

2021-2022 Annual Report

Perry Street Preparatory Public Charter School



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Please Note: Perry Street Preparatory Public Charter School acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

I. School Description

A. Mission Statement, Core Beliefs and Profile of a Graduate

Mission - Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society.

Our mission guides all our work. It ensures that we remain focused on enabling all our students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process.

Perry Street's Core Beliefs and Profile of a Graduate

Perry Street Prep (PSP) Public Charter School received its official letter of accreditation from the Middle States Association Commission on Elementary and Secondary Schools in 2019 and as part of this process, Perry Street Prep school community was given the opportunity to refine its Core Beliefs and in complete a Profile of a PSP Graduate. Our Core Beliefs and Profile of a Graduate bring our mission to life and add meaning to our everyday interactions with students, parents, and families.



Core Beliefs

1. We believe it is our duty prepare all students, academically and socially, for success in high school.
2. We believe that every student should be challenged to learn, grow, and achieve at high levels.
3. We believe in the importance of building relationships with our families and our community.

4. Our school community has PRIDE: Perseverance, Respect, Integrity, Dependability and Excellence.
5. We believe in the importance of providing our students with a safe and nurturing learning environment, and we believe that our students' success is supported by effective leadership, accountability, adult teamwork, consistency, and communication.

Profile of a Graduate—By the time students graduate from Perry Street Prep, they will:

1. Be academically and socially ready for high school, and be confident in their abilities.
2. Demonstrate sound organizational and decision-making skills.
3. Have strong reading, writing, critical thinking, and mathematical skills.
4. Be prepared to serve as responsible citizens and effective advocates for themselves and others.
5. Be able to communicate effectively, utilizing strong problem-solving and conflict resolution skills.

B. School Program

2021-2022—Re Opening and Accelerated Learning

In the Fall of 2021 Perry Street Prep PCS fully reopened to full time in person learning for all students with extensive health and safety protocols in place as outlined in the 2021 Continuous Education Plan approved by the Office of the State Superintendent for Education. During the 2021-2022 school year, the PSP Board continued to take bold steps to implement strategic continuous improvement in line with prior accomplishments while addressing academic concerns due to COVID19 closures and the necessary implementation of new instructional methods. Our continued goal has been to strengthen student learning, achievement, and social-emotional development—and lay the foundation for Perry Street Prep's continued growth for years to come.



With the support of several different avenues of federal and local funding from the Office of the State Superintendent of Education (OSSE), we retained strong teachers and recruited new faculty to address key student academic, social and emotional learning needs particularly focused on accelerated learning needs for students who had fallen behind during COVID19

closures. We provided focused instructional coaching to all teachers in grades K-8 to improve teachers' practice and boost students' learning; we continued strengthening our student support program to better meet all our students' needs; and we strengthened our overall curriculum and instructional program with additional data driven supports. Most notably, we continued to implement and expand access to evidence-based intervention curriculums focused at serving both our students with disabilities and English language learners, as well as students in general education performing below grade level. We continued our use of data to inform these decisions and to continue to improve student achievement.

Social and Emotional learning and behavioral expectation setting after the unconventional SY20-21 was a focus for the entire school in SY21-22. Students and families received support from a robust team of mental health clinicians, community-based organizations and special programming in partnership with One Common Unity.

1. Curriculum Design and Instructional Approach

Perry Street Prep PCS is meeting the school's mission with the implementation of Perry Street Prep's curriculum designed to prepare and empower students to be college-ready and to thrive in a global society. The curriculum is aligned to the Common Core and District of Columbia standards for learning, and it has been crafted to be engaging and rigorous. All instruction is tailored to appropriate grade levels and differentiated according to each student's individualized access point.

In grades K-8, our Common Core aligned English Language Arts curriculum has been designed to provide modeling, mini-lecture, small group and guided practice to support students' content acquisition and mastery of skills. Scholars learn routines for using close reading skills and appropriate ways to use the close reading process with both literary and informational texts. Teachers incorporate discussion, writing, and self-reflection into lessons to build critical thinking skills and improve students' abilities to analyze text, make inferences, and devise meaning through and from analogies.

Learning was supported with curriculum resources including Every Child Ready, Amplify Core Knowledge Language Arts (CKLA), Amplify English Language Arts, locally designed novel studies, Illustrative Math, Leveled Literacy Intervention by Fountas & Pinell, Wilson's Reading System, Do the Math, and IXL.

To ensure that students develop the knowledge and skills they need to be successful 21st Century citizens, teachers use a variety of Instructional strategies, including direct and indirect instruction; interactive discussion and group work; experiential learning; and independent study universally designed for accessible learning.

- The direct instruction strategy is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, teacher-led practice, and demonstrations. The direct instruction strategy is effective for providing information or developing step-by-step skills. This strategy also works well for introducing other teaching methods, or actively involving students in knowledge construction.
- Indirect instruction is mainly student-centered. Examples of indirect instruction methods include reflective discussion, concept formation, concept attainment, problem solving, and guided inquiry.