



For the Fiscal year ending  
June 30, 2016

## Message from The Head Of School

Dear Lee Montessori PCS families and stakeholders,

The past year has been an exciting one for everyone at Lee Montessori Public Charter School! Most notably, we secured a long-term home for future generations of Lee Montessori students. The building, formerly St. Paul's College Seminary, is widely considered to be one of the most beautiful charter school facilities in Washington, DC and beyond. Working with our colleagues at Building Hope, we were able to secure a 25-year lease for space that we can grow into that is large enough to meet the needs of our school at full-enrollment.

But securing our building was not the only accomplishment of the year. Working together, we were able to grow as a school and as a community, making numerous improvements to the educational services and key supports to our students. In particular:

- Served more Children from Low-Income Families. It is important that our student body gives us the opportunity to achieve our mission of closing the opportunity gap. In our opening year (SY2014-15), only 20% of our students qualified for Free or Reduced Priced Meals (FARM). Through a concerted effort by staff and currently-enrolled families, we increased that number to 32% in the current year.
- Achievement Gap Closed in PK3 and PK4. Following our founding year, we identified a significant gap in the performance between our White and Black students. In particular, we were troubled by a 24% gap in performance in Early Literacy. Through a concerted effort by our hardworking staff, along with strategies designed by talented Principal Megan Hubbard, that gap was closed by the end of the current school year. We will continue to monitor this gap to ensure that it does not reemerge in early grades or in later years, but we are proud of the work that occurred in the current year.
- Serving a Diverse Population. Lee Montessori is committed to closing the opportunity gap in an environment that is open to children and families from all cultures and communities. This includes serving children with special needs in the least restrictive environment possible. In SY2014-15, the most recent year for which there is data, Public Charter Schools (PCSs) served a population consisting of 15% of students with disabilities, while DC Public Schools (DCPS) served 16%. Our population, at 18%, exceeds both. We strive to create calm, peaceful environments for all of these students, and have been thrilled by their growth.



Lee Children Visit their New School

Early Literacy (% Meeting/Exceeding Expectations)				
	2014-15		2015-16	
# of Students (PK3 & PK4)	56		71	
	Proficient	Gap	Proficient	Gap
White	100%		97%	
Black	76%	24%	96%	1%

Beyond moving into a new building, there are several other exciting things coming up:

- We open 3<sup>rd</sup> Grade. We'll be growing a grade each year, with 3rd grade opening in the fall. This will be our first year of PARCC testing, and we're working with our teachers to make sure that we're ready.
- We're adding two classrooms and 40 children. We're also looking forward to having more children in the school – we're building from below with a new Primary Classroom of PK3s and PK4s, and a new Lower Elementary Classroom, which is a mix of both rising and new 1<sup>st</sup> Graders.
- We will work on various strategic initiatives. The team will work to expand the availability of high-quality Montessori programming in DC. In particular, we will strive to create toddler, middle school, and high school options, as well as work with other schools in DC to improve the quality of and access to Montessori.

On behalf of the Lee Montessori Board and Staff, we want to thank everyone that helped make 2015-16 another successful one for the children we serve. We're looking forward to another great year!

Sincerely,



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Chris Pencikowski  
Head of School  
[Chris@LeeMontessori.org](mailto:Chris@LeeMontessori.org)

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## Mission and Purpose

### Mission

The mission of Lee Montessori Public Charter School is to foster a lifetime love of learning and cultivate independence among DC school children, using the student-centered Montessori Method, an evidence-based approach to closing the opportunity gap.

### Philosophy

Maria Montessori designed an educational model to serve at-risk students, a theory of action that we are implementing to close the achievement gap for the children in Washington, DC. Similar to Montessori's work in poor communities in Italy, we believe at-risk children are the population that can most benefit from this individualized, constructivist-based curriculum and that our school will reach many of these children in our target population. A Montessori classroom is inherently an inclusive environment and will promote itself as the least restrictive environment for special needs students. In addition, the model of mixed-age classrooms and 3-year learning cycles facilitates children learning at their own pace. Families will be able to provide their children with a comprehensive Montessori education starting at 3 years of age and continuing through the elementary years, a trend that is rarely found in a public or private setting.

### Educational Focus

In 1907, Italian scientist Maria Montessori began to develop a radical new approach to education based on her observations of young children. Now practiced in classrooms around the world, this philosophy of education is based on the premises of independence, freedom within limitations, and following the natural psychological development of the child. Much of the modern research in psychology and brain development now confirms that the Montessori method is much more suitable to how children learn than traditional, teacher-driven instruction classrooms that many of us are familiar with. In her book, Montessori: The Science Behind the Genius, Angeline Stoll Lillard discusses eight principles of Montessori Education.

Those eight principles she states as being integral and ingrained in all aspects of Montessori are as follows:

1. That movement and cognition are closely entwined, and movement can enhance thinking and learning;
2. That learning and well-being are improved when people have a sense of control over their lives;
3. That people learn better when they are interested in what they are learning;
4. That tying extrinsic awards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn;
5. That collaborative arrangements can be very conducive to learning;
6. That learning situated in meaningful context is often deeper and richer than learning in abstract contexts;
7. That particular forms of adult interaction are associated with more optimal child outcomes; and
8. That order in the environment is beneficial to children.

These principles are the driving force behind the differences one sees when entering a Montessori classroom. A visitor to a Montessori classroom will see children moving around at will, choosing which materials to work with, children working in different areas of the classroom based on their individual interests, children working without extrinsic motivators such as excessive praise or gold stars on a chart, and children who are treated with the utmost respect and regard by the adults in the classroom. All Montessori classrooms will have common characteristics: the classroom will be a very carefully prepared environment of beautiful and organized materials; the children will be in multi-age groupings with at least a 3-year age span; and the children in the classroom will all be working at different levels with materials.

## Goals and Student Academic Achievement Expectations

### Goals and Assessments

Lee Montessori PCS is committed to using the Public Charter School Board's Performance Management Framework (PMF) policy to establish and monitor our academic achievement expectations and outcomes. In the first five years of operation, our enrollment will go through third grade, so the majority of our goals will be calculated using the PMF Early Childhood Guide.

### Instructional Quality

We use the Classroom Assessment Scoring System (CLASS) to assess the quality of teacher-child interactions in our classrooms. CLASS is a research-based assessment commonly used across the United States.

### Academic Performance

We use Teaching Strategies GOLD assessment as our primary data collection tool for the students considered PreK-3 and Pre-K4, as it measures growth over time in seven dimensions: social-emotional, physical, cognitive, language, literacy, and mathematics. The assessment tool is user-friendly and captures a wealth of documentation and information about each individual child. One of the reasons that we selected GOLD is that it is, especially compared to other assessments, aligned with the primary Montessori curriculum.

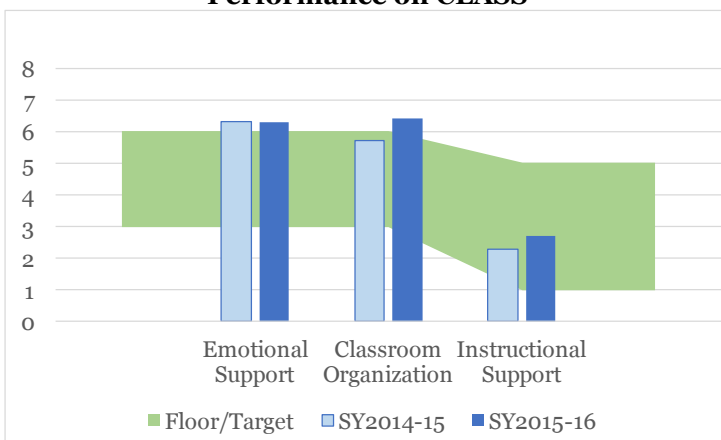
For our grade K-2 students, we use AIMSWeb, which assesses early literacy and early numeracy using a national, norms referenced set of subtests. We selected AIMSWeb due to its focus on growth and due to its links to the Response to Intervention method that we apply school-wide.

Finally, all students in grades 3-6 will take the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments and any relative progress monitoring assessments as required by the District of Columbia.

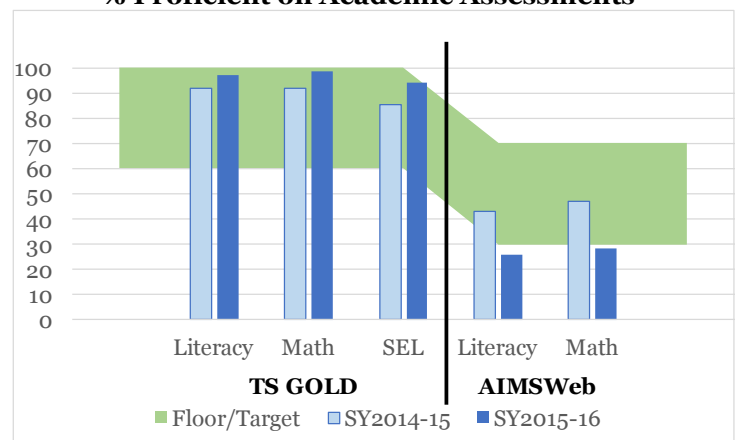
## Performance in School Year 2015-16

### Instructional/Academic Performance

**Performance on CLASS**



**% Proficient on Academic Assessments<sup>1</sup>**



Overall, we are pleased with our academic outcomes over the past two years, especially for our earliest learners. The children introduced to Montessori at the earliest ages have the easiest transition into Montessori Elementary classrooms, where they can focus on learning as the model was designed. As can be seen from the AIMSWeb, we have a significant amount of work to ensure that the students we

<sup>1</sup> **Note to the Reader:** In SY15-16, we mistakenly did not administer one of the AIMSWeb assessments. As a result, our scores were significantly lowered, though we still view K-2 performance as an area where significant focus is required. The administrative burden in administering AIMSWeb, along with misalignment with our instructional philosophy, was one of the main reasons that we will switch to another K-2 assessment in SY2016-17.

admit in later years (especially in grades 1-3) are effectively integrated into our classrooms and meeting academic and social-emotional growth and performance expectations.

To ensure that our scores each reach their respective targets, our Principal and Teachers are working to implement and refine strategies focused on ensure appropriate student academic and social-emotional growth and that the scope and sequence of Montessori is appropriately aligned with Common Core State Standards.

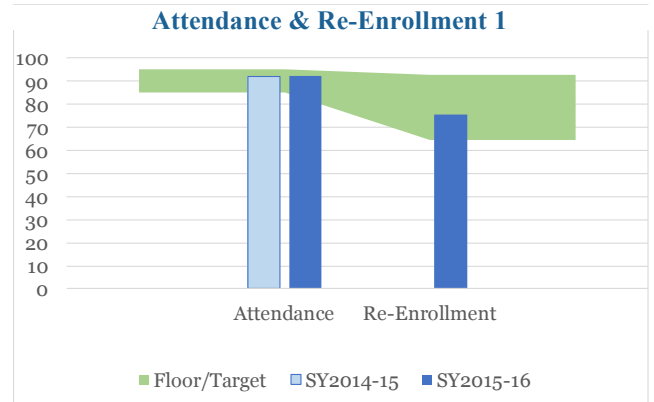
### Leading Indicators

Our performance on our Leading Indicators was solid, with performance on each measure within or above the range between the floor and target. Our Re-Enrollment figure, estimated at 81%, is toward the lower end of the range, and is a number we expect to increase after we have identified a long-term facility and after we have several years of high-quality performance behind us.

### SPECIAL EDUCATION PERFORMANCE

Lee Montessori PCS is committed to providing the full continuum of services to children with disabilities to the maximum extent possible. We were very proud of the supports that we provided to our children, several of whom had significant special needs. We worked extremely hard to provide high-quality supports in the least restrictive environment possible.

We are also extremely optimistic regarding our work with the National Center for Montessori in the Public Sector to establish “Child Study Groups,” which are small groups of teachers and administrators working together to identify strategies to provide early intervention supports intended to reduce the level of remediation/supports necessary for our students.



### Organizational Performance

#### Student Enrollment

In its first year of operation, Lee Montessori PCS served 74 students in four mixed age classrooms. Children learned in three classes designated as primary (ages 3-6) and one lower elementary class (ages 6-9). This grew to 105 students in SY2015-16, and is expected to grow to 145 in SY2016-17, reaching full-enrollment of 298 in SY2021-22.

#### Lee Montessori PCS Enrollment Projections

Multiage Classrooms	2014 Actual	2015 Budget	2016 Actual	2017 Budget	Projected		
					2016	2017	2018
Primary (Ages 3-6)							
PK3	36	36	37	36	36	36	36
PK4	20	32	34	36	32	32	32
Kindergarten	8	18	15	33	30	30	30
Lower Elementary (Ages 6-9)							
1st	10	11	10	22	15	24	24
2nd		8	8	10	9	13	20
3rd				7	7	8	11
Upper Elementary (Ages 9-12)							
4th						6	7
5th							5
ELL Students	0	1	0	0	2	3	4
Special Ed Students	8	16	19	24	19	21	22
Non-Public Placements		1	1	0	0		
Total	74	105	105	144	145	135	142

## School Organization and Culture

A core value in the Montessori curriculum, and one inherent in the culture at Lee Montessori PCS, is the development of student leadership skills within both the classroom environments and school-wide. In our mixed-age classrooms, students learn from one another and lead one another as they progress academically and develop socially. Teachers create an individualized educational goal for each student, based on observations and initial lessons. This allows a student to smoothly and positively enter the classroom at any time throughout the school, and without overwhelming the current students.

The Montessori method has proven effective over the last 100 years in boosting student achievement and increased learning. Through the teacher's observations and documentation of each individual student, each student is held accountable for his/her own active decisions regarding his/her own learning. Once a Montessori lesson is presented to the student by the trained teacher, it then becomes up to the student to follow through with repetition and the learning process, with constant, yet discreet, observations by the teacher. This ultimately gives the student the keys to his or her own education. The student is expected to take responsibility in making sound, positive decisions towards learning.

This process allows the student to play a direct and active role in his or her own education. Because the Montessori teacher is highly trained, he or she can determine when a student is struggling to become engaged in age appropriate work and activities or lacks self-direction. In this instance, the teacher will often use the resources available in a multi-aged classroom to redirect the child's focus. He or she may pair the student with an older child, a role model, to help the struggling student stay on task. The teacher may also re-present a lesson that he or she feels may be of extreme interest to the struggling student. In some cases, a teacher may choose to invite the struggling student to follow, or stay near, him or her while presenting other lessons to other students. This often reminds the struggling student of work and activities that are available that they find interesting, bringing the student back to a place of calmness, concentration, and proper decision making.

Maria Montessori said, "We must lay the foundation for peace ourselves by constructing a social environment, a new world for the child and the adolescent, so that their individual conscience may develop. A vast education reform and above all a vast social reform for today." Lee Montessori PCS will strive to adhere to these words by building a strong sense of community through a strong peace curriculum. Through grace and courtesy lessons each child will be taught and expected to uphold these three principles at all times:

1. Respect for self and for others
2. Care and compassion for self and others
3. Resolution of conflicts with words

The elements of peace education will be upheld in all areas inside and outside of the classroom, including special subject classes where the specials teacher may not be well versed in the Montessori Method. Students at Lee Montessori PCS will achieve higher academic learning in a peaceful environment. Once the school is chartered, we will draw up a code of ethics for the student body based on Maria Montessori's work on peace and conflict resolution.

## Professional Development

### Teacher Development

Professional development is an ongoing and vital part of Lee Montessori PCS's long-term education plan. Our teachers and other instructional staff participate in wide-ranging professional development to guarantee they are in tune with the school's curriculum and goals at all times. During the Fiscal Year ending June 30, 2015, we implemented a series of Professional Development activities, including:

- Montessori pedagogy;
- Assessment using Teaching Strategies GOLD;
- Assessment using AIMSWeb;
- School-Wide Strategies for Implementing Response to Intervention;
- Classroom Management;
- Cultural competency; and
- Utilizing Student Information Systems.



## Administrator Development

Recognizing the importance of Professional Development at all levels, Lee Montessori PCS conducted various activities aimed at improving skills within the building. In particular, staff engaged in the following activities:

- Training in Getting Things Done

Through these and future trainings, our full staff will develop a better understanding for their role and the extent to which they contribute to achieving our mission.

## School Leadership

### Board of Directors

Board Members as of June 30, 2016 were as follows (\*DC Resident):

- Dominique Fortune, Chair\*
- Craig McCullough, Treasurer\*
- Kelly Smith, Secretary
- Djahna Akinyemi, Parent\*
- Marimba Johnson Bright\*
- Christina Nagey, Parent\*
- Beverly O'Bryant
- Chris Pencikowski, Head of School (ex-officio)

### School Leadership

Head of School: Chris Pencikowski  
Principal: Megan Hubbard  
Director of Operations: Erin Rowsey

### Administrative Team

Office Administrator: Kemisha Edwards  
Food Service Coordinator: Juanita Allen

## Instructional Team

Lee Montessori PCS will succeed or fail based on the quality of teaching staff. As such, we have recruited a highly qualified, talented team of teachers and teacher assistants to provide high-quality instruction within our classrooms. Each teacher has earned a Master's Degree in Education from Loyola University and is Association Montessori Internationale (AMI-USA) trained. Our assistants have significant experience and/or training. Each summer, we send our assistants to receive Assistants' training at the Washington Montessori Institute.

## Teaching staff

Genevieve D'Cruz  
Lead Teacher, Primary

Audrey Day  
Lead Teacher, Primary

Karli Hurlebaus  
Lead Teacher, Primary

Carlena Zayac  
Lead Teacher, Primary

Hamed Isaza  
Lead Teacher, Lower Elementary

Heather Poje  
Lead Teacher, Lower Elementary

Myesha Reid  
Special Education Teacher

Liana Ventimiglia  
Assistant, Primary

Hannah Ellwood  
Assistant, Primary

Caprice Boler  
Assistant, Primary

Fatima Green  
Assistant, Primary

Cierra Littlejohn  
Assistant, Lower Elementary

Allison Denny  
Assistant, Lower Elementary

Babbs Bergner  
Floating Teacher

## Student Support Team

We are committed to providing high-quality services to our students. To this end, we have contracted with Related Service Providers to deliver therapeutic services where needed, and have also hired staff to provide both support and therapeutic services. 75% of our Student Support Team has a Bachelor's Degree, and 25% has training in delivering Applied Behavioral Analysis (ABA).

Suzanne Holstein  
Student Support Coordinator

Marissa Zindell  
Social Worker

Dionne Cloyd  
Special Education Assistant

LaToya Drummond  
Special Education Assistant

Bobby Johnson, Jr.  
Special Education Assistant

Amina Koroma  
Special Education Assistant

Deborah Lopez  
Special Education Assistant

### Related Service Providers

Ellis Therapeutic Consultants

- Occupational Therapy
- Physical Therapy
- Speech Therapy

Psychological Assessment  
Solutions

- Counseling
- Early Autism Solutions  
ABA Therapy

In future years, we will work to ensure that we have sufficient supports within each classroom and across the school. This will lead us to hire additional staff in the next few years, growing from a staff of 16.5 in FYE2015 to approximately 34 in FYE2019.

## Staffing Projections for FYs 2014-2019

	Actual			2016-17 Budget	Projection		
	2013-14	2014-15	2015-16		2017-18	2018-19	2019-20
Head of School	0.5	1	1	1	1	1	1
Principal	1	1	1	1	1	1	1
Office Manager		1	1	1	1	1	1
Lead Teachers		4	4	6	7	7	8
Classroom Assistants		3	5	6	7	8	9
Specials Teachers		0	0	0	0	0	0
SPED Coordinator		1	1	1	1	1	1
Social Worker		0	0.5	1	1	1	1
SPED Assistants		3	4	5	6	7	8
Extracurricular Director		0.5	0	0	1	1	1
Dean of Students/ Family			0	0	0	1	1
Outreach Coordinator			0	0	1	1	1
Operations Manager	1	1	0	0	0	1	1
Café Coordinator		1	1	1	1	1	1
<b>Total</b>	<b>2.5</b>	<b>16.5</b>		<b>23</b>	<b>28</b>	<b>32</b>	<b>35</b>

## Parent and Community Involvement

The idea for Lee Montessori was born from a discussion among current District of Columbia Montessori teachers and parents in 2010 after hearing from many parents that they wanted to continue their children's Montessori education but did not have the financial means for private schooling and were daunted by the waitlists at the very limited elementary programs in the city.

We made significant progress to include parents and the community during our founding year. In particular, we worked with committed parents to found a Family Teacher Association with whom we worked to host activities and to raise funds for school activities. One activity core to the functioning of a Montessori School was the FTA's work to raise funds for and then build a school garden. Support for this project included fundraising for the materials and then numerous families coming to school to build our garden boxes, shovel hundreds of pounds of soil, and then help us to maintain them. We look forward to working with the FTA to support future activities.

In addition, we are always looking for different ways to engage families at school. One of the key ways is through our Parent Information Sessions. At these events, parents learn about Montessori, about how

to engage in complementary discipline at home, and ways to implement developmentally appropriate activities at home. We will look to build on these activities and design new content in future years, but were thrilled with the response received in our founding year.

In School Year 2016-17, we will begin working with our FTA to raise funds to support the design and installation of equipment for the outdoor play areas. Given the importance placed on experiential, outdoor learning in Montessori, this will be a critical component for our school

## Finance

### Overall Financial Performance

Overall, financial performance in the Fiscal Year ending June 30, 2015 was acceptable, if not in line with the budget. In particular, due to a population of children with special needs that significantly exceeded assumptions, both revenues (especially per pupil funding) and expenditures (especially personnel and student expenses) were significantly over budget. However, at the end of the year, revenues exceeded expenditures. And, now that we have a baseline for expenditures, our budgets are likely to be more accurate.

	Fiscal Year Ending 6/30/2016			FY2017
	Budget	Actual	Variance	Budget
<b>REVENUES</b>				
Per Pupil Funding	\$1,811,197	\$1,940,231	+\$129,034	\$2,665,037
Federal Entitlements	\$241,498	\$258,055	+\$16,557	\$18,012
Private Grants / Donations	\$10,000	\$42,916	+\$32,916	\$35,000
Activity Fees	\$34,750	\$125,612	+\$90,692	\$175,529
Other Revenues	\$37,044	\$3,277	-\$33,767	\$43,618
<b>TOTAL REVENUES</b>	<b>\$2,099,739</b>	<b>\$2,370,091</b>	<b>+\$270,352</b>	<b>\$2,937,196</b>
<b>EXPENDITURES</b>				
Salaries & Benefits	\$1,078,665	\$1,186,060	+\$107,395	\$1,659,373
Student Expenses	\$311,639	\$399,186	+\$87,547	\$510,522
Occupancy Expenses	\$256,133	\$254,555	-\$1,578	\$455,891
Office Expenses	\$214,059	\$161,134	-\$52,925	\$227,801
Other Expenses	\$56,904		-\$56,904	\$6,001
Depreciation Expense	\$12,981	\$11,714	-\$1,267	\$13,139
<b>TOTAL EXPENDITURES</b>	<b>\$1,930,381</b>	<b>\$2,104,888</b>	<b>\$174,507</b>	<b>\$2,872,727</b>
<b>Surplus / (Deficit)</b>	<b>\$169,358</b>	<b>\$265,203</b>	<b>\$95,845</b>	<b>\$64,469</b>

### Fundraising Efforts

The Fiscal Year ending June 30, 2016 marked the end of the application of our Title V-B Grant from the U.S. Department of Education, a large source of startup funds. Further, we are nearing the end of our funds from the Walton Family Foundation. Given this, our Board and staff are increasing the prioritization of our fundraising efforts. In FY2016, the vast majority of our fundraising efforts surrounded our Annual Founders Gala. While we will continue to host the Gala, we will be increasing the number of grants applied for and also beginning work on an Annual Fund, where we reach out to individual donors. These funds will support various school initiatives not supported by public funding, including:

- Creating and implementing a design for our outdoor spaces;
- Expanding programming to infants and/or toddlers;
- Providing Teacher Assistants with training to serve as Lead Teachers;
- Expanding school operations to multiple campuses; and
- Expanding to serve children in middle and high school.

Special thanks goes out to those that contributed \$500 or more in FY2016:

- |                 |                  |                    |
|-----------------|------------------|--------------------|
| • Building Hope | • Mark Futrovsky | • James Schraf     |
| • Alysha Corbin | • Alan P Naney   | • Craig McCullough |

- Stephanie and Mark B Leahey
- Building Hope
- Dominique Fortune
- Byron Lutz
- Meghan Slipka
- The O'Bryant Family
- Clara Smith
- Whitney Donaldson
- Jessica Fegan
- Lisa Rosenstein
- Robert Hoffman
- Liz Crawford
- Carlos Sanchez
- Treasured Pearls Dentistry
- Trey Lord
- Brenna Holmes
- Flynn Finishes
- Elevator Control Service
- Friendly Design

## Parent & Community Engagement

2016-17 was the first full year for our Family Teacher Association, and the school continued to work with all families to ensure they are engaged, supported, and informed. Our work was built on our belief that family involvement is a key component for a comprehensive and rewarding Montessori student education. We feel that family engagement deeply impacts each student's development and achievement. We will encourage families to be actively engaged in their child's education. By communicating with families and by providing key information, our staff and family members worked together to create a place of learning and well-being, contributing to each child's social, emotional, and mental growth.

We hosted numerous events at and around school during 2014-15, with a key focus on providing families with a foundational level of understanding of Montessori and how a Montessori community supports children. This included evening sessions for families on topics including:

- Welcome to Lee Montessori PCS;
- Introduction to Montessori;
- Montessori Mathematics;
- Early Literacy using Montessori;
- Advancing to Montessori;
- Leveraging Classroom Management Techniques at Home; and
- Montessori at Home.

In addition, staff and FTA worked together to host other events including:

- Buddy Parents
- Welcome picnic;
- Fall Festival
- Field Day; and
- School Garden Day.

This year also marked the founding of a Family Teacher Association, with the objective of supporting the staff, children, and other families at the school. The FTA hosted successful fundraisers to create school gardens for each of our classrooms and held an annual fund campaign to support initiatives for upcoming events.

## Support from Outside Groups

In addition, we will partner with multiple national and local organizations to enrich our academic programs, extracurricular activities, and the student and family community experience. These partnerships and programs will improve the community presence of Lee Montessori Public Charter School and encourage the recruitment of new families. The following organizations have been active supporters of our school:

- The Walton Family Foundation
- Association Montessori Internationale-USA
- Washington Montessori Institute
- North American Montessori Teachers Association
- National Center for Montessori in the Public Sector
- Building Hope
- Friendly Design Co.



## **Key Priorities for Next Year**

### **Preparing for the PARCC**

School Year 2016-17 will mark the first time when our students take the assessment designed by the Partnership for Assessment of Readiness for College and Careers (“The PARCC”). The PARCC is designed to determine whether children in grades 3-12 are on track to be prepared for college and career. While we do not believe that success on the PARCC will fully translate to such success, we are committed to ensuring that our children meet these expectations on an annual basis. In some ways, this will require adjusting the scope and sequence of the Montessori curriculum, but we will do so in ways that do not water down the key concepts of a Montessori education, independence, executive functioning, and critical thinking, as we know that these factors are exceptionally important to success in college, career, and life.

To ensure that they are ready, our Principal, Lower Elementary (Grades 1-3) Teacher, and other staff will work together to design early interventions, conduct interim assessments to ensure readiness, and implement other relevant activities. However, the Principal and Head of School will work together to ensure that teachers and other staff are still providing learning environments conducive to developmentally appropriate growth and learning.

### **School-Wide Accreditation**

Lee Montessori PCS will become recognized by the Association Montessori Internationale (AMI) a world-renowned organization founded by Dr. Montessori that upholds her theory and practices. Only six schools in the District of Columbia are recognized by AMI. Once accreditation is achieved, families can be sure their children are receiving an exceptional Montessori education.

## Appendix

### Data Component

Source	Data Point
PCSB	LEA Name: Lee Montessori PCS
PCSB	Campus Name: Lee Montessori Public Charter School
PCSB	Grades served: PK3-3
PCSB	Overall Audited Enrollment: 104

### 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>	37	34	15	11	7	0	0	0	0

STUDENT DATA POINTS	
School	<b>Total number of instructional days: 180</b> 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.
PCSB	<b>Suspension Rate: 1.0%</b>
PCSB	<b>Expulsion Rate: 0.0%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.0%</b>
PCSB	<b>Average Daily Attendance: Not Validated / To be validated after annual report submission</b> 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>
PCSB	<b>Midyear Withdrawals: Not Validated / To be validated after annual report submission</b>
PCSB	<b>Midyear Entries: Not Validated / To be validated after annual report submission</b>
PCSB	<b>Promotion Rate: 94.2%</b>
PCSB (SY14-15)	<b>College Acceptance Rates: Not applicable</b>
PCSB (SY14-15)	<b>College Admission Test Scores: Not applicable</b>
PCSB (SY14-15)	<b>Graduation Rates: Not applicable</b>
FACULTY AND STAFF DATA POINTS	
School	<b>Teacher Attrition Rate: 25% (1 of 4)</b>
School	<b>Number of Teachers:</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: \$55,925 2. Range -- Minimum: \$52,500 Maximum: \$60,950