



**MONUMENT
ACADEMY**



**MONUMENT ACADEMY
PUBLIC CHARTER SCHOOL**

**ANNUAL REPORT 2021-2022
BOARD CHAIR: TYCELY WILLIAMS**

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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 manner 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 2021-22 Enrollment Audit,

- 68.5% of students were designated as At-Risk
- 12.6% were homeless
- 49.5% were Students with Disabilities, of which 89% were either Level 3 or Level 4

The needs of Monument Academy students go even deeper than these data points can capture. During the 2019-20 school year Monument conducted an internal survey that had a 72% response rate amongst families. 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

The pandemic only added to the traumas and hardships Monument students and families have endured. The school was prepared to meet stakeholders where they were, and to help them grapple with their challenges and find their path to realizing their potential.

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 support. 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 well-being and life skills curricula to ensure that students are prepared to live independently and successfully when they graduate from high school and continue to post-secondary education 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, "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
- 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

During the 2020-21 school year, Monument Academy led the way in determining sustainable practices that allowed students to safely return to in-person instruction. Monument leaned on these practices to have all students return for in-person instruction and boarding during the 2021-22 school year. Students engaged in rapid testing upon their return to campus on Sunday evenings. All staff and students took a rapid and PCR test each Thursday in an effort to catch any cases of COVID-19 before they could spread to other stakeholders within the school.

In the event of a positive case, students and staff had the opportunity and the technology necessary to participate virtually with their in-person peers.

Integrating Technology into Instruction

Monument developed the resources and practices to make technology a valuable tool for maneuvering through the challenges brought about by COVID and for engaging students in their in-person instruction. Every classroom has a Promethean Interactive Flat Panel Display and a class set of Chromebooks. Students utilize iPads to complete homework and engagement activities in their Student Life Homes in the evenings, or to complete virtual learning from home as necessary. All lesson agendas, materials, and assignments are posted on Google Classroom. Virtual students can access live instruction via Google Meet, and students can access all instructional platforms (like MobyMax, Flocabulary, and Newsela) via Clever's Single-Sign-On platform.

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, Football, BOKS Health, Cheerleading, Chess, Chef Team, Dance Team, Track, and Flag Football.

Flexible Schedule and Interventions

During the 2021-22 school year, Monument utilized an A/B 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 30-minute Advisory sessions focused on:
 - Reviewing student data and preparing for Student Led Conferences (SLCs)
 - Discussing current events
 - Developing well-being skills

- Developing conflict resolution skills

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 Principal, Chief of Well-Being, and Director of 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 Fall NWEA MAP Growth assessment for Reading.

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 Chief of Well-Being and a Director of Student Services 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 received training directly from Elizabeth Dexter-Mazza and James Mazza, academic researchers who literally wrote the book on DBT in Schools. Monument leadership now provides this training in-house. According to the Mazza's 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. Students reflect on their up-to-date data and progress once per week during their Student-Led Conference Planning advisory session, and they engage in the DBT Skills curriculum twice per week in their Student Life Homes. 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 student life advisors, their well-being counselors, the Behavior Management team, 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 population 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 Student and Family Engagement 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 Student and 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 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.

Building Parent Capacity

Monument conducts weekly and monthly workshops with parents/guardians to develop their skills and to reinforce the skills their students are practicing within school. Monument has a weekly "Parent Skills DBT Wednesday" series in which a DBT skill is presented to parents, often the same skill that their scholar has recently learned at school. The Student and Family Engagement Team also conducts monthly sessions around a well-being topic, typically based upon a suggestion from the parent community. These are great opportunities to build community, find a sense of common purpose, and to build the capacity of the parents and guardians within the Monument community.

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 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. 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 21-22 Enrollment Audit,

- 68.5% of students were designated as At-Risk
- 12.6% were homeless
- 49.5% were Students with Disabilities, of which 89% 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 continues to excel in this area as well. The school's teacher attrition rate from the 21-22 to 22-23 school year was 8.7%. The rate for the previous school year was 0%. These rates compare quite favorably to rates of 22.7% going into the 20-21 school year and 57.5% going into the 19-20 school year. Moreover, the school's Teacher Insight Survey results consistently place Monument Academy in the top 25% 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, which began in the 2019-20 school year, Monument Academy has been able to foster a school culture that allows students and staff to thrive and grow. Key performance indicators, shown on the next page, speak to the impact he has had on the school.

The table below captures the progress made in the 2021-2022 school year in a few key performance areas:

Metric	SY18-19	SY19-20	SY20-21	SY21-22
Percent of students who met NWEA MAP target growth in Reading (note: for SY 19-20 this is Fall-Winter due to COVID 19)	47.7%	57.1%	61.8%	63.6%
Percent of students who met NWEA MAP target growth in Math (note: for SY 19-20 this is Fall-Winter due to COVID 19)	45.1%	55.1%	58.1%	53.2%
Number of Suspensions	238	54	0	40
Number of Behavior Incidents	7804	706	N/A	648
Suspension Rate (Percent of audited students who received a suspension)	52.1%	27.5%	0%	23.40%
Lost Instructional Time due to Suspension Rate	2.6%	1.4%	0%	0.77%
In-Seat Attendance Rate	85.1%	91.2%	82.3%	86.40%

The majority of Monument students enter the school multiple years behind grade level in both Math and ELA, which means that measures of raw academic achievement don't always capture the progress that Monument students make. Monument Academy evaluates the success of its academic program on growth metrics. Monument's primary metric for academic growth is the percent of students who meet or exceed their Fall-to-Spring growth target on the NWEA MAP assessments in Math and Reading.

Monument students continued to demonstrate terrific growth in Reading during the 2021-22 school year. While the percentage of students meeting their growth target in Math was lower than in previous years, it was still above the school's 50% accountability target.

Monument's success in the 2021-22 school year goes even deeper. During the pandemic, NWEA has used a threshold of being at or above the 60th percentile in "Conditional Growth Percentile" to capture "stretch growth." Using this threshold, Monument's results are even more impressive. For Math, 48.1% of students met their "stretch growth" target in SY2021-22. For Reading, 50.6% of students met their stretch growth target.

While Monument still has a high suspension rate and lost instructional time rate compared to the rest of the sector, the school's suspension numbers have decreased since the previous in-person school year of 2019-20. School year 2021-22 was a longer school year (2019-20 was cut short by the onset of the pandemic) and the school also had a larger enrollment, making this an even more substantial accomplishment. The numbers have decreased dramatically compared to 2018-19, the year prior to Dr. Grant's arrival.

The school's In-Seat Attendance (ISA) rate of 86.40% was lower than the 91.2% of 2019-20, but the rate was slightly higher than the charter sector average for 5th through 8th grade for school year 2021-22. The 2021-22 school year brought about many attendance challenges with COVID infection and quarantine, as well as the challenge of re-engaging students returning to in-person instruction, so a lower ISA rate was to be expected.

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.	Met	53.2% met their fall-to-spring growth target in Math
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.	Met	63.6% met their fall-to-spring growth target in ELA
By the end of 8th grade, 90% of all full-academic-year 8th grade students will have completed 3 university visits.	Met	96.9% 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.	Met	96.9% 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 / On Track	Monument had an in-seat attendance rate of 86.4%, but this was above the charter-sector rate for grades 5th - 8th during a challenging year still grappling with the COVID-19 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.	Not Met	Monument’s suspension rate of 23.40% is presumably above the rate for at-risk middle school students in the charter sector, although the comparison rate has not yet been made available.

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 Student and Family Engagement Team, which works to connect our families to resources including housing, career support, mental health services for parents and families, and more.

In school year 2021-22, Monument Academy introduced its 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, the school has increased time on task for students and addressed 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). The optional engagement weeks have given students opportunities to participate in day camps that take deep dives into particular interests.

The school’s leadership team has placed an emphasis on improving communication between departments and between the school and families, as well as strengthening the systems that have been introduced over the past few school years. We’re seeing evidence that the strategies we have chosen to implement are working; we now want to work to expand buy-in amongst stakeholders to ensure that all students reap the benefits of the school’s programmatic choices.

Monument has adopted a new system for implementing PBIS and streamlining communication with parents and guardians. There are additional opportunities for parents and guardians to engage with school staff during workshops and school events. The school has also expanded its program to make home visits to all families throughout the year, to build stronger relationships and to better understand the unique challenges our families are facing.

C. Unique Accomplishments

Monument Academy was able to bring 111 students safely into its boarding program in the middle of a pandemic, after many had endured significant traumas during their time in virtual schooling. This was, in and of itself, a terrific success. Giving these students a safe environment and the necessary well-being supports provided them with the opportunity to excel academically, and about half of Monument students met their **stretch** growth targets on the NWEA MAP assessment in both Reading and Math.



Throughout 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 students and staff.

The school's efforts helped to create a safe environment where students and families wanted to remain, as evidenced by the school's 80% re-enrollment rate into the 2022-23 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:

- 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.

- 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.
- Life Enhancement Services - This organization supports Monument students with intensive counseling services.
- Outreach Solutions, Incorporated - This organization supports Monument students with intensive counseling services, with a specialization in community support services.
- April May Company, LLC - This organization supports Monument students with intensive school-based counseling services.
- Howard University School of Social Work - Monument Academy provides clinical supervision for graduate-level social workers.
- The Chicago School of Professional Psychology - Monument Academy provides clinical supervision for graduate-level social workers.
- 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.
- District Urgent Care- Provides on-site COVID testing to staff and students each week.

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.
- 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.
- Jim and Lizz Mazza, University of Washington are the co-authors of DBT Skills in Schools and are providing ongoing professional development and working collaboratively with Monument staff to adapt the curriculum to be culturally relevant and responsive to our community of students.
- The 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.

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 2021-2022 school year:

Allen and Kira Snyder Fund
Anonymous (A school may not list a donor as anonymous unless that donor is anonymous to the school—a known donor cannot request to be kept anonymous. This donor is not known to Monument Academy Public Charter School.)
Benevity Community Impact Fund
Bloomfield-Auguste Family Charitable Fund
BOKS Reebok Foundation Inc
Carla Watson
Center for Living Peace
CERES Foundation
Christie and Jeff Weiss
Citybridge Foundation
Donna Anthony
Emmanuel Blackwell
Galena Yorktown Foundation
George Frederick Jewett Family Foundation
Harman Family Foundation
James Waller
Jeffrey Grant
Kelli P Washington
Lauri Crane
Neela Rathinasamy
Philip Graham Foundation
Reginald Brown
Scott A Bilbrey
Shawn Hardnett
The Alliance of Diversity and Excellence
The Girl Reporter Fund
The Morris and Gwendolyn Cafritz Foundation
Tides Foundation
Tycely Williams
University of Virginia

Data Report

<u>General Information</u>	
LEA Name	Monument Academy PCS
Campus Name	Monument Academy PCS
Grades Served	5-8
Overall Audited Enrollment	111
Audited Enrollment by Grade Level	5th: 9 6th: 26 7th: 32 8th: 44
<u>Student Data Points</u>	
Data Point	Value
Total Number of Instructional Days	186
Suspension Rate	23.40%
Expulsion Rate	0.0%
Instructional Time Lost to Out-of-School Suspension Rate	0.77%
In-seat Attendance	86.40%
Average Daily Attendance	Data Not Available
Midyear Withdrawals	21.60% (24 students)
Midyear Entries	8.10% (9 students)
Promotion Rate	91.5%
College Acceptance Rates	NA

College Admission Test Scores	NA
Graduation Rates	NA
Faculty and Staff Data Points	
Data Point	Value
Teacher Attrition Rate	8.7%
Number of Teachers	23
Teacher Salary	Average: \$67,775.13 Minimum: \$43,470 Maximum: \$85,000
Executive Salaries	<ol style="list-style-type: none"> 1. \$215,488 2. \$115,000 3. \$110,000 4. \$92,700 5. \$90,000

Appendices

Appendix A: Staff Roster

2.4% of staff have a Doctorate for highest degree attained. 22.4% of staff have a Master's Degree for highest degree attained. 34.1% of staff have a Bachelor's Degree for highest degree attained.

Last	First	Position
Barnes	Ashley	Student Life Advisor
Barnes	Toni	Student Life Advisor
Barrett	Keionna	Teacher_5th/6th Science
Bell	Victor	ALC Coordinator
Belton	Adryan	School Safety Specialist
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	Student Life Advisor
Bryant	Kiasha	HR Specialist
Bryant	Kyle	School Safety Specialist
Cooper	Gerron	Director of Behavior Management
David	Brittany	Manager of Student Services
DeCruise	Ashley	Principal
Delaney	Jay	Behavior Specialist

Ferguson	Taylor	Teacher Assistant
Freeman	Jami	Student Life Advisor
Garmon	Karissa	Interventionist_ELA
Gaskins	Greg	Chief of Operations
Gleaton	Shoshanna	Administrative Assistant
Govan	Ulyssia	Dedicated Aide
Grant	Jeffrey	CEO/Head of School
Graves	Ahmani	Dedicated Aide
Gunasinghe	Pushaen	Teacher_Inclusion Science
Hadley	Dee	Teacher_Special Education_Math/Science
Hadley	Janet	Well-Being Counselor
Harper	Niquay	Student Life Advisor and Coordinator
Haughton	Michelle	Student Life Advisor
Hector	Diancy	Teacher_Spanish
Henry	Dwayne	Student Life Advisor
Hopkins	Alexus	Dedicated Aide
Hopkins	Chandra	School Nurse
Jackson	Destiny	Behavior Specialist
Jackson	Jayda	Student Life Awake Overnight Advisor
Jackson	Kimberly	Teacher_7th/8th Social Studies
Johnson	Daevon	ALC Coordinator
Kelly-Grant	Sharnika	Student Life Awake Overnight Advisor
Lane	Dominic	Student Life Awake Overnight Advisor

Law	Jamaur	Teacher_Physical Education and Health
Lewis	Shanice	Teacher Assistant_ELA
Long	James	Director of Safety
Lyles	Lakisha	Registrar and Engagement Coordinator
Marshall	Leroy	Interventionist_Math
Maurice	Max	SST Coordinator and Social Worker
Mazyck	Larry	Student Life Advisor
Mbudu	Emmanuel	Student Life Advisor
McHugh	Jeff	Director of Systems, Data, & IT
McLaurin	Stacie	Teacher_7th/8th Science
McLean-Hardy	Tyrianna	Dedicated Aide
McNeil	Requita	Admin Assistant
Miller	Leah	Student Life Advisor
Moore	Brian	Teacher_Inclusion Social Studies
Moore	Sirlena	Student Life Advisor
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	Ed	Student Life Advisor
Newbon	Lisa	Student Life Advisor
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
Scott	Dakota	Student Life Advisor
Scudiero	Anna	Advancement Specialist
Sinclair	Roberta	Student Life Advisor
Smalls	Deborah	Student Life Advisor
Staves	Kimani	Teacher_Special Education_ELA
Tarrance	Paul	Teacher_Inclusion Math
Tate	Downtetta	Student Life Advisor
Tate	Jeremiah	Student Life Advisor
Tate	Nicole	Teacher_Inclusion and Coach_Special Education
Taylor	Keyana	Student Life Advisor
Thompson	Jalen	Dedicated Aide
Turner	Dennis	Student Life Awake Overnight Advisor
Watkins	Steven	School Safety Specialist
Whitaker	Katrice	Chief of Student and Family Engagement
Whiteside	Chelsea	Student Life Advisor
Williams	Frederick	Student Life Advisor
Williams	Nia	Well-Being Counselor
Yellock	Trineca	Student Life Advisor

Appendix B: Board Roster

Name	Role	Residency	Term Start and End Dates
Emily Bloomfield	Member	DC	July 1, 2019 - June 30, 2022
Tycely Williams	Chair	OOS	July 1, 2014 - June 30, 2023
Tameria Lewis	Vice Chair	DC	July 1, 2019 - June 30, 2022
Donna Anthony	Finance Chair	OOS	July 1, 2019 - June 30, 2022
Patricia Brantley	Member	DC	Novemer 1, 2021- June 30, 2024
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, 2022
Maurice Douglas	Member	DC	July 1, 2020 - January 30, 2022
Denisha Carter	Member	DC	July 1, 2020 - June 30, 2023
Sonje Joyner-Young	Member	DC	May 1, 2022 - June 30, 2022

Appendix C: Monument Academy Public Charter School

Unaudited Year-End 2021-22 Financial Statement

Statement of Financial Position

<u>Assets</u>		
Current Assets		
	Cash	2,398,855
	Restricted Cash	1,100,00
	Accounts Receivable	656,460
	Other Current Assets	53,824
	Total Current Assets	4,209,140
Noncurrent Assets		
	Facilities, Net	1,758,539
	Operating Fixed Assets, Net	549,526
	Total Noncurrent Assets	2,308,065
Total Assets		6,517,205
<u>Liabilities and Equity</u>		
Current Liabilities		
	Accounts Payable	93,201
	Other Current Liabilities	164,479
	Accrued Salaries and Benefits	123
	Total Current Liabilities	257,804
Equity		
	Unrestricted Net Assets	4,405,995

	Net Income	487,164
	Temporarily Restricted Net Assets	1,341,842
	Total Equity	6,235,000
Long-Term Liabilities		
	Other Long-Term Liabilities	24,401
	Total Long-Term Liabilities	24,401
Total Liabilities and Equity		6,517,205

Statement of Activities

Revenue		
	State and Local Revenue	8,163,010
	Federal Revenue	1,104,683
	Private Grants and Donations	1,125,178
	Realized Gain/Loss	(5,429)
	Donated Revenue	263,735
	<u>Total Revenue</u>	<u>10,651,177</u>
Expenses		
	Salaries	5,077,728
	Benefits and Taxes	1,097,442
	Staff-Related Costs	51,849
	Rent	1,867,498
	Occupancy Service	349,384
	Direct Student Expense	499,732
	Office & Business Expense	682,005
	Donated Expense	250,095
	<u>Total Expenses</u>	<u>9,875,733</u>
Operating Income		<u>775,444</u>
Extraordinary Expenses		
	Interest	1,477
	Depreciation and Amortization	286,802
	<u>Total Extraordinary Expenses</u>	<u>288,280</u>
Net Income		<u>487,164</u>

Appendix D: Approved 2022-23 Budget

<u>Revenue</u>		
	State and Local Revenue	9,206,641
	Federal Revenue	913,374
	Private Grants and Donations	500,000
	Revenue Total	10,620,015
<u>Expenses</u>		
	Salaries	5,596,187
	Benefits and Taxes	1,191,060
	Contracted Staff	15,000
	Staff-Related Costs	33,450
	Rent	434,941
	Occupancy Service	800,000
	Direct Student Expense	461,339
	Office & Business Expense	646,7502
	Contingency	200,000
	Expenses Total	9,378,479
<u>NET ORDINARY INCOME</u>		1,241,536
<u>Extraordinary Expenses</u>		
	Depreciation and Amortization	940,371
	Interest	806,354
	Extraordinary Expenses Total	1,746,724
<u>TOTAL EXPENSES</u>		11,125,203
<u>NET INCOME</u>		(505,188)

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