



# **Inspired Teaching** Demonstration School

**Annual Report**  
**2023-2024**

**Inspired Teaching Demonstration Public Charter School**  
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## **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 interest areas designed to support cross-curricular investigative studies through hands-on play. For example, in the Discovery interest area, learning may focus on language development during the First Six Weeks study as children use mirrors to examine and describe their faces in preparation to draw self-portraits in the Art interest area. During the Gardening Study, learning in the Discovery interest area may focus on mathematics as children sort seeds by size or count

out sets of seeds to plant in cups. Teachers take advantage of a wealth of early childhood best practices and programmatic resources to meet the diverse 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 – PreK-3, PreK-4, 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. 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. Children build foundational literacy skills through a combination of rich read-alouds, authentic opportunities to write and work with letters and words, and explicit phonemic awareness instruction.

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. Our Arts, Language and Movement classes include Spanish, Physical Education, Music, Dance, Theatre, Visual Art, and are all 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. Differentiation occurs daily, with data

guiding student groupings. Fluency is a core part of our math program, with daily opportunities for fluency practice in small groups and warm ups.

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. At the end of school year 23-24, our academic team selected two new science-based reading programs for implementation in SY24-25: *Wit & Wisdom* and *UFLI Foundations*.

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 based on the Washington DC K-12 Social Studies Standards, emphasizing diverse perspectives and critical analysis. Through engaging activities, students explore community governance, global interconnections, and the rich histories that have shaped the nation's capital. With a focus on evaluating primary and secondary sources, students develop nuanced understandings that prepare them to be informed, compassionate global citizens.

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 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 resources- Illustrative Math in K-6 and Desmos in 7-8 - utilize 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 Amplify Science as well as materials and guidebooks from open source curriculums such as 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.

**Social Studies:** In social studies classes, students examine local and global social justice issues. We employ a balanced literacy approach to teach the Common Core State Standards, the Washington DC K-12 Social Studies Standards, and the C3 Framework

for Social Studies. Our history/social studies teaches students how to conduct research and thoughtfully convey information. Throughout the school year students take on a problem/solution-based examination of social justice issues through the 8th grade Action Civics curriculum. In 7th grade students will study U.S. History from Indigenous Nations through Reconstruction and will analyze historical events by examining the experiences and perspectives of Indigenous nations, enslaved people, and marginalized communities, encouraging empathy and understanding of systemic inequalities. In 5th grade, students determine what it means to be an upstander/bystander through the lens of the foundations of the modern United States. In 6th grade students delve into the maps of the world and how they have developed over time in World Geography. 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. Utilizing the book *Whole Novels for the Whole Class* as a framework, 7th and 8th grade students completed several novels throughout the year, focusing on note-taking, close reading, socratic seminars, and written responses. 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 writing, students work on in-depth writing projects in the main genres of Common Core writing: narrative, explanatory, and argumentative. Through these studies, teachers focus on both grammar skills and the structure of writing in the various genres. 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 Advisory, Pathway 2 Success Executive Functioning, 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. To help students with the increased academic demands of the middle grades, students’ social emotional development also includes executive functioning skill development in the areas of: academic goal-setting, time management, planning and organization. Students in 7<sup>th</sup> and 8<sup>th</sup> grades are taught using the Seventh graders studying U.S. History from Indigenous Nations through Reconstruction will analyze historical events from a social justice lens by examining the experiences and perspectives of Indigenous nations, enslaved people, and marginalized communities, encouraging empathy and understanding of systemic inequalities.



**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 partnership with families, we offer a variety of activities and opportunities for authentic engagement with our educators and students: New Family Orientation; Back to School Night; Family Conferences; and Learning Showcases, to name a few. We also collaborate with our Inspired Family Association (IFA) to host family workshops, social activities, monthly third Thursday morning coffee hours and also our initiatives to welcome and partner new families with IFA buddy families.

Our highly involved IFA includes the families of all students, and has its own events, blog, and newsletter. The IFA also supports dissemination of school updates and reminders through their own Google group. In addition, the IFA supported our teacher wellness efforts by supplying lunches, collecting positive notes to teachers and teacher workroom treats, and planned a successful 11th Annual Fall Fest. During the 2023-24 school year, IFA leadership collaborated with school leadership as volunteers to assist with our Spring musical fundraiser and also developed 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 and the classroom experience auction.

Traditionally at ITDS, family conferences are held twice each year. During this school year, we shifted to offer family conferences on two days - a half-day Wednesday and also a full day Friday to provide more accessibility in scheduling to our families. Our family conferences are 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, highlights student learning through hands-on learning experiences and projects. 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 is always palpable throughout the building.

The Inspired Family Association raises funds to purchase resources to enhance student learning and increase resources throughout the building. 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.

In an effort to ensure that we are inclusive in our engagement and communication efforts, we continue to improve and refine our practices in order to welcome and support our families for whom English is not their first language. As our multilingual learner (MLL) population continues to grow at ITDS, diversifying our methods of communicating with families is essential to being truly inclusive of all members of our school community. Through a partnership with ACSI Translations, we continue to improve our translation services for our written materials and we've also 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. In our partnership with ACSI, through focus groups with multilingual families we receive valuable feedback and next steps that continue to strengthen and inform our practices.

Highlights of Events with families during the 2023-24 school year include:

- Meet Your Teacher Day
- Back to School Night
- Family Education Events
- High School Information Sessions
- Book Character Parade
- Fall Festival
- Unity Day
- Learning Showcases each trimester
- Teacher Appreciation Fall Potluck (sponsored by IFA)

- 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)
- IFA Spring Giving campaign
- 100th Day of School Fundraiser
- Annual Spring Musical
- Evening of the Arts
- Phillips Collection Preview & Reception
- Spring Scholastic Book Fair
- Teacher Appreciation Week
- Inspired Evening Fundraiser
- 8th grade promotion ceremony
- Summer Fest

## **II. School Performance and Progress**

### 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 City Teaching Alliance (formerly known as Urban Teachers) to place Teaching Residents in classrooms. These Residents study under the guidance of our Master Teachers who service as mentor teachers during their year-long residency. 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 educators 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 ITDS. 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.

Students created three expectations - everyone learns, everyone is safe, and everyone builds the community - during our inaugural year. These student-generated statements, known as our school's "Rights and Responsibilities", guide the ITDS community. During the 2023-24 school year, in an effort to ensure that our schoolwide commitments are fully reflective of our mission's commitment to diversity and inclusion of all students, we added an additional statement - Everyone is welcome - to acknowledge that we are deeply committed to the success and inclusion of all ITDS students and families.

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.

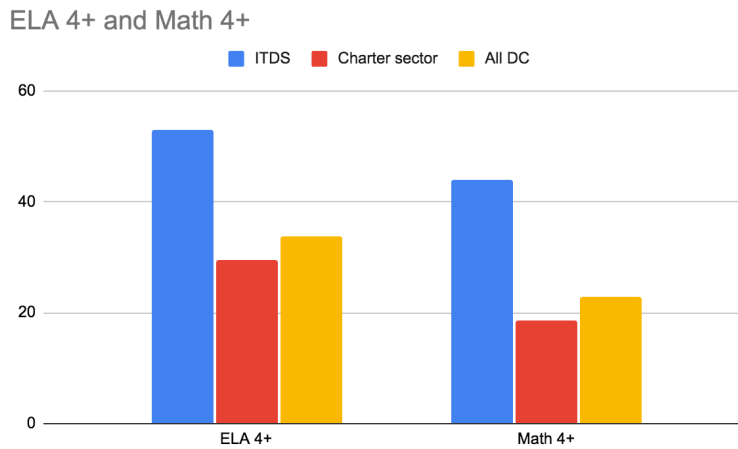
As a Demonstration School, Inspired Teaching School receives visitors from around the globe. It is part of our mission to demonstrate the benefits of *Inspired* instruction and share progressive teaching and learning practices. Our goal is to enable other educators to deepen their understanding of a 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 2023-24 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, Gonzaga High School, Edmund Burke School, St. John’s College High School, Templeton Academy, and The Field School. 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.

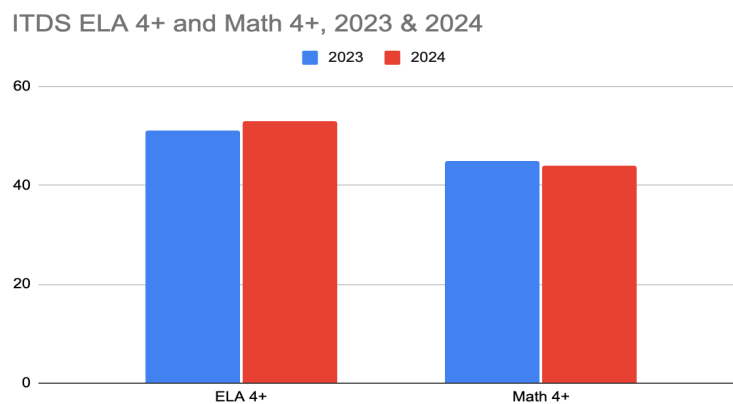
Goal	Met/Not Met
Inspired Teaching Demonstration School has adopted DC PCSB’s Performance Management Framework (PMF) as its goals and academic achievement expectations.	Due to accountability system revisions, DC PCSB did not produce PMF results for SY 2023-24.

ITDS has adopted the PMF as our goals (and will soon transition to the new ASPIRE system) and has continued to administer the Partnership for Assessment of Readiness for College and Careers (PARCC) test until Spring 2024 when the PARCC assessment was replaced with a new district-wide assessment from OSSE. For the 2023-24 school year, students in grades 3-8 at ITDS took the DC Comprehensive Assessment of Progress in Education (DC CAPE). The results from the Spring 2024 assessment show that ITDS students scored well-above the DC and charter sector average on DC CAPE, which mirrors historical trends for school performance on annual standardized assessments.



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.

### ITDS PARCC Results, Spring 2024



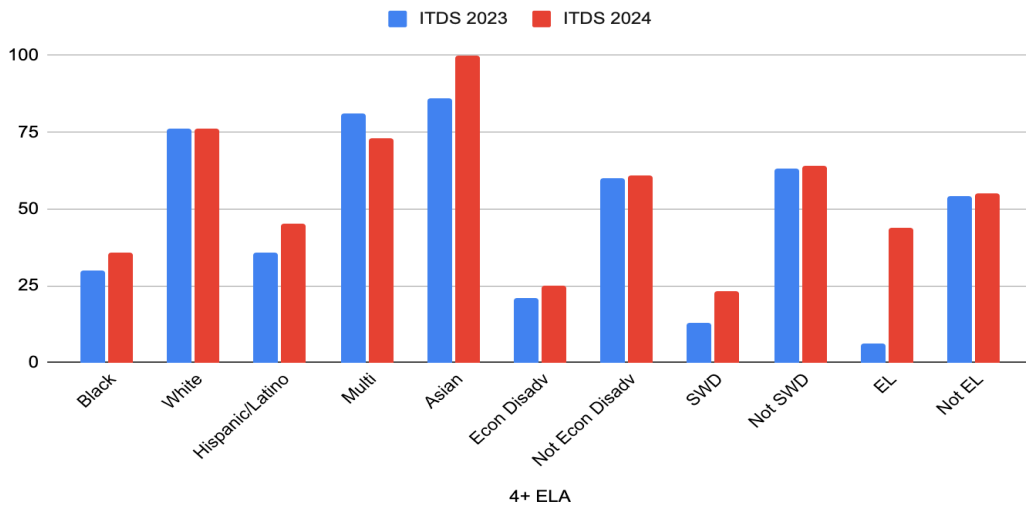
For the Spring 2024 DC CAPE test, ITDS saw a 2% increase in ELA scores and a 1% decrease in Math scores overall in comparison to Spring 2023 PARCC results. While we hoped to see some gains based on some curricular shifts we've made, we also understand that seeing academic improvement and gains after making curricular changes can take a few years as teachers and staff learn and adjust their practices. Although we've made some curricular changes, we remain committed to ensuring that we continue to focus on our priorities. Maintaining a clear focus on priorities for what instruction and educator support looks like over time - will eventually yield more substantial results. Our strategies are:

- Intentional, small group instruction
- Deliberate intervention and enrichment blocks; and
- Implementation of new curricular materials and professional development in response to data outcomes

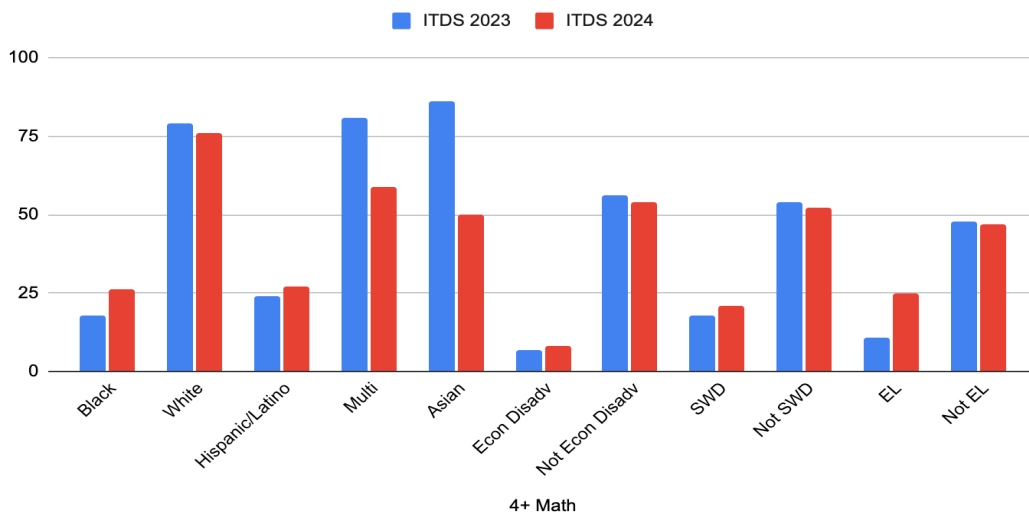
Our historical trend data has shown math as a consistent area of growth for our school. During the 2023-24 school year, ITDS was awarded a High-Quality Instructional Materials (HQIM) grant from the Office of the State Superintendent (OSSE) in order to make further investments in our math curriculum. To support our students and educators in improving academic outcomes in math, these additional materials span the wide range of educator and student needs - manipulatives, intervention materials and increase opportunities for educator professional development. The new math curricula and resources will help students have more access to mathematical reasoning, modeling and applying strategies to problem-solving on a regular basis. Our approach is to ensure that all students have access to learning that is project-based and ensures students have both a conceptual and practical understanding of math. Our school team will continue to refine our approach and lean into the resources we have available as we continue to build our math programming, structures and learning opportunities available to students.

While we are #ITDSProud of our continued success in comparison to our peers within the district, we are committed to ensuring the success of all students. In reviewing our data further, we recognize the gaps that persist between subgroups of students within our school community.

ITDS 2023 and ITDS 2024



ITDS 2023 and ITDS 2024



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. This year as a part of our commitment to our new five year Strategic Plan, [Our Inspired Roadmap](#), we are recommitted to our mission - getting *all* of our students to meet or exceed grade level expectations. We remain deeply invested in ensuring that schoolwide supports and resources meet the needs of *all* students.

In addition to the DC CAPE 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 in alignment to GOLD and CLASS standards and expectations.

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 Record, FRY List*, Words Their Way, Writing Prompt	MAP	DESSA
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.

ITDS has consistently maintained strong ELA outcomes in comparison to lower math performance trends. While our performance levels have not surpassed pre-pandemic proficiency rates, we understand that progress will happen over time. As we continue to make investments in programming, curriculum and professional learning for educators, we are confident that we will see academic improvements, in both ELA and Math, over the next few years.

**B. Unique Accomplishments**

While not a unique accomplishment considering the post-pandemic educational landscape and challenges of recruiting and retaining top-notch talent, we ran a successful principal search and hired Dr. Muronji Inman-McCraw as our new principal. One of the most impactful components of the principal search was our clear commitment to the goals of our new strategic plan, which helped us to craft an interview process reflective of what we need in a principal, both for the present and future success of our school. The crystal clear understanding of our needs and challenges led us to find an experienced leader ready to take the helm with our goals, aspirations and hopes for a bright future - at the forefront.

During the 2023-24 school year, we launched the development of a new five-year strategic planning process - to strengthen our commitment to supporting the learning, growth and development of all ITDS students - in alignment to our school’s mission. Our school’s mission outlines that we will offer a “demanding, inquiry-based curriculum” to all students. As referenced above, we see stark differences in the performance of White students in comparison to our students of color, as well as our other subgroups. [Our Inspired Roadmap](#) outlines the goals and strategies we will use to close the achievement and opportunity gaps we know exist within our school

community. The strategic planning process took several months and deeply engaged a wide range of stakeholders - students, educators, staff, families and ITDS alums - in gaining a better understanding of our strengths as well as areas in need of refinement, improvement and further development over the next five years.

Based on feedback from our current and past students and families, one of our goals to support the whole child has been to increase our extracurricular and after school clubs and activities, including athletic programming. While the pandemic slowed down this process when we returned to school in person, we now offer robust opportunities for extracurriculars - from a wide variety of sports in the middle grades to clubs being led by parents and staff for all ages of students - including four-year olds in pre-kindergarten. In comparison to last school year, we built strong systems and structures to allow clubs and sports to function in a smooth and seamless manner. Some of our sports offerings include soccer, flag football, basketball, tennis and cross country/track and field (indoor and outdoor). We also offer a wide variety of clubs each trimester - examples: choir, debate, fitness, photography, Spanish, art, tabletop games, chess - to fully support the vast range of student interests across our entire school community.

In addition to our robust clubs and activities, our Arts, Language and Movement programming is thriving, especially the collaboration between our theater, music and dance teachers to continue to lead a dynamic and whole-school engaging spring musical. During the 2023-24 school year, we successfully launched our second annual musical, Peter Pan Jr., in March of 2024. Our atypical model and approach to providing opportunity and access for a wide range of students, both in elementary and middle grades, has made our spring musical seasons one of our most anticipated and exciting times of year at ITDS.

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 (grades 5-8) 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

Similar to the Spring 2023 production, we sold out all shows and continue to have high demand for additional seats and performances. In addition, many students shared experiences and artifacts about their cast member experience in their 8th grade portfolio reflections. The impact of this learning opportunity has left an indelible mark on our school community and continues to build in each successive year. From the school's inception, we've worked to become an arts-integration school - and our programming and interdisciplinary efforts to immerse students in arts-enriched experiences - allow us to deliver on that aspect of our school's vision.

Our efforts to remain connected to the arts community is to partner with outside arts organizations, specifically those in partnerships with schools for additional resources and programming. Re-established after the pandemic, ITDS continues to partner with The Phillips Collection, a home for modern and contemporary art located in historic Dupont Circle. Our lower and middle school art teachers and students engage in residency experiences to create art integrated lessons connected to unit themes. As a celebratory culmination of student work, The Phillips Collection team worked with our school team to prepare art to be featured during our school's Learning Showcase. After the Learning Showcase, the artwork was installed in our school building for all to see.

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 - both locally and globally. As practitioners deeply invested in the profession, we want to model for other colleagues, communities and schools - what innovation looks like in practice. We seek opportunities to build new curricula and lessons that are culturally-relevant and grounded in social justice. One huge accomplishment that our educators embraced was the adoption of the new DC social studies standards. In partnership with the social studies team at OSSE, we worked collaboratively to develop lesson plans aligned to the new standards. As a result of our work, ITDS educators, students and administrators were featured in a segment on NBC4 entitled [DC Schools Introduces New Anti-Racist Social Studies Curriculum](#) and our work was highlighted by the former State Superintendent, Dr. Christina Grant, as a part of the news segment.

ITDS was also featured in a DC Area Educators for Social Justice article highlighting our 4th grade teachers and students work in challenging Scholastic Book Fair's response to Banned Books. In the article entitled, [4th Graders Challenge Book Bans and Scholastic](#), the teachers' intentional study and design of lessons to explore this topic, students' investment in studying the issue and a letter written to Scholastic by the 4th grade team were all highlighted as an example of advocacy around the issue of book banning.

Inspired Teaching Demonstration Public Charter School continues as an active member of the Diverse Charter School Coalition (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. During the 2023-24 school year, we hosted a school visit for the DCSC UnifiED Explorers - a group of future charter, district and independent school leaders - to learn about our school’s inclusive practices and to visit our school’s classrooms to better understand our instructional approach. Our guests visited classrooms, met with school administrators, and debriefed classroom visits with teachers and support staff.

We promoted our eighth 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 2024 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 2023-24 school year. We apologize in advance if we failed to include donors on this list.*

ACSI Translations  
Christopher and Stephanie Aument  
David and Elizabeth Barksdale  
Law Office Of Lauren E. Baum  
Pamela Birchett-Street and Michelle Street  
Christopher and Maureen Bobish  
Andrea Browning  
Busy Bee Environmental Service  
Brian Butler and Kim Kucinkas  
Nora Cobo  
Eric Columbus and Naomi Seiler  
Alfred and Avia Dunn  
Empowerk12  
Feitel Family  
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Simon Galed and Janet Lewis  
Gay Gasser  
Eric and Ha-Hoa Hamano  
Dorothy and Lee Hanson  
Alex Hazlehurst and Elizabeth Berg  
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Martha and Meredith Holley-Miers  
Anup Hundiwal  
Tony and Maureen Ingram  
Matthew Klein and Odette Mucha  
John and Monica Leibovitz  
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John and Mary Pitts  
Michael and Alexis Ronickher  
Senthil Sankaran and Reyna Alorro  
Nicholas Shipley and Megan Winsten  
Solar Solution  
Jordan and Laura Tenenbaum  
Eric Traub and Leah Squires  
Robin and Natalie Walker  
Michael and Erin West

## DATA REPORT

### General Information

Source	Data Point
DC PCSB	<b>LEA Name:</b> Inspired Teaching Demonstration PCS
DC PCSB	<b>Campus Name:</b> Inspired Teaching Demonstration PCS
DC PCSB	<b>Grades Served:</b> PK3 - 8
DC PCSB	<b>Overall Audited Enrollment:</b> 522

### Enrollment by grade level according to longest enrollment grade

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

### Student Data Points

Source	Data Point
<b>Campus</b>	<b>Total Number of Instructional Days:</b> 180
DC PCSB	<b>Suspension Rate:</b> 4.02%
DC PCSB	<b>Expulsion Rate:</b> 0.19%
DC PCSB	<b>Instructional Time Lost to Out-of-School suspensions:</b> 0.07%
DC PCSB	<b>In-Seat Attendance:</b> 93.74%
DC PCSB	<b>Average Daily Attendance:</b> (No action necessary)
DC PCSB	<b>Mid-Year Withdrawals:</b> 1.15%
DC PCSB	<b>Mid-Year Entries:</b> 0.00%
DC PCSB	<b>Promotion Rate:</b> 99.51%
DC PCSB (SY22-23)	<b>College Acceptance Rate:</b> Not applicable
DC PCSB (SY22-23)	<b>College Admission Test Score:</b> Not applicable
DC PCSB (SY22-23)	<b>Graduation Rate:</b> Not applicable

## Teacher/Admin Data Points

Source	Data Point
Campus	<b>Teacher Attrition Rate:</b> 13%
Campus	<p><b>Number of Teachers:</b> 45</p> <p>To align with OSSE’s definition, "Teacher" is defined as a full-time school- based employee who instructs any core or non-core academic subject. This includes general or special education teachers instructing students in the “core” subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language and physical education. This excludes student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).</p>
Campus	<b>Teacher Salary Schedules:</b> See Salary Schedule below
Campus	<p><b>Teacher Demographics</b></p> <p><b>Racial Identity</b></p> <ul style="list-style-type: none"> <li>● Asian - 2%</li> <li>● Black/African American - 40%</li> <li>● Hispanic - 2%</li> <li>● Multiracial - 7%</li> <li>● Native Hawaiian/Pacific Islander - 2%</li> <li>● White - 47%</li> </ul> <p><b>Gender</b></p> <ul style="list-style-type: none"> <li>● Male - 36%</li> <li>● Female - 60%</li> <li>● Non-binary - 4%</li> </ul> <p><b>Years of Teaching/Education experience</b></p> <ul style="list-style-type: none"> <li>● 1 year - 9%</li> <li>● 2-5 years - 42%</li> <li>● 6-10 years - 29%</li> <li>● 11+ years - 20%</li> </ul>
Campus	<p><b>Compensation over \$100,000</b></p> <p><b>Salaries (including bonuses) of the five most highly compensated individuals in the LEA, if over \$100,000, for SY 2023-24.</b></p> <p>Head of School: \$207,480            Chief Operating Officer: \$174,334            Director of Demonstration/Outreach: \$124,807            Social Worker: \$122,698            Assistant Principal: \$118,170</p>



## 2023-24 Teacher Salary Schedule

### Classroom Lead & Master Teachers/ALM teachers/Special Education Teachers/Intervention Teachers

*Salaries are based on education level and number of years experience as a Lead Teacher in a school setting for a full school year.*

Degree + Years Experience	Salary	Degree + Years Experience	Salary
BA1	\$64,267.50	MA1	\$67,402.50
BA2	\$65,552.85	MA2	\$68,750.55
BA3	\$66,863.91	MA3	\$70,125.56
BA4	\$68,201.19	MA4	\$71,528.07
BA5	\$69,565.21	MA5	\$72,958.63
BA6	\$70,956.51	MA6	\$74,417.81
BA7	\$72,375.64	MA7	\$75,906.16
BA8	\$73,823.16	MA8	\$77,424.29
BA9	\$75,299.62	MA9	\$78,972.77
BA10	\$76,805.61	MA10	\$80,552.23
BA11	\$80,645.89	MA11	\$84,579.84
BA12	\$82,258.81	MA12	\$88,808.83
BA13	\$83,903.99	MA13	\$90,585.01
BA14	\$85,582.07	MA14	\$92,396.71
BA15	\$87,293.71	MA15	\$94,244.64
BA16	\$89,039.58	MA16	\$96,129.53
BA17	\$90,820.37	MA17	\$98,052.12
BA18	\$92,636.78	MA18	\$100,013.17
BA19	\$94,489.52	MA19	\$102,013.43
BA20	\$96,379.31	MA20+	\$104,053.70

## APPENDICES

### Appendix A: Staff Roster, 2023-24

First	Last	Position	Education
Mekiya	Abdo	Specialist, Individualized Instruction	BA - Art
Nsilo	Abraham	Lead Teacher	BA - Health Fitness Recreation Resources
Maria	Aguilar	Assistant Teacher	High School
Stella	Ard	Teaching Resident	BA - International Studies
Garine	Avakian	Assistant Teacher	BA - Sport Movement Science
Antoinette	Barksdale	Assistant Teacher	High School
Maya	Beal	Specialist, Individualized Instruction	High School
Aileen	Bell	Lead Teacher	MA - Elementary Education and Special Education
Nicole	Bodner	Assistant Principal, K-6	MA- Elementary Education
Jessica	Booker	Manager, Multilingual Learning	BA - Elementary Education
Kaylen	Brooks	Assistant Teacher	High School
Cristian	Calixto	Lead Teacher	MA - Early Childhood Education
Jenny	Campbell	Instructional Coach	M.Ed. - Learning and Teaching
Daquasha	Carr	Assistant Teacher	High School
Valerie	Carroll	Lead Teacher	MA - Early Education MS - Education Administration
Takiyah	Carroll	Teaching Resident	BA - Sociology, Human Resources
Page	Christensen	Lead Teacher	MA - Early Childhood Education
Davon	Coachman	Student Behavior Support Specialist	High School
Adrienne	Coleman	Special Education Teacher	MA - STEM Education
Shaquita	Curtis	Specialist, Individualized Instruction	High School
Lyndsay	Cybul	Lead Teacher	MAT - Education
Miosha	Dangerfield	Assistant Teacher	High School
LaDashia	Daughtry	Specialist, Individualized Instruction	High School
LaVita	DeLoatch	Assistant Teacher	High School
Nashonte	DeVaughn	Assistant Teacher	High School
Amber	Dooley	Lead Teacher	BA - Art Education
Leslie	Douglas	Administrative Assistant	BA - Studio Art
Mara	Duquette	Director, School-Based Operations	BS - Political Communication
Lewis	Erickson	Multilingual Learner Interventionist	BA - Global Studies

Mio	Foster	Lead Teacher	MA - Special Education MA - Religion
Michael	Foushee	Specialist, Individualized Instruction	High School
Ben	Frazell	Instructional Coach	M.Ed. - Elementary Education
Quintin	Garrett	Assistant Teacher	High School
Katherine	Gill	Assistant Teacher	BA - Early Childhood Education
Sarah	Gladkov-Shachar	Lead Teacher	BA - Early Childhood Education
Andre	Glosson	Manager, Culture, Equity and Student Experience	High School
Micaela	Goldzweig	Lead Teacher	MA - Early Childhood Education
Pam	Greene	Director, Human Resources	High School
Rim	Haile	Lead Teacher	MS - Education, Elementary Education
Sheena	Hailes	Specialist, Individualized Instruction	High School
Aliah	Harrison	Assistant Teacher	High School'
Sha'Kijah	Hendrick	Assistant Teacher	High School
Chrystena	Hill	Assistant Teacher	BA - Early Childhood Education
Jessica	Hiltabidel	Director, Culture, Equity & Access	MA - Leadership in Teaching
Quinn	Hoffmann	Speech-Language Pathologist	MS - Speech Language Pathology
Jaleesa	Honesty	Lead Teacher	BA - Psychology
Lacey	Hunter	Lead Teacher	MA - Early Childhood Education
Mimi	Hyre	Lead Teacher	MA - Teaching and Special Education
Jessica	Jones	Assistant Principal, 5-8	MA - Clinical Psychology
Reem	Kader	Lead Teacher	BA - International Studies
Monisha	Karnani	Director, Demonstration and Outreach	MA - Administration and Leadership
Donna	Kearney	Lead Teacher	High School
Keonia	Keeton	Lead Teacher	BA - Fashion Design
Kate	Keplinger	Chief Operating Officer	MA - Teaching
Suzy	Lane	Assistant Teacher	MA - Education
Teresa	Law	Specialist, Individualized Instruction	High School
Brianna	Little	Registrar	High School
Richard	Logan	Special Education Teacher	BA - Accounting
Deonya	Logan	Special Education Teacher	MA - Elementary and Special Education
Yody	Lopez	Specialist, Individualized Instruction	AA - Liberal Studies
Kate	Lucas	Manager, Special Education Compliance	BA - Religious Studies

Amy	Lyon	Speech Language Pathologist	MA - Speech Language Pathology
Remy	Mallett	Lead Teacher	MA - Elementary Education
Madison	Marcum	Teaching Resident	BA - Biological Sciences; Environmental Studies
Madeline	Marshall	Lead Teacher	M.Ed - Secondary Education
Catherine	Mayer	Lead Teacher	MA - Teaching
Courtney	McIntosh-Peters	Manager of Culture, Equity & Student Experience	BA - Chemistry
Yojahira	Mejia	Specialist, Individualized Instruction	High School
Gabe	Mernoff	Teaching Resident	BA - Art and Chemistry
Mercedez	Mitchell	Specialist, Individualized Instruction	High School
Jamirious	Mooney	Lead Teacher	MA - Teaching and Special Education
Frances	Morrighan	Long Term Sub - Assistant Teacher	MA - International Peace and Conflict Resolution
Ashley	Moser	Special Education Teacher	M.Ed. - Administration
Mujihad	Muhammad	Interventionist Specialist, Math	BS - Sports Management and Education
Peter	Mulholland	Lead Teacher	MA - Education and Special Education
Sade	Neufville	Assistant Teacher	High School
Tamas	O'Doughda	Special Education Teacher, ELA	MA - Curriculum and Instruction
Priscilla	Parrilla-Jacobs	Lead Teacher	MA - Translation; JD
Maya	Parry	Teaching Resident	BA- Psychology
Iysha	Perkins	Manager, Special Education Compliance	MA - Communications and Public Relations
Patrick	Pettis	Special Education Teacher	BS - Communications
Katrina	Porter	Director, Special Education/504	MAT - Special Education
Jessica	Prue	Assistant Teacher	BA - Psychology
Marie	Rayme	Special Education Interventionist	BA - Early Childhood Education
Emili	Richardson	Specialist, Individualized Instruction	BA - Human Services
Marni	Riffkin	Social Worker	MSW - Social Work
Sundai	Riggins	Head of School	Ed.D. - Educational Leadership
Raven	Riggs	Assistant Teacher	BS - Computer Science
Taylor	Robinson	Lead Teacher	MA - Elementary Education
Adriana	Rodriguez	Manager, Family Programs and Partnerships	High School
Miana	Roots	Assistant Teacher	AA - Education
Monique	Russell	Director, Early Childhood Education	MA - Teaching

Kamille	Scarlett	Lead Teacher	MA - Education
Katie	Soffer	Master Teacher	M.Ed - Education
Samantha	Southall	Director 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	Specialist, Individualized Instruction	High School
Jt	Todd	Long-term substitute	BA - Peace and Global Studies
Aster	Tsegaye	Cafeteria Coordinator	High School
Anne Simmons	Tucker-Hanson	Intervention Specialist, Literacy	MS - Teaching
Andrew	Valent	Intervention Specialist	MA - International Education
Chris	Washington	Lead Teacher	BA - Music Education
Brianna	Wattier	Lead Teacher	M.Ed - Curriculum and Instruction
Shanice	Wellington	Behavior Intervention Coordinator	MS - Applied Behavior Analysis
Ethan	Wendel	Special Education Teacher	BA - Neuroscience and Psychology
Tamara	White	Assistant Teacher	AA - Early Childhood Education
Alexandra	Williams	Clinical Specialist	MA - Professional Clinical Counseling/Marriage and Family Therapy
Christina	Wingate	Special Education Interventionist	BA - Mass Communications
Ethan	Wise	Lead Teacher	BS - Environmental Science
Matthew	Wong	Master Teacher	MA - Elementary Education

## **Appendix B: Board Roster, 2023-24**

### ***Andrea Browning***

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

### ***Morris Clarke***

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

### ***Maureen Ingram***

Member  
Demonstration Committee  
MD Resident

### ***Michelle Lerner***

Chair, Board of Directions  
Executive Committee  
Academic Committee  
Finance and Business Committee  
DC Resident

### ***Aleta Margolis***

Member  
Representative, Center for Inspired Teaching  
Demonstration Committee  
MD Resident

### ***Lucy Newton***

Member  
DC Resident

### ***Mary Pitts***

Member  
Academic Committee  
Parent Member  
DC Resident

***Sundai Riggins***

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

***Leah Squires***

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

***Pete Weber***

Member  
Academic Committee  
Nominating and Governance Committee  
MD Resident

***Rusty Wilson***

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

## Appendix C: Unaudited Year-end 2023-24 Financial Statement

### **Income Statement Inspired Teaching Demonstration Public Charter School July 2023- June 2024**

<b>Income Statement</b>		<b>Actual</b>
Revenue		
	Per-Pupil Funding Revenue	12,718,239
	Other Local Revenue	821,991
	Federal Revenue	524,190
	Private Grants and Donations	159,150
	Earned Fees	725,674
	<b>Total Revenue</b>	<b>14,949,244</b>
Expenses		
	Salaries	8,181,598
	Benefits and Taxes	1,564,001
	Contracted Staff	168,596
	Staff-Related Costs	64,734
	Occupancy Service	705,682
	Direct Student Expense	1,469,353
	Office & Business Expense	851,197
	Contingency	0
	Interest	560,369
	Depreciation and Amortization	964,229
	<b>Total Expenses</b>	<b>14,529,759</b>
Net Income		419,485
<b>Cash Flow Statement</b>		<b>Actual</b>
Net Income		419,485
Cash Flow Adjustments		
	Add Depreciation	935,221
	Operating Fixed Assets	(99,023)
	Other Operating Activities	165,716
	Per-Pupil Adjustments	0
	Unrestricted Equity	0
	Facilities Project Adjustments	(443,077)
	<b>Total Cash Flow Adjustments</b>	<b>558,838</b>
Change in Cash		978,323



## Appendix D: Approved 2024-24 Budget

<b>BOARD APPROVED BUDGET</b>		<b>SY24-25</b>	<b>SY25-26</b>
<b>Revenue</b>			
	General Education, DC Funding Allocation	8,271,390	8,437,012
	Categorical Enhancements, DC Funding Allocation	3,618,140	3,690,505
	Facilities Allowance, DC Funding Allocation	1,941,827	1,961,245
	State and Local Government Contributions and Grants	12,203	12,569
	Federal Entitlements and Other Federal Funds	331,933	338,071
	Private Contributions, Donations, and Grants	101,050	103,332
	Other Income	519,133	452,911
	<b>Revenue Total</b>	<b>14,795,674</b>	<b>14,995,644</b>
<b>Expenses</b>			
	Instructional Staff	5,965,677	6,084,991
	Student Supports Staff	1,480,724	1,515,262
	School Administrators	358,381	365,549
	Business/Operations Salaries and Benefits	55,302	56,408
	Administrative/Other Staff Salaries and Benefits	1,100,427	1,122,436
	Employee Benefits and Payroll Taxes	1,551,426	1,589,774
	Instructional Supports	328,104	158,778
	Educational Materials	275,600	283,868
	Food Service	218,528	225,084
	Depreciation and Amortization, Owned and Leased Facilities	1,042,986	1,038,513
	Interest Expense, Owned and Leased Facilities	528,147	519,769
	Other Occupancy Expenses, Owned and Leased Facilities	628,476	647,330
	Depreciation and Amortization, Non-Facilities	99,248	75,569
	Other General Expenses	1,013,773	1,047,774
	<b>Expenses Total</b>	<b>14,646,798</b>	<b>14,731,104</b>
<b>NET ORDINARY INCOME</b>		<b>148,876</b>	<b>264,540</b>
<b>TOTAL EXPENSES</b>		<b>14,646,798</b>	<b>14,731,104</b>
<b>NET INCOME</b>		<b>148,876</b>	<b>264,540</b>
<b>Cash Flow Adjustments</b>			
	Add Depreciation	1,107,698	1,079,547
	Operating Fixed Assets	(79,000)	(81,370)
	Other Operating Activities	42,878	12,265
	Per-Pupil Adjustments	-	-
	Facilities Project Adjustments	(4,460,021)	(1,834,722)
	<b>Cash Flow Adjustments Total</b>	<b>(3,388,445)</b>	<b>(824,280)</b>
<b>CHANGE IN CASH</b>		<b>(3,239,569)</b>	<b>(559,740)</b>
	Starting Cash Balance	10,909,989	7,670,420
	<b>Change In Cash</b>	<b>(3,239,569)</b>	<b>(559,740)</b>
<b>ENDING CASH BALANCE</b>		<b>7,670,420</b>	<b>7,110,680</b>