



SHINING STARS

MONTESSORI ACADEMY

— PUBLIC CHARTER SCHOOL —

2015-16 Annual Report

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Table of Contents

Message from the Director

I. School Description	3
A. Mission Statement	3
B. School Program	3
II. The Past Five Years	10
III. School Performance	11
A. Performance and Progress	11
B. Lessons Learned/Actions Taken	13
C. Unique Accomplishments	15
D. List of Donors	17
E. Data Report	18
IV. Appendices	26

A Message from the Executive Director

Shining Stars Montessori Academy Public Charter School is now ending its fifth year of operations. Each and every year we grow stronger as a school and as a community. We are passionately committed to the students and families we serve, the Washington, DC community, and for quality public charter school Montessori education access for all students. Our community includes not only our staff but also our parents, SSMA faculty, staff and students. As shown through our being awarded dual AMS and MSA accreditation honors, we continue to focus on the practices that keep us true to our mission. This includes serving the families of Washington, DC with the best research-based Montessori curricula and instruction, while maintaining a caring and welcoming environment, and reaching out to our community, our partners, and the nation to share Montessori best practices that move education forward.

When we will open the first phase of our permanent facility in August 2016, the new space will bring incredible new programming possibilities – STE(A)M, wellness, gardening, multicultural fine arts, world language instruction, and expanding our curriculum to include a Montessori ‘Erkinder’ or adolescent programming to grade 8. We cannot wait to see the changes that will occur once our campus has been fully remodeled and renovated following the final phase of the school’s building campaign now underway.

This year, our first cohort of student to enter Upper Elementary will become fifth-grade students. Just a few short years ago, they were students in our early childhood Primary program. The founders of SSMA envisioned a world where all children, regardless of background, are successful and ready for college. These students will be part of that future generation of college graduates and 21st citizens of the world.

We are very proud of what we accomplished this year but none of it would have happened without the remarkable support that we received. Thank you for trusting us and for helping to make the year so joyful!

Sincerely,

Regina Rodriguez
Executive Director & Head of School

I. School Description

A. Mission Statement

Shining Stars Montessori Academy's mission is to offer a **quality Montessori education** infused with **culturally inclusive principles** to guide children to develop to their fullest potential.

B. School Program

Shining Stars Montessori Academy (SSMA) is uniquely designed as a public Montessori elementary school with a culturally inclusive curriculum. For the past 100 years, the Montessori approach has been quietly revolutionizing education. In the early 1900's, Italian educator and physician Maria Montessori developed an innovative teaching methodology for children that left an indelible mark on education curricula throughout the world. Montessori education is a sensory-based pedagogy that is based on the belief that children learn at their own pace through manipulation of objects. To fully understand the Montessori Method (also known as individual learning or progressive learning), it is necessary to trace the history and development of the philosophy, and review the various principles and uses of the teaching methodology in pre-K-12 and special education programs. Studies show that Montessori students tend to achieve at a greater rate than students in traditional programs.¹

One underlying premise of the Montessori Method is that each child possesses an inner power that motivates them to seek out specific activities and interactions. The purpose of the classroom is to create a "prepared environment" where the student is free to discover and advance his or her unique power while disciplined enough to stay focused on a specific series of tasks. With this progressive approach, learning becomes "a complex process of making sense of new information through reflection and interaction."

Rather than sitting through a traditional collective lesson, students achieve what Montessori referred to as "auto-education" by working independently under the direction of a "pedagogic apparatus" of their choice. Common manipulative materials used by Montessori included wooden letters and numbers, cylinders, blocks, beads, rods, puzzles, gymnastic equipment, metal objects, and household items.

According to Montessori, the goal of education is "to be able to find activities that are so intrinsically meaningful that we want to throw ourselves into them." Using this approach, SSMA has been working towards creating such an environment for children

¹ Probably the most widely read study to date was published in 2006 in the journal *Science* (Lillard, A. & Else- Quest).

in which the social development and academic needs of the whole-child are met through **six core areas of learning**:

1. Practical Life

Through the use of uniquely designed materials, the child learns to perform the basic actions that lead to functional independence through activities that involve care of the self, care of the environment and health and nutrition. The goal is for the child to develop concentration through repetition of these activities in addition to developing independence, coordinated movement, fine motor skills, eye-hand coordination and a sense of order. This area is the foundation for all the other areas.

2. Language

The materials and activities in this area are designed to give the child a working knowledge of syntax and grammar and enrich his/her vocabulary, as well as practice in public speaking. The idea is always to move from the concrete to the abstract, each activity building upon the next until the child demonstrates through speech and other activities, his mastery of the language.

3. Sensorial

The child's use of the sensorial materials will facilitate a refinement of the child's senses (sight, hearing, touch, smell and taste); assist the child in classification, gradually developing finer and finer distinctions; and lead to abstract thought, always moving from the tangible and concrete to the abstract as the child learns to record sensory impressions accurately. This area includes music and biology.

4. Mathematics

The materials in this area are physical representations of mathematical concepts— this includes geometry. It is important for the child to have access to mathematical experiences through sensorial manipulation. Qualities of the other five core areas can be found in the approach to mathematics and the idea is to give the whole concept first and then move on to the details. There are six basic groups of mathematics instruction and each one is presented in a three-step pattern: a concrete experience of the concept, followed by isolation of the concept and finally, a combination of the concrete with the abstract.

5. Cultural Activities

This area encompasses history and geography and social justice issues. Again, the approach is to give the child a sense of the whole history of humanity and then move into the finer details, utilizing storytelling, experiments and field trips, with the child taking on more and more the burden of exploration as her abilities increase. The world is presented as a whole and then the child is encouraged to explore the details individually.

6. Creative Activities

This includes art, music, drama and poetry, in addition to writing. Elements of each of

these are interwoven with the other core areas whenever possible and the child is encouraged to engage the imagination in trying to figure out solutions to classroom problems as well as societal problems. As their awareness of these issues increases, the burden of responsibility gradually increases as well.

Shining Stars Montessori Instructional Approach

Curriculum (Primary - Upper Elementary)

At SSMA, students spend the majority of their time participating in different sessions of uninterrupted activities that last approximately three hours. These projects consist of independent and group problem-solving tasks and other sensory activities related to math, science, language, history, geography, art, music and nature. The school's integrated curriculum follows a chronological order based on Montessori's Five Great Lessons: the story of the universe, the timeline of life, the story of language, the story of numbers, and the timeline of civilization.

As in most Montessori settings, SSMA children are grouped in mixed ages and abilities based on three-year increments: 3-5 (Primary), 6-8 (Lower Elementary) and 9-12 (Upper Elementary). Our ages are mixed so that older students can assist and mentor the younger children in the group. Students are grouped according to common interests and experiences rather than the ability and skill level.

During the ages of 3 to 6, the child begins to utilize the "conscious absorbent mind" which prompts students to participate in creative problem-solving consisting of wooden and metal objects of various sizes and shapes, personally designed by Montessori. If a problem becomes too difficult or overwhelming for the student, the teacher delays the project for a future day. Children also engage in practical work consisting of household tasks and personal maintenance. Using this as developmental mindsets, "the child seeks sensory input, regulation of movement, order, and freedom to choose activities and explore them deeply without interruption in a carefully prepared environment.

Students between the ages of 6-9 (Lower Elementary) are required to complete a series of small group tasks in their surrounding communities as well as the classroom. During this age grouping, "children are expected to explore a wider world and develop rational problem solving, cooperative social relations, imagination, aesthetics, and complex cultural knowledge" in order to "reconstruct themselves as social beings" and "humanistic explorers, real-world problem solvers, and rational seekers of justice."

Students with Exceptional Needs

One of the most significant uses of the Montessori Method is the system for teaching and learning for children with exceptional needs. The Montessori program is specifically designed to help at-risk children who have deficiencies in motor or sensory skills,

language acquisition, perceptual development and/or cooperative behavior using the same principles taught in the K-12 programs: self-discovery, sensory learning, independent growth, and individual learning.

The SSMA guide employs group lessons as well as individualized lessons, as the need is apparent. Morning lessons are determined based on each child's individual needs and interests. In this way, Montessori makes it easy to exercise differentiated instruction and to recognize children's multiple intelligences and build from them. Small group lessons in the afternoon may be used to provide literacy support, address particular learning standards, or reflect with children on their learning process.

Instruction and Assessment

In the SSMA, classroom concepts such as textbooks, grades, exams, punishment, rewards, and homework are rarely embraced or applied. Unlike traditional methods of instruction, the progressive approach focuses on cooperation rather than competition and personal growth rather than peer evaluation. Students are assessed based on a descriptive summary of the child's daily interactions and performance on independent and collaborative tasks as well through the administration of formal battery of assessments. A child's individual and group creations are organized into a portfolio and progress report for parents to evaluate during three specific time- periods of the year. It is the responsibility of the guide to individually assess each student through critical observation so that individual plans can be devised to help students overcome specific areas of difficulty.

Shining Stars employs this Montessori educational approach to all classroom instruction. Additionally, we maintain policies and practices that are aligned with those outlined in the American Montessori Society and the Association Montessori International teacher training programs. All classroom instruction and observations (i.e., assessments) in mathematics and language now align the Montessori Learning Standards and the District of Columbia Common Core State Standards. Following this model, all children received Common Core aligned individual presentations throughout the morning work cycle, and older students (kindergarten and above) receive additional small group lessons in the afternoon, while the younger children nap. The school administers Common Core aligned formal assessments throughout the year.

SSMA follows the Response to Intervention Framework and the Student Support Team (SST) model as a primary means of implementing curriculum modifications and early interventions. An SST meeting may be convened for any student who demonstrates difficulty adjusting to the Montessori method, students who display symptoms of possible developmental or socio-emotional delays, students who are frequently tardy or absent, students in need of further academic enrichment, students who demonstrate sensorial processing difficulties and for other issues or situations that may be a call for concern or special attention. Any child that goes through the SST process is given a six-week plan for intervention, after which his/her progress is assessed and the team

decides on the next best measures. Some early interventions may resolve initial concerns, however if the concerns persist, more intensive services may be necessary.

The Montessori Classroom Guide

The primary role of a Montessori teacher (or guide) is to carefully observe while creating a cooperative and supportive setting that is well organized and aesthetically pleasing to the learners. The teacher performs the 'guider role" by directing the spontaneous actions of students. According to Montessori, "education is not something which the teacher does, but rather a natural process which develops spontaneously in the human being". Montessori teachers introduce materials with a brief lesson and demonstration and then passively guide the audience through a period of student-centered inquiry. The objective of the instructor is to motivate students, "allowing them to develop confidence and inner discipline so that there is less and less of a need to intervene as the child develops". On average, most teachers spend less than one hour of the daily class on group instruction.

Curriculum topics are strategically linked by the teacher so that no subject is taught in isolation. Instead of exhibiting expertise in a specific discipline, instructors use more of a 'Renaissance approach' to learning. When introducing new subjects, instructors use demonstration lessons that increase in complexity as the students are able to advance in the sequence of self-correcting problems and tasks. Lessons cover an eclectic mix of disciplines such as geometry, sensory development, language acquisition and expression, literature, science, history, government and life skills.

The classroom guide - is a constant model for the children. The guide must present each lesson in exactly the same way the child is expected to perform the task. In addition, the guide models grace and courtesy throughout his or her daily interactions. At Shining Stars, each classroom is named after a person who has been a social justice or civil rights advocate. The four Primary classrooms are Mary McCloud House, Mahatma Gandhi House, Maria Montessori House and the newly formed Maya Angelou House. The Lower Elementary House is Helen Keller House.

The Montessori Teaching Guide

In each classroom there is one guide and one teaching assistant. While the guide presents individual lessons to the children, the classroom assistant is responsible for maintaining order in the overall classroom. Children are free to explore the materials and curricular areas independently when not receiving a lesson from the guide. The classroom assistant provides additional materials to the children as needed and takes notes on the children's activity choices as well as their progress and behavior. Between individual presentations, the Guide is available to provide support to students as they work on their independently selected projects, and encouragement to those children who may have difficulty choosing some of their own work.

Classroom and Curriculum Standards

The methods that the Guide employs when giving a presentation must adhere to the following standards:

- *Careful Movement*: The hands are constantly moving. The Guide manipulates the materials carefully and is economical in her movements. In handling the materials, care is shown. This provides endless possibilities of exploration by the child in their handling of the materials.
- *Minimum Speech*: The focus is on the material—looking at it, feeling it; that is where most of the information comes from. So the Guide, for the most part, does not speak while the hands are moving, unless to give the name of some part of the material.
- *Simple Concepts*: Only the essential presentation is done at a given time. Then the child is allowed to explore and work with it before their attention is drawn to another aspect of it.

Parent/Family Involvement

The Family Involvement Program of Shining Stars Montessori Academy is designed to offer support to currently enrolled families, communicate the mission of Shining Stars, and to increase awareness of Montessori practice and philosophy. Working together with parents has enabled us to fulfill our mission of helping each child develop to his or her fullest potential and to become agents of positive change in the world.

Parents are involved in the school in a number of ways:

Montessori Readiness ‘Academy’ for Parents (Primary/Pre-K3 through K)

This year, SSMA held ten Montessori Pre-Readiness Workshops for parents. Each workshop covered a specific area of the Montessori curriculum. The parents were invited to the school on Saturdays from 9 a.m. - noon and the classroom guides (teachers) would explain and provide hands-on demonstrations to parents regarding appropriate Montessori materials use, home-to-school learning strategies and the ‘how’ of the Montessori method’s unique approach to teaching language, math, geography,. Additionally, the workshops devoted considerable time to the import for the particular placement for the practical life and sensorial areas of the classroom.

Similarly, workshops dubbed ‘**Elementary Curriculum Night**’ were held bi-monthly (Wednesday evenings) for parents of students in our Lower Elementary classroom. Parents were provided to view children’s work and develop a deeper understanding of a Montessori elementary academic program (i.e., science, mathematics, history, art curriculum) and its alignment with the District of Columbia Common Core State

Standards.

Reading to students

Parents were invited to read to their child's class by bringing their own books or using one of the classroom books. This was a regular feature of the classrooms and will continue to develop next year. This activity had a great response from the parents.

Cultural presentations

Parents were encouraged to speak to their child's class about their experiences of either residing, working or being born in another country. SSMA has a great deal of cultural diversity and the parents were welcome to talk or present a cultural activity.

PTO

The Parent Teacher Organization held evening meetings once a month. They were well attended and informative. It was a chance for parents to talk about how to distribute funds from fundraising, determine other areas that parents can support the school and speak about common interests and concerns.

During the year, there were two major fundraising events: a Cuban Jazz night ('Jardin de Cuba') that featured live music and food and Bingo Night. Both events were a great success.

The PTO also organized play dates at different locations on Saturdays during the year. This included the National Building Museum and local parks.

Parent Café

Parent Café took place on the first Friday of every month between 8-9 am. Coffee and pastries were provided for by the PTO and it gave an opportunity for parents to speak in a more informal setting.

Classroom Observations

SSMA invited parents to observe in their child's classroom to better understand the Montessori principles, materials and the school culture.

II. The Past Five Years

SSMA first opened its doors to PK-3 through kindergarten students in school year 2011-12 following authorization from the District of Columbia Public Charter School Board. SSMA has expanded one grade per year since that time, serving PK-3 through fourth-grade students in school year 2015-16.

During its tenure as a charter school, SSMA has been affected by several major changes in leadership and location. From its inception until the end of the school year, SSMA was located in Ward 1. SSMA then made a leadership change, with the SSMA board of directors replacing the founding executive director with Dr. Regina Rodriguez, who came to SSMA with more than 25 years of experience as a public school teacher, principal, university administrator, and charter school co-founder. Dr. Rodriguez moved the school to a Ward 4 location at the start of the 2013-14 school year. As SSMA has continued to grow, Dr. Rodriguez moved the school into a new location for the start of school year 2016-17, strategically located in an area that is convenient for most SSMA families and to public transportation options.

Notwithstanding these changes, the SSMA leadership and board has consistently served a diverse group of students and families by applying the Montessori method. Upon joining SSMA, Dr. Rodriguez implemented a 9-point strategic plan to support the growth and development of the school and its mission. The strategic plan included:

- implementation of whole school technology integration plan to support student, staff and families;
- expanded communication to on school policies and student achievements to families through social media, an executive director's newsletter, and a monthly Parent Cafe;
- hiring a director of operations and vendor services;
- piloted new STEAM programs for the lower elementary and primary grades;
- initiated alignment of the Montessori curriculum with the District of Columbia's Common Core Standards;
- Strengthened staff benefits;
- implemented an integrated arts and movement programs;
- providing teacher professional development programs in the areas of research-based instructional practices, classroom management, support for English-language learners and students with disabilities, and Montessori curriculum development;
- received authorizer approval to increase enrollment cap from 157 to 350; and
- increased enrollment from xxxx to 200 in SY 16-17.

In addition to implementing improvements in school infrastructure, teacher training, and academic programs, Dr. Rodriguez in 2014 sought SSMA accreditation from the American Montessori Society and the Association of Middle States. SSMA achieved accreditation in 2016 following a two-year long review process.

III. School Performance

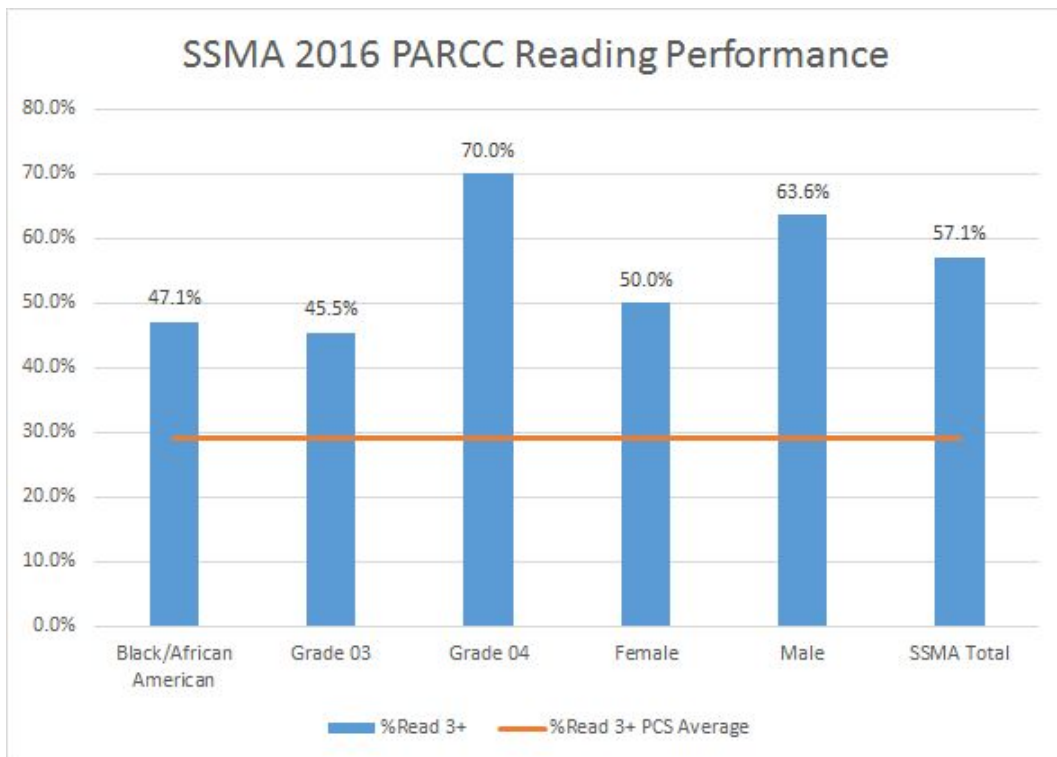
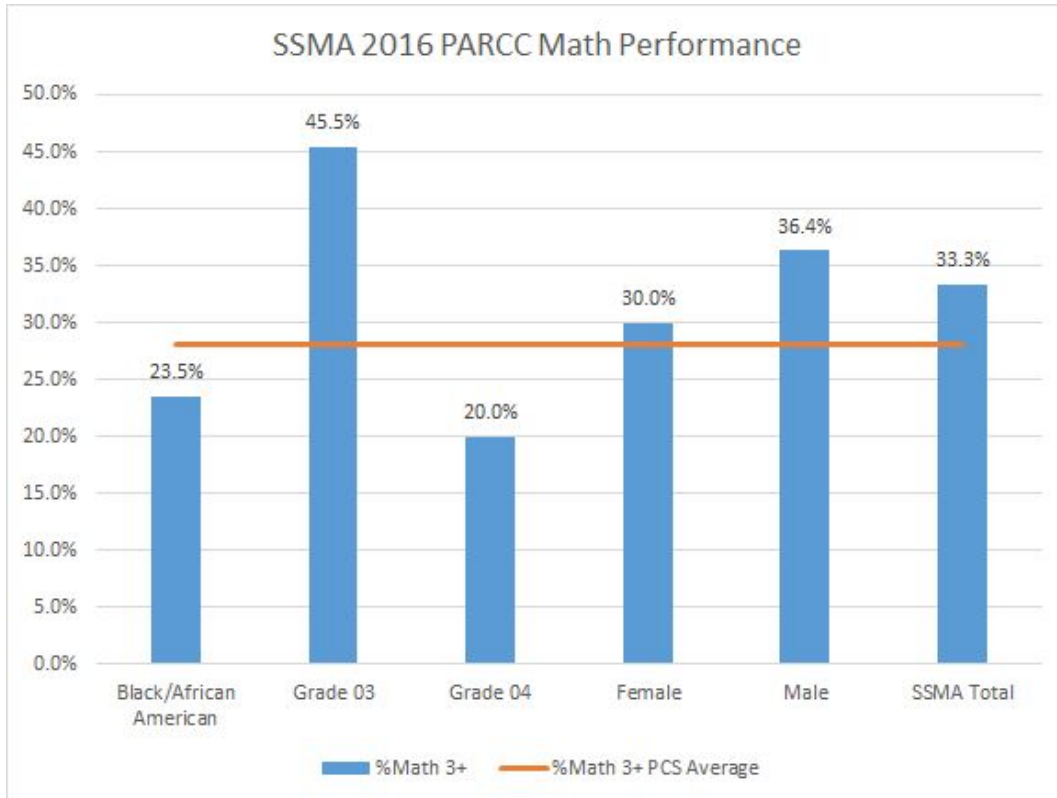
A. Performance and Progress

Student Progress and Achievement Targets

Shining Stars Montessori Academy adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. The Chartering Authority, DC Public Charter School Board will report the academic achievement of Shining Stars in its annual publication of the PMF results. The results below reflect SSMA unofficial (un-validated) literacy and mathematics assessment outcomes for Pre-Kindergarten through 4th grade.

Our approach to our goals yielded positive results in SY 2015- 2016. We continued focus on improving attendance and student performance in reading. Teachers worked hard with the language materials to enrich student vocabulary and increase oral language skills, particularly for Lower Elementary students. For these students, we enlisted a Reading Specialist to help the Guide ensure sure that students had sufficient practice with reading and persuasive writing so that they could make steady and measurable progress in their reading and writing skills. We also tracked student attendance and ensured that parents were aware of their child's attendance status and the consequences of repeated tardiness or absenteeism.

With this approach, the school was able to meet all of our literacy and math targets for the 2015-2016 school year. The tables below highlight the results for the 2015-16 year:



Performance Indicators

Student Performance Targets	Progress Results	Met Target?
60-100% of pre-kindergarten-3 (PK3) and pre-kindergarten-4 (PK4) will achieve a score of 86 points or more by the spring administration of the Peabody Picture Vocabulary Test(PPVT).	98% of students scored 86 points or higher.	Yes
60% of kindergarten –second grade will achieve a score of 86 points by the spring administration of the Peabody Picture Vocabulary Test(PPVT) and benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	84% of the students achieved 86 points(PPVT) or benchmark (DIBELS).	Yes
60-100% of pre-kindergarten-3 (PK3) and pre-kindergarten-4 (PK4) students will score 90 points or more by the spring administration of the Test of Early Mathematics Ability (TEMA)	87% of the students achieved 90 points or more.	Yes
60-100% of kindergarten through second grade students will score 90 points or more by the spring administration of the Test of Early Mathematics Ability (TEMA)	81% of the students scored 90 points or more.	Yes

CLASS				
Instructional Support	3.3	2.0	4.0	Yes
Emotional Support	6.2	4.5	6.0	Yes
Classroom Organization	6.0	4.5	6.0	Yes
Attendance & Re-Enrollment				
Attendance	94.1	85	95	Yes
Re-Enrollment	80.4	67	92	Yes

B. Lessons Learned/Actions Taken

Professional Development

During the 15-16 school year, Shining Stars' staff received professional development to improve their knowledge and skills for teaching English language learners, students with disabilities, effective instructional strategies, curriculum development, Montessori instructional support, and preparation for the PARCC assessment. These topics were introduced during a three-week long summer institute and continued during the school year.

The ELL program strand included effective strategies for teaching ELL students, common mistakes schools make and how to avoid and/or rectify them, and how to create the processes and procedures for setting up an ELL program that is compliant with state regulatory policies.

With respect to students with disabilities, staff was given an overview of IDEA and educating students in an inclusive environment, instructed on how the SST process should work, given descriptions of the most common disabilities and effective ways to teach students with these disabilities.

Shining Stars staff also received training on developing a curriculum map for the Montessori curriculum as well as on-going training and instructional coaching on implementing a Montessori program.

In addition to the Montessori instructional coaching, staff received instructional support and coaching on implementation of research-based teaching strategies and classroom interactions targeted to preparing them for CLASS and Charlotte Danielson observations conducted by representatives from OSSE and the PCSB.

Peace Curriculum Calendar

The primary and elementary teams include peace as a major part of how we live our everyday lives. Creating a school, home and community culture that promotes respecting oneself and the others further strengthens the peaceful classroom. When children are responsible for caring for their environment, themselves, and each other they take more pride and ownership in creating and maintaining peace in the classroom. Many of these foci are introduced as small and large group grace and courtesy Lessons and are practiced throughout the child's daily classroom experiences.

Aligned with other aspects of the curriculum, each month at Shining Stars Montessori Academy was assigned a '**peace focus**' to be highlighted and discussed in more detail throughout that month. The 'Peace Curriculum' that began implementation in September 2014 and continued throughout SY 2016, culminating in the monthly Peace

Assembly where students, teachers and families assemble to sing and enjoy student plays as well as cultural performances by local artists.

Art Connections in the Classroom and School

"If we try to think back to the dim and distant past... what is it that helps us reconstruct those times, and to picture the lives of those who lived in them? It is their art... It is thanks to the hand, the companion of the mind, that civilization has arisen."

—Dr. Maria Montessori, *The Absorbent Mind*

Art is one of the many ways children express themselves at Shining Stars Montessori Academy. Art is a way for our children to communicate their feelings. It is through art that our children develop their fine motor skills. In the Montessori environment, we provide open-ended art activities that help children explore and use their creativity at each age and grade level.

When it comes to art, it is the process not the product that is important to the child. As adults and educators, our goal is to produce a product. The child interacts with the world differently. The child works to develop self. The focus is on the process not the product. Once a child creates something, he does not feel the need to keep the product. It is the process that gives each student satisfaction and inner joy.

The specialist helps the Guides and students create individual pieces and one or two collaborative masterpieces. These masterpieces are displayed at the end of the enrichment period as an exhibit for parents.

In addition, third and fourth grade students participated in the Epic Center Stories project about the National Mall under the direction of children's author and former Harvard professor Dr. Carolivia Herron. The SSMA students wrote essays and created artwork about individuals who spoke or performed at an important event on the National Mall. Four students read their essays at the Anacostia Public Library in June 2016 and will also present their work on the steps of the Lincoln Memorial in September 2016.

C. Unique Accomplishments

1. AMS and Middle States Accreditation

In 2015-16, SSMA exceeded the DC Public Charter School Board accreditation requirements by obtaining accreditation from both the American Montessori Society (AMS) as well as the Middle States Association of Elementary and Secondary Schools.

With respect to the AMS accreditation, SSMA has not only the distinction of being the **11th public Montessori school out of 500 that exist in the United States to achieve AMS accreditation, but it is also the only Montessori school in all of Washington, D.C. to have earned the AMS accreditation distinction.**

SSMA began the accreditation process with both organizations during the 2014-15 school year. Accreditation is a school wide process that examines every aspect of the school. Schools that are seeking accreditation are schools want to reach and be acknowledged as having achieved the highest levels of academic (i.e., teaching and learning) quality and professionalism (i.e., appropriately credentialed staff and facility).

The accreditation process was a positive experience. The entire staff assisted with a year-long self-study that looked at the school's profile, guiding principles and mission, educational nature, learner outcomes, the effectiveness of our program and the strategic plan. The self-study was submitted in July 2015. SSMA received a three-day visit from AMS and Middle States during SY 2015-16.

2. New SSMA Building and Renovations

SSMA administration worked tirelessly throughout the 2015-16 school year to find and secure financing for its new school building, located at 1240 Randolph St. NE in the historic Brookland neighborhood. The site, formerly home of Metropolitan Day School, was chosen for its proximity to the old Shining Stars site so as to create as little interruption as possible to SSMA families and students. The site was also selected for its proximity to Brookland Metro station (located .5 miles away from the new SSMA site).

The new SSMA building provides:

- additional classrooms with newly installed and energy efficient LED lighting ;
- an auditorium, multi-purpose room, and commercial kitchen;
- additional administrative staff space;
- inner courtyard for small gatherings;
- plenty of green space;
- outdoor playspace, and
- several convenient transportation options for families and staff.

In July 2016, the SSMA team chose Greenscape Construction as its General Contractor, and architects Noritake Associates of Alexandria, Va. to design and build modifications to the new SSMA site to align with Montessori design standards, environmental considerations, and school architecture best practices. Noritake Associates have decades of experience in architecture and design, including specifically for Montessori school clients. Minor modifications will be made to the building in preparation for the 2016-17 school year. More extensive renovations are planned to be completed in time for the start of the 2017-2018 school year.

3. STEAM Program

The SSMA students, staff and parents in 2015-16 participated in the creation of a garden located in the front of the school as a way to incorporate biology, earth science, and nutrition into the curriculum. SSMA students also had the opportunity to work on a Monarch Butterfly project for the U.S. Fish and Wildlife Service. Student decorated Monarch templates, which were submitted as part of a butterfly cloud exhibit at the U.S. Fish and Wildlife Visitors Center.

4. United Way Campaign Membership

In 2015-16, SSMA became a member of the United Way of the National Capital Area (CFC# 61463). As a United Way member, SSMA has the opportunity not only to increase resources to fund our educational objectives (such as increasing classroom materials, but it also provides support in many areas, including: social media and marketing support, opportunities to build capacity, and assistance with finding volunteers to support the school.

D. List of Donors 2015-16

During the 2015-16 school year, there were no monetary or in-kind contributions to SSMA having a value equal to or exceeding \$500.

E. Data Report 2015-16

SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Shining Stars Montessori PCS
PCSB	Campus Name: Shining Stars Montessori Academy PCS
PCSB	Grades served: PK3-4
PCSB	Overall Audited Enrollment: 160

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

Grade	PK3	PK4	KG	1	2	3	4	5
Student Count	55	38	30	8	6	12	11	0
Grade	7	8	9	10	11	12	Alternative	Adult
Student Count	0	0	0	0	0	0	0	0

STUDENT DATA POINTS	
School	<p>Total number of instructional days: 182</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
PCSB	<p>Suspension Rate: 0.0%</p>
PCSB	<p>Expulsion Rate: 0.0%</p>
PCSB	<p>Instructional Time Lost to Out-of-School Suspension Rate: 0.0%</p>
PCSB	<p>Average Daily Attendance: 94.1</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	<p>Midyear Withdrawals:</p> <p>Validation window takes place after the Annual Report submission date.</p>

PCSB	Midyear Entries: Validation window takes place after the Annual Report submission date.
PCSB	<p>Promotion Rate: 100.0%</p> <p>LEA note: “We have 100% promotion rate for our Primary and Elementary students. From 2011-2015, we accepted students younger than 3 years of age (birthdays between 9/30 and 12/31) who were listed as PK3 (the lowest grade we could select).</p> <p>The following year they were again listed as PK3 and advanced according to their age. As per their age, they were promoted and afforded an early start.”</p>
PCSB	College Acceptance Rates: <i>Not applicable</i>
PCSB	College Admission Test Scores: <i>Not applicable</i>
PCSB	Graduation Rates: <i>Not applicable</i>

III. Appendices

APPENDIX A: 2015-2016 Staff Roster

SSMA places a strong emphasis on ensuring our guides (teachers) are of the highest academic caliber. We were pleased that 100% of the staff returned for the 2015-16 year and we were excited by the new additions to the team. In addition to being Highly Qualified:

- 100% of all SSMA academic teaching staff have a Bachelor’s degree.
- 63.6% of all SSMA academic teaching staff hold a Master’s degree.

We will continue to recruit and retain the best teaching force to ensure our students reach their academic potential as we strive to fulfill our mission.

First Name	Last Name	Title	DOE	Qualifications
Delton	Fontoy	Lower Elementary Guide	8/11/2014	MS in Curriculum and AMI Instruction
Jose	Guevara	Operations Associate	8/11/2014	MS, Information Science
Tahiya	Ismat	Teaching/Classroom Assistant	8/21/2014	BS, Biology and Chemistry
Lorraine	Ivey	Program Assistant (Cafe Manager)	8/11/2011	HS Diploma
Danielle	Lazarre	Primary Guide	8/11/2014	BS, Animal Science
Penda	MacDonald	Montessori Instructional Coach	10/1/2013	MS, Special Education, AMI
Nina	Ouzounova	Primary Guide	8/11/2014	MS, Early Childhood, AMI
Linsey	Pointdujour	Primary Guide	7/15/2013	BA, Sociology, AMS
Aliya	Rocker	Director Student and Family Extensions	11/2/2012	MSW
Regina	Rodriguez	Executive Director	2/13/2014	Ed.M. Education Administration and Social Policy Research

Manisha	Singh	Primary Guide	9/17/2014	MBA/MACTE Certification EC AMS
Caroline	Tran	Teaching/Classroom Assistant	8/27/2014	BA, English
Kim	Underwood	Montessori Instructional Coach	5/13/2013	MA, Early Childhood Education, AMI
Jose 'Cody'	Zapata	Program Assistant	1/26/2012	AA, English AMI CA certificate
Shaneka	Bush	Primary Program Assistant	9/1/2014	HS Diploma
Cynthia	Thompson	Program Assistant	9/10/2014	HS Diploma/some college
Jared	Williams	Special Education Coordinator	10/1/2014	MS Special Education
Monique	Mitchell	Director of Operations	12/16/2014	BA, International Affairs
Louise	Kelley	Dedicated Aide/Reading Specialist	12/21/2014	BA, English Writing, MAT
Thomas	Vu	ELL Specialist	11/18/2014	BS Social Work
Stephen	Winchell	Data Analyst	7/1/2015	BA Sociology
Nadia	Syeda	Primary Teaching Assistant		
Erma	Molina	Primary Guide	08/10/2015	BS, Elementary Education
Ashley	Kareithi	Primary Classroom Assistant	08/10/2015	BS, Psychology
John	Shepherd	Classroom Assistant	08/12/2013	HS Diploma, AMI Assts Cert
Nina	Rafaella	Upper Elementary Guide	08/10/2015	BA, Cultural Anthropology/Women's Studies
Zufan	Reddae	Primary Program Assistant	08/17/2015	GED

APPENDIX B: 15-16 Board Roster

Board Member	Position	Date of Appointment	Expiration
Nigel Atwell, Esq*	Chair	8/1/2014	7/31/2017
Aldel Brown	Vice-Chair	8/1/2011	7/31/2017
Kamal Wright-Cunningham, PhD	Member	8/1/2011	7/31/2017
Jac Rivers, Esq*	Member	8/1/2014	7/31/2017
Willa Golden*	Member	8/1/2011	7/31/2017
Shawn Samuels*	Member	8/1/2014	7/31/2017
Jessica Philipps-Silver, PhD*	Member	8/1/2011	7/31/2017
Ronan Gulstone, Esq*	Parent Member	8/1/2014	7/31/2017
Bericka Broomfield*	Parent Member	8/1/2014	7/31/2017
Regina Rodriguez*	Ex-Officio Member	8/1/2013	7/31/2019

*DC Resident

APPENDIX C: Unaudited 2015-16 Financial Statement

Shining Stars Montessori Academy

Balance Sheet

As of June 30, 2016

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
100 Cash	
1000 Operating - BoA Checking	126,859.05
1001 Operating - Suntrust	287,755.70
1002 Operating - BoA Checking - CLOSED	0.00
1099 Anybill Transfer	15,000.00
	<u>\$</u>
Total 100 Cash	429,614.75
	<u>\$</u>
Total Bank Accounts	429,614.75
Accounts Receivable	
110 Local Receivable	
1101 Employee clearing	5,097.35
1102 Accounts receivable	36,424.20
	<u>\$</u>
Total 110 Local Receivable	41,521.55
	<u>\$</u>
Total Accounts Receivable	41,521.55
Other current assets	
1399 Undeposited Funds	0.00
140 Other Current Assets	
1400 Prepaid expenses	79,580.24
1410 Deposits	194,666.64
1420 Deferred rent asset	0.00
	<u>\$</u>
Total 140 Other Current Assets	274,246.88
	<u>\$</u>
Total Other current assets	274,246.88
	<u>\$</u>
Total Current Assets	745,383.18
Fixed Assets	
160 Operating Fixed Assets	
1600 FF&E	129,598.09
1620 Computers	20,282.10
	<u>\$</u>
Total 160 Operating Fixed Assets	149,880.19
170 Accum Depr of Op Fixed Assets	
1700 Accum depr FF&E	-67,644.09
1720 Accum depr computers	-13,783.21
	<u>-\$</u>
Total 170 Accum Depr of Op Fixed Assets	81,427.30
180 Facilities	
1830 Leasehold improvements	186,277.99
	<u>\$</u>
Total 180 Facilities	186,277.99
190 Accum Depr of Facilities	

1910 Accum amort lease imp	-183,142.19
	<u>-\$</u>
Total 190 Accum Depr of Facilities	<u>183,142.19</u>
	\$
Total Fixed Assets	<u>71,588.69</u>
	\$
TOTAL ASSETS	816,971.87
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
200 Accounts Payable	352,161.81
	<u>\$</u>
Total Accounts Payable	<u>352,161.81</u>
Credit Cards	
210 Credit Accounts	
2100 School credit card	8,062.49
2102 Credit Card - Rhonda 7762	0.00
2103 Credit Card - Ayize 1942	0.00
2105 Credit Card - Dana 9496	0.00
	<u>\$</u>
Total 210 Credit Accounts	<u>8,062.49</u>
	\$
Total Credit Cards	<u>8,062.49</u>
Other Current Liabilities	
220 Accrued Expenses	
2200 Accrued salaries	68,595.82
2250 Accrued rent	287.50
2299 Garnishments	0.00
	<u>\$</u>
Total 220 Accrued Expenses	<u>68,883.32</u>
230 Payroll Liabilities	0.00
240 Unearned Income	
23000 Deferred Revenue	0.00
2410 Unearned local Income	4,629.16
2420 Unearned private revenue - PTA Funds	3,726.16
	<u>\$</u>
Total 240 Unearned Income	<u>8,355.32</u>
	\$
Total Other Current Liabilities	<u>77,238.64</u>
	\$
Total Current Liabilities	<u>437,462.94</u>
	\$
Total Liabilities	<u>437,462.94</u>
Equity	
3900 Retained Earnings	410,653.52
Net Income	-31,144.59
	<u>\$</u>
Total Equity	<u>379,508.93</u>
	\$
TOTAL LIABILITIES AND EQUITY	816,971.87

Shining Stars Montessori Academy
Profit and Loss
July 2015 - June 2016

	Total
Income	
04 State and Local Income	
400 Per-Pupil Operating Income	
4000 Per-pupil alloc	1,861,381.17
4010 Per-pupil SpEd alloc	213,134.43
4011 Per-pupil SpEd ESY	4,642.00
4020 Per-pupil LEP/NEP alloc	93,021.28
4040 Per-pupil At Risk	79,002.10
4050 Per-pupil adjustment	62,842.82
Total 400 Per-Pupil Operating Income	\$ 2,314,023.80
410 Per-Pupil Facility Income	
4100 Per-pupil facility alloc	490,468.20
Total 410 Per-Pupil Facility Income	\$ 490,468.20
420 Other Local Income	
4200 Local grants	19,815.57
4210 Local programs	4,182.65
Total 420 Other Local Income	\$ 23,998.22
Total 04 State and Local Income	\$ 2,828,490.22
05 Federal Income	
500 Federal Grants Income	
5003 IDEA 611	2,640.00
5030 Competitive federal grants	37,910.22
Total 500 Federal Grants Income	\$ 40,550.22
510 Federal Program Income	
5100 National school lunch prog	41,874.60
5110 E-rate program	831.78
Total 510 Federal Program Income	\$ 42,706.38
Total 05 Federal Income	\$ 83,256.60
06 Private Income	
620 Private Contributions	
6200 Individual contributions	353.17
Total 620 Private Contributions	\$ 353.17
640 School Sales	
6400 Paid meal sales	22,573.56
6420 Student/parent fundraising	1,322.98
Total 640 School Sales	\$ 23,896.54
650 Additional Income	
6520 Rental Income	8,133.52
6560 Miscellaneous revenue	5,753.60
Total 650 Additional Income	\$ 13,887.12
Total 06 Private Income	\$ 38,136.83
Total Income	\$ 2,949,883.65
Gross Profit	\$ 2,949,883.65
Expenses	
07 Staff-Related Expense	
700 Curricular Salaries	
7000 Leadership salaries	306,592.16

7010 Teacher salaries		459,949.06
7011 SpEd teacher salaries		83,513.09
7020 Teacher aides salaries		160,503.17
Total 700 Curricular Salaries	\$	1,010,557.48
710 Supplemental Service Salaries		
7100 Student support salaries		69,661.81
7110 Instr staff support salaries		150,228.63
7130 Business, operations salaries		107,342.62
7160 Other service salaries		55,090.99
Total 710 Supplemental Service Salaries	\$	382,324.05
740 Employee Benefits		
7400 Retirement plan contrib		29,583.46
7410 Health insurance		96,774.45
7460 Workers' comp insurance		4,720.29
Total 740 Employee Benefits	\$	131,078.20
750 Payroll Taxes		
7500 Social security & medicare		103,628.71
7510 State unemployment tax		23,275.59
Total 750 Payroll Taxes	\$	126,904.30
760 Professional Development		
7600 Staff development (non-travel)		105,397.58
Total 760 Professional Development	\$	105,397.58
770 Contracted Staff		
7712 Sup service contract staff		63,835.68
7713 Sup prog contract staff		36,298.80
Total 770 Contracted Staff	\$	100,134.48
780 Other Staff Expense		
7800 Staff recruiting		709.95
7820 Staff meals, events & awards		6,737.05
7830 Staff travel (non-development)		1,831.08
Total 780 Other Staff Expense	\$	9,278.08
Total 07 Staff-Related Expense	\$	1,865,674.17
08 Occupancy Expense		
800 Occupancy Rent Expense		
8000 Rent		284,079.33
8010 Supplemental rent		3,070.62
Total 800 Occupancy Rent Expense	\$	287,149.95
810 Occupancy Service Expense		
8100 Utilities & garbage removal		26,558.39
8120 Maintenance and repairs		41,667.74
Total 810 Occupancy Service Expense	\$	68,226.13
Total 08 Occupancy Expense	\$	355,376.08
09 Additional Expense		
900 Direct Student Expense		
9000 Student supplies, snacks		104,687.37
9010 Student assessment materials		716.66
9040 Library & media materials		1,604.88
9051 Contracted SpEd instruction		178,852.25
9060 Food service fees		120,797.01
9080 Student recruiting		7,561.89
9085 Student events		2,905.65
9090 Other student expenses		11,755.05
9091 Translation services		3,397.00

Total 900 Direct Student Expense	\$	432,277.76
910 Office Expense		
9100 Office supplies		49,209.51
9110 Copier rental & services		12,126.24
9120 Telephone & telecommunications		3,056.63
9130 Postage, shipping, delivery		2,523.49
9140 External printing		2,313.01
Total 910 Office Expense	\$	69,228.88
920 Business Expense		
9200 Business insurance		7,217.52
9210 Authorizer fees		30,439.97
9230 Accounting, auditing, payroll		62,859.21
9240 Legal fees		8,075.00
9250 Instr design & eval fees		2,860.83
9260 Computer support fees		49,077.49
9280 Other professional fees		24,544.50
9290 Other expenses		5,543.88
Total 920 Business Expense	\$	190,618.40
930 Dues, Fees & Losses		
9300 Dues, fees, and fines		9,913.42
9320 Bad debts, pledges		2,209.41
Total 930 Dues, Fees & Losses	\$	12,122.83
Total 09 Additional Expense	\$	704,247.87
11000 Operating asset depreciation		24,115.61
11010 Facility asset amortization & depreciation		31,614.51
Total Expenses	\$	2,981,028.24
Net Operating Income	-\$	31,144.59
Net Income	-\$	31,144.59

APPENDIX D. 2016-17 APPROVED BUDGET

Abbreviated Financials (IS3), v1.0

Shining Stars Montessori PCS

Income Statement		SY16-17
Account		Future
Event		-
Revenue		
04 · State and Local Revenue		
400 · Per-Pupil Operating Revenue		2,864,888
410 · Per-Pupil Facility Revenue		624,800
420 · Other Local Revenue		8,075
Total 04 · State and Local Revenue		3,497,763
05 · Federal Revenue		
500 · Federal Grants		23,363
510 · Federal Programs		43,298
Total 05 · Federal Revenue		66,661
06 · Private Revenue		
600 · Private Grants		-
610 · Released From Restriction		-
620 · Private Contributions		250,000
630 · Activity Fees		70,000
640 · School Sales		28,090
650 · Additional Revenue		231,277
670 · Donated Revenue		-
Total 06 · Private Revenue		579,367
Total Revenue		4,143,792
Operating Expense		
07 · Staff-Related Expense		
700 · Curricular Salaries		1,304,066
710 · Supplemental Service Salaries		474,842
720 · Supplemental Program Salaries		-
730 · Management/Development Salaries		-
740 · Employee Benefits		226,496
750 · Payroll Taxes		166,102
760 · Professional Development		84,973
770 · Contracted Staff		115,000
780 · Other Staff Expense		14,516
Total 07 · Staff-Related Expense		2,385,995
08 · Occupancy Expense		
800 · Occupancy Rent Expense		885,389
810 · Occupancy Service Expense		172,602
Total 08 · Occupancy Expense		1,057,991
09 · Additional Expense		
900 · Direct Student Expense		343,443
910 · Office Expense		97,833
920 · Business Expense		213,991

	930 · Dues, Fees, & Losses	12,465
	940 · Donated Expense	-
	990 · Operating Contingency	-
	Total 09 · Additional Expense	667,732
Total Operating Expense		4,111,717
Net Operating Income		32,074
Interest, Depreciation		
	11 · Depreciation	43,732
	12 · Interest	-
Total Interest, Depreciation		43,732
Total Expenses		4,155,449
Net Income		(11,657)
Adjustments To Cash Flow		
Operating Activities		
	Net Income	(11,657)
	Operating Activities	101,369
	Investing Activities	(71,801)
	Financing Activities	-
	Net cash increase for year	17,911