



**MONUMENT  
ACADEMY**



**MONUMENT ACADEMY  
PUBLIC CHARTER SCHOOL**

---

**ANNUAL REPORT 2020-2021  
BOARD CHAIR: TYCELY WILLIAMS**

**500 19TH STREET NE  
WASHINGTON, DC 20002  
(202) 545-3180  
[WWW.MONUMENTACADEMY.ORG](http://WWW.MONUMENTACADEMY.ORG)**

## **Table of Contents**

Annual Report Narrative.....	2
School Description.....	2
Mission Statement.....	2
School Program.....	2
School Performance.....	14
Performance and Progress.....	14
Lessons Learned and Actions Taken.....	17
Unique Accomplishments.....	17
List of Donors.....	21
Data Report.....	23

## **Appendices**

Staff Roster.....	25
Board Roster.....	29
Unaudited Year-End Financial Statement.....	30
Approved 2021-22 Budget.....	33

# Annual Report Narrative

## I. School Description

### A. Mission Statement

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.

### Vision

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

## B. School Program

### 1. Summary of Curriculum Design and Instructional Approach

#### Whom We Serve

Monument Academy is so much more than a school; it is an integrated approach to working with the whole child in an individualized way to support academic and social-emotional growth. This integrated approach requires consistent, cohesive collaboration amongst its major program areas:

- Academics
- Well-Being and Student Services
- Student Life (Residential Program)
- Behavior Management



Monument Academy employs a unique approach because the needs of its students are great. As of the 2020-21 Enrollment Audit,

- 73% of students were designated as At-Risk
- 24% were homeless
- 44% were Students with Disabilities, of which 80% were either Level 3 or Level 4

Additionally, according to the results of an internal survey conducted during the 2019-20 school year, for which the school had a 72% response rate, the school learned the following about its student population:

- 54% had attended 3 or more schools since first grade, not including Monument Academy
- 22% had been expelled or asked to voluntarily withdraw from a school because of behavior issues
- 17% were not technically homeless but were experiencing unstable housing
- 50% had a parent who was or had ever been incarcerated
- 38% had witnessed domestic violence

Monument Academy's instructional philosophy is grounded in the belief in the capacity of all students to grow and learn, and that all students can experience positive life outcomes with proper guidance and supports. A growth mindset for both students and adults is the starting point, where effort and not "talent" is the primary mechanism for achievement. The school utilizes a Thematic-based curriculum that incorporates small group instruction and experience-based learning as keys to engaging students and achieving academic growth and mastery of Common Core standards. Monument Academy also places significant emphasis on the well-being and life skills curriculum to ensure that students are not only prepared academically, but also to live independently and successfully when they graduate from high school and continue on to post-secondary and careers.

### **Five Central Pillars**

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

## **Excellent and Engaging Education**

### *Targeted Learning to Student Needs*

Each Monument Academy student engages in a targeted learning journey that is rooted in data-driven instruction as evidenced by triangulation of MAP data, standards-based formative assessments, PARCC data, and daily standards-based tracking on the MobyMax platform. We seek to develop self-directed learners by engaging students in academic goal setting during student-led conferences and structuring an environment that provides options for how students access content, practice new skills, and demonstrate mastery of the standards using technology and research.

### *Enhanced Academics*

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. Dr. Jeffrey Grant has built his career locally and nationally on a core commitment to strengthening and scaling academic school success. In addition to standard quantitative measurements of academic success, this includes:

- Differentiating instruction
- Scaffolding to ensure comprehension
- Higher-order questioning (question stems grounded in Bloom's Taxonomy)
- Complex text accessed in all content areas
- Effectively using fresh, relevant data for planning instruction and student grouping
- Project based learning
- Utilization of Tier 2 and Tier 3 vocabulary in all content areas

Monument Academy utilizes Thematic Planning in all classrooms to ensure its students and teachers engage in authentic experiences through in-depth analysis of the standards, objectives, and related texts across the curricula. According to [www.funderstanding.com](http://www.funderstanding.com), "Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on." Authentic Experiences include:

1. Project-based learning
  - a. Science investigations
  - b. Field trips
  - c. Performances
  - d. Theme celebrations (e.g. culture festivals)

- e. Literature studies
  - f. Non-traditional formative assessments
2. In-Depth Analysis
- a. Reteach plans
  - b. Collaborative Meetings (grade level, content)
  - c. Teacher Data Talks
  - d. Student Data Talks
  - e. Performance Tasks
  - f. Writing Across the Curriculum (Collins Writing Program)
  - g. Current Events

In addition to Thematic Planning, the Academics Team utilizes Common Core-aligned, standards-based curriculum resources to instruct scholars to become advanced problem-solvers. These resources include:

- Envision Mathematics
- iQWST Science
- TCI Social Studies
- Newsela
- MobyMax
- Flocabulary
- Discovery Education
- Nearpod
- Collins Writing Program
- Text Complexity and Higher-Order Questioning
- Utilization of Tier 2 and Tier 3 Vocabulary
- Junior Achievement Finance Park
- Junior Achievement BizTown

### Responding to COVID-19

The COVID-19 pandemic created unprecedented challenges, but also opened the door for innovations in delivering instruction. As part of the series of responses to the pandemic and its impact on the educational, social-emotional, and personal lives of the students, Monument implemented a “7 for 7 Student Return Plan”. This pilot program began in October and included a small portion (10%) of students moving onto campus to board 7 days a week for 7 weeks (as opposed to the prior 5 days a week) while attending their virtual classes.

Students were selected based on a needs-based rubric that included: shelter or group home status, homelessness status, risk factors, parental risk factors, unaccompanied youth, and more. Through this rubric, our Leadership team and Director of Family Engagement identified the students that would benefit the most from returning to campus. Safety remains a priority for Monument and being so, house-parents, safety and security, and behavioral staff are available to assist the students at all times. We also required biweekly COVID testing, conducted on-site through our partner, Elaine Ellis Health Center. This program allowed our scholars to continue receiving their education in a safe and healthy environment where they did not have to worry about housing, access to technology for their courses, or their meals.

We expanded this program in phases resulting in having over 30% of students living on campus and participating in our bubble by April 2021. On April 19th, we returned to our regular 5-days-per-week boarding program and opened up our doors to all students who wanted to return in person, which led to over 60% of our students returning to campus.

We also made some essential updates to our facilities over the past year- which allowed us to fully utilize our space and serve our students safely in person. We upgraded our courtyard to include outdoor exercise equipment including elliptical and cardio equipment, which is essential for the physical health as well as the social-emotional well-being of our students. Additionally, we added an outdoor deck that functions as an outdoor classroom and meeting space. This summer, we are building out a “ninja course” exercise/play course in our courtyard as well. These improvements to our facilities made it possible to utilize ALL of the space on our campus and safely serve students in person while social distancing.

### *Integrating Technology into Instruction*

Monument was able to adjust to the shifts between distance learning, in-person learning, and a hybridized combination of the two by building a technology infrastructure that gave students and teachers the flexibility they needed to succeed. All lesson agendas, materials, and assignments were posted on Google Classroom. Students utilized iPads while at home for distance learning and Chromebooks when at school and developed the skills to toggle between the two devices. Classes were delivered on Google Meet, and students could access all instructional platforms (like MobyMax and Newsela) via Clever’s Single-Sign-On platform.

Teachers also had the option to utilize SWIVL cameras to capture their instruction and share it with students during synchronous Google Meet sessions or as a recorded

resource in a flipped classroom model. Monument purchased Promethean Interactive Flat Panel Displays for each classroom as an additional tool for making instruction come alive in a way that could easily be shared with students who were accessing instruction from a distance.

### Extended Learning

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 experiences, service trips, and guest speakers, our students will connect their learning to their immediate community and the world.

Monument students also have the opportunity to take part in a bevy of Extended Day activities, including: Choir, Journalism Club, Science Club, Literacy Club, Mathletes Club, Music Production Club, Photography Club, Boys and Girls Basketball, BOKS Health, Cheerleading, Chess, Chef Team, Dance Team, Track, and Flag Football.

### Flexible Schedule and Interventions

In response to the pandemic, Monument adjusted its course schedule from all core content classes (Reading, Math, Social Studies, and Science) meeting each day for 75 minutes to a block schedule in which the core classes met every other day for 2+ hour blocks. Here are some features of the Monument schedule:

- Students have primary blocks of instructional time with a maximum of a 1:8 adult to student ratio.
- Core content classes include Reading, Math, Social Studies, and Science.
- Daily 45 minute sessions focused on either preparing for Student Led Conferences (SLCs)--which serve as an advisory period to reflect on data and plan ahead--or learning and practicing Dialectical Behavior Therapy (DBT).

Monument's goal is to create an environment where each student can work at his/her individual pace and with the appropriate materials and necessary accommodations. Students have a social lunch, recess, and opportunities for arts and other creative activities including Performing Arts, Music, Spanish, and Health/PE. The team recognizes that many student behavioral challenges and poor outcomes for students with disabilities often result from deficits in implementation of effective, engaging Tier 1 instruction. Therefore, the school focuses on academic improvements to increase student engagement and academic growth, strengthening school culture, and decreasing behaviors that interrupt academic and life success.



The selected interventions and instructional tools utilized by the school are research-based and span all levels of intervention, from Tier 1 core instructional approaches to Tier 3 interventions for students with the most significant skill gaps. The Director of Academics and Director of Well-Being & Student Services work with the intervention specialists to identify the appropriate intervention approach for each student and to monitor and evaluate students' progress.

The school's first set of instructional tools and interventions address reading proficiency. The interventions are assigned to students based upon the Fountas and Pinnell Benchmark Assessment System, which is a 1:1 assessment that includes a running record to identify students' independent reading level and expose skill deficits.

Guided Reading is a universal (Tier 1) instructional approach that guides students while they read aloud at their instructional level, which is just beyond their independent level. Guided Reading introduces comprehension-based mini-lessons in order to ensure continual growth.

It produces individual student learning goals, promotes self-directed learning, and engages multiple senses based on student levels and areas of focus.

Wilson (Wilson Language Training) Reading is a Tier 3 intervention for readers who have word-level deficits and require multisensory language instruction. It focuses on phonemic awareness, sight words, decoding, and encoding.

The second set of instructional tools and interventions address writing proficiency. The Collins Writing Program is our universal, research-based writing curriculum. The program is designed to allow the scholars to brainstorm, receive feedback and utilize relevant rubrics to improve their writing across all subject areas.

Scholastic Guided Reading includes small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The instructor uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the Guided Reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and non-fiction texts.

Reading A-Z is a Tier 2 Intervention that works to maximize efficiency of instructional time, regularly monitor student progress, provide ongoing and repeated practice, build specific reading skills and improve reading scores across the board.

Ready Reading Instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

Multisensory Mathematics (ASDEC) is a Tier 2 or 3 intervention that utilizes a multisensory approach and relies heavily on instruction around the concrete models of mathematics. Manipulatives are used to teach all concepts prior to moving into visual and abstract model

TouchMath follows research-based best practices by carefully including engagement, feedback and multisensory methods. It provides both a support and multi-level intervention system to assist students who fall within the Tier 1, 2 and 3 levels of the IDEA Response-to-Intervention framework

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

Knowing from the data that many students arrive at Monument at least 2 years behind grade level, the school has constructed middle school grades as the years for remediation and mastery of grade level content, although the personalized approach to instruction allows those on or above grade level to continue to progress. Our goal is to use the middle school years to narrow the gap and get students on a path academically so that they can be well prepared for high school. This is one step towards the ultimate goal of preparing all students to be college-ready, embark on a meaningful career, and positively contribute to their community.

### **Social Emotional Well-Being**

The social emotional well-being of students plays a material role in student achievement and long-term success. Monument has a Director of Well-Being & Student Services, a Special Education Coordinator, and a Clinical Manager who oversee Special Education services, coordinate the Dialectical Behavioral Therapy (DBT) in Schools program, and lead the implementation of mental health and behavioral supports across the academic and residential settings. Most staff are trained in Therapeutic Crisis Intervention (TCI), which is a framework for working with students who have experienced trauma, and all are trained on DBT Skills in Schools, an evidence-based social emotional curriculum and tool kit that is particularly effective with students who have experienced trauma. These two

complementary evidence-based practices help support children improve their social functioning and reduce violent or self-harming behaviors, all of which is critical to achieving the longer-term educational, career and independent living outcomes sought for Monument scholars.

To set a positive, predictable, and community-based climate, Monument's Behavior Management team has implemented a Positive Behavioral Interventions and Supports (PBIS) framework that provides consistent positive feedback to students for making healthy choices throughout their day. The Behavior and Student Services teams work together to create Behavior Intervention Plans (BIPs) and Functional Behavior Assessments (FBAs) to help students and staff identify and track progress towards specific behavioral goals.

The Student Services team, led by the interventionists in math and ELA, uses the Response to Intervention (RTI) approach and process for early identification of student needs and to ensure students receive the research-based intervention they require to succeed. Student progress is evaluated during weekly RTI meetings.

Monument's primary method of helping students build social-emotional skills is through the DBT Skills in Schools program. The Monument staff receives training directly from Elizabeth Dexter-Mazza and James Mazza, academic researchers who literally wrote the book on DBT in Schools. According to their publication, "dialectical behavior therapy (DBT) skills have been demonstrated to be effective in helping adolescents manage difficult emotional situations, cope with stress, and make better decisions...[It is] an innovative social-emotional learning curriculum designed to be taught at the universal level in grades 6-12. Explicit instructions for teaching the skills--mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness--are provided in the lesson plans." Monument staff are trained in the DBT in Schools Curriculum, and they lead twice-weekly instructional and reflection sessions for students on utilizing those skills. Monument Academy diverges from "no excuses" charter school models, understanding that an inflexible discipline system may not work for every child, especially those who have experienced trauma.

Students must be emotionally regulated and in a stable environment in order to be ready to learn. Monument's schedule reflects a commitment to social emotional well-being and goal setting. Each day, students meet in advisory (and Student-Led Conference planning), and two days a week they engage in the DBT Skills curriculum. This includes goal setting and reviewing their tracker to monitor their progress. Staff from each department (academics, student life, student support, etc.) participate in the advisory program, reviewing student

goals together. Monument's culture is designed to have all staff and students reflect on how their emotional state impacts their responses.

### **Life Skills**

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



### **Adult Connections**

At-risk youth, particularly those in foster care, must form positive relationships with adults to be successful. According to research from Turnaround for Children, an organization dedicated to working with students who have experienced traumatic stress, students “can moderate and adapt their stress reactions with the consistent support of a caring, responsive adult who fosters a sense of protection, coping, and control enabling the child to return to a state of calm.” Monument students have multiple opportunities to forge deep connections with adults--through the academic program, their house parents, their well-being counselors, the Behavior Management team, their DBT facilitators, and their Extended Day facilitators.

### **Permanency and Stability**

According to the findings of the Northwest Alumni Study, maintaining placement stability “appears to have a large positive effect on adult mental health.” This contributes to a goal of permanency and preventing students from placement in protective services, and ensures that students who are in care do not need to change schools when placement changes. In addition to ensuring fewer interruptions to school routines, residential stability also provides respite for caretakers, many of whom are extended family members or biological parents who may be struggling for a variety of reasons. The school works with families/guardians to support them in maintaining a stable home environment. For the roughly 25% of Monument students who are homeless, as well as those who have housing instability or parents who work in the evenings, boarding provides greater consistency with attendance and time/space for evening activities and sleep. Monument's

Family Engagement and Community Outreach team focuses on family involvement and connecting outside community-based providers with families in need.

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

## **2. Summary of Parent Involvement Efforts**

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.

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**

Monument Academy partners with The Flamboyant Foundation, "an organization dedicated to increasing and improving effective 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 the 2017-18 school year 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. Monument Academy and Flamboyant Foundation will continue to



work together to adjust strategies during distance learning and facilitate introductions between teachers and students.

### **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. The PAC collaborates with the Head of School and the Department of Family Engagement to effectively plan for the scholars and their families. Once a month planning breakfast meetings are held to ensure there is consistency in their efforts.

### **About the Family School Alliance (FSA)**

Monument Academy's Family School Alliance (MA FSA) is a parent group working to 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, parents/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.

## II. School Performance

### A. Performance and Progress

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

Monument Academy is serving the student population outlined in its mission statement. As stated earlier, amongst students in the 20-21 Enrollment Audit,

- 73% of students were designated as At-Risk
- 24% were homeless
- 44% were Students with Disabilities, of which 80% were either Level 3 or Level 4

The second piece of the school's mission is to attract, support, and retain exceptional and caring people. The school showed substantial improvement in this area as well. The school's teacher attrition rate from the 20-21 to 21-22 school year was 0%, compared to a 57.5% attrition rate from the 18-19 to 19-20 school year and 22.7% from the 19-20 to 20-21 school year. Moreover, the school's Teacher Insight Fall Survey results placed Monument in the top 5% of all DC Charter schools in terms of Instructional Culture Index, which demonstrates a high degree of teacher satisfaction.

Under the leadership of Dr. Jeffrey Grant, Monument Academy was able to foster a school culture that allowed students and staff to thrive and grow.

The table on the following page captures the progress made in the 2020-2021 school year in a few key performance areas:

Metric	SY18-19	SY19-20	SY20-21
Percent of students who met NWEA MAP target growth in Reading (note: for SY 18-19 this is Fall-Spring; for SY 19-20 this is Fall-Winter due to COVID 19)	47.7%	57.1%	61.8%
Percent of students who met NWEA MAP target growth in Math (note: for SY 18-19 this is Fall-Spring; for SY 19-20 this is Fall-Winter due to COVID 19)	45.1%	55.1%	58.1%
Number of Suspensions	238	54	0
Number of Behavior Incidents	7804	706	N/A
Suspension Rate (Percent of audited students who received a suspension)	52.1%	27.5%	0%
Lost Instructional Time due to Suspension Rate	2.6%	1.4%	0%
In-Seat Attendance Rate	85.1%	91.2%	82.3%

School year 2020-21 was an outlier year in many ways; the low suspension and lost instructional time rates correlate to the fact that school was primarily conducted virtually. The lower in-seat attendance rate also corresponds to the challenges of keeping students connected virtually, as well as to Monument’s high standard for determining what counts as “present” during distance learning.

The relatively high percentage of students meeting their Fall-to-Spring growth targets on the NWEA MAP assessments in reading and math speaks to Monument’s success in keeping students engaged, particularly those who returned for in-person instruction by mid-April.



**Below is a summary of Monument’s progress towards meeting its Alternative Accountability Framework Goals.**

Goal	Status	Progress
At least 50% of all full-academic-year students will meet or exceed their fall-to-spring growth targets in Math on the NWEA MAP assessment.	On track	58.1% met their fall-to-spring growth target in Math, though only 73.8% of FAY students completed both rounds of assessment
At least 50% of all full-academic-year students will meet or exceed their fall-to-spring growth targets in ELA on the NWEA MAP assessment.	On track	61.8% met their fall-to-spring growth target in ELA, though only 65.5% of FAY students completed both rounds of assessment
By the end of 8th grade, 90% of all full-academic-year 8th grade students will have completed 3 university visits.	Met	100% of FAY 8th Grade students completed 3 or more university visits.
95% of all full-academic-year 8th grade students will have outlined a course path and extracurricular activity plan to achieve High School Graduation and prepare themselves for college and a career.	On Track	93.4% of our FAY 8th graders completed a High School Transition Plan
Monument Academy’s yearly in-seat attendance rate will meet or exceed 88%	Not Met	Monument had an in-seat attendance rate of 82.3%, largely due to strict expectations for what counted as attendance and challenges with distance learning for an at-risk student population in the pandemic
Annually, the school’s rate for out-of-school suspensions will be lower than the rate for at-risk middle school students in the charter sector.	Met	Monument Academy did not suspend any students during the 20-21 school year.

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

Through this past year, we learned valuable lessons on how to best serve our students and families. In the midst of the pandemic, it became more apparent than ever that our students and families truly depend on the wraparound services we provide. In addition to our academic programming, our students depend on Monument Academy for a safe place to sleep and learn, three meals and snacks each day, social-emotional support, fun and productive enrichment programming, and life skills. Our families rely on the support of our Family Engagement Team, which works to connect our families to resources including housing, career support, mental health services for parents and families, and more.

While we continued to provide services to our students and families even when school buildings were closed, we realized the importance of having our students on campus, participating in our boarding program, and accessing all of the resources that we offer.

In response to these valuable learnings, Dr. Grant and our leadership team created our new year-round, trimester calendar. Through this calendar, if students participate in our optional engagement weeks and summer programming, they will not be away from school for more than two weeks at a time. We know that keeping students engaged year-round is essential not only to their academic success but to their social-emotional growth as well.

By rethinking the “school year” calendar and adding Expanded Learning Time, we will increase time on task for students and address learning loss through remediation and enrichment weeks after each trimester (in comparison to a traditional “summer school” model where deficits are not fully addressed until the completion of the school year). We also will provide optional engagement weeks for students to participate in day camps that range from solar car and coding to golf and swimming.

## **C. Unique Accomplishments**

In the face of the pandemic, Monument Academy has led the way amongst DC charter schools in terms of adapting its practices to bring students back into the building in a way that was safe for the students and staff.



Monument was one of the first charters to bring students back into the building, beginning with the “bubbles” in which students lived at the school for 7 days a week for multiple weeks at a time and culminating in 60% of students returning to in-person instruction by mid-April.

Monument’s partnership with Elaine Ellis in creating a mass testing program was also an innovation that other schools around the city began to adopt.

The school’s efforts helped to create a safe environment where students and families wanted to remain, as evidenced by the school’s 84% re-enrollment rate into the 2021-22 school year.

Monument Academy has distinguished itself as both a Community School as well as an exemplar for Family Engagement. Our Chief of Student and Family Engagement was selected to be on a panel with the DC Policy Center for the State of DC Schools Report in which she shared the school’s practices with Family Engagement. The panel was led by DC Council Chairman Phil Mendelson and Jessica Sutter of the State Board of Education. She was also selected as a PAVE Parent PowerED Advocate Award Finalist.

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

#### Current Partnerships:

- Child and Family Services Agency (CFSA) - Since our planning years, CSFA has been an important supporter of our work. They provide referrals and direct connection to key administrators within the agency who can help problem-solve situations as they arise.
- The Flamboyant Family Foundation - The Flamboyant Foundation provides training to our staff in family engagement, including culturally appropriate best practices for family visits and family conferences.
- Jim and Lizz Mazza, University of Washington are the co-authors of DBT Skills in Schools and are providing ongoing professional development and working collaboratively with Monument staff to adapt the curriculum to be culturally relevant and responsive to our community of students.
- DC.127 - This faith-based organization works to both recruit and support foster and adoptive homes, and to prevent children from entering the child welfare system by

supporting families in crisis through their participation with the Safe Families Movement. Safe Families recruits host and mentor families to those in crisis to assist with basic needs and respite care.

- SMILE Therapy - provides individual and group therapy, with a primary focus on grief counseling, art and movement therapy. In addition, individual students who do not have IEPs but would benefit from therapy are identified to work one on one with counselors. We currently have a therapist from Smile on site every day from 10am-6pm.
- Family Solutions - is a private, non-profit organization providing mental health services in the District of Columbia. FSOH is nationally accredited by CARF and is certified to provide services in the District by the DC Department of Behavioral Health. The FSOH DC Service Site currently provides medication management, diagnostic assessment, home-based counseling and community support services. FSOH works with family members for the direct benefit of the persons we serve. FSOH provides appropriate linkages to community resources and services to remove barriers to successful, healthy living in the natural environment. FSOH promotes positive community integration of the clients we serve
- Junior Achievement - Junior Achievement is an organization dedicated to giving young people the knowledge and skills they need to own their economic success, plan for their futures, and make smart academic and economic choices. Through our partnership, they provide financial literacy and math enrichment life skills to our students through their Biztown program. BizTown combines in-class learning with a day-long visit to a simulated town. This popular program allows elementary school students to operate banks, manage restaurants, write checks, and vote for mayor. The program helps students connect the dots between what they learn in school and the real world.
- Friendship Education Foundation (FEF) - The mission of Friendship Education Foundation (“FEF” or “the Foundation”) is to create in underserved communities throughout the nation a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. FEF under the leadership of founder Donald Hense has committed to a partnership with Monument to ensure Monument’s processes and protocols are grounded in the same or similar best practices that have elevated Friendship schools to Tier 1 status.
- BOKS- BOKS mission is to empower school communities to improve our children mentally, physically, and socially by strengthening their minds and bodies through movement. We worked with them last year and continue to work with them to provide physical education opportunities for our students in the evening. BOKS

includes a 12-week curriculum that encourages students to get moving before or after school. All BOKS classes focus on a functional fitness skill of the week and follow the same format including team-oriented games. The lessons also include nutritional information and optional yoga and mindfulness sessions.

- 

#### Prior Partnerships:

- The Bainum Family Foundation - We have received a grant from the Bainum Family Foundation to support training and share knowledge and practices with respect to trauma and mental health with other schools and organizations in the DC area.
- Cornell University Department of Human Ecology - This is a four-year contract to implement Therapeutic Crisis Intervention (TCI) and Children and Residential Experiences - Creating Conditions for Change (CARE.) The TCI training program for staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. CARE is a framework for practice, based on a valid theory of how children change and develop, and motivates both children and staff to adhere to routines, structures, and processes minimizing the potential for interpersonal conflict. The objective of this work is to provide staff with best practices for behavior management, and for establishing a framework for working with traumatized children and their families, including houseparents and caretakers.
- NYU Child Study Center, Department of Child and Adolescent Psychiatry - They provided professional development and support services for the implementation of Trauma Systems Therapy (TST) in our first two years. This is a framework used and recommended by DC Child and Family Services for providing mental health supports to students who have been exposed to trauma.
- The Milton Hershey School - This school has provided multiple opportunities to visit and interview MHS leadership staff, advised on recruiting and interviewing house parents, included Monument Academy staff in their house parent training, and provided, pro-bono, an experienced house parent training couple to work with the school in its inaugural school year in 2015/16.
- The Wendt Center for Loss and Healing - The Wendt Center provides group counseling for students exposed to trauma. They offer training and/or clinical consultation to Monument Academy staff on referred youth and their parents/caregivers as well as referrals to additional community services for youth and/or their parents/caregivers, as appropriate, to include their Outpatient Counseling Programs.

- Hillcrest Children and Family Center is a behavioral health care and social services agency that provides behavioral health treatment and prevention as well as community and family support services. Our Well-Being and Family Engagement teams are partnering with Hillcrest to provide support to our parents and families.
- Georgetown Medical Center, Department of Child and Adolescent Psychiatry. From our earliest planning years, Dr. Matthew Biel, Chief of the Division of Child and Adolescent Psychiatry at Georgetown, has been an advisor to our Well-being program. When we launched, he and a colleague provided 5 hours a week of psychiatric services for our students, expert consultation to our Well-being team, and professional development for our staff. As we've moved forward, and the size and complexity of our students' mental and physical health needs have grown, we've added their mobile clinic to the offering. It is a super-fitted RV that travels to schools and other community locations. The comprehensive centers are staffed with a clerk, administrator (daily), pediatrician (typically one day/week), as well as a nurse practitioner (daily), nurse (daily), and psychologist and psychiatrist from the Georgetown team. We also want to add a staff well-being offering.
- Elaine Ellis Health Services - This community-based program has provided health screenings to our scholars to ensure their fitness for participation in our athletic programs. In addition, Elaine Ellis has extended the partnership with Monument as the school's provider of on-site COVID testing on an ongoing bi-weekly basis. This program enables the school to serve as a safe haven for our most vulnerable scholars in a 24 hour, 7 days a week capacity.

## **D. List of Donors**

The following is a list of donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 in the 2020-2021 school year:

Adam Levin  
 Anonymous Foundation  
 Bloomfield-Auguste Family Charitable Fund  
 Building Hope  
 Capitol Petroleum Group  
 Caroline Decker  
 Center for Living Peace Foundation  
 CERES Foundation  
 Citybridge Foundation  
 Crescent Cities Charities  
 Donna Anthony  
 Dontai A. Smalls  
 Elleda J Simmons  
 George Frederick Jewett Foundation East  
 Girl Reporter Fund

Girl Reporter Fund  
Greater Washington Community Foundation  
Harman Family Foundation  
HUAWEI  
Jeff Weiss  
Kelli P. Washington  
Lauri Crane  
Laurie A. Lipper  
Leonard Mendonca  
Lumina Foundation  
Matthew Rose  
Monte T. Hill  
Morris and Gwendolyn Cafritz Foundation  
National Christian Foundation  
Nora Abramson  
Reebok Foundation  
Reid Hoffman Foundation  
Sheila Reynolds  
Shellye Archambeau  
Terrence M. Kane  
Tides Foundation

# Data Report

<u>General Information</u>	
<b>LEA Name</b>	Monument Academy PCS
<b>Campus Name</b>	Monument Academy PCS
<b>Grades Served</b>	5-8
<b>Overall Audited Enrollment</b>	88
<b>Audited Enrollment by Grade Level</b>	5th: 5 6th: 16 7th: 33 8th: 34
<u>Student Data Points</u>	
<b>Data Point</b>	<b>Value</b>
<b>Total Number of Instructional Days</b>	182
<b>Suspension Rate</b>	0.0%
<b>Expulsion Rate</b>	0.0%
<b>Instructional Time Lost to Out-of-School Suspension Rate</b>	0.00%
<b>In-seat Attendance</b>	82.3%
<b>Average Daily Attendance</b>	Data Not Available
<b>Midyear Withdrawals</b>	6.8%
<b>Midyear Entries</b>	14.8%
<b>Promotion Rate</b>	91.2%
<b>College Acceptance Rates</b>	NA



<b>College Admission Test Scores</b>	NA
<b>Graduation Rates</b>	NA
<b>Faculty and Staff Data Points</b>	
<b>Data Point</b>	<b>Value</b>
<b>Teacher Attrition Rate</b>	0%
<b>Number of Teachers</b>	22
<b>Teacher Salary</b>	Average: \$59,178.57 Minimum: \$39,000 Maximum: \$80,000
<b>Executive Salaries</b>	<ol style="list-style-type: none"> <li>1. \$208,000</li> <li>2. \$130,000</li> <li>3. \$125,000</li> <li>4. \$115,000</li> <li>5. \$101,000</li> </ol>

# Appendices

## Appendix A: Staff Roster

28% of staff have a Master's Degree for highest degree attained. 26% of staff have a Bachelor's Degree for highest degree attained. 5% of staff have a Doctorate for highest degree attained.

<b>Last</b>	<b>First</b>	<b>Position</b>
Barrett	Keionna	Teacher_5th/6th Science
Bell	Victor	ALC Coordinator
Blake	Amonti	School Safety Specialist
Blake	Sharaud	School Safety Specialist
Bolden	Travis	Teacher_7th/8th Math and Coach
Booker	Jasmine	Teacher_5th/6th ELA
Brown	Marcus	Houseparent_Stepping Stone
Bryant	Kiasha	HR Specialist
Bryant	Kyle	School Safety Specialist
Carey	Raquilla	Houseparent
Cooper	Gerron	Director of Behavior Management
Covington	Mariah	DBT Manager
David	Brittany	Manager of Student Services
DeCruise	Ashley	Principal
Delaney	Jay	Dedicated Aide
DeVille	Mikera'	Houseparent

Durant	Gary	Student Life Coordinator
Durham	Alona	Houseparent
Durham	Damien	Houseparent
Ferguson	Taylor	Teacher Assistant
Freeman	Jami	Houseparent Floater_Overnight
Garmon	Karissa	Teacher_Special Education_ELA/SS
Gaskins	Greg	Chief of Staff
Gasque	Paris	Chief of Well-Being & Student Services
Gleaton	Shoshanna	Dedicated Aide
Grant	Jeffrey	Head of School
Graves	Ahmani	Dedicated Aide
Gregg	Niya	Houseparent
Green	Andre	Dedicated Aide
Gunasinghe	Pushaen	Teacher_Inclusion Science
Hadley	Dee	Teacher_Special Education_Math/Science
Hall	Kwanza	School Safety Specialist
Harper	Niquay	Houseparent
Haughton	Michelle	Houseparent
Hector	Diancy	Teacher_Spanish
Hopkins	Alexus	Dedicated Aide
Hopkins	Chandra	School Nurse
Jackson	Kimberly	Teacher_7th/8th Social Studies
Johnson	Daevon	Teacher Assistant

Law	Jamaur	Teacher_Physical Education and Health
Lewis	Shanice	Teacher Assistant
Long	James	Director of Safety
Lyles	Lakisha	Registrar and Engagement Coordinator
Marshall	Leroy	Interventionist_Math
Maurice	Max	School Counselor
McCarthy-Scott	Latoya	Dedicated Aide
McHugh	Jeff	Director of Systems, Data, & IT
McLaurin	Stacie	Teacher_7th/8th Science
McLean-Hardy	Tyrianna	Dedicated Aide
McNeil	Requita	School Safety Specialist
Moore	Brian	Teacher_Inclusion Social Studies
Moore	Sirlena	Houseparent
Morris	Karam	Teacher_7th/8th ELA
Morrow	Quentin	Behavior Specialist
Murray	Alexis	Teacher_5th/6th Social Studies
Nash	Jovan	Academic Technology Specialist
Nelson	Danielle	Director of Well-Being
Newbon	Blake	Houseparent
Newbon	Brianna	Houseparent
Newbon	Ed	Houseparent
Newbon	Lisa	Houseparent
Pearsall	Tyrone	Teacher_Music

Poe	Erica	Social Worker
Pope	Andre	Teacher Assistant
Queen	Jada	Behavior Specialist
Reynolds	Briana	Teacher_Performing Arts
Rucker	Rakeim	Teacher_5th/6th Math
Scruggs-Hadley	Janet	School Counselor
Scudiero	Anna	Advancement Specialist
Staves	Kimani	Teacher_Inclusion ELA
Tarrance	Paul	Teacher_Inclusion Math
Tate	Downetta	Houseparent
Tate	Jeremiah	Houseparent
Taylor	Keyana	Houseparent Floater
Thompson	Jalen	Dedicated Aide
Turner	Dennis	Houseparent_Stepping Stone (Overnight)
Watkins	Steven	School Safety Specialist
Wells	Alfred	Houseparent
Wells	Karlean	Houseparent
Whitaker	Katrice	Chief of Student and Family Engagement
Williams	Nia	Behavior Specialist
Yellock	Trineca	Houseparent

## Appendix B: Board Roster

<b>Name</b>	<b>Role</b>	<b>Residency</b>	<b>Term Start and End Dates</b>
Emily Bloomfield	Member	DC	July 1, 2019 - June 30, 2022
Tycely Williams	Chair	OOS	July 1, 2014 - June 30, 2023
Matthew Biel	Member	OOS	July 1, 2019 - June 30, 2021
Dale Jones	Member	DC	July 1, 2019 - June 30, 2022
Tameria Lewis	Vice Chair	DC	July 1, 2019 - June 30, 2022
Donna Anthony	Finance Chair	OOS	July 1, 2019 - June 30, 2022
Neela Rathinasamy	Member	DC	July 1, 2019 - June 30, 2022
Carla Watson	Member	OOS	July 1, 2020 - June 30, 2023
James Waller	Member	DC	July 1, 2020 - June 30, 2023
Sharisse Baltimore	Member	DC	July 1, 2020 - June 30, 2021
Maurice Douglas	Member	DC	July 1, 2020 - June 30, 2021
Denisha Carter	Member	DC	July 1 2020 - June 30, 2023

## Appendix C: Monument Academy Public Charter School

### Unaudited Year-End 2020-21 Financial Statement

#### Statement of Financial Position

<b><u>Assets</u></b>		
Current Assets		
	Cash	3,384,629
	Accounts Receivable	371,547
	Other Current Assets	45,237
	Intercompany Transfers	0
	Total Current Assets	3,801,414
Noncurrent Assets		
	Facilities, Net	1,716,392
	Operating Fixed Assets, Net	369,624
	Total Noncurrent Assets	2,086,016
<b>Total Assets</b>		<b>5,887,430</b>
<b><u>Liabilities and Equity</u></b>		
Current Liabilities		
	Accounts Payable	89,275
	Other Current Liabilities	58,846
	Total Current Liabilities	148,121
Equity		
	Unrestricted Net Assets	3,237,302
	Net Income	1,743,692

	Temporarily Restricted Net Assets	741,842
	Total Equity	5,722,837
Long-Term Liabilities		
	Other Long-Term Liabilities	16,472
	Total Long-Term Liabilities	16,472
<b>Total Liabilities and Equity</b>		<b>5,887,430</b>

### Statement of Activities

<b>Revenue</b>		
	State and Local Revenue	8,457,856
	Federal Revenue	1,580,062
	Private Grants and Donations	1,034,528
	Earned Fees	(1,096)
	Donated Revenue	465,398
	<b>Total Revenue</b>	<b><u>11,536,747</u></b>
<b>Expenses</b>		
	Salaries	4,919,149
	Benefits and Taxes	1,061,370
	Contracted Staff	6,163
	Staff-Related Costs	20,380
	Rent	2,024,516
	Occupancy Service	142,207
	Direct Student Expense	309,499
	Office & Business Expense	631,901



	Donated Expense	465,398
	<b><u>Total Expenses</u></b>	<b><u>9,580,580</u></b>
<b>Operating Income</b>		<b><u>1,956,167</u></b>
<b>Extraordinary Expenses</b>		
	Interest	1,675
	Depreciation and Amortization	210,800
	<b><u>Total Extraordinary Expenses</u></b>	<b><u>212,475</u></b>
<b>Net Income</b>		<b><u>1,743,692</u></b>

## Appendix D: Approved 2021-22 Budget

<b><u>Revenue</u></b>		
	State and Local Revenue	8,601,286
	Federal Revenue	945,614
	Private Grants and Donations	750,000
	<b>Revenue Total</b>	<b>10,296,900</b>
<b><u>Expenses</u></b>		
	Salaries	5,375,362
	Benefits and Taxes	1,183,672
	Contracted Staff	15,000
	Staff-Related Costs	40,885
	Rent	2,000,000
	Occupancy Service	75,000
	Direct Student Expense	432,938
	Office & Business Expense	622,766
	Contingency	250,000
	<b>Expenses Total</b>	<b>9,955,623</b>
<b><u>NET ORDINARY INCOME</u></b>		<b>301,278</b>
<b><u>Extraordinary Expenses</u></b>		
	Depreciation and Amortization	232,800
	Interest	1,130
	<b>Extraordinary Expenses Total</b>	<b>233,929</b>
<b><u>TOTAL EXPENSES</u></b>		<b>10,229,552</b>

<b>NET INCOME</b>		<b>67,348</b>
-------------------	--	---------------

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