



# **Inspired Teaching** Demonstration School

**Annual Report**  
**2022-2023**

**Inspired Teaching Demonstration Public Charter School**  
**200 Douglas Street NE**  
**Washington, DC 20002**

**(202) 248-6825**

**[www.inspiredteachingschool.org](http://www.inspiredteachingschool.org)**

**Michelle Lerner**  
**Chair, Board of Directors**

# Table of Contents

<b>NARRATIVE</b>	<b>3</b>
I. School Description	3
A. Mission Statement	3
B. School Program	3
II. School Performance	10
A. Performance and Progress	10
B. Unique Accomplishments	15
C. List of Donors	17
<b>DATA REPORT</b>	<b>19</b>
<b>APPENDICES</b>	<b>21</b>
Appendix A: Staff Roster, 2022-23	22
Appendix B: Board Roster, 2022-23	25
Appendix C: Unaudited Year-end 2022-23 Financial Statement	28
Appendix D: Approved 2023-24 Budget	29

## **NARRATIVE**

### **I. School Description**

#### A. Mission Statement

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

#### B. School Program

##### *Curriculum Design and Instructional Approach*

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

##### *Intellect*

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

##### *Inquiry*

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

## *Imagination*

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

## *Integrity*

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

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

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

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

The preschool and prekindergarten curriculum is guided by developmentally appropriate practice and shaped by the young child's play as work. Over the course of three years – Preschool, Prekindergarten and Kindergarten – students are introduced to the world of school in a nurturing environment that prepares them to excel in the development of the four Is, Intellect, Inquiry, Imagination, and Integrity. Classroom practices are inspired by the Reggio Emilia approach to the development of young children. School is presented as a system of interactions and relations. Teachers work closely with families to cultivate a love of learning in each child by ensuring that they are supported and challenged as they progress through developmental milestones and secure their mastery of foundational learning skills. In preparation for studying the Common Core, early childhood students are immersed in a world of mathematical exploration that includes counting and sorting, comparing and measuring, and using data to tell stories about the world around them.

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

Our elementary program presents a comprehensive curriculum through an integrated classroom approach. Special classes, including Spanish, Physical Education, Music, Dance, Theatre, and Visual Art, are taught by specialists in each field. Language arts instruction is offered through a workshop and guided reading approach and emphasizes the development and authentic implementation of all communication skills (speaking, listening, reading, and writing). The math curriculum is based on Common Core State Standards, providing students with a foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals.

The math curriculum follows the Common Core Standards, and uses a Math Workshop model that incorporates problem-solving tasks, small group instruction, reasoning routines, and interactive activities. Core resources include Illustrative Math in K-6 and Desmos in 7-8. Students are pushed to communicate mathematical thinking and persevere through problem solving. Math is hands-on and problem based, encouraging learners to do the work of mathematicians. Students are offered an inquiry-based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Differentiation occurs daily, with data guiding student groupings. Some students practice previous years' concepts and skills, while others engage in fluency practice or enrichment.

The literacy curriculum ensures that all students have time for phonics instruction, whole-group workshops in reading and writing, and time for independent groups. In K-3, students use *From Phonics to Reading* as a primary resource for foundational skills. For Reading and Writing, we use the *Units of Study in Reading and Writing* for whole group instruction, with modifications for cross-curricular connections. In all classrooms, students have time to read independently, write independently, work with reading and writing partners, and to participate in small groups focused on both foundational skills and book clubs.

The science curriculum is based on the Next Generation Science Standards. Students are offered an inquiry-based program that provides them with hands-on opportunities to engage in authentic scientific inquiry requiring increasingly complex cognitive skills. Science and social studies are integrated throughout the curriculum. Social Studies instruction is guided by TCI and the C3 Framework from the National Council for Social Studies. Through individual and group projects, read-alouds, and topic-specific independent reading and writing, students develop social studies knowledge. Students in kindergarten through fourth grade learn about ways that groups and communities are governed, geography and topography, change over time, and the relationships between cities, states, countries, continents and international organizations.

Our social emotional learning curriculum is based on nationally recognized programs including Second Step, Responsive Classroom and Restorative Justice. Our social curriculum is designed to help students learn to respect themselves, others, their materials and surroundings. We teach students to solve conflicts peacefully and to develop social skills that allow them to work independently, in small groups and as a whole class. As students move through the academic curriculum they develop the skills of empathy required to become innovators – observation, listening, self-expression, problem solving and creativity.

Spanish instruction integrates language acquisition goals with cross-cultural studies in which students are exposed to the histories, art, food, traditions, and folktales from Spanish speaking communities. All students benefit from the opportunity to receive instruction in visual arts and have the arts integrated across the curriculum. In the artists' studio, students participate in art instruction and are taught how to use a range of materials and invited to make choices about which materials and methods they use and for how long. Choice-based art education regards students as artists and offers real choices for responding to their own ideas and interests through the making of art. Our physical education and dance teachers in collaboration with classroom teachers conduct physical education and nutrition classes. Our program integrates physical education activities ranging from yoga and a variety of dance styles and traditions to soccer and basketball, as well as health education including topics such as nutrition, growth and development, sleep, and productive problem solving. Classroom teachers further

students' knowledge of nutrition and health by supporting school-wide healthy eating and decision-making. Music education including singing, music history and exploration of musical instruments is offered to all students. Students explore Theatre, with the creation of class plays; the joy of dance and movement, and how to use their voices, bodies, and imaginations to explore how and why people tell stories on stage. Students demonstrate their learning in Celebrations of the Arts based on selected themes such as winter holidays and music through the ages.

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

**Math:** Our math program focuses on rich problem solving, making connections, and empowering students to discover new mathematical ideas. Our core resource, Desmos, utilizes technology to provide dynamic and interactive lessons as well as opportunities for collaboration and creativity. Students engage in real-world math tasks and are pushed to communicate mathematical thinking as well as evaluate others' ideas.

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

**Humanities:** The humanities are the lens we use to examine local and global social justice issues. We employ a balanced literacy approach to teach the Common Core State Standards and the C3 Framework for Social Studies. Our history/social studies/ELA curriculum teaches students how to conduct research and convey information in a thoughtful way. Throughout the school year students take on a problem/solution-based examination of social justice issues. In 5th grade, students determine what it means to be an upstander/bystander through the lens of United States history. In 6th grade students delve into the human story by examining ancient civilizations.

7th graders explore the theme "Journey, Struggle and Survival" through a world history lens. 8<sup>th</sup> graders study U.S. and local government, and current world events as they

pertain to the operations of our government. 8<sup>th</sup> graders also study and compare governmental structures across nations.

**ELA:** The middle-school ELA program includes genre-based writing assignments, whole-class novels, and time for independent reading focused on specific genres. Students also spend time in small groups such as book clubs. The workshop approach allows students to read high-interest books at their just-right reading level. In addition to reading novels at their independent reading levels, We use the *Units of Study* in writing as a basis for our writing units, and *Whole Novels for the Whole Class* as a framework for our discussion of whole-class novels. Students also engage in exploring grade level literature as a class. Students learn not just how to comprehend a text, but also how to unpack the text, search for subtext, develop their ideas about a text in writing and in class discussions and create text content. In 8th grade, our students spend time preparing for high school applications and graduation portfolios.

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

**World Language:** Students are exposed to the culture, language, and traditions of Spanish speaking countries. In addition, students are taught at a developmentally appropriate level to move toward mastery in speaking, reading, writing, and listening in Spanish. In grades 7 and 8, students have the opportunity to take Spanish courses for high school credit.

**Arts, Language and Movement (ALM):** Classes include Physical Education, Spanish, Visual Art, Theatre, Dance and Music including theory, history, and chorus.

### *Family Involvement*

Families are invited to participate in many ways at Inspired Teaching School, from volunteering in classrooms and providing enrichment opportunities, to recruiting students, fundraising, supporting and supervising activities throughout the school year. In 2022-23, we were excited to return to offering all of our activities and traditions in person: New Family Orientation; Back to School Night; Family Conferences; and Learning Showcases, to name a few. We also continued frequent family coffee hours and meet and greets.



Our highly involved Inspired Families Association (IFA) includes the families of all students, and has its own events, blog, and newsletter. While the IFA continued to host its meetings virtually as they realized this made them more accessible to many families, they also brought back many in-person events. The IFA supported our teacher wellness efforts by supplying lunches, collecting positive notes to teachers and teacher workroom treats, and planned a successful 10th Annual Fall Fest. During the 2022-23 school year, the IFA brought back the spring giving campaign and An Inspired Evening, a fundraiser and community building evening as well as a robust plan for celebrating teacher appreciation week in collaboration with school administration and staff. In addition, the IFA also collaborated with the administrative team to organize the Scholastic book fair.

Traditionally at ITDS, family conferences are held twice each year. During this school year, family conferences returned to in-person (but also with a virtual option for greater accessibility) and were essential to ongoing communication, partnership and support of families and students. Family conferences provide families with an in-depth understanding of students' growth and learning and help bridge the gap in families' awareness of their children's learning needs.

Another ITDS tradition held three times a year, Learning Showcases, returned to in-person during the 2022-23 school year. During Learning Showcases, students showcase their work to their own families as well as their schoolmates' families and school visitors. As families are drawn into not only their children's classrooms but other classrooms as well, they build upon the sense of school-wide community. Families are encouraged to visit other classrooms to support the wealth and depth of schoolwide student learning. Family attendance and participation rates were high and reflected deep engagement in the student-centered focus, which is core to the ITDS way — and the excitement and joy of having Showcases in-person was palpable throughout the building.

The Inspired Family Association raises funds to purchase resources to enhance student learning and increase resources throughout the building. During the 2022-23 school year the IFA helped Inspired Teaching Demonstration Public Charter School raise approximately \$50,000, through an online auction, a “live” auction, and a spring fundraiser event. Multiple times during the year they provided breakfast and lunch treats for staff and they contributed to annual ITDS holiday gifts for staff. To support and connect with families, the IFA continued to sponsor multiple coffee chats outdoors during morning arrival to remain engaged and connected to as many families as possible.

We are also pleased that during 2022-23, we focused renewed attention on welcoming and supporting our families for whom English is not their first language as this population continues to grow at ITDS. Through a partnership with ACSI, we not only

improved our translation services for our written materials, but we invested in ensuring translation was more accessible for in-person events. Using appropriate technology and hiring translators, our whole school events such as Learning Showcases were much more accessible. ACSI also conducted several focus groups with multilingual families providing us with valuable feedback and next steps.

Highlights of Events with families during the 2022-23 school year include:

- Family Education Events
- High School Information Sessions
- Book Character Parade
- Fall Festival
- Learning Showcases each trimester
- 8<sup>th</sup> Grade Portfolio Defense
- Black Lives Matter Week of Action - Voices of Our Village
- Collaborative Conversations for families and school leadership
- Coffee and Tea with ECE (outdoor event)
- Cookies and Conversations w/ Head of School (outdoor event)
- IFA Spring Giving campaign
- Spring Scholastic Book Fair
- Teacher Appreciation Events
- In-person 8th grade promotion ceremony

## **II. School Performance**

### A. Performance and Progress

#### **Mission-related Programs**

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

and spirit of new teachers, all of whom serve as models of a lifelong commitment to learning.

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

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

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

Teacher-student relationships and the relationship of senior administrators with teachers and students are essential to the success of Inspired Teaching Demonstration Public Charter School. Discipline and motivation for high levels of success are accomplished through building a learning community, with each student, teacher, and administrator making a contribution and investing in the success of the whole. As teachers respect the right of students to make decisions about how they approach learning, students must accept the responsibility to do their best work. Our approach to discipline relies on and builds students' intrinsic motivation and self-discipline. This approach is designed to maximize student freedom and the accompanying responsibility, yet provide the boundaries and consistency necessary for student success and safety.

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

*Everyone learns.*  
*Everyone is safe.*  
*Everyone builds the community.*

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

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

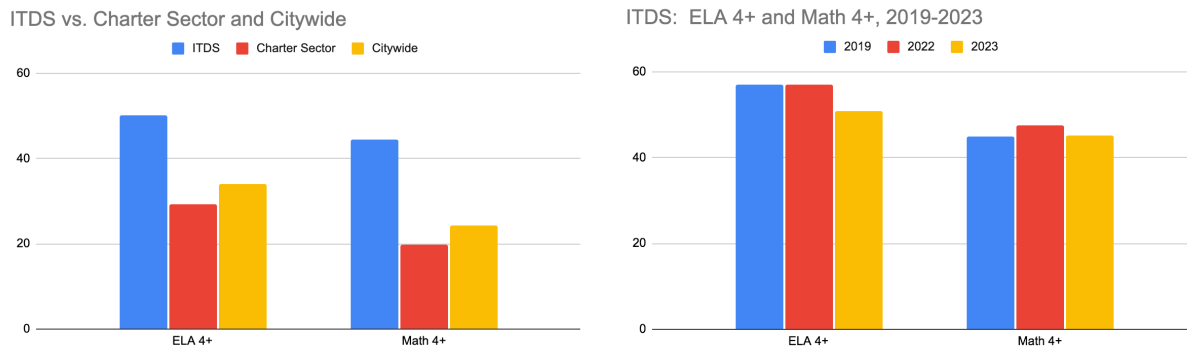
### **Inspired Teaching Demonstration Public Charter School goals and academic achievement expectations**

Our mission, *ensuring that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum*, is lived through our emphasis on keeping students at the center of teaching and learning. Our students demonstrate solid achievement and growth demonstrated by student portfolios, Learning Showcases and student engagement to confirm individual student’s progress. At the close of the 2022-23 school year our 8<sup>th</sup> grade students were promoted to 9<sup>th</sup> grade following completion of 8<sup>th</sup> Grade Portfolios and Presentations. ITDS alumni were admitted to selective DCPS, parochial and independent high schools, including School Without Walls, Banneker SHS, Duke Ellington School for the Arts, McKinley Tech, Georgetown Day School, Maret School, St. John’s College High School, Elizabeth Seton HS, and DeMatha Catholic HS. They demonstrated high achievement as evidenced by the presentation of various artifacts of their learning and the portfolio defense before educators from across the school.

ITDS has adopted the PMF as our goals and continues to administer the Partnership for Assessment of Readiness for College and Careers (PARCC) test. ITDS continues to score well-above the DC and charter sector average on PARCC and unlike most schools nationwide, has not seen a significant slide in performance post-pandemic. We are confident that our model of teaching and learning is beneficial to the intellectual growth of our diverse community of learners. The combination of academic rigor, engagement-based instruction, celebration of student voices, belief that our students can achieve at high levels and a joyful learning environment combine to make it possible for our students to experience success in learning.

Although we are disappointed with the slight decreases in our 2023 scores, we know that this is one assessment and a snapshot of student performance. We will continue to use several data sources to keep a pulse on student learning and growth towards proficiency, and meeting individual needs. Our combination of academic rigor, engagement-based instruction, celebration of student voices, belief that our students can achieve at high levels and a joyful learning environment combine to make it possible for our students to experience success in learning.

### ITDS PARCC Results, Spring 2023



After digging through the data we see many areas for improvement, more specifically gaps between subgroups of students within our school community, such as our students of color and our students with disabilities. Our results have led us to focus on more intentional small group instruction, deliberate use of intervention and enrichment blocks, and the implementation of new math materials and professional development to ensure we support our staff in expanding their instructional toolkits.

We are committed to ensuring that all students achieve at high levels as we work to narrow the achievement gap and work to actualize our mission to provide all students with a demanding inquiry-based curriculum in a student-centered learning

environment. Our goal this year is to continue on our ambitious drive of getting all of our students to meet or exceed grade level expectations. We remain deeply committed to ensuring that schoolwide supports and resources meet the needs of all students.

In addition to the PARCC assessment, in order to keep a pulse on students’ strengths, growth areas and progress throughout the school year, ITDS administered benchmark assessments three times during the school year. For more immediate feedback, ongoing formative assessments were administered by classroom teachers. Beginning of Year (BoY) Assessments were administered in early September through October. Middle of Year (MoY) Assessments were administered from mid-January through mid-February. End of Year (EoY) Assessments were administered in-person from mid-May to June.

Early Childhood teachers administered all assessments in the fall and spring. On-going, formative assessments were conducted through teacher observation and review of student artifacts.

Elementary and Middle School students took benchmark assessments during our BoY and MoY Assessment Windows. Assessments such as Fontas and Pinnell running records and Fry list were given 1-to-1 with the teacher or teacher assistant being the proctor. In addition, students completed Dibels or MAP assessments at the BoY, MoY and EoY intervals. Teachers and staff members proctored using pre-pandemic standards for testing environments to include student accommodations and recommendations for testing cohort size based on students needs. MAP and Dibels data provided opportunities for the ITDS administrative team and coaches to get a full picture of students’ strengths, areas for growth, as well as schoolwide academic performance trends.

The table below shows the primary assessment tools, by grade:

Grades	Literacy	Math	SEL
Preschool-PreK	GOLD	GOLD	GOLD
K	DIBELS, FRY List, Words Their Way, Writing Prompt	MAP	DESSA
1	DIBELS, FRY List, Words Their Way, Writing Prompt	MAP	DESSA
2	DIBELS, MAP, Running Record, FRY List*, Words Their Way, Writing Prompt	MAP	DESSA
3	DIBELS, MAP, Running	MAP	DESSA

	Record, FRY List*, Words Their Way, Writing Prompt		
4	MAP,Running Record, Words Their Way, Writing Prompt	MAP	DESSA
5	MAP,Running Record, Words Their Way*, Writing Prompt	MAP	DESSA
6	MAP,Running Record*, Writing Prompt	MAP	DESSA
7	MAP,Running Record*, Writing Prompt	MAP	DESSA
8	MAP,Running Record*, Writing Prompt	MAP	DESSA

In reviewing the data during each assessment interval, ITDS school leadership and instructional teams were able to acknowledge grade level cohort strengths and trends. Reestablishing standardized assessment expectations and familiarizing students with assessments continues to be a learning curve post-pandemic and is critical to ensuring assessment validity. This school year’s data was essential to understanding our students’ academic standing and how to customize instruction to meet the needs of all students.

Our BoY, MoY and EoY data showed that our proficiency and growth rates were slightly lower than our pre-pandemic data trends. Math proficiency rates were lower and more negatively impacted in comparison to ELA, which is a trend pretty consistent with our historical data trends. ITDS has consistently maintained strong ELA outcomes in comparison to lower math performance trends. Spring 2023 proficiency rates are reflective of post-pandemic learning gaps, especially for students in the lower grades that spent the majority of their time learning foundational numeracy and literacy skills virtually.

**B. Unique Accomplishments**

Following the pandemic, one of our primary goals to support the whole child has been to increase our extracurricular and after school clubs and activities, including athletic programming. In 2022-23, we not only brought back after school programming but expanded it greatly to offer more options for students including choir, debate, fitness, young journalists, photography, and strategy/tabletop games. We also were able to field teams in soccer, flag football, basketball, tennis, and ultimate frisbee.

Our largest new undertaking was the production of our first school musical, *The Little Mermaid*. One of our commitments to launching a production at ITDS was to ensure that we provided access and opportunity to an exceptionally large number of students. A typical school production usually includes a small cast, a few helpers, and lots of out-of-school time for practices. By design, we wanted to craft a unique model with inclusivity and exposure for many as a key component of our production design. A few of our intentional production design features included:

- All students will have the opportunity to see the production during daytime matinee shows.
- Elementary cast members include all 2nd through 4th grade students interested in participating - to become a tradition for rising 2nd, 3rd, and 4th graders for future years to come
- Middle school cast members practice and prepare for the production during elective classes during the school day to honor students' interests and promote access for all interested students
- Authentic collaboration between our theater, dance, and music teachers to maximize talent and expertise in the arts.

The show was sold out for 4 nights and was a highlight of the school year for the entire school community.

In spring 2022, ITDS hosted the site visit team from the American Academy for Liberal Education (AALE) as a part of the accreditation renewal process. The site visit team spent three days engaging with school stakeholders to include board members, teachers, students, parents, and ITDS administrators. They conducted interviews, attended several classroom visits, and also had the opportunity to attend 8th grade portfolio defense presentations. We were pleased to receive our full accreditation renewal in fall 2023.

As a demonstration school we welcome visitors from around the world and use each opportunity to establish a conversation during which we share our practices and invite questions and thought partnering to foster greater collaboration among educators. We also send our staff and educators to share our work with others. Our hope is to improve teaching and learning broadly by making a difference in the experience of children around the globe. During the 2022-23 school year visitors included the Minister of Education from Argentina in a visit organized by the World Bank, and staff and Fellows from SELF (Special Education Leader Fellowship). Our guests visited classrooms, met with school administrators, and debriefed classroom visits with teachers and support staff. ITDS staff presented at the SELF national conference and for the Restorative DC podcast. ITDS was also featured in a DC Area Educators for Social Justice article



highlighting our 4th graders' Banned Book project during Black Lives Matter Week of Action, and noted in *The Washington Business Journal's* Top 50 Elementary Schools.

Inspired Teaching Demonstration Public Charter School continues as an active member of DCSC– a national organization of charter schools that have racially, culturally, and socioeconomically diverse student populations. The mission of the Coalition is to catalyze and support the creation and expansion of high-quality diverse public charter schools through strategic research, advocacy, membership activities and outreach.

Pre-pandemic, Inspired Teaching Demonstration Public Charter School maintained a well-established partnership with The Phillips Collection, a home for modern and contemporary art located in historic Dupont Circle. During the 2022-23 school year, ITDS is proud to have reconnected with this valuable arts-integration partnership and also offer an in-person opportunity for students' work to be displayed in an exhibit at the Phillips. The partnership worked with prekindergarten, 2nd, 5th and 6th grade students, classroom teachers and staff and our lower and middle school art teachers to create integrated lessons connected to unit themes, such as togetherness and animal habitats. In addition to student work being included in the exhibit, The Phillips Collection also included ITDS student work in a book entitled "Art Links to Learning: Young Artists Exhibition 2022/23" and several copies were shared with and are now on display at the school.

We promoted our seventh class of 8<sup>th</sup> graders who are now attending great high schools across the city. The students promoted to 9<sup>th</sup> grade in 2023 participated in our rigorous learning experience, portfolio presentation and defense, to demonstrate their learning and capacity to articulate and defend their work. The students' presentations and the investment of teachers and administrators were outstanding. Several students not only passed, but also demonstrated such depth and overall excellence they were designated to have passed with distinction.

### C. List of Donors

*\*This list includes donors who have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2022-23 school year. We apologize in advance if we failed to include donors on this list.*

Christopher and Stephanie Aument

Alex and Elizabeth Berg

Christopher and Sarah Brown

Andrea Browning

Alfred and Avia Dunn

Richard Gelinias and Jennifer Helvik  
Nathanael Goldberg and Genevieve Melford  
Eric and Ha-Hoa Hamano  
Charles and Jennifer Hayes  
Martha and Meredith Holley-Miers  
Tony and Maureen Ingram  
Dennis Junius and Amy Detgen  
Lee and Dotty Hanson  
Joshua and Kathleen Lewis  
Michael Linden and Rebecca Melsky  
Matt and Dawn Luecke  
Aleta Margolis  
Tim Lyons and Moira McLaughlin  
Timothy and Hannah Mullen  
Daniel and Allison Murphy  
Dan Nadel and Seema Nayak  
Majetta Parris  
John and Mary Pitts  
Wyatt Queener and Lauren Yoho  
Michael and Alexis Ronickher  
Ginger Rumph and Sandra Heard  
Nicholas Shipley and Megan Winsten  
Jordan and Laura Tenenbaum  
Eric Traub and Leah Squires  
Paul Thompson and Deepti Bansal  
Michael and Erin West  
Rusty and Linda Wilson

## DATA REPORT

Source	Data Point
PCSB	LEA Name: Inspired Teaching Demonstration PCS
PCSB	Campus Name: Inspired Teaching Demonstration PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 517

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	44	47	50	49	50	50	50	40	48
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
<b>Student Count</b>	47	42	0	0	0	0	0	0	0

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

### Student Data Points

School	<p><b>Total number of instructional days: 180</b></p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p>
PCSB	<b>Suspension Rate:</b> 2.51%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.03%
PCSB	<b>In-Seat Attendance:</b> 92.88%*
PCSB	<p><b>Average Daily Attendance:</b></p> <p>The SRA requires annual reports to include a school’s average daily membership.  To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b></p>
PCSB	<b>Midyear Withdrawals:</b> 2.71%*
PCSB	<b>Midyear Entries:</b> 0.00% (0 students)*
PCSB	<b>Promotion Rate (LEA):</b> 98.98%
PCSB (SY19-20)	<b>Graduation Rate:</b> Not Applicable

School (SY19-20)	<b>College Acceptance Rate:</b> Not Applicable
School (SY19-20)	<b>College Admission Test Score:</b> Not Applicable

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate:</b> 24%
School	<b>Number of Teachers: 41</b>  “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary:</b>  1. Average: \$ 73,954 2. Range -- Minimum: \$ 61,500    Maximum: \$ 104,263
School	<b>Executive Compensation:</b>  Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23 Head of School: \$ 199,500 Chief Operating Officer: \$159,600 Principal: \$ 122,000 Director of Demonstration/Outreach: \$113,420 Social Worker: \$112,354

**APPENDICES**

## **Appendix A: Staff Roster, 2022-23**

<b>First</b>	<b>Last</b>	<b>Position</b>	<b>Education</b>
Nsilo	Abraham	PE Teacher	BA - Health Fitness Recreation Resources
Adriana	Acho-Rodriguez	Assistant Teacher	High school
Maria	Aguilar	Dedicated Aide	High School
Garine	Avakian	Assistant Teacher	BA - Sport Movement Science
Antoinette	Barksdale	Assistant Teacher	High School
Maya	Beal	Dedicated Aide	High School
Aileen	Bell	Lead Teacher	BA - Political Science
Eli	Blum	Master Teacher	MA – Teaching, Elementary
Nicole	Bodner	Assistant Principal, K-6	MA - Elementary Education
Jessica	Booker	Literacy and English Learner Specialist	BA - Elementary Education
Christina	Brown	Intervention Specialist, Literacy	MS - Education
Cristian	Calixto	Lead Teacher	BA - Geoscience
Jenny	Campbell	Instructional Coach	M.Ed. - Learning and Teaching
Daquasha	Carr	Assistant Teacher	High School
Valerie	Carroll	Lead Teacher	MA - Early Childhood Education MS - Education Administration
Page	Christensen	Lead Teacher	MA - Early Childhood Education
Davon	Coachman	Behavior Support Staff	High School
Adrienne	Coleman	Special Education Teacher	MA - STEM Education
Shaquita	Curtis	Assistant Teacher	High School
Lyndsay	Cybul	Resident	BA - Psychology
Miosha	Dangerfield	Assistant Teacher	High School
LaDashia	Daughtry	Assistant Teacher	High School
LaVita	DeLoatch	Dedicated Aide/Assistant Teacher	High School
Nashonte	DeVaughn	Assistant Teacher	High School
Amber	Dooley	Art Teacher	BA - Art Education
Leslie	Douglas	Administrative Assistant	BA - Studio Art
Artelia	Dunbar	Assistant Teacher	High School
Mara	Duquette	Manager, Operations & Student Records	BS - Political Communication
Michele	Eaton	Student Support Operations Manager	BA - Journalism
Lewis	Erickson	Long-term substitute	BA - Global Studies
Tyler	Faulk	Assistant Teacher	High School

<b>First</b>	<b>Last</b>	<b>Position</b>	<b>Education</b>
Jimquana	Ferrell	Dedicated Aide/Paraprofessional	High School
Rebecca	Forrest	Lead Teacher	BA - Political Science
Ben	Frazell	Instructional Coach	MEd - Elementary Education
Quintin	Garrett	Floater Assistant Teacher	High School
Kina	Gee	Special Education Teacher	MBA
Katherine	Gill	Assistant Teacher	BA - Early Childhood Education
Sarah	Gladkov-Shachar	Lead Teacher	BA - Early Childhood Education
Micaela	Goldzweig	Lead Teacher	BA – Global Studies
Pam	Greene	Director, Human Resources	High School
Rim	Haile	Lead Teacher	BA – Health and Human Biology
Sheena	Hailes	Dedicated Aide	High School
Aliah	Harrison	Assistant Teacher	High School
Sha'Kijah	Hendrick	Assistant Teacher	High School
Sha'Daija	Hendrick	Assistant Teacher	BS - Child and Adolescent Studies
Chrystena	Hill	Assistant Teacher	High School
Jessica	Hiltabidel	Director, Culture, Equity & Access	MA - Leadership in Teaching
Jaleesa	Honesty	Assistant Teacher	BA - Psychology
Lacey	Hunter	Master Teacher	MA - Early Childhood Education
Simeon	Jackson	Assistant Teacher	BA - Sports Science
Hakim	Johnson	Principal	MS - Elementary/Secondary School Administration
Jessica	Jones	Master Teacher; Teacher Leader	BA - Psychology
Monisha	Karnani	Director, Demonstration and Outreach	MA - Administration and Leadership
Costia	Karolinski	Lead Teacher	MAT - Elementary Education
Donna	Kearney	Dance Teacher	High School
Keonia	Keeton	Art Teacher	BA - Fashion Design
Kate	Keplinger	Chief Operating Officer	MA - Secondary Social Studies
Sam	Kingsbury	Special Education Teacher	BA- Mathematics, Hispanic Studies
Suzy	Lane	Assistant Teacher	MA - Education
Teresa	Law	Dedicated Aide	High School
Brianna	Little	Registrar	High School
Richard	Logan	Assistant Teacher	BA - Accounting
Yody	Lopez	Dedicated Aide	AA- Liberal Studies
Kate	Lucas	Special Education Teacher	BA - Religious Studies

<b>First</b>	<b>Last</b>	<b>Position</b>	<b>Education</b>
Amy	Lyon	Speech Language Pathologist	MA - Speech Language Pathology
Alexander	Macdonald	Dedicated Aide/Assistant Teacher	BA - Latin American and Latina/o Studies
Remy	Mallett	Lead Teacher	MA - Elementary Education
Madeline	Marshall	Performing Arts Teacher	M.Ed – Secondary Education
Courtney	McIntosh-Peters	Manager, Culture, Equity & Student Experience	BA - Chemistry
Mercedez	Mitchell	Assistant Teacher	High School
Jamirious	Mooney	Resident	BA - Human Dev. and Family Studies
Ash	Moser	Special Education Teacher	MA - Administration
Mujihad	Muhammad	Intervention Specialist, Math	BS - Sports Management and Education
Peter	Mulholland	Lead Teacher	BA - History
Lisa	Muschette	Dedicated Aide	High School
Sade	Neufville	Assistant Teacher	High School
Gabriela	Nunez	Resident	BA- Political Science
Okezie	Nwoka	Lead Teacher	AB – Africana Studies
Tamas	O'Doughda	Lead Teacher	MA - Curriculum and Instruction
Priscilla	Parrilla-Jacobs	Spanish Teacher	MA- Translation and JD
Khamis	Peoples	Lead Teacher	BS - Psychology
Iysha	Perkins	Special Education Teacher	MA - Communications & Public Relations
Patrick	Pettis	Special Education Teacher	BS - Communications
Malcolm	Poole	Manager, School Culture	MA - Education Leadership
Marie	Rayme	Assistant Teacher	AA - Early Childhood Education
Marni	Riffkin	Social Worker	MSW - Social Work
Sundai	Riggins	Head of School	EdD - Educational Leadership
Taylor	Robinson	Special Education Teacher	BA – Pol. Science, Cultural Anthropology
Rebecca	Rodgers	Special Education Manager	MA- Elementary Education
Hannah	Salisbury	Interim Director, PS-PK	MA - Educational Psychology
Kamille	Scarlett	Lead Teacher	MA - Education
Katie	Soffer	Lead Teacher	M.Ed - Education
Samantha	Southall	Dir. of Academics, Data & Assessment	MA - Professional Counseling
Timothy	Street	Manager, IT	MA - Early Childhood Education
Paul	Thomas	Building Services Manager	High School
Robert	Thompson	Lead Teacher	MA- Theology
Lamont	Thornton	Dedicated Aide	High School



<b>First</b>	<b>Last</b>	<b>Position</b>	<b>Education</b>
Aster	Tsegaye	Cafeteria Coordinator	High School
Kiana	Tymas	Dedicated Aide	High School
Andrew	Valent	Lead Teacher	MA - International Education
Melissa	VandenBussche	Special Education Interventionist	MA - Secondary Education
Chris	Washington	Music Teacher	BA - Music Education
Brianna	Wattier	Lead Teacher	MEd - Curriculum and Instruction
Shanice	Wellington	Behavior Intervention Coordinator	MS - Applied Behavior Analysis
Lashondra	Wilson	Dedicated Aide	High School
Christina	Wingate	Special Education Teacher	BA - Mass Communications
Matthew	Wong	Master Teacher	MA - Elementary Education
Timothy	Woods	Special Education Teacher	BA - Organizational Communications

**Appendix B: Board Roster, 2022-23**

***Andrea Browning***

Vice Chair, Board of Directors  
 Executive Committee  
 Academic Quality Committee  
 DC Resident

***Morris Clarke***

Member, Board of Directors  
 Finance & Business Oversight Committee  
 Nominating and Governance Committee  
 DC Resident

***Maureen Ingram***

Member  
 Academic Quality Committee  
 MD Resident

***Joanne Irby***

Secretary, Board of Directors  
 Executive Committee

Nominating and Governance Committee  
DC Resident

***Michelle Lerner***

Member  
Academic Quality Committee  
DC Resident

***Aleta Margolis***

Member  
Representative, Center for Inspired Teaching  
Demonstration Committee  
MD Resident

***Lucy Newton***

Chair, Board of Directors  
Executive Committee  
Nominating and Governance Committee  
DC Resident

***Mary Pitts***

Member  
Parent Member  
DC Resident

***Leah Squires***

Member  
Academic Quality Committee  
Parent Member  
DC Resident

***Pete Weber***

Member  
Academic Quality Committee  
MD Resident

***Sundai Riggins***

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

MD Resident

***Rusty Wilson***

Treasurer, Board of Directors

Executive Committee

Finance & Business Oversight Committee

Parent Member

DC Resident

## Appendix C: Unaudited Year-end 2022-23 Financial Statement

### Income Statement

#### Inspired Teaching Demonstration

July 2022 through June 2023

	Year-To-Date
<b>Income Statement</b>	<b>Actual</b>
Revenue	
State and Local Revenue	12,035,559
Federal Revenue	470,948
Private Grants and Donations	78,085
Earned Fees	283,008
Total Revenue	12,867,600
Expenses	
Salaries	6,785,009
Benefits and Taxes	1,285,348
Contracted Staff	186,975
Staff-Related Costs	62,029
Occupancy Service	758,558
Direct Student Expense	1,019,609
Office & Business Expense	697,283
Contingency	0
Total Expenses	10,794,810
Operating Income	2,072,790
Extraordinary Expenses	
Interest	332,357
Depreciation and Amortization	944,929
Total Extraordinary Expenses	1,277,286
Net Income	795,504
<b>Cash Flow Statement</b>	<b>Actual</b>
Net Income	795,504
Cash Flow Adjustments	
Add Depreciation	944,929
Operating Fixed Assets	(103,053)
Other Operating Activities	504,092
Per-Pupil Adjustments	(0)
Unrestricted Equity	0
Facilities Project Adjustments	(8,275)
Restricted Cash	(443,255)
Total Cash Flow Adjustments	894,439
Change in Cash	1,689,943

## Appendix D: Approved 2023-24 Budget

<b>BOARD APPROVED BUDGET</b>	<b>SY 23-24</b>	<b>SY 24-25</b>
<b>Revenue</b>		
Per Pupil Charter Payments - General Education	7,305,767	7,515,665
Per Pupil Charter Payments -Categorical Enhancements	3,169,815	3,233,261
Per Pupil Facilities Allowance	1,883,390	1,941,775
Federal, State and Local funding	334,998	341,209
Private Grants and Donations	50,000	51,500
Other Income	465,061	469,470
<b>Expenses</b>		
Principal/Executive Salary	342,940	349,799
Teachers Salaries	3,682,979	3,756,638
Special Education Salaries	1,880,540	1,918,151
Other Education Professionals Salaries	1,523,431	1,559,450
Business/Operations Salaries	54,217	55,302
Administrative/Other Salaries	956,765	975,900
Employee Benefits and Payroll Taxes	1,521,905	1,559,381
Educational Supplies and Textbooks	255,000	262,650
Student Assessment Materials/Program Evaluation	20,000	20,600
Contracted Student Services	100,000	103,000
Food Service	215,752	222,225
Other Direct Student Expense	99,194	102,227
Interest (Facilities only)	536,703	528,147
Depreciation (facilities only)	866,858	1,022,385
Other Occupancy Expenses	637,386	656,508
Depreciation and Amortization (non-facility)	99,248	75,569
Other General Expense	819,197	800,975
<b>Expenses Total</b>	<b>13,612,114</b>	<b>13,968,907</b>
<b>NET ORDINARY INCOME</b>	<b>1,099,725</b>	<b>1,210,075</b>
<b>TOTAL EXPENSES</b>	<b>13,612,114</b>	<b>13,968,907</b>
<b>NET INCOME</b>	<b>1,099,725</b>	<b>1,210,075</b>
<b>Cash Flow Adjustments</b>		
Add Depreciation	947,698	1,079,547
Operating Fixed Assets	(79,000)	(81,370)
Other Operating Activities	75,570	10,711
Facilities Project Adjustments	(459,025)	(4,194,146)
<b>Cash Flow Adjustments Total</b>	<b>485,243</b>	<b>(3,185,258)</b>
<b>CHANGE IN CASH</b>		
Starting Cash Balance	10,416,526	10,498,685
Change in Cash	82,159	(3,601,285)
<b>ENDING CASH BALANCE</b>	<b>10,498,685</b>	<b>6,897,400</b>