



**Inspired Teaching**  
Demonstration School

**Annual Report**  
**2019 – 2020**

**Inspired Teaching Demonstration Public Charter School**  
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**John Leibovitz**  
**Chair, Board of Directors**

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## **Narrative**

### **I. School Description**

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

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

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

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

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

##### *Intellect*

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

##### *Inquiry*

- Students demonstrate the skills of a researcher: reasoning, generating questions, collecting and analyzing information, and proposing solutions.
- Students demonstrate the dispositions of a researcher: ongoing intellectual curiosity and collaboration; an internal motivation to learn; wonder; keen observation; and attention to detail, data, and possibilities for further investigations.

## *Imagination*

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

## *Integrity*

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

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

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

Early childhood teachers use Creative Curriculum as the primary instructional planning framework, and Teaching Strategies GOLD as the corresponding assessment tool. Classrooms are designed with thematic interest areas or centers that shift and grow throughout the year. For example, in the fall the dramatic play space is most often "home" themed and by the spring it may have become a hair salon, doctor's office, farmer's market or travel agency. Teachers take advantage of a wealth of early childhood best practices and programmatic resources to meet the needs of their students.

The preschool and prekindergarten curriculum is guided by developmentally appropriate practice and shaped by the young child's play as work. Over the course of three years – Preschool, Prekindergarten and Kindergarten – students are introduced to the world of school in a nurturing environment that prepares them to excel in the

development of the four Is, Intellect, Inquiry, Imagination, and Integrity. Classroom practices are inspired by the Reggio Emilia approach to the development of young children. School is presented as a system of interactions and relations. Teachers work closely with families to cultivate a love of learning in each child by ensuring that they are supported and challenged as they progress through developmental milestones and secure their mastery of foundational learning skills. In preparation for studying the Common Core, early childhood students are immersed in a world of mathematical exploration that includes counting and sorting, comparing and measuring, and using data to tell stories about the world around them.

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

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

Our social emotional learning curriculum is based on nationally recognized programs including Second Step, Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings. We teach students to solve conflicts peacefully and to develop social skills that allow them to work independently, in small groups and as a

whole class. As students move through the academic curriculum they develop the skills of empathy required to become innovators – observation, listening, self-expression, problem solving and creativity.

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

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

**Math:** Our math program allows students to apply their mathematical knowledge to real world problems. Our math program, Eureka Math, provides opportunities for interactive real-world experiences in mathematics. Students are pushed to communicate mathematical thinking and persevere through problem solving.

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

**Humanities:** The humanities are the lens we use to examine local and global social justice issues. We employ a balanced literacy approach to teach the Common Core State Standards and the C3 Framework for Social Studies. Our history/social studies/ELA

curriculum teaches students how to conduct research and convey information in a thoughtful way. Throughout the school year students take on a problem/solution-based examination of social justice issues. In 5th grade, students determine what it means to be an upstander/bystander through the lens of United States history. In 6th grade students delve into the human story by examining ancient civilizations.

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

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

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

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

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

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

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

The Inspired Family Association raises funds to purchase resources to enhance student learning and increase resources throughout the building. During the 2019 – 2020 school year the IFA helped Inspired Teaching Demonstration Public Charter School raise over \$74,000, to support student learning and provide additional resources across the school.

Highlights of Events during the 2019-2020 school year include:

- Inspired Family Association Third Thursday Morning Coffees
- Family Education Events
- High School Information Sessions
- Family Game Night
- Family Movie Night
- Literary Fair
- Book Character Parade
- Debate Team Competitions
- Learning Showcases each trimester
- Black Lives Matter Week of Action
- Family and Student Chili Cook-off
- 8<sup>th</sup> Grade Virtual Portfolio Defense
- End of the Year Dance Party
- ECE Coffees
- Virtual Collaborative Conversations for families and school leadership
- IFA Online Auction
- Soccer Championship
- Flag Football Championship

### **I.B.3. Response to Covid-19**

During Virtual Learning at ITDS, students were expected to engage daily in a robust and developmentally appropriate instructional program that included synchronous and asynchronous learning experiences, as well as appropriate breaks from the computer and time for social emotional and physical development.

ITDS listened to teachers and staff, students, families, health experts, colleagues across the city, and city leaders and officials as we wrestled with developing a plan for the

balance of SY 2019-20. We worked hard to take into consideration the needs of children, of families, of our teachers and staff, and of workplaces.

#### Guiding Principles:

Our distance learning approach was designed to be easy for families and children to access, keeping in mind some families have children in different grade levels and expertise with technology is varied across our family community.

Our approach was consistent across the school, as much as possible.

Our approach provided children with opportunities for connection and interaction, with each other and with their teachers through precisely structured schedules.

Our approach was *Inspired* and as much as possible continued our planned curriculum with persistence, purpose and action

Our approach did not require major resets though we worked to modify and improve instructional delivery along the way as needed to minimize confusion for students and families and enhance their overall experience.

Our approach minimized stress for teachers and staff to the extent possible and incorporated additional blocks for planning and collaboration to allow time for all staff to attend to their personal lives during these challenging times.

#### Our top three goals and priorities:

- Ensure that we do not put our students and staff, and their families, in harm's way
- Create a cohesive virtual learning program that engages all students in high quality, mission-aligned learning
- Return some or all students to in-person learning as soon as it is deemed safe by public health and medical standards

#### Distance Learning Program Description

Beginning March 17, 2020, *all instruction was delivered via Virtual Learning*. As information and recommendations about Covid-19 continued to evolve, we re-evaluated our plans and the choices available for families. We planned to bring students into the building on a Hybrid and Phased schedule, but we did not reopen the building to students before the close of the 2019 - 2020 school year. We did not reopen the building because of concerns regarding our capacity to ensure the safety of our staff and students, significant variation in public health guidance and metrics, and our decision that we could best serve our students by focusing on remote teaching and learning while providing teaching staff with ongoing professional development and consultations as needed.

#### Communication

We created a Communications Plan to ensure that families were kept informed about all aspects of our programming and resources available to support students and families.

Students across the school accessed instruction using their school email and GoogleClassroom accounts. Points of contact for technology issues, school supplies, and other questions or concerns were identified and publicized for the community on our updated website. We expanded the ITDS Family Portal on our website to include a section focused specifically on Virtual Learning including links to platforms and programs with assignments posted in advance, activities and resources for children and families. Weekly updates with schoolwide or grade level information were sent to families via email and additional updates were supplied on an as needed basis. Our school text line and email were used for reminders and urgent or emergent announcements. Teacher-Family communication included Edlio messages for Preschool and Prekindergarten. K-8 teachers used GoogleClassroom. Teachers and staff contacted families by phone, email, and text. Third trimester Family-Teacher Conferences were held via video conferences and phone calls.

### Implementation

Initial assignments and supporting materials were provided to students in hard copies along with school supplies distributed to all students near the beginning of distance learning. Daily assignments were posted on Google Classroom. The CLEVER platform was used to enable one login access to Google Classroom and all other programs, websites, and applications used by teachers. Special teachers provided both weekly activities and live interactive sessions that were shared in the Specials Corner of the ITDS Family Portal. All classes and advisories had one real-time “meeting” each week and these sessions were recorded to ensure availability for students who required greater flexibility with scheduling. Teachers offered multiple video lessons each week via live and recorded sessions. Students were assessed and provided with feedback on their work within guidelines established by District policy. All teachers and administrative staff set regular office hours to ensure availability to students and families. Friday mornings were guided by teachers through instructions posted to inform students and families about ways to review, catch up on missed assignments, engage with Specials that might have been missed during the week, and connect with them for additional support.

### ITDS Daily Online

#### Preschool and Prekindergarten

PS and PK teachers posted a list of activities and lessons on Edlio each school day. Teachers also posted daily office hours. Specials teachers posted one age-appropriate activity to the Specials Corner section on the ITDS family portal each week. In addition, one live interactive session per week was offered by specials teachers that was also recorded and saved to the Specials Corner.

#### Kindergarten - 4th Grade

Kindergarten - 4th Grade teachers held daily office hours and posted their schedule of activities and lessons on GoogleClassroom each school day. One real-time class meeting focused on social-emotional learning was held each week and was recorded and shared with all students. Readers and Writers Workshop lessons and assignments were scheduled for students three times each week, Monday through Thursday. Lessons were

delivered live or via recording. 45 minutes of independent reading was required daily. A written reflection was also required. Students engaged in the writing process via daily writing prompts. Math instruction was delivered through daily lessons and assignments from the Eureka program with live and recorded sessions three times each week, Monday - Thursday. Students had three Social Studies lessons or three Science lessons each week with live and recorded sessions. Students had one project each week for each special class according to our grade level program. During the 2019-2020 school year, special classes included Physical Education, Dance, Music, Visual Arts and Global Studies.

#### 5th - 8th Grade

5th - 8th Grade teachers had daily office hours and posted their schedule of activities and lessons on GoogleClassroom each school day. 5th and 6th graders had one real-time class meeting each week. The meetings were recorded and shared with all students. 7th and 8th graders had one real-time advisory meeting each week which was recorded and shared. 5th and 6th graders had daily Readers and Writers Workshop assignments via video three times per week Monday - Thursday. These sessions were recorded and made available to students. 7th and 8th graders had one or two Readers and Writers Workshop lessons and assignments each week delivered via video and recorded for later reference. 7th and 8th graders were required to do 60 minutes of independent reading daily. Math instruction for 5th and 6th graders was delivered through daily lessons and assignments from the Eureka program with live and recorded sessions three times each week, Monday through Thursday. 7th and 8th graders had one or two Math lessons and assignments based on each student's specific math class each week delivered via live or recorded video.

7th and 8th graders received four Science lessons each week via recorded video, and three Social Studies lessons each week via recorded video. 5th - 8th graders had one weekly project each week for each special class and at least two real-time sessions each week for each special class. Each session was recorded and shared with students. During the 2019-2020 school year, special classes included Physical Education, Dance, Music, Visual Arts and Global Studies.

#### Monitoring Student Progress

Student progress was monitored throughout the school year. We collected beginning of year, middle of year, and end of year data across grade levels using iReady, Eureka, and Running Records. Early childhood students created portfolios and families were asked to complete Observation Checklists noting student progress.

## **II. School Performance**

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

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

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

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

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

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

Teacher-student relationships and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching Demonstration Public Charter School. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As

teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries and consistency necessary for student success and safety.

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

*Everyone learns.*

*Everyone is safe.*

*Everyone builds the community.*

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

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

## **II.A.2. Inspired Teaching Demonstration Public Charter School goals and academic achievement expectations**

Our mission, *ensuring that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum*, is lived through our emphasis on keeping students at the center of teaching and learning. Our students demonstrate solid achievement and growth demonstrated by student portfolios, Learning Showcases and student engagement to confirm individual student's progress. At the close of the 2019-2020 school year 100% of our 8<sup>th</sup> graders were promoted to 9<sup>th</sup> grade following completion of 8<sup>th</sup> Grade Portfolios and Presentations. Graduating students were admitted to selective DCPS and independent high schools, including School Without Walls, Banneker, Duke Ellington School for the Arts, Phelps ACE High School, Bard Early College, St Johns' College High School and St. Anselms Abbey School. They demonstrated high achievement as evidenced by virtual presentation of artifacts of their learning and the Portfolio Defense before educators from across the school.

As a result of Covid-19, the US Department of Education suspended standardized testing requirements for the 2019-2020 school year. OSSE requested a one-year waiver in order to cancel statewide summative assessments for students, including the PARCC and DC Science exams. Inspired Teaching Demonstration Public Charter School began distance learning in the Spring. Throughout this time, students demonstrated high achievement and progress by completing their distance learning assignments and checking in with teachers during virtual office hours. In order to allow students to highlight what they have been working on in different subject areas, our teachers and staff worked tirelessly to include inquiry, creativity, and joy into the culminating distance learning projects of our students.

## **II.B. Unique Accomplishments**

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

As a demonstration school we welcome visitors from around the world and use each opportunity to establish a conversation during which we share our practices and invite questions and thoughts partnering to foster greater collaboration amongst educators. Our hope is to improve teaching and learning broadly making a difference in the experience of children around the globe. During the 2019-2020 school year we welcomed visitors from schools in the District of Columbia, Maryland and Virginia, foundations and education non-profits across the nation, and area universities such as Georgetown University, Urban Teachers, and the Atlanta Charter School Incubator. For the third time we hosted our fourth group of educators from the Philippines. Visitors see our program in action, meet with students and staff and establish open channels for continuing communication.

ITDPCS presented a workshop titled, “Making Every School Whole for the Whole Child” at the Annual Educators Conference in Manila, Philippines.

Inspired Teaching Demonstration PCS was featured in several publications online and in print including WUSA9. We also invited videographers into our early childhood classrooms to film kinder students and ECE classes for a film, *Starting at Zero: Reimagining Education in America*.

ITDPCS hosted climate activist Jonah Gottlieb for an assembly with MS students which was filmed by the documentary crew from "Planet Z".

Our 7th and 8th grade students participated in a climate strike to raise awareness and rally for climate change.

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

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

Inspired Teaching Demonstration School attended the CBC Charter School Leadership Awards hosted by DCSC.

ITDPCS became a member of the Coalition of Public Independent Charter Schools for the 2019-2020 school year. The Coalition of Public Independent Charter Schools is an organization that connects school leaders and communities by sharing effective practices through advocacy and service as well as celebrating and supporting innovative, inclusive, and transparent approaches to education.

Inspired Teaching Debate participated in the 2nd regional Washington Urban Debate League tournament for the 2019-2020 school year. Students debated on the topic of Arms Sales, bringing a wide range of perspectives, research, and personal experience to their arguments. Many of our students advanced divisions for the next tournaments due to their success.

One of our Elementary students received an award and recognition from the National Park service for winning 2nd Place in the Elementary division of the Frederick Douglas Oratorical contest.

ITDPCS took ownership of the Inspired Teaching Residency and notified the ITDS community of the new partnership with Urban Teachers.

Our Student Government ratified its first Middle School Constitution.

Inspired Teaching Demonstration Public Charter School educators presented a workshop titled, "School-wide Implementation of Black Lives Matter at School: Inspired Teaching Demonstration School" at the BLM Week of Action Curriculum Fair at Howard University hosted by Teaching for Change.

Inspired Teaching Demonstration School students were recognized for their participation in the 2020 District of Columbia National Geographic GeoBee, the Student Choice Award for Team of the Year in the Washington Urban Debate League and the Middle School National Champions of WUDL.

We promoted our fourth class of 8<sup>th</sup> graders who are now attending great high schools across the city. The students promoted to 9<sup>th</sup> grade in 2020 participated in our rigorous learning experience, Portfolio Presentation and Defense, to demonstrate their learning and capacity to articulate and defend their work. The students’ presentations and the investment of teachers and administrators were outstanding. Several students not only passed, but also demonstrated such depth and overall excellence they were designated to have passed with distinction.

**Continuing Community Engagement:** We continue to build on our regular communication with the community ensuring that neighbors are up to date on events at the school. We also hosted meetings for community organizations and strive to be good neighbors embracing opportunities to come together. We demonstrated a track record of proactive engagement and timely communication with our neighbors specifically in support of the Edgewood Recreation Center Project.

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

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

Inspired Teaching Demonstration Public Charter School launched Distance Learning one week after closing the school year due to Covid- 19. ITDPCS has maintained close communication with our students, teachers, and staff while prioritizing safety, social and emotional development, and rigorous instruction.

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

*\*This list includes donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2019-2020 school year. We apologize in advance if we failed to include donors on this list.*

The American Online Giving Foundation  
Scott Barash  
C. Evelyn Gaskill and Hugh Gaskill  
Monica Leibovitz  
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Alvina Yeh

## Data Report

### SY 2019-20 Annual Report Campus Data Report

Source	Data Point
<b>PCSB</b>	LEA Name: Inspired Teaching Demonstration PCS
<b>PCSB</b>	Campus Name: Inspired Teaching Demonstration PCS
<b>PCSB</b>	Grades served: PK3--8
<b>PCSB</b>	Overall Audited Enrollment: 492

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	43	44	50	50	49	50	50	50	44
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	38	24	0	0	0	0	0	0	0

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

### Student Data Points

<b>School</b>	Total number of instructional days: <b>176</b>
<b>PCSB</b>	<b>Suspension Rate: 2.8%</b>
<b>PCSB</b>	<b>Expulsion Rate: 0.00%</b>
<b>PCSB</b>	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.07%</b>
<b>PCSB</b>	<b>In-Seat Attendance: 95.3%*</b>
<b>PCSB</b>	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
<b>PCSB</b>	<b>Midyear Withdrawals: 2.6% (13 students)</b>
<b>PCSB</b>	<b>Midyear Entries: 0.0% (0 students)</b>
<b>PCSB</b>	<b>Promotion Rate (LEA): 100.0%</b>



## Appendices (A-D)

### Appendix A: Staff Roster, 2019-2020 and Resident Listing

<b><u>First Name</u></b>	<b><u>Last Name</u></b>	<b><u>Position</u></b>	<b><u>Education</u></b>
Nsilo	Abraham	Teacher	BA - Health Fitness Recreation Resources
Cindy	Amuzie	Teacher	BS - Childhood Education
Katherine	Arias Morales	Paraprofessional	AS - Social Sciences, Teaching specialization
Catherine	Armstrong	Teacher	BA - Criminal Justice/Sociology
Jodi	Ash	Teacher	BA - Political Communications
Jennifer	Auten	Teacher	MS - Biology
Erin	Bailey	Intervention Specialist	MA - Reading Instruction
Seth	Biderman	Principal, Middle School	MA - Creative Writing
Sybil	Bolden	Teacher	BA - Communications
Samia	Brown	Registrar & Special Programs	BA - Mass Communication
Connie	Brown	Teacher	MA - Child and Family Services
Kelly	Brown	Manager, Data & Assessment	MA - Elementary Education
Jenny	Campbell	Teacher	M.Ed. - Learning and Teaching
Page	Christensen	Teacher	MA - Early Childhood Education
Davon	Coachman	Teaching Assistant	High School
Ashley	Cruel	Teaching Resident	BFA - Acting
Amber	Dooley	Teacher	BA - Art Education
Leslie	Douglas	Receptionist	BA - Studio Art
Suriya	Douglas	Lower School Principal	MA - Educational Administration
Gail	Duell	Paraprofessional	AA - Psychology
Artelia	Dunbar	Paraprofessional	High School
Mara	Duquette	Program Administrator	BS - Political Communication
Michele	Eaton	Teacher	BA - Journalism

Amanda	Fasciano	Teacher	BA - Anthropology
Jimquana	Ferrell	Paraprofessional	BA
Ralph	Fertil	Teacher	BA - History
Benjamin	Frazell	Instructional Coach	MEd - Elementary Education
Quintin	Garrett	Paraprofessional	High School
Shakina	Gee	Paraprofessional	BA - Finance
Sandhya	Ghanta	Instructional Coach	MA - Elementary Education & Special Education
Adriana	Gonzalez	Teacher	High school
Pam	Greene	Operations Manager	High School
Daviryne	Hall	Teacher	BS- Criminal Justice
Lacey	Head	Teacher	MA - Early Childhood Education
Chrystena	Hill	Paraprofessional	High School
Jessica	Hiltabidel	Director, Strategic Initiatives	MA - Leadership in Teaching
Michelle	Hoffman-Wardlaw	Teacher	MS - Educational Psychology
Jaleesa	Honesty	Paraprofessional	BA - Psychology
Maureen	Ingram	Teacher	MA - International Studies
LeeAn	Jack	Paraprofessional	BS - Social Work
Simeon	Jackson	Teaching Assistant	BA - Sports Science
Jessica	Jones	Teacher	BA - Psychology
Shannon	Kane	Principal, Elementary	PhD - Education
Hi Uan	Kang	Teacher	MA - Visual Arts
Monisha	Karnani	Director, Demonstration & Outreach	MA - Administration and Leadership
Costia	Karolinski	Teacher	MAT - Elementary Education
Donna	Kearney	Teacher	High School
Sarah	Keller	Teaching Resident	JD
Jezel	Kelly	Teaching Assistant	AS - Liberal Arts - Social Science
Catherine	Keplinger	Chief Operating Officer	MA - Secondary Social Studies
Amina	Koroma	Teacher	BS - Health Studies
Suzanna	Lane	Paraprofessional	MA - Education
Samantha	Lincoln	Special Education & 504 Manager	JD
Amy	Lyon	Speech-Language	MA - Speech Language

		Pathologist	Pathology
Courtney	McIntosh-Peters	Teacher	BA - Chemistry
Michele	Miller	Teacher	BS - Biology
Mercedez	Mitchell	Teaching Assistant	High School
Ashley	Moser	Teacher	MA - Administration
Tamas	O'Doughda	Teacher	MA - Curriculum and Instruction
Cornelius	Paige	Paraprofessional	High School
Malcolm	Poole	Behavior Support Specialist	MA - Education Leadership
Yashoda	Premysler	Teaching Resident	BA - Sociology
Sandria	Proctor-Felder	Paraprofessional	High School
Kevin	Ralph	Teaching Assistant	MA - Philosophy
Timesha	Ray	Paraprofessional	BS - Textile and Apparel
Marie	Rayme	Teaching Assistant	AA - Early Childhood Education
Sergei	Riddell	Teacher	BA - Political Science
Marni	Riffkin	School Social Worker	MSW - Social Work
Hannah	Salisbury	ECE Curriculum Specialist	MA - Educational Psychology
Christina	Sampler	Teaching Assistant	High School
Kamille	Scarlett	Teacher	MA - Education
Neoka	Smith	Principal, Early Childhood	BA - English
Katie	Soffer	Teacher	M.Ed - Education
Melissa	Somerville	Teacher	BA - Early Childhood Education
Timothy	Street	Manager, Strategic Initiatives	MA - Early Childhood Education
Paul	Thomas	Building Maintenance	High School
Raquel	Thompson	Paraprofessional	BA
Michael	Thompson	Teaching Assistant	BA - Psychology
Ibrahim	Turay	Teaching Assistant	BA - Political Science
Andrew	Valent	Teacher	MA - International Education
Melissa	VandenBussche	Teacher	MA - Secondary Education
Juan	Vasquez	Teacher	BA - Communication Studies
Christopher	Washington	Teacher	BA - Music Education
Deborah	Williams	Head of School	MA - Urban and Regional Planning

			MA - Organization and Leadership
Christina	Wingate	Teaching Assistant	BA - Mass Communications
Matthew	Wong	Teacher	MA - Elementary Education

**Teacher Residents:**

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

Ashley Cruel  
 Sarah Keller  
 Yashoda Premysler

## **Appendix B: Board Roster, 2019-2020**

### ***Andrea Browning***

Member  
Nominating and Governance Committee  
Fundraising Committee  
DC Resident

### ***Morris Clarke***

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

### ***Geri Epstein***

Member  
Fundraising Committee  
DC Resident

### ***Joanne Irby***

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

### ***John Leibovitz***

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

### ***Aleta Margolis***

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

### ***Lucy Newton***

Member  
Chair, Fundraising Committee  
Parent Member  
DC Resident

***Pete Weber***

Member  
Fundraising Committee  
MD Resident

***Deborah Dantzer Williams***

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

***Rusty Wilson***

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

## Appendix C: Unaudited Year-end 2019-2020 Financial Statement

### Income Statement

#### Inspired Teaching Demonstration

July 2019 through June 2020

1 2 3

Statement	Actual
Revenue	
State and Local Revenue	
400 · Per-Pupil Operating Revenue	8,092,684
410 · Per-Pupil Facility Revenue	1,640,820
420 · Other Local Revenue	7,022
Total State and Local Revenue	9,740,526
Federal Revenue	
500 · Federal Grants	876,066
510 · Federal Programs	47,033
Total Federal Revenue	923,099
Private Grants and Donations	
600 · Private Grants	50,000
620 · Private Contributions	161,065
Total Private Grants and Donations	211,065
Earned Fees	
630 · Activity Fees	7,146
640 · School Sales	35,552
650 · Additional Revenue	163,323
Total Earned Fees	206,021
Donated Revenue	
670 · Donated Revenue	15,784
Total Donated Revenue	15,784
Total Revenue	11,096,495
Expenses	
Salaries	
700 · Curricular Salaries	4,104,562
710 · Supplemental Service Salaries	860,426
720 · Supplemental Program Salaries	139,583
730 · Management/Development Salaries	412,944
Total Salaries	5,517,515
Benefits and Taxes	
740 · Employee Benefits	497,905

750 · Payroll Taxes	452,360
760 · Professional Development	38,924
Total Benefits and Taxes	989,190
Staff-Related Costs	
780 · Other Staff Expense	28,250
Total Staff-Related Costs	28,250
Rent	
800 · Occupancy Rent Expense	1,640,820
Total Rent	1,640,820
Occupancy Service	
810 · Occupancy Service Expense	3,961
Total Occupancy Service	3,961
Direct Student Expense	
900 · Direct Student Expense	778,107
Total Direct Student Expense	778,107
Office & Business Expense	
910 · Office Expense	54,803
920 · Business Expense	339,495
930 · Dues, Fees, & Losses	17,392
Total Office & Business Expense	411,691
Donated Expense	
940 · Donated Expense	6,825
Total Donated Expense	6,825
Total Expenses	9,376,358
Operating Income	1,720,137
Extraordinary Expenses	
Interest	
120 · Interest	2,797
Total Interest	2,797
Depreciation and Amortization	
110 · Depreciation	63,548
Total Depreciation and Amortization	63,548
Total Extraordinary Expenses	66,346
Net Income	1,653,791
<b>Cash Flow Statement</b>	<b>Actual</b>
Net Income	1,653,791
Cash Flow Adjustments	
Add Depreciation	
Investing Activities	63,548
Total Add Depreciation	63,548
Operating Fixed Assets	
Investing Activities	(9,971)
Total Operating Fixed Assets	(9,971)

Buildings	
Investing Activities	28,574
Total Buildings	28,574
Other Operating Activities	
Operating Activities	762,645
Total Other Operating Activities	762,645
Per-Pupil Adjustments	
Operating Activities	14,430
Total Per-Pupil Adjustments	14,430
Facilities Project Adjustments	
Financing Activities	(54,074)
Investing Activities	(1,489,559)
Operating Activities	0
Total Facilities Project Adjustments	(1,543,633)
Total Cash Flow Adjustments	(684,406)
Change in Cash	969,385

## Appendix D: Approved 2020-2021 Budget

### Inspired Teaching Demonstration PCS

SY20-21

Revenue	
Per Pupil Charter Payments - General Education	6,340,780
Per Pupil Charter Payments - Categorical Enhancements	1,860,108
Per Pupil Facilities Allowance	1,758,719
Federal Funding	108,641
Other Government Funding/Grants	184,673
Private Grants and Donations	80,648
Activity Fees	9,340
Other Income	136,730
Revenue Total	10,479,640
Expenses	
Principal/Executive Salary	478,193
Teachers Salaries	2,832,090
Special Education Salaries	928,485
Other Education Professionals Salaries	552,594
Business/Operations Salaries	454,888
Administrative/Other Staff Salaries	422,228
Employee Benefits and Payroll Taxes	1,081,745
Educational Supplies and Textbooks	166,576
Student Assessment Materials/Program Evaluation	14,550
Contracted Student Services	685,323
Food Service	202,907
Other Direct Student Expense	178,412
Rent	1,758,719
Depreciation (facilities only)	87,668
Interest (facilities only)	51,831
Building Maintenance and Repairs	1,094
Contracted Building Services	10,000
Office Supplies and Materials	31,887
Office Equipment Rental and Maintenance	15,467
Telephone/Telecommunications	15,058
Legal, Accounting and Payroll Services	166,707
Insurance	34,158
Professional Development	33,582
PCSB Administrative Fee	93,591
Depreciation and Amortization (non-facility)	80,322
Other General Expense	185,432

Expenses Total	10,563,508
<b>NET ORDINARY INCOME</b>	<b>(83,868)</b>
<b>TOTAL EXPENSES</b>	<b>10,563,508</b>
<b>NET INCOME</b>	<b>(83,868)</b>
Cash Flow Adjustments	
Add Depreciation	167,990
Operating Fixed Assets	(82,623)
Other Operating Activities	21,583
Facilities Project Adjustments	(75,954)
Cash Flow Adjustments Total	30,996
<b>CHANGE IN CASH</b>	
Starting Cash Balance	5,349,098
Change In Cash	(52,872)
<b>ENDING CASH BALANCE</b>	<b>5,296,225</b>

