate
5	18	16	9	56%	1.8 : 1	39%	2.6 : 1	36%	2.7 : 1	70%
6	29	20	10	50%	2 : 1	47%	2.1 : 1	37%	2.7 : 1	39%
7	38	32	14	44%	2.3 : 1	32%	3.2 : 1	30%	3.3 : 1	81%
8	38	9	4	44%	2.2 : 1	30%	3.3 : 1	28%	3.5 : 1	67%
Total	123	77	37	48%	2.1 : 1	38%	2.6 : 1	38%	2.6 : 1	60%

SY24-25 Enrollments by Lottery Round & Month

This table highlights the number of enrollments by both lottery round and enrollment month. Consider the differences between waitlist offers to *lottery* and *post-lottery* students. How late into the summer are you enrolling students? When do you begin to make waitlist offers vs when applicants enroll?

Enrollment Month	Apr	May	Jun	Jul	Aug	Sep
Lottery Matches	3	2	0	0	0	0
Lottery Waitlisted	0	5	2	0	0	1
Post-Lottery Waitlisted	0	3	3	11	5	2

SY24-25 Capture Rate by Round

Now let's consider the difference in capture rate by round. This table compares enrollments by matches, lottery waitlist offers, and post-lottery waitlist offers. Where do you have the highest percentage: under match, lottery waitlist, or post-lottery waitlist capture rate?

Grade	Applicants	Lottery								Post Lottery			
		Seats Offered	Matches	Matches Enrolled	Match Capture Rate	Waitlisted	Waitlist Offers Made	Waitlist Enrolled	Lottery Waitlist Capture Rate	Applicants	Waitlist Offers Made	Waitlist Enrolled	PL Waitlist Capture Rate
5	9	14	7	3	43%	0	0	0		9	9	6	67%
6	16	14	6	2	33%	0	1	1	100%	13	13	7	54%
7	15	2	2	0	0%	12	11	6	55%	23	19	8	42%
8	18	0	0	0		12	5	1	20%	20	4	3	75%
Total	58	30	15	5	33%	24	17	8	47%	65	45	24	53%

SY24-25 Competitor Schools

Finally, this table lists the schools that were most often included on the same application as your school in the lottery by grade. The final row "Top" reflects the most common school that was applied to along with your school.

Grade	Competitor #1	Competitor #2	Competitor #3
5	Maury Elementary School	The Children's Guild DC Public Charter School	Achievement Prep PCS – Wahler Place
6	Statesmen College Preparatory Academy for Boys PCS	Howard University Middle School of Mathematics and Science PCS	Digital Pioneers Academy PCS - Jochenning
7	Statesmen College Preparatory Academy for Boys PCS	Capitol Hill Montessori	Center City PCS – Capitol Hill
8	Howard University Middle School of Mathematics and Science PCS	School Without Walls @ Francis-Stevens	Two Rivers PCS Middle School
Top	Statesmen College Preparatory Academy for Boys PCS	Howard University Middle School of Mathematics and Science PCS	Two Rivers PCS Middle School

SY24-25 Applicants by Submitted Rank

The following tables break down applicants' submitted rank of your school. Please note that any grade where only 1 applicant either applied, received an offer, or enrolled, has been suppressed as a *blank space*. As you review these data here are some guiding questions to consider:

- How are applicants ranking your school in the lottery, and by grade?
- Does Monument Academy PCS - Male Dormitory receive enough #1 and #2 ranked applicants to meet internal enrollment goals?
- Are there any capture rate trends among applicants who rank Monument Academy PCS - Male Dormitory at #3 or higher?

SY24-25 Lottery Application Results by Rank

This table displays lottery applicants who applied, were matched, and then enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate			Lottery Enrolled from Match			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	6		3	6		1	100%		33%	2		1	33%		100%
6	6	1	9	6			100%			2			33%		
7	10	1	4	2			20%								
8	9	1	8												
Total	31	3	24	14		1	45%		4%	4		1	29%		100%

SY24-25 Lottery Waitlisted by Rank

This table displays lottery applicants who were waitlisted, received a waitlist offer, and then enrolled.

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
7	10	1	1	9	1	1	5	1		56%	11%	
8	9	1	2	4		1						
Total	19	2	3	13	1	2	5	1		38%	8%	

SY24-25 Post-Lottery Waitlisted by Rank

This table displays post-lottery applicants who received an eventual offer and then enrolled.

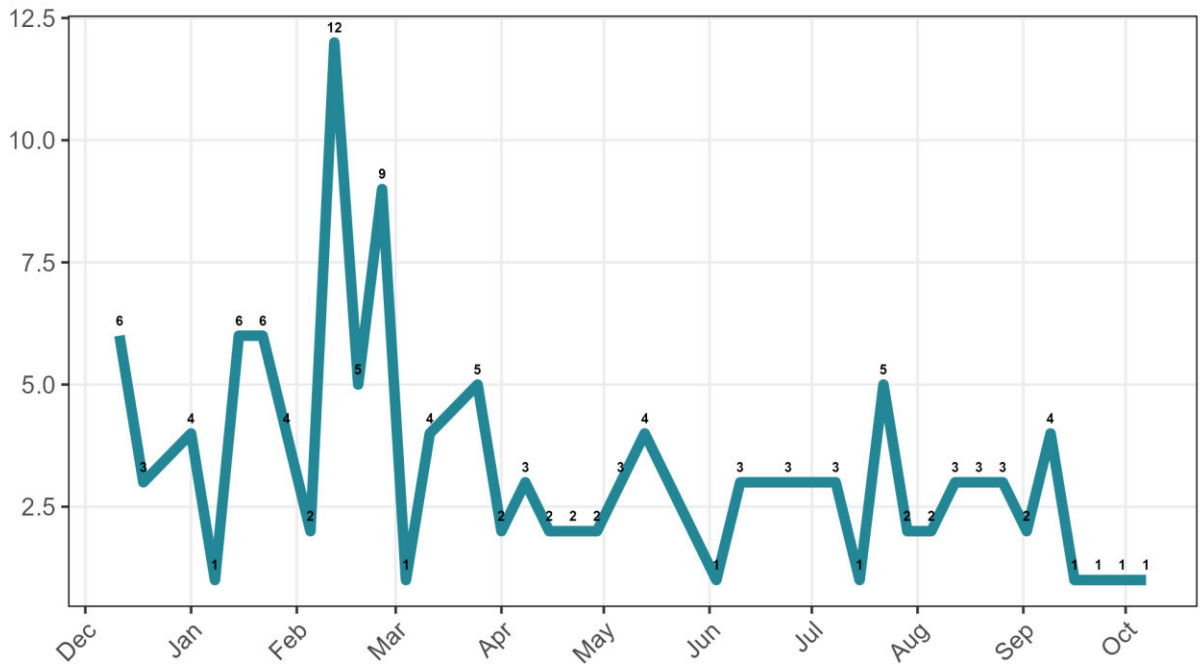
Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	6	1	2	6	1	2	5	1		83%	17%	
6	8		5	7		4	7			100%		
7	13	1	9	12	1	8	7		1	58%		12%
8	13	1	6	4			3			75%		
Total	40	3	22	29	2	14	22	1	1	76%	3%	7%

SY24-25 Application Patterns

The following charts and tables review when applicants submitted their application, where they live in D.C., as well as which current students applied and enrolled at a new school through MSDC.

SY24-25 Application Submissions by Week

This line chart displays the total number of applicants who applied to Monument Academy PCS - Male Dormitory each week. MSDC tends to see a surge in applications just before the lottery deadline. As you review your chart, are there other points in time when applicants apply? *Please note that submission dates are as of October 2024 and may vary from downloaded data.*



SY24-25 Application Submissions by Lottery Round

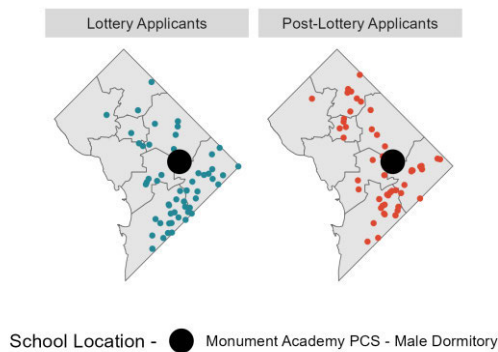
The following table summarizes application patterns by lottery round. As you review these data, consider: How do application patterns compare to the district? To Ward 5?

Grade	Lottery	Post-Lottery	Total Applicants			% Lottery Applicants End of Dec.			% Lottery Applicants End of Jan.		
			% by Deadline	vs. District	vs. Ward	% by End of Dec.	vs. District	vs. Ward	% by End of Jan.	vs. District	vs. Ward
5	9	9	50%	68%	72%	11%	13%	12%	33%	26%	12%
6	16	13	55%	69%	72%	3%	15%	13%	21%	30%	13%
7	15	23	39%	55%	58%	8%	10%	13%	24%	22%	13%
8	18	20	47%	50%	53%	8%	10%	12%	24%	22%	12%
Total	58	65	47%	63%	66%	7%	13%	12%	24%	26%	13%

SY24-25 Application Submissions by Home Ward

The below Ward graphic and chart display where Monument Academy PCS - Male Dormitory applicants live in the District. Most applicants will generally live close to your school, as the annual MSDC parent survey data continues to suggest that most families are seeking a school near where they live. However, as you review the data, is there another neighborhood or Ward where students tend to apply from?

Note: this data excludes out-of-state and 'unknown ward' applicants.



Ward	Lottery Applicants	Post-Lottery Applicants	Total
1	1	5	6
2	2	0	2
3	1	1	2
4	2	7	9
5	7	6	13
6	4	6	10
7	18	17	35
8	23	23	46

SY24-25 Applicants Applying to a New School

Lastly, some applicants may apply to a new school for the next year. The following table depicts applicants who applied to a new school and also enrolled through MSDC data.

Current Grade	Students Applying to a New School	Students that Enrolled at a New School Through MSDC
5	1	0
6	4	1
7	7	1
8	19	7
Total	31	9

SY24-25 Demographic Data of Lottery Applicants

The final tables of this report review Monument Academy PCS - Male Dormitory's application pool by their demographic status. Since not all of these applicants will have enrolled at your school the data has been suppressed where necessary. In this data an applicant may be counted several times.

SY24-25 Applicant Pool by Demographics

As you review this table, consider: do any practices throughout the lottery cycle influence how a particular demographic might view Monument Academy PCS - Male Dormitory and apply?

Grade	Applications from Special Populations			Applications by Race/Ethnicity							
	% At-Risk	% EL	% IEP	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	67%	<1%	44%	<1%	<1%	83%	<1%	<1%	<1%	17%	<1%
6	66%	<1%	24%	<1%	<1%	86%	<1%	<1%	<1%	14%	<1%
7	74%	<1%	47%	<1%	<1%	92%	<1%	<1%	3%	5%	<1%
8	68%	<1%	18%	<1%	<1%	74%	3%	<1%	3%	21%	<1%
Total	69%	<1%	33%	<1%	<1%	84%	<1%	<1%	2%	14%	<1%

SY24-25 Applicant Pool Capture Rate by Demographics

How do the capture rates for some subgroups compare to your overall capture rate?

Grade	Overall Capture Rate	Capture of Special Populations			Capture by Race/Ethnicity						
		At-Risk Capture	EL Capture Rate	IEP Capture	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown White
5	56%	57%		80%			67%				
6	50%	62%		75%			64%				100%
7	44%	55%		50%			45%			100%	
8	44%	67%		50%			57%				
Total	48%	58%		60%			54%			100%	100%

SY25-26 Monument Academy PCS- Female Dormitory Year End Report

This report compiles all applications that My School DC (MSDC) collected for the 2025-26 lottery cycle and their results until 10/7/2025. The dates for this past year's *Lottery* are 12/16/2024 to 3/3/2025 while the *Post-Lottery* reflects applications received between 3/4/2025 and 10/7/2025. This report is composed of five sections:

1. An Entry Grade Spotlight on 5th Grade
2. Capture Rate (Enrollments from Offers Made)
3. Applicants' Rank by Round and Offer Status
4. Applicant Submission Patterns
5. Applicant Demographics

SY25-26 Overall Capture Rate by Grade

Over the past lottery cycle, Monument Academy PCS - Female Dormitory made 74 total offers (initial matches + waitlist offers) resulting in 28 enrollments as of October 7th through MSDC. Monument Academy PCS - Female Dormitory's capture rate was -2 percentage points lower than last year.

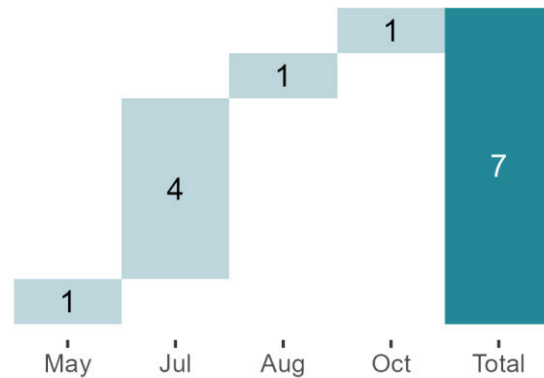
Grade:	5	6	7	8	Total
Total Offers	14	18	23	19	74
Enrollments	7	11	7	3	28
SY25-26 Capture Rate	50%	61%	30%	16%	38%
SY24-25 Capture Rate	50%	36%	40%	43%	40%
District Capture Rate	39%	44%	36%	34%	40%
Ward 7 Capture Rate	32%	47%	36%	31%	35%

SY25-26 Entry Grade Spotlight: 5th Grade

In 5th Grade, Monument Academy PCS - Female Dormitory captured 50% of all offers made. Most often, seats and waitlist offers made to applicants who applied by the lottery deadline are more likely to enroll. This table outlines the number of applications, offers, and enrollments made by round to 5th Grade applicants. The accompanying bar chart depicts when enrollments occurred by month.

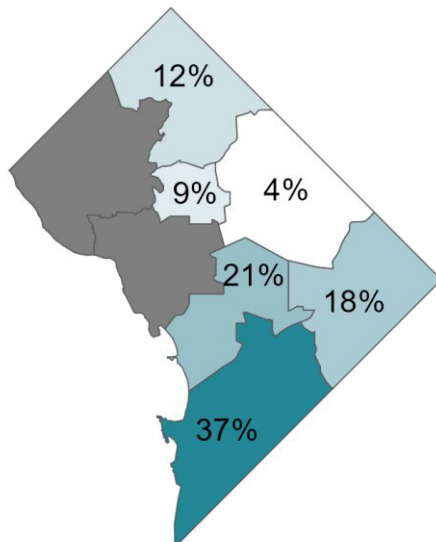
SY25-26 5th Grade Applications, Offers, and Enrollments

Round	Applications	Offers	Enrollments	Offer Capture
Lottery	3	2	1	50%
Post-Lottery	13	12	6	50%
Total	16	14	7	50%



SY25-26 5th Grade Applicant Home Ward and Top 5 Competitor Schools

Next, we look at where your 5th Grade applicants live by home ward, as well as the most common other schools an applicant added to their application while also selecting your school. Note that Competitor #1 was most applied to along with your school, #2 the next highest, and so on.



Competitor #1	DC Prep PCS – Anacostia Middle
Competitor #2	Friendship PCS – Blow-Pierce Middle
Competitor #3	Brent Elementary School
Competitor #4	Center City PCS – Congress Heights
Competitor #5	DC Scholars PCS

SY25-26 School Capture Rate & Competitor Schools

This table outlines the number of offers made by grade, as well as the ratio of the number of offers to enrollments that occurred this year. As you review the table, consider, which grade was challenging to fill this past year? How does that grade compare to the average District and Ward capture rate for this year? *An example ratio: '2:1' means that for every 2 offers, 1 applicant enrolled.*

SY25-26 Overall Capture Rate

Grade	Applications	Offers	Enrollments	Capture Rate	Ratio of Offers to Enrollments	District Capture Rate	District Ratio	Ward 7 Capture Rate	Ward Ratio	SY24-25 Capture Rate
5	16	14	7	50%	2 : 1	39%	2.6 : 1	32%	3.1 : 1	50%
6	25	18	11	61%	1.6 : 1	44%	2.3 : 1	47%	2.1 : 1	36%
7	28	23	7	30%	3.3 : 1	36%	2.8 : 1	36%	2.8 : 1	40%
8	31	19	3	16%	6.3 : 1	34%	2.9 : 1	31%	3.2 : 1	43%
Total	100	74	28	38%	2.6 : 1	40%	2.5 : 1	35%	2.9 : 1	40%

SY25-26 Enrollments by Lottery Round & Month

This table highlights the number of enrollments by both lottery round and enrollment month. Consider the differences between waitlist offers to *lottery* and *post-lottery* students. How late into the summer are you enrolling students? When do you begin to make waitlist offers vs when applicants enroll?

Enrollment Month	Apr	May	Jun	Jul	Aug	Sep	Oct
Lottery Matches	4	1	0	0	0	0	0
Post-Lottery Waitlisted	0	2	1	10	3	2	2
Lottery Waitlisted	0	0	1	1	1	0	0

SY25-26 Capture Rate by Round

Now let's consider the difference in capture rate by round. This table compares enrollments by matches, lottery waitlist offers, and post-lottery waitlist offers. Where do you have the highest percentage: under match, lottery waitlist, or post-lottery waitlist capture rate?

Grade	Applicants	Seats Offered	Matches	Matches Enrolled	Lottery					Post Lottery			
					Match Capture Rate	Waitlisted	Waitlist Offers Made	Waitlist Enrolled	Lottery Waitlist Capture Rate	Applicants	Waitlist Offers Made	Waitlist Enrolled	PL Waitlist Capture Rate
5	3	15	2	1	50%	0	0	0		13	12	6	50%
6	11	12	5	3	60%	0	0	0		14	13	8	62%
7	15	5	5	1	20%	5	5	1	20%	13	13	5	38%
8	16	0	0	0		9	7	2	29%	15	12	1	8%
Total	45	32	12	5	42%	14	12	3	25%	55	50	20	40%

SY25-26 Competitor Schools

Finally, this table lists the schools that were most often included on the same application as your school in the lottery by grade. The final row "Top" reflects the most common school that was applied to along with your school.

Grade	Competitor #1	Competitor #2	Competitor #3
5	DC Prep PCS – Anacostia Middle	Friendship PCS – Blow-Pierce Middle	Brent Elementary School
6	BASIS DC PCS	Hardy Middle School	BASIS DC - Equitable Access
7	Friendship PCS – Blow-Pierce Middle	Browne Education Campus	Capitol Hill Montessori
8	DC Prep PCS – Benning Middle	DC Scholars PCS	Digital Pioneers Academy PCS - Jochenning
Top	DC Scholars PCS	DC Prep PCS – Anacostia Middle	DC Prep PCS – Benning Middle

SY25-26 Applicants by Submitted Rank

The following tables break down applicants' submitted rank of your school. Please note that any grade where only 1 applicant either applied, received an offer, or enrolled, has been suppressed as a *blank space*. As you review these data here are some guiding questions to consider:

- How are applicants ranking your school in the lottery, and by grade?
- Does Monument Academy PCS - Female Dormitory receive enough #1 and #2 ranked applicants to meet internal enrollment goals?
- Are there any capture rate trends among applicants who rank Monument Academy PCS - Female Dormitory at #3 or higher?

SY25-26 Lottery Application Results by Rank

This table displays lottery applicants who applied, were matched, and then enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate			Lottery Enrolled from Match			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	2		1	2			100%								
6	4		7	4		1	100%		14%	3			75%		
7	8		7	4		1	50%		14%						
8	8	3	5												
Total	22	3	20	10		2	45%		10%	3			30%		

SY25-26 Lottery Waitlisted by Rank

This table displays lottery applicants who were waitlisted, received a waitlist offer, and then enrolled.

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
7	4		1	4		1						
8	8	1		7			2			29%		
Total	12	1	1	11		1	2			18%		

SY25-26 Post-Lottery Waitlisted by Rank

This table displays post-lottery applicants who received an eventual offer and then enrolled.

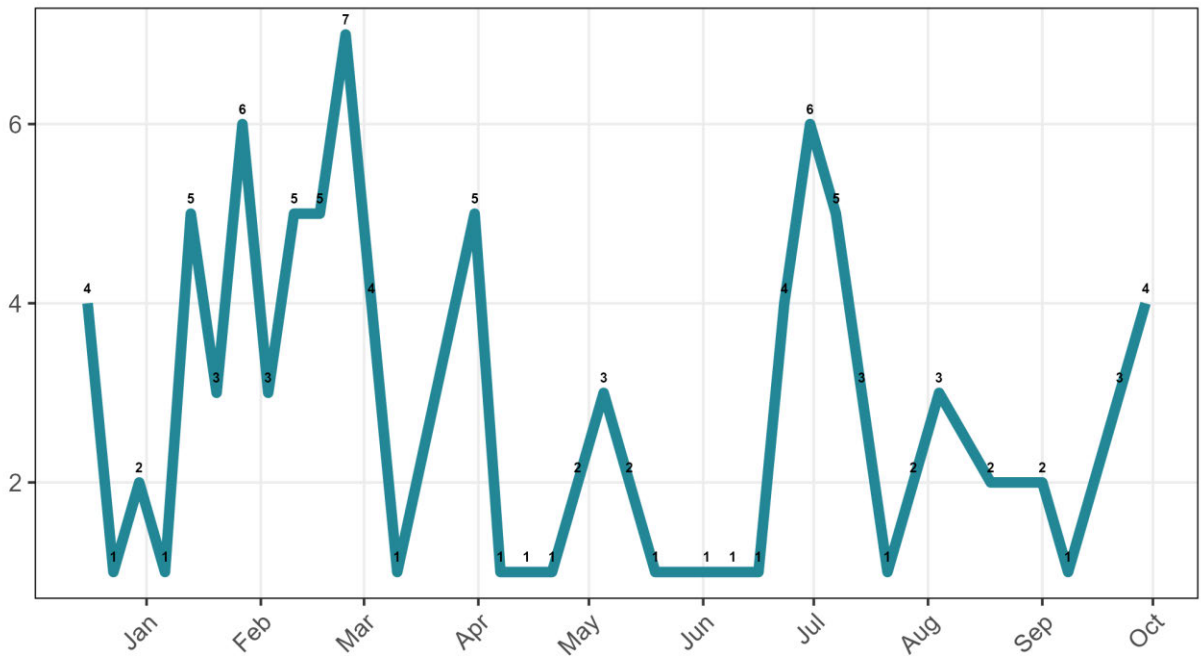
Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	9	2	2	9	2	1	6			67%		
6	7	2	5	7	2	4	6	1	1	86%	14%	25%
7	10		3	10		3	5			50%		
8	11	1	2	10		2						
Total	37	5	12	36	4	10	17	1	1	47%	3%	10%

SY25-26 Application Patterns

The following charts and tables review when applicants submitted their application, where they live in D.C., as well as which current students applied and enrolled at a new school through MSDC.

SY25-26 Application Submissions by Week

This line chart displays the total number of applicants who applied to Monument Academy PCS - Female Dormitory each week. MSDC tends to see a surge in applications just before the lottery deadline. As you review your chart, are there other points in time when applicants apply? *Please note that submission dates are as of October 2025 and may vary from downloaded data.*



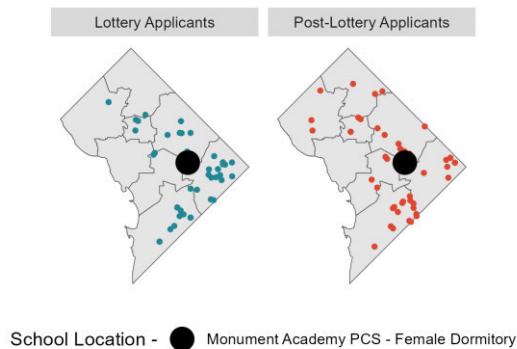
SY25-26 Application Submissions by Lottery Round

The following table summarizes application patterns by lottery round. As you review these data, consider: How do application patterns compare to the district? To Ward 7?

Grade	Lottery	Post-Lottery	Total Applicants			% Lottery Applicants End of Dec.			% Lottery Applicants End of Jan.		
			% by Deadline	vs. District	vs. Ward	% by End of Dec.	vs. District	vs. Ward	% by End of Jan.	vs. District	vs. Ward
5	3	13	19%	65%	50%		11%	9%	6%	27%	9%
6	11	14	44%	68%	64%	4%	14%	13%	16%	32%	13%
7	15	13	54%	53%	44%	4%	8%	7%	25%	22%	7%
8	16	14	53%	54%	43%	13%	9%	3%	27%	22%	3%
Total	45	54	45%	62%	54%		11%	9%	20%	27%	10%

SY25-26 Application Submissions by Home Ward

The below Ward graphic and chart display where Monument Academy PCS - Female Dormitory applicants live in the District. Most applicants will generally live close to your school, as the annual MSDC parent survey data continues to suggest that most families are seeking a school near where they live. However, as you review the data, is there another neighborhood or Ward where students tend to apply from?



Ward	Lottery Applicants	Post-Lottery Applicants	Total
1	3	4	7
3	1	3	4
4	1	3	4
5	7	8	15
6	2	5	7
7	20	12	32
8	11	16	27

SY25-26 Applicants Applying to a New School

Lastly, some applicants may apply to a new school for the next year. The following table depicts applicants who applied to a new school and also enrolled through MSDC data.

Current Grade	Students Applying to a New School	Students that Enrolled at a New School Through MSDC
5	3	1
6	5	3
7	7	1
8	14	7
Total	29	12

SY25-26 Demographic Data of Lottery Applicants

The final tables of this report review Monument Academy PCS - Female Dormitory's application pool by their demographic status. Since not all of these applicants will have enrolled at your school the data has been suppressed where necessary. In this data an applicant may be counted several times.

SY25-26 Applicant Pool by Demographics

As you review this table, consider: do any practices throughout the lottery cycle influence how a particular demographic might view Monument Academy PCS - Female Dormitory and apply?

Grade	Applications from Special Populations			Applications by Race/Ethnicity							
	% At-Risk	% EL	% IEP	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	81%	<1%	31%	<1%	<1%	88%	6%	<1%	<1%	6%	<1%
6	64%	<1%	16%	<1%	<1%	84%	4%	<1%	4%	8%	<1%
7	86%	<1%	36%	<1%	<1%	93%	4%	<1%	<1%	4%	<1%
8	53%	<1%	23%	<1%	<1%	83%	3%	<1%	<1%	13%	<1%
Total	70%	<1%	26%	<1%	<1%	87%	4%	<1%	<1%	8%	<1%

SY25-26 Applicant Pool Capture Rate by Demographics

How do the capture rates for some subgroups compare to your overall capture rate?

Grade	Overall Capture Rate	Capture of Special Populations			Capture by Race/Ethnicity						
		At-Risk Capture	EL Capture Rate	IEP Capture	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown White
5	50%	55%		75%			50%	100%			
6	61%	67%					64%			100%	
7	30%	40%		60%			35%				
8	16%	30%		33%			20%				
Total	38%	48%		58%			40%	100%		100%	

SY25-26 Monument Academy PCS- Male Dormitory Year End Report

This report compiles all applications that My School DC (MSDC) collected for the 2025-26 lottery cycle and their results until 10/7/2025. The dates for this past year's *Lottery* are 12/16/2024 to 3/3/2025 while the *Post-Lottery* reflects applications received between 3/4/2025 and 10/7/2025. This report is composed of five sections:

1. An Entry Grade Spotlight on 5th Grade
2. Capture Rate (Enrollments from Offers Made)
3. Applicants' Rank by Round and Offer Status
4. Applicant Submission Patterns
5. Applicant Demographics

SY25-26 Overall Capture Rate by Grade

Over the past lottery cycle, Monument Academy PCS - Male Dormitory made 79 total offers (initial matches + waitlist offers) resulting in 41 enrollments as of October 7th through MSDC. Monument Academy PCS - Male Dormitory's capture rate was 5 percentage points higher than last year.

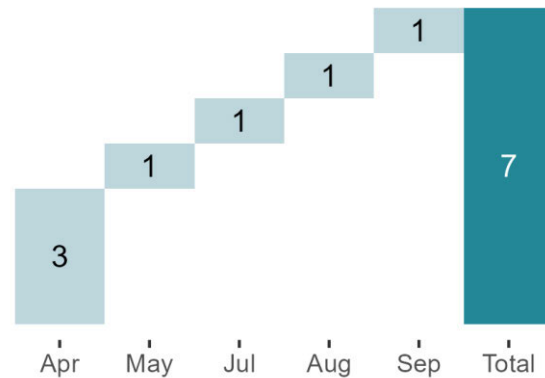
Grade:	5	6	7	8	Total
Total Offers	12	26	23	18	79
Enrollments	7	14	12	8	41
SY25-26 Capture Rate	58%	54%	52%	44%	52%
SY24-25 Capture Rate	56%	50%	44%	44%	47%
District Capture Rate	39%	44%	36%	34%	40%
Ward 7 Capture Rate	32%	47%	36%	31%	35%

SY25-26 Entry Grade Spotlight: 5th Grade

In 5th Grade, Monument Academy PCS - Male Dormitory captured 58% of all offers made. Most often, seats and waitlist offers made to applicants who applied by the lottery deadline are more likely to enroll. This table outlines the number of applications, offers, and enrollments made by round to 5th Grade applicants. The accompanying bar chart depicts when enrollments occurred by month.

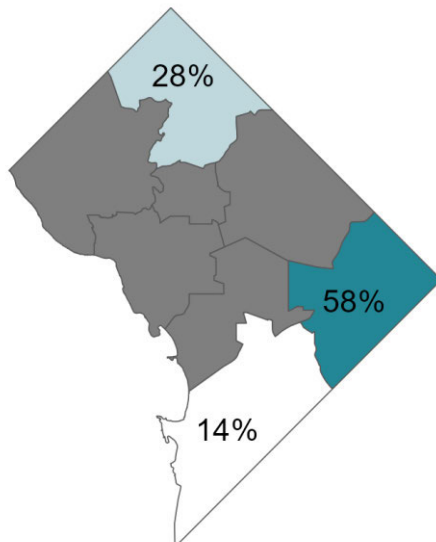
SY25-26 5th Grade Applications, Offers, and Enrollments

Round	Applications	Offers	Enrollments	Offer Capture
Lottery	6	5	4	80%
Post-Lottery	7	7	3	43%
Total	13	12	7	58%



SY25-26 5th Grade Applicant Home Ward and Top 5 Competitor Schools

Next, we look at where your 5th Grade applicants live by home ward, as well as the most common other schools an applicant added to their application while also selecting your school. Note that Competitor #1 was most applied to along with your school, #2 the next highest, and so on.



Competitor #1	Statesmen College Preparatory Academy for Boys PCS
Competitor #2	Amidon-Bowen Elementary School
Competitor #3	Bancroft Elementary School
Competitor #4	Creative Minds International PCS
Competitor #5	Social Justice PCS

SY25-26 School Capture Rate & Competitor Schools

This table outlines the number of offers made by grade, as well as the ratio of the number of offers to enrollments that occurred this year. As you review the table, consider, which grade was challenging to fill this past year? How does that grade compare to the average District and Ward capture rate for this year? *An example ratio: '2:1' means that for every 2 offers, 1 applicant enrolled.*

SY25-26 Overall Capture Rate

Grade	Applications	Offers	Enrollments	Capture Rate	Ratio of Offers to Enrollments	District Capture Rate	District Ratio	Ward 7 Capture Rate	Ward Ratio	SY24-25 Capture Rate
5	13	12	7	58%	1.7 : 1	39%	2.6 : 1	32%	3.1 : 1	56%
6	31	26	14	54%	1.9 : 1	44%	2.3 : 1	47%	2.1 : 1	50%
7	31	23	12	52%	1.9 : 1	36%	2.8 : 1	36%	2.8 : 1	44%
8	31	18	8	44%	2.2 : 1	34%	2.9 : 1	31%	3.2 : 1	44%
Total	106	79	41	52%	1.9 : 1	40%	2.5 : 1	35%	2.9 : 1	47%

SY25-26 Enrollments by Lottery Round & Month

This table highlights the number of enrollments by both lottery round and enrollment month. Consider the differences between waitlist offers to *lottery* and *post-lottery* students. How late into the summer are you enrolling students? When do you begin to make waitlist offers vs when applicants enroll?

Enrollment Month	Apr	May	Jul	Aug	Sep
Lottery Matches	9	4	0	0	0
Post-Lottery Waitlisted	1	6	4	9	4
Lottery Waitlisted	0	2	0	0	2

SY25-26 Capture Rate by Round

Now let's consider the difference in capture rate by round. This table compares enrollments by matches, lottery waitlist offers, and post-lottery waitlist offers. Where do you have the highest percentage: under match, lottery waitlist, or post-lottery waitlist capture rate?

Grade	Applicants	Seats Offered	Matches	Matches Enrolled	Lottery					Post Lottery			
					Match Capture Rate	Waitlisted	Waitlist Offers Made	Waitlist Enrolled	Lottery Waitlist Capture Rate	Applicants	Waitlist Offers Made	Waitlist Enrolled	PL Waitlist Capture Rate
5	6	15	5	4	80%	0	0	0		7	7	3	43%
6	9	12	5	4	80%	0	0	0		22	21	10	48%
7	12	5	5	5	100%	1	1	0	0%	19	16	7	44%
8	13	0	0	0		11	10	4	40%	18	8	4	50%
Total	40	32	15	13	87%	12	11	4	36%	66	52	24	46%

SY25-26 Competitor Schools

Finally, this table lists the schools that were most often included on the same application as your school in the lottery by grade. The final row "Top" reflects the most common school that was applied to along with your school.

Grade	Competitor #1	Competitor #2	Competitor #3
5	Statesmen College Preparatory Academy for Boys PCS	Amidon-Bowen Elementary School	Bancroft Elementary School
6	Howard University Middle School of Mathematics and Science PCS	Statesmen College Preparatory Academy for Boys PCS	Center City PCS – Capitol Hill
7	Howard University Middle School of Mathematics and Science PCS	Statesmen College Preparatory Academy for Boys PCS	McKinley Middle School
8	Brookland Middle School	DC Scholars PCS	Friendship PCS – Chamberlain Middle
Top	Statesmen College Preparatory Academy for Boys PCS	Howard University Middle School of Mathematics and Science PCS	DC Scholars PCS

SY25-26 Applicants by Submitted Rank

The following tables break down applicants' submitted rank of your school. Please note that any grade where only 1 applicant either applied, received an offer, or enrolled, has been suppressed as a *blank space*. As you review these data here are some guiding questions to consider:

- How are applicants ranking your school in the lottery, and by grade?
- Does Monument Academy PCS - Male Dormitory receive enough #1 and #2 ranked applicants to meet internal enrollment goals?
- Are there any capture rate trends among applicants who rank Monument Academy PCS - Male Dormitory at #3 or higher?

SY25-26 Lottery Application Results by Rank

This table displays lottery applicants who applied, were matched, and then enrolled.

Grade	Lottery Applications Received			Lottery Applications Matched			Match Rate			Lottery Enrolled from Match			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	5	1		5			100%			4			80%		
6	5		4	5			100%			4			80%		
7	6		6	5			83%			5			100%		
8	9		4												
Total	25	1	14	15			60%			13			87%		

SY25-26 Lottery Waitlisted by Rank

This table displays lottery applicants who were waitlisted, received a waitlist offer, and then enrolled.

Grade	Lottery Applications Waitlisted			Lottery Waitlist Offers			Lottery Enrolled from Waitlist			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
7												
8	9		2	8		2	3		1	38%		50%
Total	9		2	8		2	3		1	38%		50%

SY25-26 Post-Lottery Waitlisted by Rank

This table displays post-lottery applicants who received an eventual offer and then enrolled.

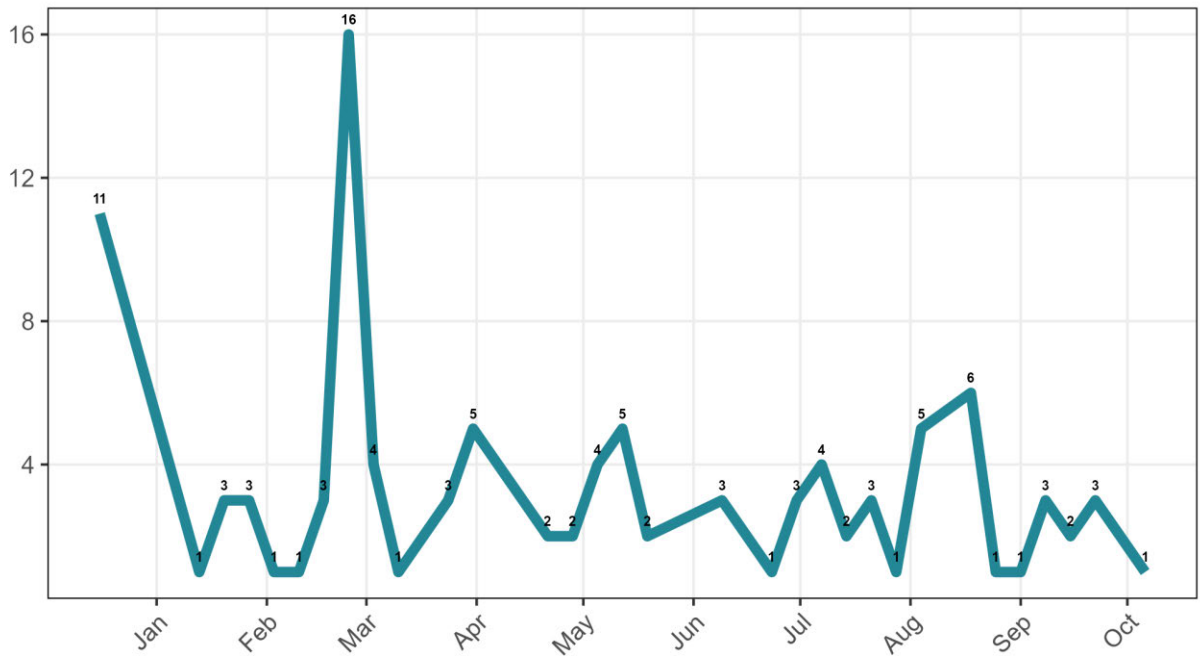
Grade	Post-Lottery Apps. Waitlisted			Post-Lottery Waitlist Offers			Post-Lottery Enrolled from WL			Capture Rate		
	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher	Rank 1	Rank 2	Rank 3 or Higher
5	4	1	2	4	1	2	3			75%		
6	18	2	2	18	1	2	9	1		50%	6%	
7	14	1	4	12	1	3	6	1		50%	8%	
8	11	3	4	5	2	1	4			80%		
Total	47	7	12	39	5	8	22	2		56%	5%	

SY25-26 Application Patterns

The following charts and tables review when applicants submitted their application, where they live in D.C., as well as which current students applied and enrolled at a new school through MSDC.

SY25-26 Application Submissions by Week

This line chart displays the total number of applicants who applied to Monument Academy PCS - Male Dormitory each week. MSDC tends to see a surge in applications just before the lottery deadline. As you review your chart, are there other points in time when applicants apply? *Please note that submission dates are as of October 2025 and may vary from downloaded data.*



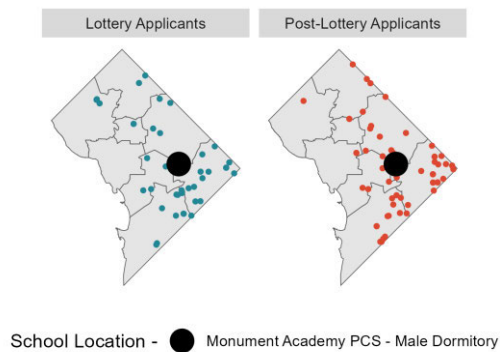
SY25-26 Application Submissions by Lottery Round

The following table summarizes application patterns by lottery round. As you review these data, consider: How do application patterns compare to the district? To Ward 7?

Grade	Lottery	Post-Lottery	Total Applicants			% Lottery Applicants End of Dec.			% Lottery Applicants End of Jan.		
			% by Deadline	vs. District	vs. Ward	% by End of Dec.	vs. District	vs. Ward	% by End of Jan.	vs. District	vs. Ward
5	6	7	46%	65%	50%	23%	11%	9%	23%	27%	9%
6	9	22	29%	68%	64%	10%	14%	13%	13%	32%	13%
7	12	19	39%	53%	44%	10%	8%	7%	13%	22%	7%
8	12	18	40%	54%	43%	7%	9%	3%	20%	22%	3%
Total	39	66	37%	62%	54%	10%	11%	9%	16%	27%	10%

SY25-26 Application Submissions by Home Ward

The below Ward graphic and chart display where Monument Academy PCS - Male Dormitory applicants live in the District. Most applicants will generally live close to your school, as the annual MSDC parent survey data continues to suggest that most families are seeking a school near where they live. However, as you review the data, is there another neighborhood or Ward where students tend to apply from?



Ward	Lottery Applicants	Post-Lottery Applicants	Total
1	2	2	4
2	0	2	2
3	3	1	4
4	2	4	6
5	4	8	12
6	3	4	7
7	14	24	38
8	12	15	27

SY25-26 Applicants Applying to a New School

Lastly, some applicants may apply to a new school for the next year. The following table depicts applicants who applied to a new school and also enrolled through MSDC data.

Current Grade	Students Applying to a New School	Students that Enrolled at a New School Through MSDC
6	2	1
7	5	1
8	18	8
Total	25	10

SY25-26 Demographic Data of Lottery Applicants

The final tables of this report review Monument Academy PCS - Male Dormitory's application pool by their demographic status. Since not all of these applicants will have enrolled at your school the data has been suppressed where necessary. In this data an applicant may be counted several times.

SY25-26 Applicant Pool by Demographics

As you review this table, consider: do any practices throughout the lottery cycle influence how a particular demographic might view Monument Academy PCS - Male Dormitory and apply?

Grade	Applications from Special Populations			Applications by Race/Ethnicity							
	% At-Risk	% EL	% IEP	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White
5	77%	<1%	38%	<1%	<1%	92%	8%	<1%	<1%	<1%	<1%
6	77%	<1%	26%	<1%	<1%	94%	<1%	<1%	<1%	6%	<1%
7	71%	3%	39%	<1%	<1%	90%	3%	<1%	<1%	6%	<1%
8	67%	<1%	50%	<1%	<1%	83%	3%	<1%	3%	10%	<1%
Total	72%	<1%	38%	<1%	<1%	90%	3%	<1%	<1%	7%	<1%

SY25-26 Applicant Pool Capture Rate by Demographics

How do the capture rates for some subgroups compare to your overall capture rate?

Grade	Overall Capture Rate	Capture of Special Populations			Capture by Race/Ethnicity						
		At-Risk Capture	EL Capture Rate	IEP Capture	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown White
5	58%	50%					33%	100%			
6	54%	40%		29%			47%				50%
7	52%	36%		25%			41%				
8	44%	54%		50%			44%	100%			
Total	52%	43%		36%			43%	100%			50%