

Appendix A

LAMB PCS

ANNUAL REPORT

2013 – 2014



Latin American Montessori Bilingual Public Charter School
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Respectfully Submitted
Barrie Lynn Tapia, Board Chair
9/5/2014

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I. School Description

A. Mission Statement

LAMB's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a life time of learning while developing bi-literacy in English and Spanish.

B. School Program

1. Grade and age levels served

LAMB serves children in PK3 through 5th grade.

2. Summary of curriculum design and instructional approach

LAMB is the only accredited dual language Montessori chartered public school in the District of Columbia and one of only a few nationwide. Chartered in late 2001, LAMB opened a year and a half later with 57 students. LAMB began with the simple premise that all children can learn and deserve a school that supports, nurtures, and transforms their natural curiosity and eagerness into knowledge. The educational program (including curriculum, instruction, and assessment) is clearly defined, approved by school governance and the Public Charter School Board (PCSB), and is consistent with the school's mission.

LAMB adheres to Dr. Maria Montessori's six core beliefs: a) All children have "absorbent" minds; b) all children pass through "sensitive" periods; c) all children want to learn; d) all children learn through play/work; e) all children pass through stages of development; and f) all children want to be independent.

LAMB is designed to meet and address the needs of students and intended to produce student learning at all levels. LAMB's dual language Montessori educational program consists of both carefully planned and well executed curriculum that includes appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. LAMB is sufficiently financed, periodically reviewed, and mission-appropriate. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained.

Based on the Montessori model, LAMB classes are organized into multi-age groupings: Primary (PK3 to Kindergarten), lower elementary (1st to 3rd grades) and

upper elementary (4th to 5th grades). Traditionally, students remain in the same classroom for three years and have the experience of being the youngest, the middle, and the oldest within the group.

There are two teachers dedicated for each class, at least one of who is highly qualified (Praxis II or HOUSSSE). Classes are designed to allow children to self-select educational materials and work stations that reflect their inner drives for learning. Teachers are trained to observe students to determine their interests, record progress and/or skills that need strengthening using Montessori Records Express, and to plan lessons accordingly. The Montessori teacher's role is to model peaceful concentration and to inspire wonder in the child. This connects the child to the materials in the environment and sparks his or her passion for meaningful exploration.

Classroom manipulative materials are a Montessori trademark. Montessori materials are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance. Putting control of the activity in the students' hands strengthens their self-esteem and self-motivation as well as learning. A Montessori classroom is disciplined and self-directed. Children are provided with hands-on materials that enable them to learn math, language, science, and history, while at the same time developing intellectual curiosity, self-respect, and respect for the world around them. Instructors give one-on-one and small group lessons, and then monitor the children's progress as they practice and complete work independently at their own pace. This highly individualized, materials-based curriculum is ideal for students with special needs, as differentiated instruction is built into the core of the program.

The Montessori cultural curriculum (science and social studies) forms the basis of the elementary curriculum with language arts and mathematics covered in integrated, inter-disciplinary units of study. LAMB believes that the elementary years are a period when students learn how to learn. The students have a limitless imagination and great energy for memorizing facts. Students exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy. Montessori elementary classrooms are research and project focused with an emphasis on taking field trips, conducting experiments, and bringing in guest presenters who can provide students with "real world" experiences beyond what they can read about in a book or online.

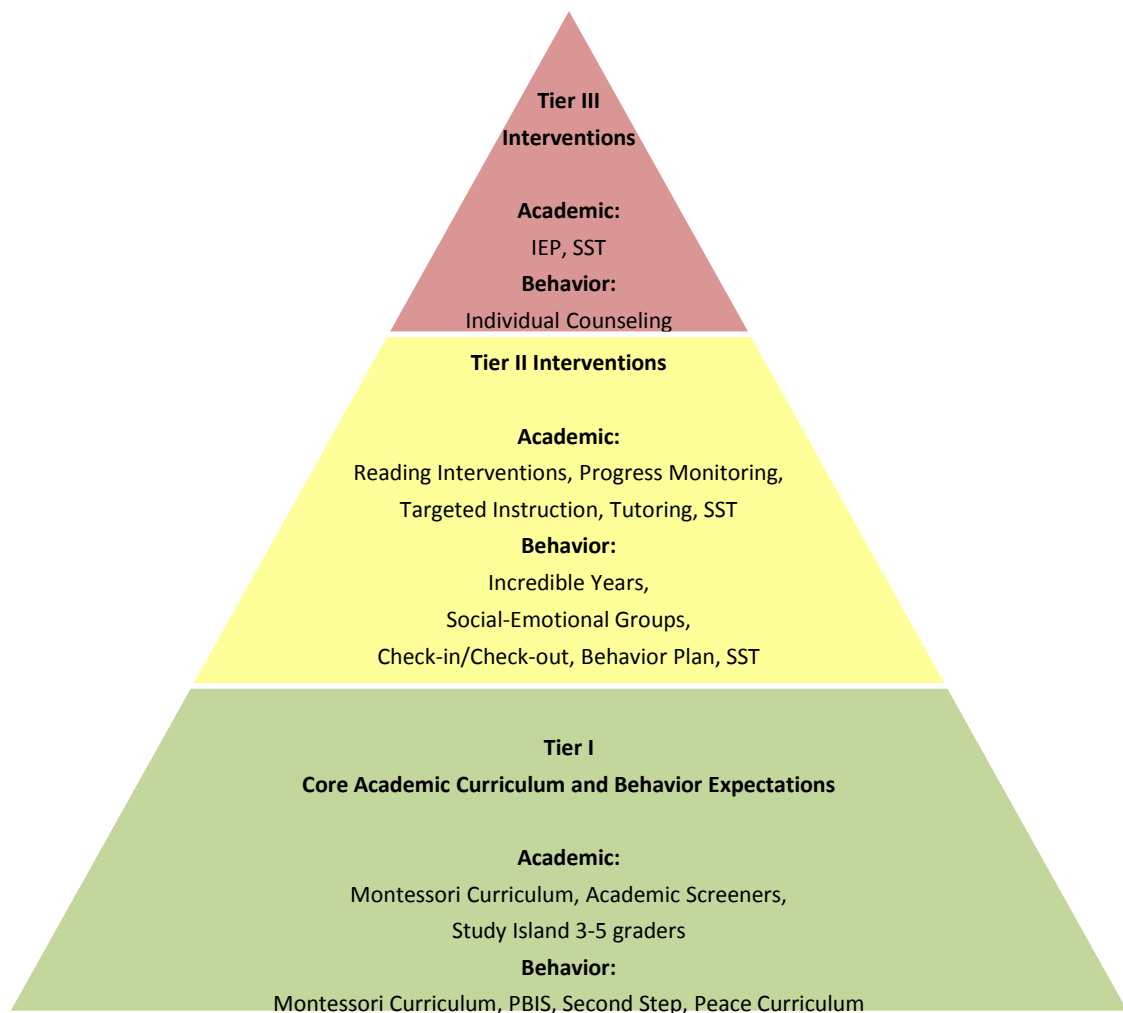
The Montessori elementary "Cosmic Curriculum" is built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention. Students remain in the same multi-age classroom for three years, and they experience the telling of the Great Lessons as a classroom tradition. Each year the new youngest students in a class gather for these five group lessons. The older, returning children may come to the lesson if they like, or hear them from afar, experiencing them differently each time depending upon their own growth in understanding. The teacher designs each Great Lesson using stories, music, impressionistic charts, experiments, and games. Following the presentations of the Great Lessons, teachers offer students more specific key lessons that isolate concepts and refine student understanding. LAMB elementary Montessori teachers follow a three-year cycle in planning the key lessons that follow the Great Lessons. This ensures that all areas of the Cosmic Curriculum are covered in the upper elementary program and that the child has a broad and varied foundation of social studies and scientific knowledge when he or she transitions from LAMB to another educational environment.

Response to Intervention

The Response to Intervention Model (RtI) is a three-tiered education model. Tier I features a core academic curriculum, clear behavioral expectations and academic screeners to assess student's academic achievement. Tier II and Tier III provide students with academic and behavior interventions to help them reach their fullest potential. We focus on early literacy skills, mathematics, behavior, and using data to guide instruction.

Tier I is the foundation of LAMB's educational philosophy. LAMB primarily utilizes Montessori education, the Peace Curriculum, dual language model and Positive Behavior Intervention Supports to promote the academic and behavioral success of students. However, some students may need additional support. Tier II and Tier III interventions provide students with research and teacher-based interventions. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST may consist of teachers, parents, administrators, service providers, and support staff that collaborate to develop an intervention plan to improve the academic performance and social competency of students. Parents and/or teachers can make

an SST referral. Students receiving Tier III interventions must have a SST or an Individualized Education Plan.



The Student Support Team (SST)

The SST Team coordinates services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention. The SST assesses student academic and behavioral needs, identifies goals, strategies, and intervention, and evaluates the effectiveness of interventions and the need to continue or close the case. Students can be referred to the SST process by parents and/or teachers.

Student support teams serve as an early-warning system to identify struggling students and provide them with additional support. They help schools intervene earlier with students who face challenges (e.g., academically not on grade level, chronically absent or truant, at risk for grade level retention).

The Student Support Team is not a static group of people. Student Support Team Members consist of an administrator and interested parties (parent, teacher and school counselor), including homeless liaison, if required. The team membership varies depending upon who the child is and what group of people need to be brought together to support the specific behavior or academic concern that has been identified as needing additional support.

Positive Behavior Intervention System (PBIS)

Freedom and responsibility are guiding principles in a Montessori classroom. A child has the freedom of choice and movement as long as she or he acts responsibly. Acting responsibly means acting respectfully towards self, others, and the environment. We are utilizing Positive Behavior Intervention Supports (PBIS) to encourage positive behavior. We have adopted the acronym PAZ to help all members of the LAMB family understand expectations.

Palabras Positivas (**P**ositive Words)

Aciones de Respeto (**R**espectful **A**ctions)

Zona de Aprendizaje (**L**earning **Z**one)

3. Description of key mission-related programs

Mission related programs focus on three major areas: bilingualism, social development and peace education.

LAMB's goal is that students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade. Research on second language acquisition indicates that it takes 5-7 years for a child to develop proficiency in academic language equivalent to that of a native speaker.¹ With bi-literacy as a goal, students must enroll in the school at 3 or 4 years old in order to continue through the elementary program. These additional years in our bilingual program ensures that LAMB students are fully bilingual before transitioning to most likely mono-lingual middle school programs. For English language learners, this means that they will have the opportunity to exit "ELL" status before they transition to middle school. Many exit

¹ *Second language acquisition-essential information*. N.p., 2011. Web. 28 Nov 2011.
<<http://esl.fis.edu/teachers/support/cummin.htm>>.

by third grade. Mission-related goals focus on developing oral reading fluency in Spanish and English and comprehension skills in both languages.

The non-academic goals target social emotional competency and emphasize the school's overarching goals of peaceful communication and living where there is a demonstrated respect for self, others and the environment. Self-directed learning and critical thinking are key to developing the confidence and competence to be a contributing member of the community.

LAMB uses the Montessori Grace and Courtesy curriculum and the Practical Life curriculum to help students build the social skills, practical skills, and "know-how" to succeed in life both inside and outside of school settings. Grace and Courtesy and Practical Life lessons involve explicit modeling of manners, common social graces, cooking and cleaning, basic sewing and construction tasks, event planning, service projects, etc. Montessorians view education as a preparation for life. Students need to develop the skills and independence that will enable them to go forward into unknown situations with self-confidence, knowing that they can take care of themselves and will be respected.

"Never help a child with a task at which he feels he can succeed."

—Maria Montessori

All students can be peace ambassadors. From the moment students arrive at LAMB (at age 3 or 4), they are fully immersed in our school-wide peace culture which is represented by the PAZ matrix presented during our first peace ceremony of the year. During our peace ceremonies, each classroom has the opportunity to showcase their work and teach the broader LAMB community about important issues such as recycling, the importance of numbers, the galaxies, etc.

The school-wide PAZ matrix is defined as follows: *P (Positive Words), A (Respectful Actions), and Z (Learning Zone)*. The word PAZ is "Peace" in Spanish. Teachers and students developed a matrix with clear expectations for the classroom, hallways, bathroom, library, group work and special events. The rules are posted around the school and the expectation is for all students, teachers, parents and staff to follow and model the behavior expected. In addition students have the opportunity to receive lessons on expected behavior and practice during role play.

LAMB has implemented the Response to Intervention Model (RtI) for the last five years, and Positive Behavior Intervention and supports are part of our initiative to

maintain an emotionally healthy environment for children where they can reach their fullest potential. Part of our expectation for teachers is to make four positive comments for every one redirection to a specific child or the whole class. Each teacher has developed a strategy for noticing students following the school rules and often children receive “peace passes” for their positive behavior. Teachers also use peace passes to improve classroom wide behavior, offering an incentive selected by the students.

The concept of the school as a Learning Community is an intrinsic value at LAMB visible in daily operations such as on-site professional development showcasing teachers as students; parent workshops where childcare is provided and students witness their parents attending class; monthly breakfasts with administrators; parent volunteers as librarians; older students making presentations to younger students; monthly peace ceremonies; and the frequent photo displays on the big screen at the school’s entrance which capture students of all grade levels engrossed in school work and having fun.

LAMB has an open door policy and administrators are present at arrival and dismissal times to greet parents and students. Rarely are administrative office doors closed and students have informal conversations with the principal, assistant principal and executive director daily. Students often suggest special projects, field trips or simply share their likes and dislikes about any and everything from a particular item on the school lunch menu to requesting more physical education equipment. The multi-age span of the classrooms also reinforces civic responsibility with older students serving as role models and caring for younger students.

4. Parent involvement efforts, describing the methods and frequency of parent involvement

LAMB only enrolls students at ages three- and four-years old. When a new student enters LAMB, we feel that a family, rather than an individual, has joined us. By virtue of their age, students must be escorted to school, and we value their parents’ input and participation. We each have different responsibilities; and it is important that we understand and respect each other’s roles. If we expect children to value education and to achieve, adults must send clear and consistent signals that schooling takes priority.

Achieving one's potential takes priority over everything: socializing, late-nights, holiday travel, after-school activities, or any other activity. As a result, the school expects that students arrive to school on time. We expect parents to arrange their travel and holiday plans, non-emergency medical appointments, and other activities to avoid a conflict with a student's academic and educational obligations.

The primary participation expected of all parents is volunteerism, attendance at the scheduled parent-teacher conferences each quarter AND attendance at special events and workshops organized by teachers, children, and the school administration.

Parent Volunteers

To help ensure that LAMB meets its ambitious objectives, we rely on parent participation. We believe everyone has something to contribute! Parents/guardians are asked to serve a minimum of 30 hours of volunteer service per family and must sign a parent contract at the beginning of the school year. Parents assist in the classroom, serve on parent committees, prepare classroom materials, organize after-school programs, and/or assist with special events, such as field trips, book fairs, and school celebrations. Volunteer opportunities are available during the day as well as evenings and weekends in order to accommodate busy schedules.

We encourage parents to share any hobbies or special interests with their child's class and/or the school. The child's teacher is the point of contact so that arrangements can be made for such visits. Parents complete a volunteer interest survey in order to help facilitate a volunteer role in the school. LAMB has a parent liaison at each facility to facilitate parent engagement.

Parent Education

Parental involvement is also encouraged through our parent education program. Parents can participate in workshops on topics such as Montessori education, dual language immersion, and behavior management. Childcare is provided on a sliding fee basis. LAMB conducts parent satisfaction surveys following these events and alters and develops future parent education sessions based on interest and need.

Student Presentations and Special Events

During the course of the school year, families are invited to attend a variety of events at the school. For example, each month from September through June, LAMB students, staff, and parents join together in a celebration of peace and community by attending Peace Ceremony assemblies. At Peace Ceremonies, students and

classrooms lead the community in song, offer performances and presentations, and share in celebrating the accomplishments of the community. LAMB also works with parents to bring in cultural exhibits by visiting artists. Frequently, LAMB parents make presentations to classrooms or grade-levels, sharing cultural traditions from around the world.

Classroom Observations

Parents are welcome to visit the school and observe their child at work in the classroom. We strongly encourage parents to observe their child's classroom at least three times per year prior to parent-teacher conferences. Classroom observations are scheduled directly with the teacher. We provide a bilingual "Observation Brochure" to help frame the observation in Montessori pedagogy.

Parent-Teacher Communication

Parents are encouraged to share information about their children with teachers on a regular basis. Parents may communicate with teachers informally during student drop-off or pick up or they may choose a more formal means of communication.

- **Telephone Calls**

Parents wishing to talk to individual teachers may leave messages with the main office, and teachers will return the telephone call as his/her schedule permits, usually within 24 hours.

- **E-mails**

Teachers would like parents to use e-mails for things that are not possible through notes, phone calls, or direct contact after school. E-mails are responded to within two days.

- **Teacher Inbox/Folders**

Parents' notes, questions, concerns, or other information that parents feel is important for the teachers to know may be placed in the teacher's folder located at the classroom entrance. Teachers review the folders daily. In the event that a significant change occurs in a child's life, we ask parents to consider informing their child(ren)'s teacher as soon as possible so that we can be supportive of the child.

- **Parent-Teacher Conferences**

Parents should feel free to contact teachers and staff at any time to discuss or review a student's academic or social progress. Teachers should also be contacted to discuss situations which may be affecting a student's educational and/or social

development. Formal parent-teacher conferences are scheduled several times a year; the dates are in the academic school calendar. Parent-teacher conferences typically last 20 minutes, and we encourage both parents and/or guardians to attend. It is important that parents be informed about their child's performance. We encourage parents to maintain open communication with their child's teacher throughout the year.

- **Student Folders**

Each community has student folders that parents/guardians should check daily. Classroom/teacher notes, snack schedules, and student work is placed in the student folders.

Parent Teacher Organization (PTO)

LAMB has an active Parent Teacher Organization that engages parents in various activities throughout the school year. The PTO is led by two co-presidents (one English-dominant and one Spanish-dominant), two co-secretaries (one English-dominant and one Spanish-dominant), and a treasurer. They conduct monthly PTO meetings open to all parents and staff which are conducted at both LAMB facilities in alternating months.

The PTO participates in and helps organize Back-to-School Nights, fundraising events, library assistance, classroom parents, and special events. Fundraisers this year included picture day, weekly popcorn sales, Holiday Tree & Wreath Sale and Winter Festival, and the Arriba Campaign, helping raise more than \$100,000. In addition, they help facilitate communication between parents and the school.

C. School Staff Characteristics

1. Name and titles of those in key leadership positions in the school

Diane Cottman, MAT, Executive Director
Cristina Encinas, MA, Principal
Laure Fleming, MEd, Assistant Principal
Ernest Yombo, MS, Assistant Principal
Julie Camerata, MS, Special Education Coordinator
Richard Ertzinger, BS, Chief Financial Officer
Teresa Aspinwall, MA and Kioma Alfred, BA, Parent Liaisons
Susana Silva-Canales, BA and Elizabeth Sauler, MA, Instructional Coordinators

2. Number of teachers

LAMB has thirty-three teachers, including classroom, special education, music, art, and physical education. The average class size is 24 students with two teachers. The majority of staff is highly qualified (PRAXIS II and/or HOUSSE) as defined by NCLB. Sixty-six percent of LAMB's staff is under the age of 40-years-old. Staff is 66% Latino, 39% Caucasian, 14% African-American, 8% Multiracial, and 4% American Indian.

Based on the Montessori model, LAMB classes are organized into multi-age clusters: primary (PK3 to Kindergarten), lower elementary (1st to 3rd grades) and upper elementary (4th to 5th grades). LAMB teachers, staff and administrators are academically and linguistically prepared, care about the children, and are committed to quality education. LAMB is proud of its teaching staff. They represent many cultures, are well-travelled, and are excited about learning and teaching.

Salary Range and Average Salary for Teachers and Administrators

Teachers

Average	\$ 50,082
Range	Min: \$ 40,000 Max: \$ 70,000

School Administration

Average	\$ 71,382
Range	Min: \$ 42,000 Max: \$ 122,200

LAMB has experienced little staff turnover with a staff attrition rate of 5%. Two teachers and seven other staff members transitioned from LAMB at the end of the school year. The experience they gained at LAMB will serve them well in their new jobs.

Ideally, LAMB would like to have a cohort of bilingual Montessori teachers in the training pipeline in order to ease replacement as needed, and/or grow the school as needed. This is costly, so LAMB has paraprofessionals in grooming for lead teacher positions.

D. Student Characteristics

1. Student enrollment by grade level

LAMB serves 320 students pre-school through fifth grade. LAMB only enrolls at 3- and 4-years-old. Any student attrition can only be filled with early learners. There is no testing and/or pre-selection of any kind. LAMB relies on a lottery system to fill vacancies as there are more applicants than available slots.

Grade and Age Levels Served		
Age	Grade level	Number of Students
3-years-old	PK-3	69
4-years-old	PK-4	59
5-years-old	KG	60
6-years-old	1	46
7-years-old	2	29
8-years-old	3	33
9-years-old	4	18
10-years-old	5	6
	Whole school	320

2. Student re-enrollment rate/demographics

LAMB serves 320 students from pre-school to fifth grade. They are Latino (48%), Black (27%), Caucasian (67%), Multi-racial (5%), Special Needs (10%), Low Income (26%), English Language Learners (32%), and Early Childhood Learners (59%).

The majority are Ward 4 residents (49%), followed by Ward 5 (20%), Ward 1 (12%), Ward 6 (6%), Ward 3 (6%), Ward 7 (3%), Ward 2 (2%) and Ward 8 (2%). District residency is a requirement for LAMB enrollment. Students live in apartments, single-family homes, doubled up housing and some have temporary living arrangements.

Their families are equally diverse as their housing with two moms and single moms, grandparents, children of divorce, children whose parents are in the armed services and others who are grieving the loss of a parent. Their needs are as varied as the demographics imply and yet they thrive in the Montessori classroom, a world of choice, where the mantra is “follow the child.”

3. Attendance

In-seat Attendance Rate, whole school	95.57%
Chronically Absent Rate, whole school	6.7% truant (10+ unexcused absences)

4. Student discipline data

Number of Unique Students with Discipline Records, whole school population	0
Incident : Student Ratio, whole school population	0
Percent of Instructional Days Lost, whole school population	0

E. Finance

LAMB's fiscal year is July 1 – June 30. The annual approved Budget for school year 2013-2014 was revised to project Revenues at \$6,817,006 which resulted in a projected \$377,856 surplus after projected Expenses of \$6,439,150. Actual unaudited Expenses, exclusive of donated consultant fees, amounted to \$6,299,171 resulting in a savings of \$139,979.

Actual unaudited Revenues in the amount of \$6,924,758 were \$107,752 more than projected due in large part to a very successful fundraising campaign conducted by LAMB families. The campaign was able to raise in excess of \$107,000 in ten days. As a result of additional revenues and savings in expenses LAMB ended the fiscal year with a surplus from activities of \$625,587 which was \$247,731 more than projected. This surplus enabled LAMB to purchase over \$130,000 in furniture, fixtures and equipment used to expand the number of classrooms and provide more sophisticated technology in the classrooms.

LAMB conducts an annual independent audit. Kendall, Prebola and Jones, CPAs has audited LAMB for five years. Appendixes C and D contain copies of LAMB's 2013-2014 unaudited year-end financial statements and the approved budget for 2014-2015.

F. Facilities

LAMB operates its dual language Montessori educational program in two facilities: Missouri Avenue and South Dakota Avenue in the District in Wards 4 and 5 respectively.

LAMB purchased the Military Road School on Missouri Avenue from the District of Columbia Government in May 2008, restored the historic building and added a new wing. In addition to seven classrooms, the administrative offices are housed at this site. Staff who service both sites, such as music and art teachers and special education therapists and counselors, flow freely between the two sites.

LAMB leased space for a second facility beginning in 2012 in response to many years of triple digit waiting lists. Currently LAMB's second facility (the South Dakota Avenue facility) is co-located with Perry Street Preparatory PCS in leased space (incubator site) at 1800 Perry Street, NE in Ward 5.

	Missouri Avenue Facility (permanent)	South Dakota Avenue Facility (incubator site)
Location	1375 Missouri Avenue NW Ward 4	1800 Perry Street NE Ward 5
Own/Lease	Own	Lease
Size – square footage	21,755	22,000
Outdoor play space	Yes	Yes
Teacher to Student Ratio	2:24	2:25
# classrooms	3 primary 4 lower elementary	4 primary 1 lower elementary 1 upper elementary
# of Students	168	152

# of Classroom teachers	12 3 special education teachers	12 2 special education teachers
Administrators	4	4
Specialists	Special education coordinator, bilingual speech therapist, bilingual occupational therapist, music teacher, art teachers, bilingual counselor, bilingual psychologist	
Senior administrators	Executive Director, Principal, Chief Financial Officer	
Extended day	Yes	Yes

II. School Performance

A. Performance and Progress

The PCSB created a metric called The Performance Management Framework (PMF). The PMF provides a picture of a school's overall performance using academic and school climate indicators. The framework allows the PCSB to evaluate schools in a systematic and fair manner. Results of the review are publicly available and provide vital information to the Board, schools, families, and the community.

Report cards are published on the PCSB website. The PMF is the first of its kind comprehensive evaluation system for charter schools. Although each charter school is unique, the PCSB's Performance Management Framework (PMF) enables the board to look at school performance across common measures. Schools are placed in three categories called tiers (1, 2, and 3) based on their performance.

PMF Tier categories are:

Tier 1 – 65% - 100%

Tier 2 – 35% - 64%

Tier 3 – 0% - 34%

Based on the PMF and the PCSB assessment, LAMB is a Tier 1 School. Results of the PMF are in the School Performance Report (Appendix F).

OSSE Accountability Index

LAMB is a RISING school based on the Office of the State Superintendent of Education (OSSE) “Accountability Index” to classify school performance. The range is as follows:

Reward Schools (Index of 80 and above)

Rising Schools (Index of 45 to 80)

Developing Schools (Index of 26 to 44)

Focus Schools / Priority Schools (Index less than 25)

LAMB’s Accountability Index for the DC CAS (not to be confused with Accountability Plan used in early childhood) is 76.74% which make it a rising school. Per OSSE, this score is based on individual student growth.

Assessments

LAMB utilizes a variety of assessments and evaluation tools. Test results are made available regularly and in a user friendly format. LAMB tracks and reports student performance data to determine the degree to which it is meeting its academic and non-academic goals, and to provide increased instructional opportunities as needed.

By the end of the school year, LAMB has tested students three times (fall, winter, spring) in mathematics utilizing the easyCBM Math assessment from the University of Oregon. The goals are established based on our Early Childhood Performance Management Plan (K-2) and our Elementary Performance Management Plan (3-5), which is measured by proficiency on the DC CAS, but we use easyCBM as a predictor for the DC CAS.

This system in which a child is constantly moving objects with his hands and actively exercising his senses, also takes into account a child’s special aptitude for mathematics. When they leave the material, the children very easily reach the point where they wish to write out the operation. They thus carry out an abstract mental operation and acquire a kind of natural and spontaneous inclination for mental calculations.

-Dr. Maria Montessori, *The Discovery of the Child*

The Montessori mathematics curriculum relies heavily on the use of manipulative math materials for students ages Pre-School through Kindergarten to develop conceptual understanding in the following areas:

- Numbers 0-10

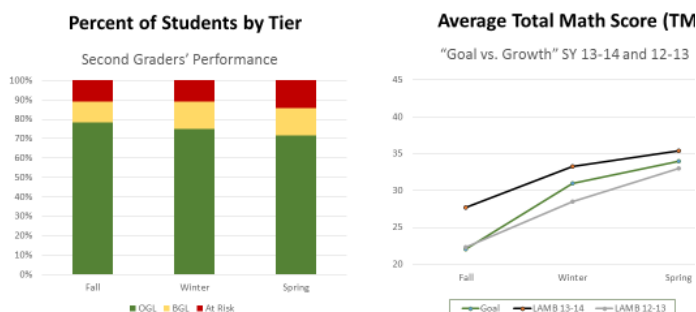
- Decimal System – 1, 10, 100, 1000
- Numbers 11-100
- Mathematical Operations
- Memorization of Math Facts
- Time
- Money
- Fractions

In addition, Montessori Early Childhood lesson sequences in the Sensorial Area introduce concepts of measurement, geometry, and pre-algebraic concepts.

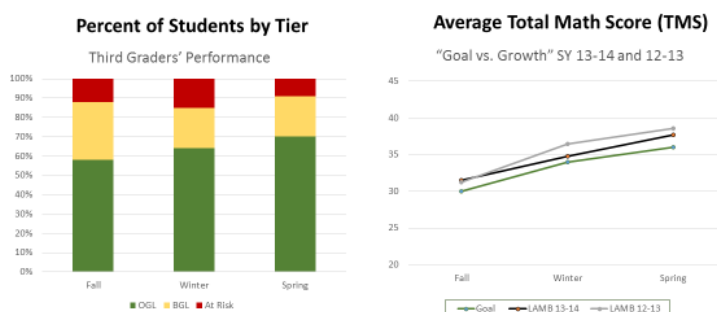
Over the course of the Lower and Upper Elementary years, students rely on mathematical manipulatives that move in sequence from very concrete representations of concepts to increasingly more symbolic illustrations of concepts. Students finally develop a completely abstract understanding of math and geometry concepts, generally speaking this passage takes place somewhere around the middle of fourth grade.

LAMB's End of Year Benchmark Data (below, and detailed in Appendix E) illustrates this gradual passage to abstraction where students become less reliant on manipulative materials and more capable of completing math calculations and problems in the abstract (as in on standardized tests) as they age through the program.

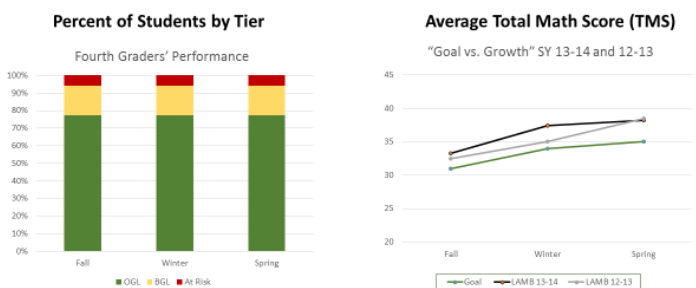
easyCBM Math – 2nd Grade



easyCBM Math – 3rd Grade



easyCBM Math – 4th Grade



Easy CBM Math – Fifth Grade

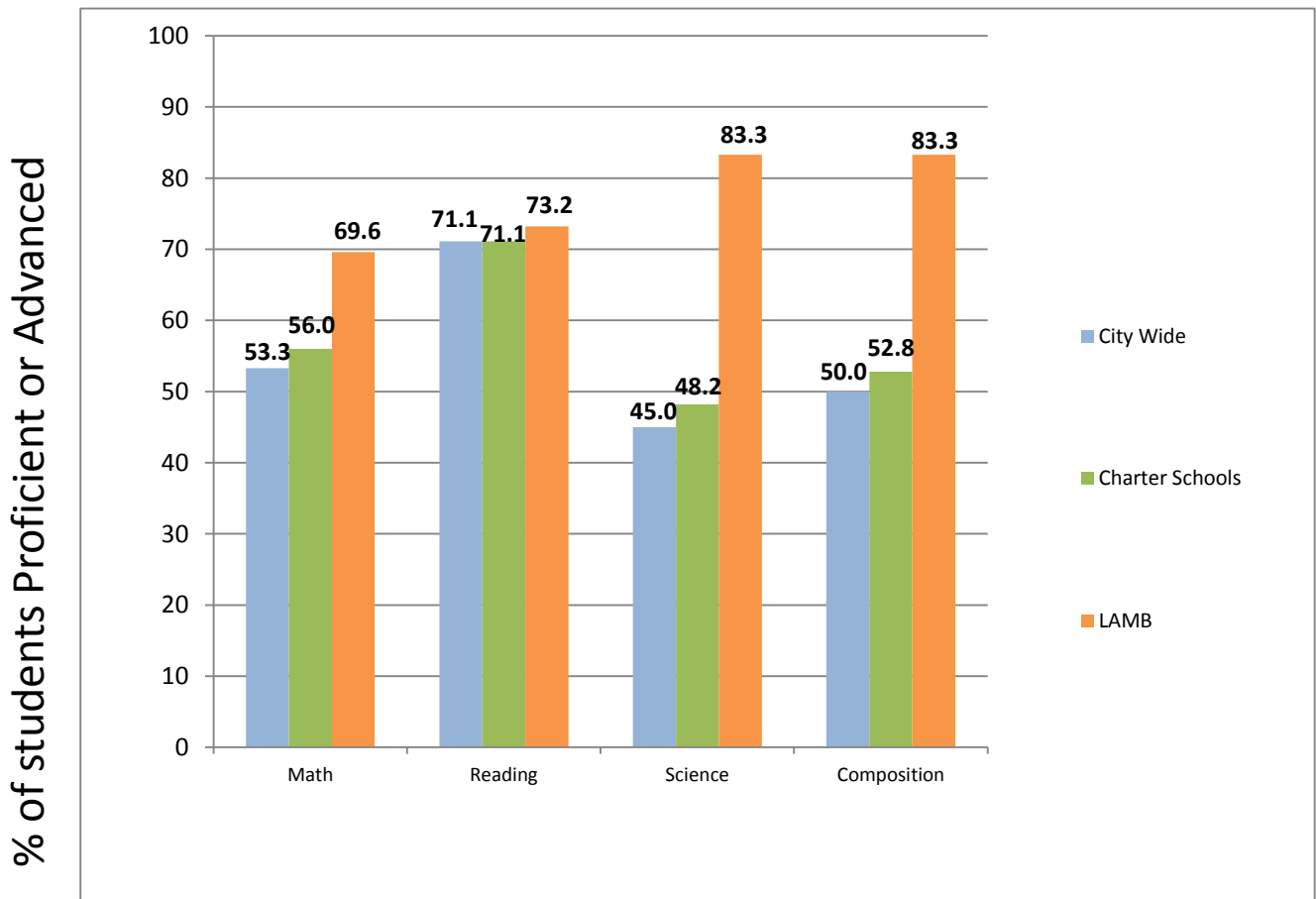


Percent of Students On or Above Grade-Level – Easy CBM – Spring 2014

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
51%	50%	71%	70%	78%	100%

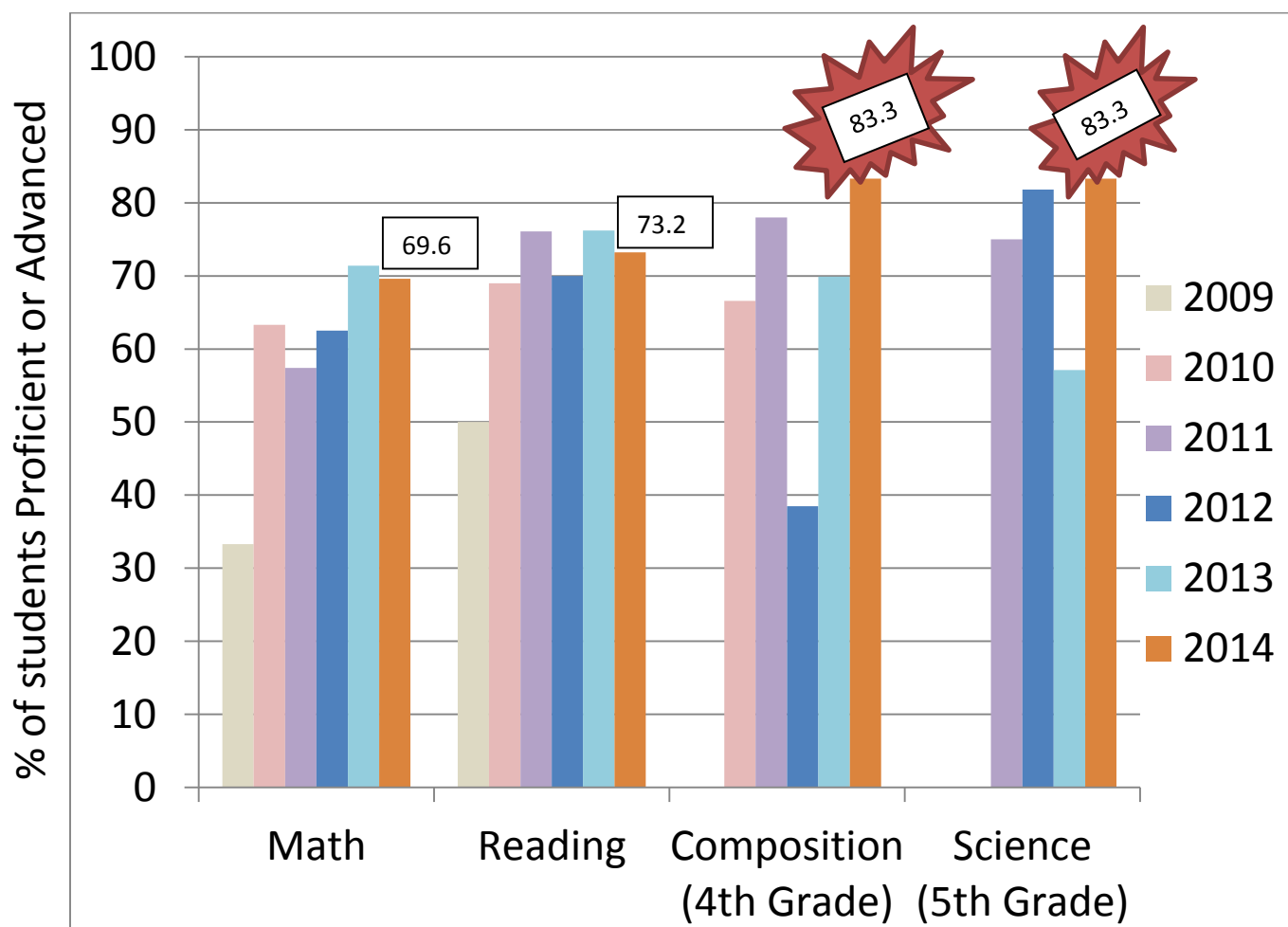
The DC Comprehensive Assessment System, better known as the DC CAS, is the high stakes test which is most widely known. The DC CAS is state mandated and managed by the Office of the State Superintendent of Education (OSSE). Each school is responsible for administering the test. The purpose of the test, as defined by OSSE, is to assess students in reading and math in grades 3-8 and 10, science in grades 5 and 8, biology in high school, and composition in grades 4, 7, and 10.

2014 DC CAS Scores



LAMB has made a great deal of progress in recent years in preparing students to perform complex mathematical problems on the standardized test format of the annual DC CAS for 3rd through 5th graders, increasing from less than 35% proficient or advanced in 2009 to 69.6% proficient or advanced in 2014.

DC CAS Scores 2009-2014



We use two benchmark exams to measure progress in reading - the Dynamic Indicators of Basic Early Literacy (DIBELS), and the Scholastic Reading Inventory (SRI). DIBELS measures the foundational skills for literacy, whereas SRI measures reading comprehension. We give parallel assessments in Spanish, however the SRI is not given in Spanish until 3rd grade, and the IDEL, which is the Spanish version of DIBELS, ends at 3rd grade.

For detailed results of these assessments given throughout the year, see Appendix E – Academic Benchmark Data.

Goals and Academic Achievement Expectations

LAMB PCS - Goals and Academic Achievement Expectations	Evidence/Assessment Tool/Population	Not Historically Measured (Mark X if applicable)
Note: Evidence listed is that agreed upon by school and PCSB in preparation for the school's review in SY 2014-2015.		
1. Teach curriculum based in Montessori philosophy of education in English and Spanish language.	QSR, class schedules. Professional development calendar in Epicenter.	
2. Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.	In-house testing, benchmark data, formative assessment data. School will share this information with us. DC CAS and EC assessment data.	
3. Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and -writing, and reading and writing skills development.	Data from American Reading Company. In house testing, benchmark data, formative assessment data. DC CAS, EC Assessment.	
4. Teach developmentally appropriate science concepts, pre-school through third grade.	Data from American Reading Company. In house testing, benchmark data, formative assessment data. DC CAS, EC Assessment.	LAMB Photo Gallery documenting school life, including field trips, special presentations, etc.
5. Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.	QSR information. DC CAS science data. Classroom based assessment, science through third grade, Montessori Records Express. Overview of curriculum for science.	
6. Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.	CLASS scores, QSR info. School-wide information system	

7. Teach concentration, independence and small motor skills as well as specific task mastery.	QSR Info, CLASS Scores, Montessori Records Express. Information related to LAPD (developmentally appropriate assessment for PreK). Students hosting and performing at Peace Ceremonies.	
8. Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.		Not historically measured
9. Present materials in areas of social studies, history of the universe, and geography.	QSR info, curriculum guides, MRX	
10. Present a variety of activities in arts and crafts.	QSR, schedules show when art teacher is in the classroom. For EC, MRX data. Attendance records for staff (art & music).	Invoices for art and music supplies. School wide presentations at Peace Ceremonies, art exhibits, participation in art contests. School calendar of events.
11. Teach independence and self-direction in an atmosphere of free choice.	QSR, CLASS, MRX	
12. Students kindergarten through sixth grade will maintain high levels of attendance.	Attendance data	Charter Amendment thru 5 th grade
13. Parents will show satisfaction with LAMB.	Re-enrollment, parent surveys, attendance	
14. Students will show satisfaction with LAMB.	Re-enrollment, QSR, attendance	
15. Students will demonstrate social emotional competency through Second Step instruction.	QSR, behavior analysis reports, school-wide behavior reports.	

B. Lessons Learned and Actions Taken

LAMB stays connected to its graduates: LAMB graduates, those who completed a full PK3 or PK4 to 5th grade course of study at LAMB are strong academicians, critical thinkers and peace ambassadors. They love learning and they are thriving in their new academic homes. After ten years, LAMB has had 35 graduates. Of those, 6 attend local independent schools including Edmund Burke, Sidwell Friends, Jesuit School for Boys, Washington School for Girls, and San Miguel School. The remaining graduates either moved out of state or attend DC public schools, including DC International, Oyster-Adams, Basis, Alice Deal, Capital City, E.L. Haynes, and Washington Latin. There are also a handful of students who made early transfers to secure middle school slots at other institutions: private and public, chartered and traditional. The foundation they gained at LAMB is a core building block for their future studies and they are sought after because of their achievements and potential.

Simplify and Strengthen: LAMB Instructional Coordinators have increased visits to classrooms to observe and provide feedback to the instructors regarding instructional best practices, development of intervention plans for students who need more support, ideas regarding possible accommodations, and new strategies for behavioral and academic goal setting.

We have learned that in moments of challenge for teachers, returning to our Montessori roots provides a clear, time tested path to overcome obstacles. As Montessorians, LAMB teachers are charged to observe, hold the child in high esteem – respecting his inner guides, and to seek a path that will direct the child's energies back towards learning. As much as LAMB staff is engaged with current educational research, we also know that we do our best when we strengthen our core Montessori program.

Sharing best practices: LAMB uses Professional Learning Communities (PLC) which is a form of teacher led professional development, or peer to peer learning. PLCs are teachers organized in teams, much like departments. For example, the English-language dominant primary teachers met bi-monthly, reviewed student performance data and curriculum, and planned lessons around specific monthly themes.

Evidenced based interventions: What is clear is that when there are intentional targeted interventions in a particular subject area, there have been improved outcomes. LAMB challenges itself to ensure that all students are working to their fullest potential. To that end,

intentional strategies are regularly reviewed and updated to move students from proficient to advanced, and not just move students from basic to proficient.

Based on LAMB's data which shows that students take longer to develop literacy skills in Spanish, we implemented a full immersion Spanish summer school for more than 100 identified students. While there was more interest than space, we used performance data and historical subgroup analysis to select our summer students.

C. Unique Accomplishments

In November 2013, LAMB achieved **Tier 1 status** for a third straight year based on PCSB rankings. This Tier 1 ranking, which indicates high standards of performance, is based on the 2013 results of the Performance Management Framework (PMF), PCSB's annual tool for assessing and monitoring charter school performance.

LAMB holds monthly **Peace Ceremonies** at each facility, usually at 9:00 am on the first Friday of the month at South Dakota and the last Friday of the month at Missouri. Peace Ceremonies are a time for all students to gather together and share what they have been learning with the entire school community as well as with families and friends. Presenting communities alternate monthly, with half of the communities presenting one month and the other half the following month.

LAMB was selected by **Murals DC** to have a mural painted on the cement walls bordering the field and the playground at the Missouri Avenue facility. The mural, part of a collaboration with the Smithsonian Latino Center, was designed by Argentinean artist Cecilia Lueza.

LAMB held an **International Children's Day** to draw attention to the Kids Helping Kids campaign sponsored by the United Nations International Children's Emergency Fund (UNICEF). We encouraged students to come to school on October 31 dressed in international clothing or costumes that represent their own family heritage or any other culture of interest to the student. LAMB teachers shared stories and lessons about kids around the world. Families were encouraged to participate in the parade and also to provide healthy snacks from around the world for their child's class.

The **Military Road School Preservation Trust** and the **United States Colored Troops Living History Association** presented LAMB with a beautiful photo collage featuring the Military Road School. The collage is hung in the hallway of the historic building to help us remember the past as we prepare for the future.

Students in grades 3-5 participated in an overnight field trip at **Echo Hill Outdoor School** on the Eastern Shore of Maryland. This trip allowed children to experience living in community with nature. Students built cooperation and independence skills while learning about the Chesapeake Bay ecosystem.

Elementary students in LAMB's Extended Learning Day (ELD) Program at the Missouri facility learned about South Africa through a special partnership with **American University's Peace Corps Fellowship program**. The class was led by an International Development Master's Candidate in the School of International Service who had recently returned from a summer stint in South Africa. Students learned about the culture, language, and geography and also spent time learning about the life of Nelson Mandela.

LAMB hosted a **delegation of educators from Mongolia** who spent time meeting with staff and observing the classrooms. They were very interested in LAMB's inclusion model. Mongolia does not currently have a special education and related services infrastructure. However, it indicated its accession to the United Nations (UN) Convention on the Rights of Persons with Disabilities, and signed other UN Conventions relating to equity, opportunity, and inclusion for persons with disabilities. The ministries of education and population development have both hired staff to implement a joint plan to reform the current system that marginalizes persons with disabilities, and the teacher training programs are currently revising their curriculum to include competencies in instructional techniques and strategies that promote inclusive practices.

Girls on the Run returned for its 3rd season at LAMB. There were 17 LAMB girls that participated in the program. Students in Girls on the Run completed a curriculum that encourages positive emotional, social, mental and physical development. Through the course of the season girls trained and ended the program with a 5k run in Anacostia Park.

As part of a **Peace Dove Giving Project**, LAMB collected books, clothing and toys for LAMB families who may not have otherwise received or been able to afford them. Donated items include winter clothing, shoes, card and board games, balls and hula hoops, musical instruments, gift cards, and arts and crafts supplies. Councilmember Muriel Bowser also donated winter coats from her annual coat drive to Ward 4 LAMB students.

DC United worked with LAMB students after school, to not only improve soccer skills and encourage teamwork, but also provided nutrition education and mentoring.

LAMB held its 2nd annual LAMB **Winter Festival and Holiday Tree Sale**. The festive event run by the PTO included a bake sale, hot chocolate and apple cider, kids' crafts and more. We had a great turn-out, sold lots of items, enjoyed the bake sale/drinks, and the kids had a ball playing

and making crafts! The event raised a total of \$6,901 to support LAMB's fundraising goals this year.

The DC Department of Transportation provided LAMB with **School Crossing Guards** at both facilities. At the Missouri building, the crossing guard was stationed at the corner of 14th Street & Missouri Avenue NW, and at the South Dakota facility the crossing guard was located at the corner of South Dakota Avenue & Perry Street NE. Both crossing guards were on duty from 7:00 am to 9:00 am and from 2:00 pm to 4:00 pm Monday through Friday.

LAMB was pleased to announce that the **DC International School (DCI)** will open in 2014-15 with the 6th and 7th grades. DCI will employ the International Baccalaureate curriculum framework with a focus on language immersion. By adding a grade each year DCI will grow to 12th grade and graduate the first high school class in 2020. We are pleased that DCI will enable our students to continue their education past elementary school and through high school.

Several **PTO volunteers** worked to raise \$1,000 for LAMB. The PTO organized volunteers to assist with the silent auction at the St. Andrew's Society's Tartan Ball, and in exchange for the volunteer work the Society donated \$1,000 to LAMB.

Study Island was used as a supplemental, online tool to help 3rd – 5th graders gain additional practice transferring their knowledge to the format of a multiple choice assessment, so that they feel more confident and prepared for the DC CAS assessments. The program has practice assignments for children in Spanish and English in the subjects of Reading and Math, and Science for 5th Graders.

LAMB was awarded a grant from the **Brown Rudnick Charitable Foundation Corporation**, a nonprofit, tax-exempt entity established by attorneys from the law firm of Brown Rudnick LLP. The award was a Community Grant of \$2,000 to LAMB for the purchase of drums and xylophones for our music education program. The **Moving Kids Forward Foundation** awarded LAMB a grant of \$15,500 to be used for after school tutoring. And LAMB received over \$300,000 in **SOAR grant funds from OSSE** to help improve educational outcomes through alignment of the Montessori curriculum with the Common Core; improve academic quality using technology; continue replication of LAMB at the South Dakota facility; and support the growth of DC International School, DC's first public middle/high school to offer advanced language learning and an International Baccalaureate (IB) program.

LAMB held its 2nd Annual **Love the World Valentine's Benefit** in February at LAMB's Missouri Facility. All money raised went to scholarships via Seeds of Learning, a nonprofit organization

dedicated to improving educational opportunities in rural Latin America. Scholarships helped to keep one elementary, high school and university student enrolled in school in Nicaragua.

LAMB purchased an annual subscription for the Alexandria **Library** Automation software program. This program is a comprehensive library automation software solution for our bilingual libraries that allows staff, parents and students to better access our inventories.

As part of LAMB's **Ten-Year Review**, representatives from the DC Public Charter School Board (PCSB) visited LAMB during the first and second week of February to collect qualitative information which was used to renew LAMB's contract as a charter school. LAMB families were asked to share their experience with LAMB. Based on the feedback during the process LAMB was able to incorporate the learning to improve Montessori bilingual education for families in the District of Columbia.

As part of professional development, several teachers and instructional staff participated in the 9th **Montessori Conference** of Puebla, Mexico. The conference was held the last weekend of January 2014. Montessori professionals and experts in the area of education inspired and motivated our teachers to continue providing LAMB students a world class Montessori education. In addition, thirteen teacher attended various **Montessori Training Programs** to start, complete, or refresh their training.

In March the South Dakota ELD participants participated in a **Destination Imagination** (DI) regional competition. They presented their solution to a challenge that they had been working on since September. The challenges involved an original skit with many elements including the incorporation of specific scientific principles. Many families and staff members came out to support all four of the Destination Imagination teams. One of the teams reached the DI Maryland State Tournament in April where they participated in the "Tension Builds" category.

In April LAMB hosted a special presentation sponsored by the **Smithsonian Latino Center**. This musical tribute honored María Rodríguez, the legendary DC musician and educator featured on LAMB's mural. Also known as Jean Butler, María Rodríguez (1926-1998) lived near LAMB, and was one of the first people to play Latin music in Washington, DC. A master of classical music and jazz, María lovingly taught several generations of young musicians and singers, including Pepe González. Pepe González y los Magníficos played music and share memories about this important community leader!

The **¡Arriba! Campaign** took place for ten days in March 2014. This campaign was the single, major parent fundraiser of the school year, and it raised more than \$100,000, rising high above the ambitious goal of \$65,000 with 100% family participation. The money raised helped to

support the year's fundraising priorities which were a new Imagination Playground set for the Missouri facility, outdoor playground equipment for South Dakota, bilingual library facilities, and Chromebooks for all classes. Participation from all families was an important goal of the ¡Arriba! Campaign, and donations of any level were welcomed. High participation and giving levels reflected an involved community of parents and a commitment to LAMB and its future.

In the student **lottery**, LAMB received more than 870 applications for enrollment for school year 2014-2015. Eleven new students were accepted, with siblings filling twenty-four new preschool seats.

On Monday, March 24 volunteers from the American University Center for Community Engagement and Service came to LAMB to read for Dr. Seuss' birthday, also known as **National Read Across America Day**. They read the books *The Lorax* and *Sneetches* to all students at both facilities.

LAMB held its biannual **Parent Education Workshops** in May, followed by an **International Day of Dance** and Around the World Lunch.

The arts and PE teachers worked together again this year to create our annual **Arts Festival** with all LAMB elementary students. Primary students attended the event as audience members along with families and friends. Doors opened early to allow parents and visitors to view artwork and talk with student artists. The program included displays of student artwork, the opportunity for selected artists to talk with parents and visitors about their work, and musical and dance performances by elementary students.

May 7 was the annual **Bike/Walk/Scoot/Skate to School Day**...and LAMB students and parents always participate in this fun tradition. So many families got to school on your wheels or feet! There were delicious and nutritious breakfast foods available for all biker/scooter/skater/walker(s) when they arrived at school.

LAMB participated in **First Fridays**, a series of monthly learning tours that spotlight charter schools across the city. By highlighting the District's high-performing and high-potential charter schools, the tours aim to develop a broader understanding of the charter sector and build a community of advocates for charter schools in DC. Members of the business, education, philanthropic, and nonprofit communities had the opportunity to observe primary and lower elementary classrooms, and learn more about LAMB during a Q&A session. Thanks to the First Fridays team (Citybridge Foundation, FOCUS, and Charter Board Partners) for bringing members of the DC community to visit LAMB.

In May the **DC Association of Chartered Public Schools** (DCACPS) presented awards to two LAMB staff members. At their annual STARS Tribute, DCACPS presented Diane Cottman, Executive Director, with an award for Most Valuable Administrator. LAMB Principal Cristina Encinas was given the award for Most Outstanding Principal. (See Appendix G).

Thanks to the Arriba campaign, LAMB now has an **Imagination Playground** at both South Dakota and Missouri. Each facility has a complete set of Imagination Playground pieces, including the classic blocks, angles and curves.

The **LAMB Rock Creek Running & Fitness Day** was an exciting day of running activities in Rock Creek Park. The day included fun running games, relay races, soccer, and the opportunity for small informal group runs through tree lined trails in Rock Creek Park.

The Piscataway community was very excited to host their first **Science Fair**. Fellow students, families, and friend were invited to enjoy all the work that the students had worked so hard on for the previous 5 weeks.

LAMB's lower elementary students visited Politics & Prose for a special author reading of **El Globo Grande y Mojado** (The Big Wet Balloon) by world-renowned cartoonist Ricardo Liniers. ¡Qué divertido!

LAMB staff, students, and their families participated in **Charter School Night at Nationals Park** sponsored by Building Hope.

LAMB was fortunate to work with Compass on the first year of a two-year **Strategic Planning Project** that will establish a long-term strategy as LAMB integrates multiple school sites. Compass team members interviewed key stakeholders (including staff, parents, and board members) and conducted research over the course of the year. In the second year they will guide the board through the strategic planning process.

As part of American Education Week, the **National Council of La Raza** (NCLR) visited LAMB to see kids and staff in action, and to chat about LAMB's ongoing relationship with NCLR.

LAMB participated in the **2014 DC Education Festival** in January at the Washington Convention Center. In addition to learning about LAMB and other DC schools, visitors enjoyed youth arts and cultural performances and science demonstrations, participated in workshops, and enjoyed fun activities for the kids.

The Piscataway students helped President Barack Obama and first Lady Michelle Obama welcome French President Francois Hollande to the **The White House**.

World Vision USA and Payless ShoeSource rewarded LAMB students with new shoes. World Vision's U.S. programs work to create environments where all children and youth are healthy and thriving, cared for and protected, and making positive contributions to their communities. Payless ShoeSource gives back to communities through a variety of ways including the Payless Gives Shoes 4 Kids campaign.

D. List of Donors

Detail all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2013-2014 school year.

A.R. Alexander	Julio & Martha Sanchez
Alexander Russo & Lara Quint	Justin & Alicia Moyer
Andrew & Lisette Howells	Karen Bridgett
Anonymous	Karim Rios
Anonymous	Lance Baldwin & Erica Stewart
Arthur & Marilyn Margon	Lara G. Quint
Bethany Robertson	Laurence Platt & Clare Herington
Brad & Leah Karrer	Mario Trubiano & Zoe Trohanis
Brian & Dionne Wright	MCN Build
Building Hope	Patrick A. Corbus
Catherine J. Krizan	Paul & Anne Schwab Charitable Fund
Cesar & Amelia Silva	Paul Hayes
Christian Seitz & Chianti Seitz	Peter & Mya Zavaleta-Ford
Collin & Kate Vetter Cain	Peter Murray & Bethany Robertson
Cordell & Millicent Olive	Petusky
Cornell Krizan	Pew Charitable Trusts
Cynthia G. Muthyala	Remcon Corporation
Damian Parsons	Robert & Jessica Duncan
Damian Parsons & Evangelina Elizondo	Robert & Marirose Bump
Daniel Hall & Susan Burton	Rodney Choice & Laurie Nelson-Choice
David & Shawn Brown	Sam Chaltain & Sarah Margon
De Colores Learning Center	Sam Zengotitabengoa & Colleen Renk
Dmitir & Lisa Alferieff	Scott & Virginia Simpson
Dwayne Pierce & Darlene Lawrence	Serge Hyacinthe & D'Annette Roy-
Eric & Betsy Mendelsohn	Hyacinthe
Evelyn & Robert Wrin	Shawn Brown
Frank Comfort	St. Andrew's Society of Washington, DC
Geoffrey Fettus & Amy Ryan Alexander	Susan Burton
Glenda L. Bunce	Suzanne Ehlers
Greg & Erin Fairbanks	Thomas & Laura Hinson
Ireneo Gonzalez	Tracy L. Gonos
John & Garnet Hanly	Virginia Simpson
John A. Murray	William & Valarie Ney
John Fedele & Elizabeth Mullin	William Moyer
Joseph Faust	Yari Lorenzo
Joseph Sheehan	Ziad & Natasha Luddington
Joseph Sheehan & Julie Martinez	Zoe Trohanis
Juan Durante	

See attached Excel document for Data Report.

See attached documents for Annual Report Appendices.

APPENDIX A

Staff Roster

APPENDIX B

Board Roster

APPENDIX C

Unaudited Year-End 2013-2014 Financial Statement

APPENDIX D

Approved 2014-2015 Budget

APPENDIX E

Academic Benchmark Data

APPENDIX F

School Performance Reports

APPENDIX G

DCACPS Award

Appendix B

AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

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AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

This AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is entered into on this 16th day of June, 2014 by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and LATIN AMERICAN MONTESSORI BILINGUAL (LAMB pc), a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), PCSB has authority to charter, monitor, oversee, and amend, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, pursuant to §38-1802.03 of the Act, PCSB has the authority to approve petitions to establish public charter schools in the District of Columbia and to approve amendments thereof;

WHEREAS, the School Corporation submitted, and PCSB approved, a petition in accordance with §38-1802.02 of the Act to establish the public charter school known as Latin American Montessori Bilingual Public Charter School (the “**Original Petition**”), and the School Corporation and PCSB entered into a Charter Agreement, dated as of October 2001, memorializing certain obligations of the School Corporation in relation to the operation of the public charter school described in the Original Petition (the “**Original Agreement**”);

WHEREAS, the School Corporation submitted a petition to PCSB pursuant to §38-1802.04(c)(10) of the Act to amend the Original Agreement to expand its enrollment to include students in middle school and high school, and such petition was conditionally approved by PCSB on June 26 17, 2014 (the “**LAMB Charter Amendment**”);

WHEREAS, each of Elsie Whitlow Stokes Community Freedom Public Charter School, Yu Ying Public Charter School, Mundo Verde Public Charter School, and District of Columbia Bilingual Public Charter School (collectively, with the School Corporation, the “**Consortium Members**”) also submitted a petition to amend its respective charter for the expansion of its program on terms and conditions substantially similar to those specified in the Charter Amendment, and, after an additional public hearing, PCSB conditionally approved each such petition on June 24, 2013 (each, together with the YY Charter Amendment, a “**Consortium Member Charter Amendment**”);

WHEREAS, the Consortium Members Charter Amendments contemplate that each Consortium Member’s middle-high school campus would be operated at a single new campus by a single entity, which would combine such programs together in a middle-high school campus (“**DCI**”);

WHEREAS, the District of Columbia International School (the “**Operator**”) was formed by the Consortium Members for the sole purpose of operating DCI;

WHEREAS, in order to permit the efficient operation of DCI, the Consortium Members wish to assign, transfer and delegate to Operator all of their respective authority and responsibility to operate DCI and Operator wishes to accept and assume such authority and responsibility;

WHEREAS, the Consortium Members have submitted to PCSB a draft of the DCI Operation Agreement that each proposes to execute with Operator to accomplish the foregoing, and PCSB has consented to the execution of such agreement concurrently herewith (the “**DCI Operation Agreement**”);

WHEREAS, in order to facilitate the operation of DCI by the Operator and to clarify certain obligations assumed by the Operator PCSB and the Operator will enter into an agreement, substantially in the form of **Annex I** hereto (such agreement, as amended by PCSB and Operator from time to time, the “**Operator Direct Agreement**”) whereby the Operator will perform certain services and assume certain obligations on behalf of the Consortium Member Schools, and PCSB will agree to look to the Operator, acting on behalf of the Consortium Member Schools, for compliance with such obligations; and

WHEREAS, PCSB and the School Corporation wish to amend and restate the Original Agreement to, among other things, permit the operation of DCI by the Operator.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. LAMB PCS was created in 2001 in response to the District of Columbia Board of Education invitation to interested groups to submit an application to establish a public charter school in the District of Columbia. The purpose of the proposed school, then and now, is to make available to early childhood and elementary age students an educational experience consistent with Montessori principles by teaching, in English and Spanish, utilizing Montessori curricula core academic and non-academic subject matter that lay the foundation of knowledge, habits, attitudes, skills and ideas which are essential for a lifetime of creative thinking and enduring love of learning. The philosophy is child-centered, developmentally appropriate, and academically challenging, and embraces the least restrictive learning environment for all students. As such, the School Corporation, which established a public charter school (the “**School**”) in the District of Columbia in 2001 and opened after a year and a half of planning in the fall of 2003 shall continue to operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. Effective as of July 1, 2014, the School shall include both an elementary school campus, consisting of grades pre-kindergarten through five (the “**Elementary School Campus**”) and a middle/high school campus, consisting of grades six through twelve (the “**Middle/High School Campus**”).

A. Effect of Amendment and Restatement. Effective as of July 1, 2014, this Agreement amends and supersedes the Original Agreement and shall constitute the School Corporation’s charter (the “**Charter**”) and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.03(h)(2) of the Act, the following sections of the Petition are specifically included as part of the Charter:

(i) The School's statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments, as set forth in Sections 2.1 and 2.3 of this Agreement;

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation [**Attachment A**] ;

(iii) Articles of Incorporation and Bylaws of the School Corporation [**Attachment B**];

(iv) Procedures to Ensure Health and Safety of Students and Employees at the Elementary School [**Attachment C**];

(v) Assurance to Seek, Obtain, and Maintain Accreditation [**Attachment D**];
and

(vi) Relationship Between School and Employees [**Attachment E**].

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that the School Corporation shall be permitted to change, and shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws, Rules and Policies for Governance and Operation, or changes in its accrediting body.

1.2 Effective Date and Term. In relation to the Elementary School, the Charter commenced in Fall of 2003 and shall continue for a term of fifteen years therefrom unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement provided, that in relation to the Middle/High School Campus, for purposes of establishing the term and review timeline, that program will be deemed to have commenced on July 1, 2014 and will be reviewed once every five years unless otherwise terminated or closed.

SECTION 2. EDUCATIONAL PROGRAM

A. Mission Statement. **B.** The School Corporation shall operate its Elementary School Campus in accordance with its mission statement: "The School Corporation aims to create a self-directed learning environment in which children build a foundation of knowledge essential for a life time of learning while developing bi-literacy in English and Spanish." The Middle/High School Campus shall be operated in accordance with the following mission statement: The mission of DCI is to inspire inquiring, knowledgeable and caring young people in partnership with their families and communities. These students will create a more socially just and sustainable world through global awareness and understanding, language fluency and cultural competence, and a commitment to lifelong learning.

C. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the Schools' missions.

2.2 [Age-Grade](#). **A.** Pursuant to § 38-1802.04(c)(14) of the Act, the School shall provide instruction to students in grades pre-kindergarten through five (Elementary School Campus) and, grades six through twelve (Middle/High School Campus). In the first five Academic Years following the Amendment Effective Date, the School may provide instruction to students in the Elementary School Campus and the Middle/High School Campus in accordance with **Schedule I**. "**Academic Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade or to redefine the grade range of the Elementary School Campus or the Middle/High School Campus.

2.3 [Goals and Academic Achievement Expectations](#).

A. Elementary School Campus. With respect to the Elementary School, the School Corporation has the following academic and mission-specific goals:

(1) Teach curriculum based in Montessori philosophy of education in English and Spanish language.

(2) Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.

(3) Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and -writing, and reading and writing skills development.

(4) Teach developmentally appropriate science concepts, pre-school through third grade.

(5) Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.

(6) Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.

(7) Teach concentration, independence and small motor skills as well as specific task mastery.

(8) Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.

(9) Present materials in areas of social studies, history of the universe, and geography.

(10) Present a variety of activities in arts and crafts.

(11) Teach independence and self-direction in an atmosphere of free choice.

B. Middle-High School Campus. With respect to the Middle High School Campus, the School Corporation has the following academic and mission-specific goals:

(i) The School Corporation has selected as its measure of academic achievement expectations for its sixth through eighth grade programming the indicators listed in the Elementary/Middle School Performance Management Framework, and has selected for its ninth through twelfth graders the indicators in the High School Performance Management Frameworks developed by PCSB (each, a “PMF” and collectively, the “PMFs”). Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School’s academic achievement expectations, subject to the amendment of the School Corporation’s Charter as described in clause (vii) below, in the event that the School Corporation elects not to accept any such change. The School also adopts the following mission specific goals with respect to the Middle/High School:

(1) Achieving International Baccalaureate (IB) World School status by SY 20-21.

(2) Language: Students will be assessed in accordance with ACTFL standards and benchmarking. At least 50% of students who are continuing their language education from elementary school will be on track to achieve the ACTFL Advanced Mid to Advanced High Standards, as indicated by the STAMP 4 assessment, by graduation. At least 50% of students who are either new to the Middle/High School Campus or who switch their target language will be on track to achieve ACTFL Intermediate status, as indicated by the STAMP 4 assessment, by graduation.

(3) 50% of students with disabilities and 50% of English Language Learners will earn the MYP certificate and either the IBCC or DP in twelfth grade.

(ii) At the Middle/High School Campus’ five year review, earn at least 50% on the PMF in two of the most recent five years and not less than 45% for any of the past five years.

(iii) For the Middle/High School Campus' ten year review, earn at least 55% of the possible PMF points in two of the most recent five years and not under 45% for any of the past five years.

(iv) In order to be considered as meeting its goals and student achievement expectations at its Charter renewal, the Middle/High School Campus will need to earn 55% of possible PMF points in two of the most recent years and not under 45% for any of the past five.

(v) If any of the above targets are not met in relation to a Campus, PCSB may determine the Campus to have met its goals and academic achievement expectations if it has demonstrated consistent improvement over the course of the most recent five year period.

(vi) If PCSB makes changes to any PMF adopted by the School Corporation hereby, should the School Corporation elect not to accept the change, the School Corporation may petition PCSB for a charter revision pursuant to § 38-1802.04(c)(10).

C. The School Corporation shall conduct district wide assessments for its students as required by applicable law and shall report the scores to PCSB in a timely manner, if PCSB does not receive them directly from OSSE. The Parties acknowledge that pursuant to the Charter, the School Corporation has been authorized to operate two separate Campuses, the Elementary School Campus and the Middle/High School Campus ("**Campus**" is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school or a combination of the above, and that the Middle/High School is authorized to be operated solely in combination with the middle high school campuses of the other Consortium Schools, as DCI, as detailed in the Operator Direct Agreement). Accordingly, the Parties agree that each of the School Corporation's Campuses will be evaluated individually by PCSB, using the measurement of academic achievement expectations and goals applicable to each Campus and further that the Middle/High School Campus will be evaluated by PCSB solely through PCSB's evaluation of DCI and not as a distinct component thereof.

D. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other basis against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in its Original Petition for its Elementary School Campus and as set forth in its Charter Amendment, as approved on June 16, 2014, for purposes of its Middle/High School Campus.

B. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall

provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School’s mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.5 Students with Disabilities. **A.** The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to §38-1802.10(c) of the Act, the School Corporation has elected to be treated as a local educational agency (“**LEA**”) for the purpose of providing services to students with disabilities. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective. The Parties agree that, to the fullest extent permitted by applicable law, DCI, as operated by the Operator shall be treated as a single LEA comprising the Middle/High School Campuses of each Consortium Member, distinct from their respective Elementary School Campus and the Consortium Member LEAs.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. **A.** The head office of the School Corporation and the Elementary School Campus shall be located at at 1375 Missouri Avenue, N.W., Washington, D.C. 20011 (the “**School Property**”). The Middle/High School Campus shall be located at a property leased or owned by the Operator (the “**Operator Property**”). PCSB reserves the right to delay or prohibit the Middle High School’s opening until each of the pre-opening items listed in **Attachment F** has been satisfied. A copy of the information submitted to PCSB pursuant to **Attachment F** for the Middle/High School Campus shall be kept on file at the at the Operator Property.

B. The Elementary School shall not operate at a location other than the School Property, unless the School Corporation provides a written request for approval to PCSB at least three (3) months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School’s opening in any such new property until the School Corporation has satisfied the pre-opening requirements listed in **Attachment F**.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (“**OSSE**”).

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation

shall select students pursuant to the random selection process in **Attachment G-1** with respect to the Elementary School Campus and in **G-2** with respect to the Middle/High School Campus, and in accordance with the requirements of the Act. The School Corporation shall provide PCSB with written notice of any material change to the random selection process at least thirty (30) days prior to the date of the proposed implementation.

C. The School shall maintain an enrollment of no more than 356 students in the Elementary School Campus and no more than 65 students in the Middle High School Campus in the 2014-2015 Academic Year, and no more than 707 students in subsequent Academic Years substantially in accordance with **Schedule I**. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

3.3 Disciplinary Policies. A. For its Elementary School Campus students, the School Corporation shall implement student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students (collectively, (“Discipline Policies”), and shall provide a copy of those policies and procedures to students and parents within the first ten days of the beginning of the school year, and provide a copy to PCSB as part of the annual compliance reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. The School Corporation agrees to provide PCSB with 60 days written notice prior to adoption of any material change to its Discipline Policies. Copies of the current Discipline Policies for the Elementary School Campus (See **Attachment H-1**) and for the Middle/High School Campus (See **Attachment H-2**) have been submitted to PCSB.

B. Pursuant to PCSB’s Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions, by Campus, on a monthly basis using the data management reporting software identified by PCSB. All such attendance and discipline data shall be maintained, tracked, and reported for each Campus separately, with such Middle High School Campus data to be reported solely through the reporting of DCI data.

C. The School Corporation shall report any student expulsions or suspensions for longer than five days to PCSB within ten days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. All such data shall be maintained, tracked, and reported for each Campus separately.

3.4 Complaint Resolution Process. Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process for (which may be different for each Campus)and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall

provide PCSB written notice of a material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control. A. Pursuant to §1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

- (i) to adopt a name and a corporate seal;
- (ii) to acquire real property for use as the School's facilities;
- (iii) to receive and disburse funds for School purposes;
- (iv) subject to §38-1802.04 (c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;
- (v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;
- (vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;
- (vii) to solicit and accept any grants or gifts for School purposes;
- (viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and
- (ix) to sue and be sued in the School Corporation's own name.

3.6 Accreditation. A. The School Corporation has obtained and shall maintain accreditation from an appropriate accrediting agency as set forth in §38-1802(16) of the Act; the Elementary School Campus and the Operator/DCI shall be separately accredited.

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

4.3 Governance. A. The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School Corporation and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 Composition. Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5 Authority. Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles ("GAAP") and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding \$25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition

B. The School Corporation shall follow the requirements of §38-1802.04(c)(1) of the Act for contracts entered into with a third party for the management of the School, other than the third party designated in its petition (a “**School Management Contract**”). The School Corporation shall submit a written request for approval to PCSB before canceling, terminating, or materially amending, modifying, or supplementing any School Management Contract; however, such a request shall be deemed approved unless PCSB notifies the School Corporation within sixty (60) days of submission of a request for approval that the request has been denied and the reason(s) for denial.

C. If a procurement contract having a value equal to or exceeding \$25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to conflict of interest policies and procedures that include notice to the Board of Trustees of the School Corporation and recusal from discussion and decision of the affiliated party. (“Affiliated Party” means any person who is a member of the Board of Trustees, an entity indirectly controlled, controlled by, or under common control with a member of the Board of Trustees of the Corporation, or such individual who is a member of the immediate family (including parents, spouse, children, siblings) of a member of the Board of Trustees and any trust whose principal beneficiary is a member of the Board of Trustees or such an individual. “Control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management of policies of that entity, whether through the ownership of voting securities or by contract or otherwise.

D. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees shall provide annual proof of insurance coverage sufficient to cover its operations as determined by its Board of Trustees to be reasonably necessary, subject to the availability of such insurance on commercially reasonable terms. The School Corporation’s current insurance certificate for its Elementary School Campus and its Middle/High School Campus, as procured by the management operator are attached at **Attachment I**.

5.6 [Tax-Exempt Status](#). The School Corporation shall maintain its tax exempt status from the federal government and the District of Columbia.

5.7 [Enrollment and Attendance Records](#). **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more Campuses under the Charter, each Campus shall maintain and submit to PCSB and in state and federal reports, distinct and unique enrollment and attendance records.

5.8 [Board of Trustee Meeting Minutes](#). The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 [Relationship](#). All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 [Hiring](#). The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years.

SECTION 7. REPORTING REQUIREMENTS

7.1 [Annual Reports](#). The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all items required by §38-1802.04(c)(11)(B) of the Act (the “**Annual Report**”) for each Campus; For the Middle/High School Campus, this requirement shall be satisfied by the submission of an Annual Report for DCI. Each Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School’s performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 [Audited Financial Statements](#). As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-

1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 [Quarterly Financial Reports.](#) Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty (30) days after the end of each fiscal quarter starting with the fiscal quarter beginning July 1, 2014: (i) the balance sheet of the School Corporation at the end of such quarter and the related statements of income and cash flows of the School Corporation for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such quarter-and for the period from the beginning of the then current Academic Year to the end of such quarter. These reports may include supplemental schedules as required by PCSB.

7.4 [Budget.](#) No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a “**Budget**”) for the next succeeding Academic Year for each Campus. The School Corporation’s initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget. For the Middle/High School Campus, this requirement shall be satisfied by the submission of a Budget for DCI.

7.5 [Enrollment Census.](#) Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code, separately for each Campus; for the Middle/High School Campus, this requirement shall be satisfied by the submission of such data for the DCI, unless OSSE otherwise requires. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 [Attendance Data.](#) No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide students’ daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB. If the School Corporation operates two or more Campuses under the Charter, each Campus shall maintain and submit to PCSB distinct and unique attendance data;

provided that unless otherwise required by OSSE, such requirement in relation to the Middle High School Campus shall be satisfied by the submission of such data for DCI.

7.7 [Key Personnel Changes](#). The chair of the Board of Trustees or an officer of the School Corporation shall provide notice within five days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or key personnel as identified by position in **Attachment J** (but no later than the time the School Corporation announces such departure publicly) to PCSB identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 [Authorizations](#). Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation's intended actions in response. "**Authorizations**" shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 [Events of Default](#). The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 [Litigation](#). The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "**Proceedings**") and shall keep PCSB apprised of any material developments in such Proceedings. In its Annual Report, the School Corporation shall provide PCSB a schedule of all Proceedings involving any alleged liability or claim against it or, if there has been no change since the last report, a statement to that effect.

7.11 [Certificates of Insurance](#). No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and **Attachment I**. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term.

The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and **Attachment I** upon request.

7.12 [Reports Required by the Act](#). The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 [Compliance With Applicable Laws](#). The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services.

8.2 [Waiver of Application of Duplicate and Conflicting Provisions](#). Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 [Exemption From Provisions Applicable to D.C. Public Schools](#). Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 [Cooperation](#). The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 [Access](#). Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act, provided that the review or access will not unreasonably interfere with the operation of the School.

8.6 [Notice of Concern](#). If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's Campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**");

provided that any such notice relating to the Middle/High School Campus shall be delivered to the Operator. Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB; such amount shall be calculated by PCSB in accordance with total enrollment at each Campus but allocated and invoiced by PCSB as between the Elementary School and the Middle High School in accordance with their respective enrollment numbers. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation. PCSB will consider the performance of each Campus individually, and will propose, in the event of probable Charter non-renewal, the closure of the under-performing Campus in lieu of the Charter non-renewal.

9.2 Charter Revocation. **A.** Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School Corporation (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. In the event of probable Charter revocation, PCSB agrees that it will consider the performance of each Campus individually and that, in the event of probable revocation of the Charter due to violations circumstances or occurrences at one Campus permitting such revocation that it will, in lieu of such revocation, consider closure of the Campus where the violations or failures pursuant to 9.2(A) and (B) above occurred, and that the closure of one Campus shall not necessarily affect the status of the other Campus. If such a closure of one Campus occurs, the Parties shall amend the Charter and the Charter Agreement to limit the authority to operate the surviving Campus; provided that in the event that the Elementary School Campus is so closed, the Middle/High School Campus shall continue to operate until 1) the

reassignment of current Middle/High School Campus students of the School Corporation to another Consortium Member or 2) the voluntary transfer or graduation of the School Corporation's last Middle/High School Campus student from DCI, whichever is earliest.

9.3 [Termination](#). The rights and obligations of the Parties pursuant to this Agreement shall terminate, in relation to either Campus, upon Charter revocation or nonrenewal in relation to such Campus; or by mutual written agreement of the parties hereto; provided that the Middle/High School Campus shall not close by the Agreement of the Parties without the written consent of the Operator.

9.4 [Probation and Corrective Action](#). **A.** If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the Campus or Campuses where circumstances or occurrences permit revocation on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan in relation to such Campus ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the Campus shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its Campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's Campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (a) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract (and the DCI Operation Agreement or Operator Direct Agreement) affecting any material rights, benefits, or obligations under any such School Management Contract (and the Agreement or Operator Direct Agreement) in any material respect.

9.5 [Mandatory Dissolution](#). **A.** In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (i) has not been renewed by PCSB; or (ii) has been voluntarily relinquished by the School Corporation.

B. In the event of dissolution of the School Corporation, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharge the School Corporation's debts; and (iii) distribute any remaining assets in accordance with the District of Columbia Nonprofit Corporation Act and §38-1802.13a of the Act.

9.6 In the event that PCSB proposes closure of one campus instead of revocation of the charter pursuant to 9.2C above, such closure in relation to the Elementary School Campus or the Middle/High School Campus shall not require the dissolution of the School Corporation so long as the Charter authority to operate the other Campus remains in effect. Further, notwithstanding the closure of the Elementary School Campus, the School Corporation shall maintain its existence until such time as the Charter authority to operate the Middle/High School Campus has also terminated as described in Section 9.2(C).

SECTION 10. OTHER PROVISIONS

10.1 [Applicable Law](#). This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 [Failure or Indulgence Not Waiver; Remedies Cumulative](#). No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 [Counterparts and Electronic Signature or Signature by Facsimile](#). This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 [Entire Agreement; Amendments](#). This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 [Severability](#). In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6 [Assignment](#). The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia. Notwithstanding the foregoing, to the fullest extent allowed by applicable law, solely

in relation to the Middle/High School Campus, the School Corporation shall have the right to assign all of its authority, rights, and responsibilities under the Charter to the Operator and each of the Parties agrees, upon the School Corporation's entry into the DCI Operation Agreement with the Operator and the Operator's entry into the Operator Direct Agreement with PCSB, that, solely in relation to the Middle/High School Campus: (i) the Operator shall be the holder of all authority and rights in relation to the Middle/High School Campus; (ii) PCSB shall look to the Operator for compliance pertaining to the Middle/High School Campus, and will exercise its authority under the Act solely against the Middle/High School Campus in the event of non-compliance at the Middle/High School Campus; and (iv) the terms and conditions of the Operator Direct Agreement shall control to the extent they conflict with the terms and conditions hereof in relation to the operation of the Middle/High School Campus.

10.7 No Third Party Beneficiary. Except as expressly provided herein, nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. **"Person"** shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which party drafted the underlying document.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other Party describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter pursuant to §38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210

Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Latin American Montessori Bilingual Public Charter School
Address:
Attention:
Email:
Telephone:

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

**LATIN AMERICAN MONTESSORI
BILINGUAL PUBLIC CHARTER
SCHOOL**

By: 

Title:

Board Chair

Date:

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**

By: _____

Title: _____

Date: _____

SCHEDULE I

Maximum Enrollment – Latin American Montessori Bilingual Public Charter School

Enrollment Ceiling for each year is listed as the Total for that year. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2024 (at capacity)
PK3	56	56	56	56	56	56
PK4	56	56	56	56	56	56
KG	56	56	56	56	56	56
1	56	50	50	50	50	50
2	50	52	52	52	52	52
3	26	40	40	40	40	40
4	28	24	24	24	24	24
5	18	23	23	23	23	23
LAMB Subtotal	346	357	357	357	357	357
LAMB @ DCI:						
6	10	15	30	25	35	50
7		10	15	30	25	50
8			10	15	30	50
9				10	15	50
10					10	50
11						50
12						50
DCI Subtotal	10	25	55	80	115	350
Total	356	382	412	437	472	707
Projected special education						
Projected ELL						
Campuses	3	3	3	3	3	3

ATTACHMENTS

Schedule I	Maximum Enrollment
ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws of School Corporation
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees at Elementary School
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation for Elementary School
ATTACHMENT E	Relationship Between School and Employees at Elementary School
ATTACHMENT F	PRE-OPENING REQUIREMENTS TO OPERATE NEW CAMPUS LOCATIONS
ATTACHMENT	Random Selection Process for Elementary School
ATTACHMENT G-2	Random Selection Process for DCI
ATTACHMENT H	Disciplinary Policies for Elementary School
ATTACHMENT H-2	Disciplinary Policies for DCI
ATTACHMENT I	Insurance Certificate of School Corporation
ATTACHMENT J	Key Personnel
ANNEX A	OPERATOR DIRECT AGREEMENT

Appendix C

LAMB

ANNUAL REPORT

2012 – 2013



LAMB PCS
Latin American Montessori Bilingual
Public Charter School

Latin American Montessori Bilingual Public Charter School
1375 Missouri Avenue, NW • Washington, DC 20011
202.726.6200
www.lambpcs.org

Respectfully Submitted
Barrie Lynn Tapia, Board Chair
8/30/2013

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I. School Description

A. Mission Statement

To foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

B. School Program

1. Grade and age levels served

LAMB serves children in PK3 through 5th grade.

2. Summary of curriculum design and instructional approach

LAMB is the only accredited dual language Montessori chartered public school in the District of Columbia and one of only a few nationwide. Chartered in late 2001, LAMB opened a year and a half later with 57 students. LAMB began with the simple premise that all children can learn and deserve a school that supports, nurtures, and transforms their natural curiosity and eagerness into knowledge. The educational program (including curriculum, instruction, and assessment) is clearly defined, approved by school governance and the Public Charter School Board (PCSB), and is consistent with the school's mission.

LAMB adheres to Dr. Maria Montessori's six core beliefs: a) All children have "absorbent" minds; b) all children pass through "sensitive" periods; c) all children want to learn; d) all children learn through play/work; e) all children pass through stages of development; and f) all children want to be independent.

LAMB is designed to meet and address the needs of students and intended to produce student learning at all levels. LAMB's dual language Montessori educational program consists of both carefully planned and well executed curriculum that includes appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. LAMB is sufficiently financed, periodically reviewed, and mission-appropriate. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained.

Based on the Montessori model, LAMB classes are organized into multi-age groupings: Primary (PK3 to Kindergarten), lower elementary (1st to 3rd grades) and

upper elementary (4th to 5th grades). Traditionally, students remain in the same classroom for three years and have the experience of being the youngest, the middle, and the oldest within the group.

There are two teachers dedicated for each class, one Spanish language dominant teacher and the other English language dominant. There is at least one highly qualified (Praxis II or HOUSSE) teacher in each classroom. Classes are designed to allow children to self-select educational materials and work stations that reflect their inner drives for learning. Teachers are trained to observe students to determine their interests, record progress and/or skills that need strengthening using Montessori Records Express, and to plan lessons accordingly. The Montessori teacher's role is to model peaceful concentration and to inspire wonder in the child. This connects the child to the materials in the environment and sparks his or her passion for meaningful exploration.

Classroom manipulative materials are a Montessori trademark. Montessori materials are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance. Putting control of the activity in the students' hands strengthens their self-esteem and self-motivation as well as learning. A Montessori classroom is disciplined and self-directed. Children are provided with hands-on materials that enable them to learn math, language, science, and history, while at the same time developing intellectual curiosity, self-respect, and respect for the world around them. Instructors give one-on-one and small group lessons, and then monitor the children's progress as they practice and complete work independently at their own pace. This highly individualized, materials-based curriculum is ideal for students with special needs, as differentiated instruction is built into the core of the program.

The Montessori cultural curriculum (science and social studies) forms the basis of the elementary curriculum with language arts and mathematics covered in integrated, inter-disciplinary units of study. LAMB believes that the elementary years are a period when students learn how to learn. The students have a limitless imagination and great energy for memorizing facts. Students exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy. Montessori elementary classrooms are research and project focused with an emphasis on taking field trips, conducting experiments, and bringing in guest presenters who can provide students with "real world" experiences beyond what they can read about in a book or online.

The Montessori elementary "Cosmic Curriculum" is built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention. Students remain in the same multi-age classroom for three years, and they experience the telling of the Great Lessons as a classroom tradition. Each year the new youngest students in a class gather for these five group lessons. The older, returning children may come to the lesson if they like, or hear them from afar, experiencing them differently each time depending upon their own growth in understanding. The teacher designs each Great Lesson using stories, music, impressionistic charts, experiments, and games. Following the presentations of the Great Lessons, teachers offer students more specific key lessons that isolate concepts and refine student understanding. LAMB elementary Montessori teachers follow a three-year cycle in planning the key lessons that follow the Great Lessons. This ensures that all areas of the Cosmic Curriculum are covered in the upper elementary program and that the child has a broad and varied foundation of social studies and scientific knowledge when he or she transitions from LAMB to another educational environment.

3. Description of key mission-related programs

Mission related programs focus on three major areas: bilingualism, social development and peace education.

LAMB's goal is that students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade. Research on second language acquisition indicates that it takes 5-7 years for a child to develop proficiency in academic language equivalent to that of a native speaker.¹ With bi-literacy as a goal, students must enroll in the school at 3 or 4 years old in order to continue through the elementary program. These additional years in our bilingual program ensures that LAMB students are fully bilingual before transitioning to most likely mono-lingual middle school programs. For English language learners, this means that they will have the opportunity to exit "ELL" status before they transition to middle school. Many exit

¹ *Second language acquisition-essential information*. N.p., 2011. Web. 28 Nov 2011. <<http://esl.fis.edu/teachers/support/cummin.htm>>.

by third grade. Mission-related goals focus on developing oral reading fluency in Spanish and English and comprehension skills in both languages.

The non-academic goals target social emotional competency and emphasize the school's overarching goals of peaceful communication and living where there is a demonstrated respect for self, others and the environment. Self-directed learning and critical thinking are key to developing the confidence and competence to be a contributing member of the community.

LAMB uses the Montessori Grace and Courtesy curriculum and the Practical Life curriculum to help students build the social skills, practical skills, and "know-how" to succeed in life both inside and outside of school settings. Grace and Courtesy and Practical Life lessons involve explicit modeling of manners, common social graces, cooking and cleaning, basic sewing and construction tasks, event planning, service projects, etc. Montessorians view education as a preparation for life. Students need to develop the skills and independence that will enable them to go forward into unknown situations with self-confidence, knowing that they can take care of themselves and will be respected.

"If we are to teach real peace in this world... we shall have to begin with the children."

—Mahatma Gandhi

All students can be peace ambassadors. From the moment students arrive at LAMB (at age 3 or 4), they are fully immersed in our school-wide peace culture which is represented by the PAZ matrix presented during our first peace ceremony of the year. During our peace ceremonies, each classroom has the opportunity to showcase their work and teach the broader LAMB community about important issues such as recycling, the importance of numbers, the galaxies, etc.

The school-wide PAZ matrix is defined as follows: *P (Positive Words), A (Respectful Actions), and Z (Learning Zone)*. The word PAZ is "Peace" in Spanish. Teachers and students developed a matrix with clear expectations for the classroom, hallways, bathroom, library, group work and special events. The rules are posted around the school and the expectation is for all students, teachers, parents and staff to follow and model the behavior expected. In addition students have the opportunity to receive lessons on expected behavior and practice during role play.

LAMB has implemented the Response to Intervention Model (RtI) for the last four years, and Positive Behavior Intervention and supports are part of our initiative to maintain an emotionally healthy environment for children where they can reach their fullest potential. Part of our expectation for teachers is to make four positive comments for every one redirection to a specific child or the whole class. Each teacher has developed a strategy for noticing students following the school rules and often children receive “peace passes” for their positive behavior. Teachers also use peace passes to improve classroom wide behavior, offering an incentive selected by the students.

The concept of the school as a Learning Community is an intrinsic value at LAMB visible in daily operations such as on-site professional development showcasing teachers as students; parent workshops where childcare is provided and students witness their parents attending class; monthly breakfasts with administrators; parent volunteers as librarians; older students making presentations to younger students; monthly peace ceremonies; and the frequent photo displays on the big screen at the school’s entrance which capture students of all grade levels engrossed in school work and having fun.

LAMB has an open door policy and administrators are present at arrival and dismissal times to greet parents and students. Rarely are administrative office doors closed and students have informal conversations with the principal, assistant principal and executive director daily. Students often suggest special projects, field trips or simply share their likes and dislikes about any and everything from a particular item on the school lunch menu to requesting more physical education equipment. The multi-age span of the classrooms also reinforces civic responsibility with older students serving as role models and caring for younger students.

4. Parent involvement efforts, describing the methods and frequency of parent involvement

LAMB only enrolls students at ages three- and four-years old. When a new student enters LAMB, we feel that a family, rather than an individual, has joined us. By virtue of their age, students must be escorted to school, and we value their parents’ input and participation. We each have different responsibilities; and it is important that we understand and respect each others’ roles. If we expect children to value education

and to achieve, adults must send clear and consistent signals that schooling takes priority.

Achieving one's potential takes priority over everything: socializing, late-nights, holiday travel, after-school activities, or any other activity. As a result, the school expects that students arrive to school on time. We expect parents to arrange their travel and holiday plans, non-emergency medical appointments, and other activities to avoid a conflict with a student's academic and educational obligations.

The primary participation expected of all parents is volunteerism, attendance at the scheduled parent-teacher conferences each quarter AND attendance at special events and workshops organized by teachers, children, and the school administration.

Parent Volunteers

To help ensure that LAMB meets its ambitious objectives, we rely on parent participation. We believe everyone has something to contribute! Parents/guardians are asked to serve a minimum of 30 hours of volunteer service per family and must sign a parent contract at the beginning of the school year. Parents assist in the classroom, serve on parent committees, prepare classroom materials, organize after-school programs, and/or assist with special events, such as field trips, book fairs, and school celebrations. Volunteer opportunities are available during the day as well as evenings and weekends in order to accommodate busy schedules.

We encourage parents to share any hobbies or special interests with their child's class and/or the school. The child's teacher is the point of contact so that arrangements can be made for such visits. Parents complete a volunteer interest survey in order to help facilitate a volunteer role in the school. LAMB has a parent liaison at each facility to facilitate parent engagement.

Parent Education

Parental involvement is also encouraged through our parent education program. Parents can participate in workshops on topics such as Montessori education, dual language immersion, and behavior management. Childcare is provided on a sliding fee basis. LAMB conducts parent satisfaction surveys following these events and alters and develops future parent education sessions based on interest and need.

Student Presentations and Special Events

During the course of the school year, families are invited to attend a variety of events at the school. For example, each month from September through June, LAMB students, staff, and parents join together in a celebration of peace and community by attending Peace Ceremony assemblies. At Peace Ceremonies, students and classrooms lead the community in song, offer performances and presentations, and share in celebrating the accomplishments of the community. LAMB also works with parents to bring in cultural exhibits by visiting artists. Frequently, LAMB parents make presentations to classrooms or grade-levels, sharing cultural traditions from around the world.

Classroom Observations

Parents are welcome to visit the school and observe their child at work in the classroom. We strongly encourage parents to observe their child's classroom at least three times per year prior to parent-teacher conferences. Classroom observations are scheduled directly with the teacher. We provide a "Parents' Observation Brochure" to help frame the observation in Montessori pedagogy.

Parent-Teacher Communication

Parents are encouraged to share information about their children with teachers on a regular basis. Parents may communicate with teachers informally during student drop-off or pick up or they may choose a more formal means of communication.

- **Telephone Calls**

Parents wishing to talk to individual teachers may leave messages with the main office, and teachers will return the telephone call as his/her schedule permits, usually within 24 hours.

- **E-mails**

Teachers would like parents to use e-mails for things that are not possible through notes, phone calls, or direct contact after school. E-mails are responded to within two days.

- **Teacher Inbox/Folders**

Parents' notes, questions, concerns, or other information that parents feel is important for the teachers to know may be placed in the teacher's folder located at the classroom entrance. Teachers review the folders daily. In the event that a significant change

occurs in a child's life, we ask parents to consider informing their child(ren)'s teacher as soon as possible so that we can be supportive of the child.

- **Parent-Teacher Conferences**

Parents should feel free to contact teachers and staff at any time to discuss or review a student's academic or social progress. Teachers should also be contacted to discuss situations which may be affecting a student's educational and/or social development. Formal parent-teacher conferences are scheduled four times a year; the dates are in the academic school calendar. Parent-teacher conferences typically last 20 minutes, and we encourage both parents and/or guardians to attend. It is important that parents be informed about their child's performance. We encourage parents to maintain open communication with their child's teacher throughout the year.

- **Student Folders**

Each community has student folders that parents/guardians should check daily. Classroom/teacher notes, snack schedules, and student work is placed in the student folders.

C. School Staff Characteristics

1. Name and titles of those in key leadership positions in the school

Diane Cottman, MAT, Executive Director
Cristina Encinas, MA, Principal
Laure Fleming, MEd, Assistant Principal
Julie Camerata, MS, Special Education Coordinator
Richard Ertzinger, BS, Chief Financial Officer
Teresa Aspinwall, MA and Kioma Alfred, BA, Parent Liaisons
Susana Silva-Canales, BA and Elizabeth Sauler, MA, Instructional Coordinators

2. Number of teachers

LAMB has thirty-two teachers, including classroom, special education, music and art. The average class size is 22 students with two teachers. The majority of staff is highly qualified (PRAXIS II and/or HOUSSSE) as defined by NCLB. Fifty-six percent of LAMB's staff is under the age of 40-years-old and 59% of teachers are under 40-years-old. Staff is 69% Latino, 19% Caucasian, and 12% African-American. Based on the Montessori model, LAMB classes are organized into multi-age clusters: primary (PK3 to Kindergarten), lower elementary (1st to 3rd grades) and upper elementary (4th to 5th grades). LAMB teachers, staff and administrators are

academically and linguistically prepared, care about the children, and are committed to quality education. LAMB is proud of its teaching staff. They represent many cultures, are well-travelled, and are excited about learning and teaching.

Salary Range and Average Salary for Teachers and Administrators

Teachers

Average	\$ 50,530
Range	Min: \$ 36,000 Max: \$ 68,000

School Administration

Average	\$ 62,918
Range	Min: \$ 40,000 Max: \$ 122,200

LAMB has experienced little staff turnover with a staff attrition rate of 6.25%. Two lower elementary teachers transitioned from LAMB at the end of the school year. They both moved to different states (North Carolina and Illinois) to continue teaching. The experience they gained at LAMB will serve them well in their new jobs and all left in good standing. Their replacements are all new hires.

Ideally, LAMB would like to have a cohort of bilingual Montessori teachers in the training pipeline in order to ease replacement as needed, and/or grow the school as needed. This is costly, so LAMB has paraprofessionals in grooming for lead teacher positions.

D. Student Characteristics

1. Student enrollment by grade level

LAMB serves 273 students pre-school through fifth grade. LAMB only enrolls at 3- and 4-years-old. Any student attrition can only be filled with early learners. There is no testing and/or pre-selection of any kind. LAMB relies on a lottery system to fill vacancies as there are more applicants than available slots.

Grade and Age Levels Served		
Age	Grade level	Number of Students
3-years-old	PK-3	41
4-years-old	PK-4	67
5-years-old	KG	57
6-years-old	1	31
7-years-old	2	34
8-years-old	3	23
9-years-old	4	13
10-years-old	5	7
	Whole school	273

2. Student re-enrollment rate/demographics

LAMB serves 273 students from pre-school to fifth grade. They are Latino (55%), Black (19%), Caucasian (23%), Multi-racial (3%), Special Needs (12%), Low Income (28%), English Language Learners (54%), and Early Childhood Learners (60%).

The majority are Ward 4 residents (51%), followed by Wards 5 (17%) and One (15%), Ward 6 (7%), Ward 3 (5%), Ward 7 (3%), Ward 2 (2%) and Ward 8 (<1%).

They live in apartments, single-family homes, doubled up housing and some have temporary living arrangements. Their families are equally diverse as their housing with two moms and single moms, grandparents, children of divorce, children whose parents are in the armed services and others who are grieving the loss of a parent.

Their needs are as varied as the demographics imply and yet they thrive in the Montessori classroom, a world of choice, where the mantra is “follow the child.”

3. Attendance (in-seat attendance, average daily attendance)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	97.16 %
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	93.7 %
Chronically Absent Rate,whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	4.2 % truant (10+ unexcused absences)

4. Student discipline data*

Number of Unique Students with Discipline Records,whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	# 6
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	2.2%
Percent of Instructional Days Lost,whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	0.05 %

E. Finance

LAMB's fiscal year is July 1 – June 30. The annual approved Budget for school year 2012-2013 was revised to project Revenues at \$5,484,003 which resulted in a \$330,344 surplus after projected Expenses of \$5,153,659. Actual unaudited Expenses amounted to \$5,144,659 resulting in a savings of \$9,000. Substantial savings of approximately \$168,000 from all five major expense categories were offset by approximately \$159,000 in additional bank fees and settlement expenses associated with an unanticipated refinancing of debt.

Actual unaudited Revenues of \$5,326,527 were \$157,476 less than projected. This deficit resulted primarily from lower than anticipated per pupil payments. Per Pupil payments were based on 4 less students than the official count and over 40 less sub-payments for ELL students. Appeals have been submitted with no favorable results to date.

Using existing cash balances, LAMB was able to refinance existing loans and lower total debt by approximately \$1,361,000 and reduce interest rates from 6.25% to 4.7%.

LAMB conducts an annual independent audit. Kendall, Prebola and Jones, CPAs has audited LAMB for three years. Appendixes C and D contain copies of LAMB's unaudited year-end financial statements and approved 2013-2014 budget.

F. Facilities

LAMB operates its dual language Montessori educational program in two facilities: Missouri Avenue and Taylor Street in the District in Wards 4 and 5 respectively.

LAMB purchased the Military Road School on Missouri Avenue from the District of Columbia Government in May 2008, restored the historic building and added a new wing. In addition to eight classrooms, the administrative offices are housed at this site as are staff who service both sites such as music and art teachers and special education therapists and counselors.

The second facility (Taylor Street) is a leased space (incubator site) located at 1600 Taylor Street, NE. LAMB began operating from the second facility in school year 2011-2012 in response to seven years of triple digit waiting lists.

	Missouri Avenue Facility (permanent)	Taylor Street Facility (incubator site)
Location	1375 Missouri Avenue, NW Ward 4	1600 Taylor Street, NE Ward 5
Own/Lease	Own	Lease
Size – square footage	21,755	5,708
Outdoor play space	Yes	Yes
Student to Teacher Ratio	2:27	2:20
# classrooms	3 primary 3 lower elementary 2 upper elementary	4 primary
# of Students	192	81
# of Classroom teachers	14 3.5 special education teachers	8 2.5 special education teachers
Administrators	4	3
Specialists	Special education coordinator, bilingual speech therapist, bilingual occupational therapist, music teacher, art teacher, bilingual counselors	
Senior administrators	Executive Director, Principal, Chief Financial Officer	
Extended day	Yes (Kid Power Inc.)	Yes (Innis, Inc.)

II. School Performance

A. Performance and Progress

The PCSB developed the Performance Management Framework (PMF) to assess the overall performance of charter schools that administer statewide assessments. For younger children, those in early childhood programs, the Accountability Plan is one of the models LAMB utilizes to capture student performance data.

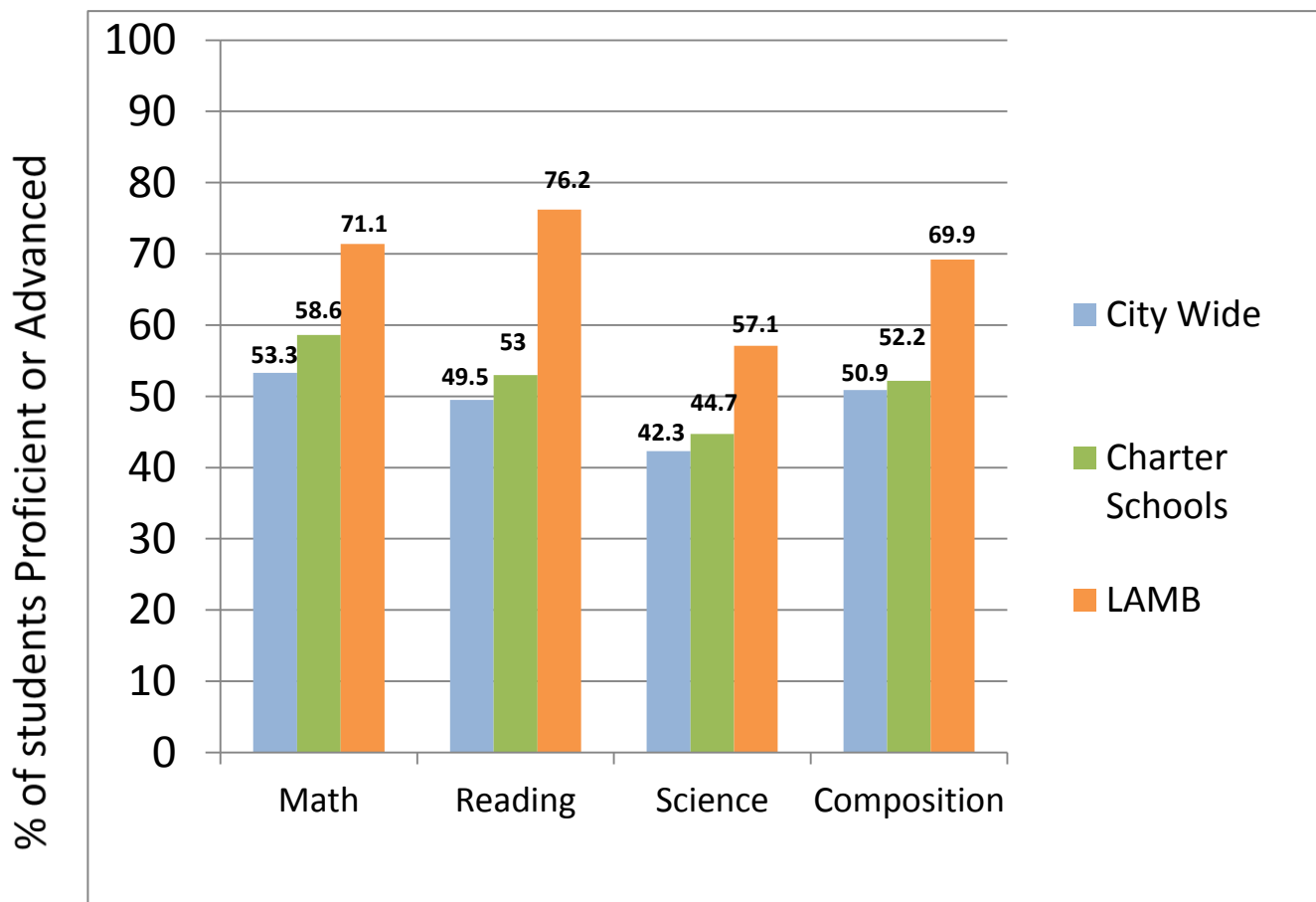
Based on the Accountability Plan approved by both the PCSB and LAMB Board of Directors, PCSB conducted a data verification review. The results are show in the following chart.

Accountability Plan: PK3 through 2nd Grade

Assessment Tool	Goal	Grades	Results
LAP-D	60% will progress to age equivalency (3 to 4: 4 to 5) with passing score (if not applicable, demonstrate passing score).	Pre-K 3, Pre-K 4	97% ✓
DIBELS	60% of students will increase one level in English Reading (if not applicable, perform "Low Risk")	K, 1	K: 63% ✓ 1: 77.5% ✓
IDEL	60% of the students will score "Low Risk" in their Spanish reading ability.	K, 1	K: 90% ✓ 1: 68% ✓ 2: 56% ✗
easyCBM Math	60% of the students will score on grade level: 1st grade 38, 2nd grade 34, and K 38	K, 1, 2	K: 67% ✓ 1: 74% ✓ 2: 44% ✗
SRI English	60% of LAMB 2nd grade student will read "on grade level" according to the SRI lexile framework.	2	62% ✓

The DC Comprehensive Assessment System, better known as the DC CAS, is the high stakes test which is most widely known. The DC CAS is state mandated and managed by the Office of the State Superintendent of Education (OSSE). Each school is responsible for administering the test. The purpose of the test, as defined by OSSE, is to assess students in reading and math in grades 3-8 and 10, science in grades 5 and 8, biology in high school, and composition in grades 4, 7, and 10.

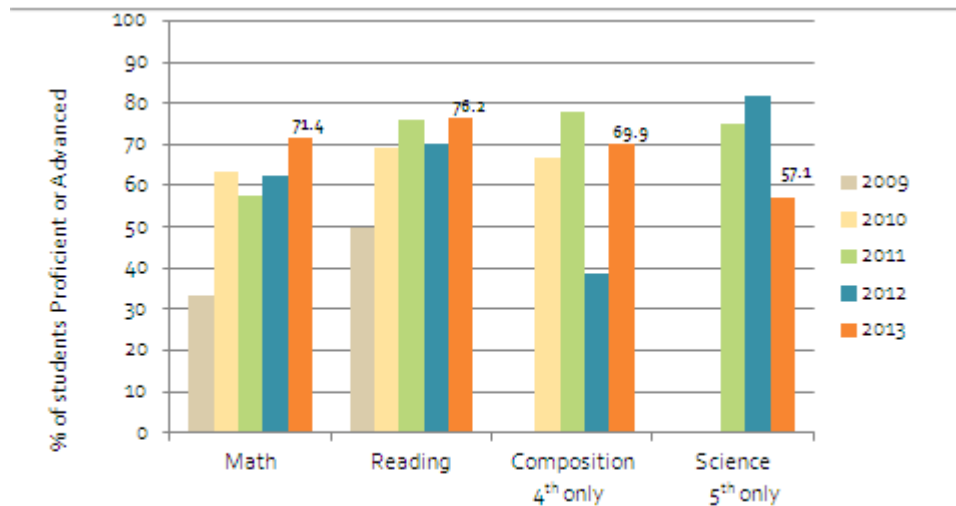
2013 DC CAS Scores



LAMB saw an increase of 8.9% in students scoring proficient or advanced on the DC CAS in math, and an increase of 6.2% in reading.

Based on overall 2013 DC CAS scores:

- LAMB ranked #11 out of 79 Public Charter Schools, putting LAMB in the top 13% of all public charter schools.
- LAMB ranked #28 out of 187 public schools in total, putting LAMB in the top 15% of all public schools in the District of Columbia.



LAMB is a RISING school based on the Office of the State Superintendent of Education (OSSE) “Accountability Index” to classify school performance. The range is as follows:

Reward Schools (Index of 80 and above)

Rising Schools (Index of 45 to 80)

Developing Schools (Index of 26 to 44)

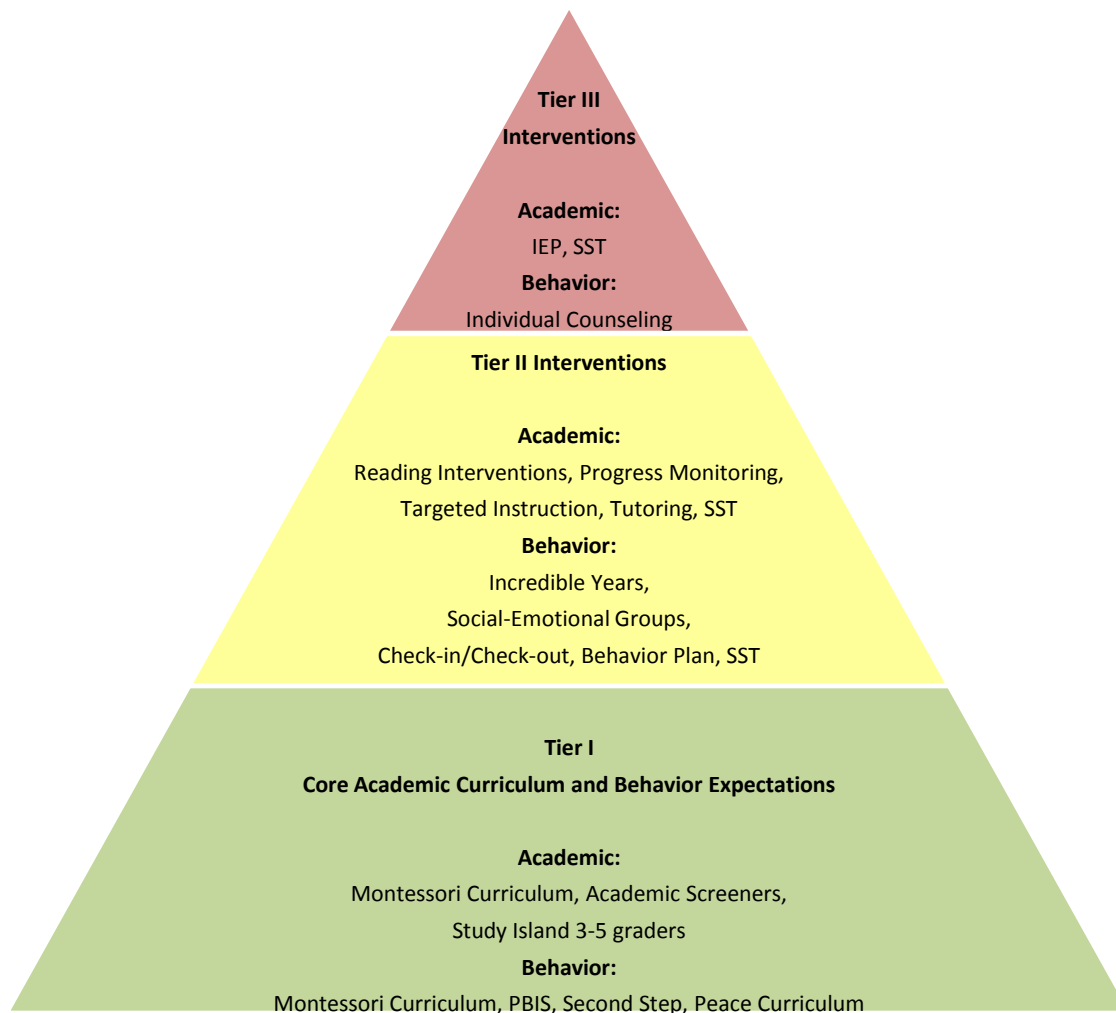
Focus Schools / Priority Schools (Index less than 25)

LAMB’s Accountability Index for the DC CAS (not to be confused with Accountability Plan used in early childhood) is 77.3% which make it a rising school. Per OSSE, this score is based on individual student growth.

Response to Intervention

The Response to Intervention Model (RtI) is a three-tiered education model. Tier I features a core academic curriculum, clear behavioral expectations and academic screeners to assess student's academic achievement. Tier II and Tier III provide students with academic and behavior interventions to help them reach their fullest potential. We focus on early literacy skills, mathematics, behavior, and using data to guide instruction.

Tier I is the foundation of LAMB's educational philosophy. LAMB primarily utilizes Montessori education, the Peace Curriculum, dual language model and Positive Behavior Intervention Supports to promote the academic and behavioral success of students. However, some students may need additional support. Tier II and Tier III interventions provide students with research and teacher-based interventions. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST may consist of teachers, parents, administrators, service providers, and support staff that collaborate to develop an intervention plan to improve the academic performance and social competency of students. Parents and/or teachers can make an SST referral. Students receiving Tier III interventions must have a SST or an Individualized Education Plan.



The Student Support Team (SST)

The SST Team coordinates services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention. The SST assesses student academic and behavioral needs, identifies goals, strategies, and intervention, and evaluates the effectiveness of interventions and the need to continue or close the case. Students can be referred to the SST process by parents and/or teachers.

Student support teams serve as an early-warning system to identify struggling students and provide them with additional support. They help schools intervene earlier with students who face challenges (e.g., academically not on grade level, chronically absent or truant, at risk for grade level retention).

The Student Support Team is not a static group of people. Student Support Team Members consist of an administrator and interested parties (parent, teacher and school counselor), including homeless liaison, if required. The team membership varies depending upon who the child is and what group of people need to be brought together to support the specific behavior or academic concern that has been identified as needing additional support.

Positive Behavior Intervention System (PBIS)

Freedom and responsibility are guiding principles in a Montessori classroom. A child has the freedom of choice and movement as long as she or he acts responsibly. Acting responsibly means acting respectfully towards self, others, and the environment. We are utilizing Positive Behavior Intervention Supports (PBIS) to encourage positive behavior. We have adopted the acronym PAZ to help all members of the LAMB family understand expectations.

Palabras Positivas (**P**ositive Words)

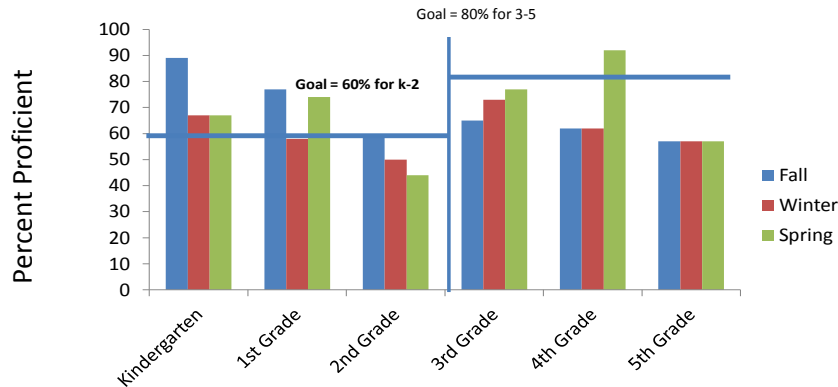
Aciones de Respeto (Respectful **A**ctions)

Zona de Aprendizaje (Learning **Z**one)

Data Analysis

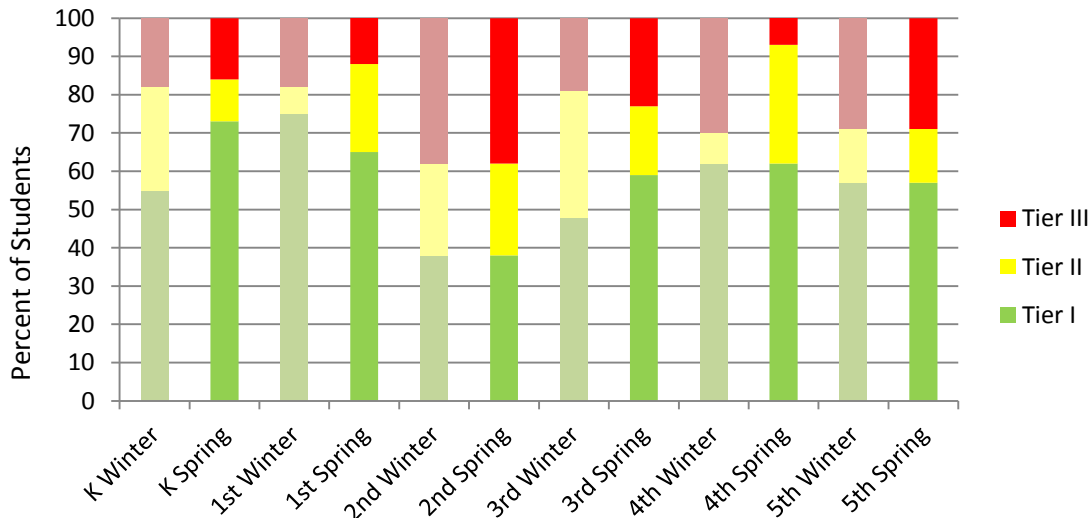
By the end of the school year, LAMB has tested students three times (fall, winter, spring) in mathematics utilizing the easyCBM Math assessment from the University of Oregon. The goals are established based on our Early Childhood Performance Management Plan (K-2) and our Elementary Performance Management Plan (3-5), which is measured by proficiency on the DC CAS, but we are using easyCBM as a predictor for the DC CAS.

Math Proficiency by Grade Level

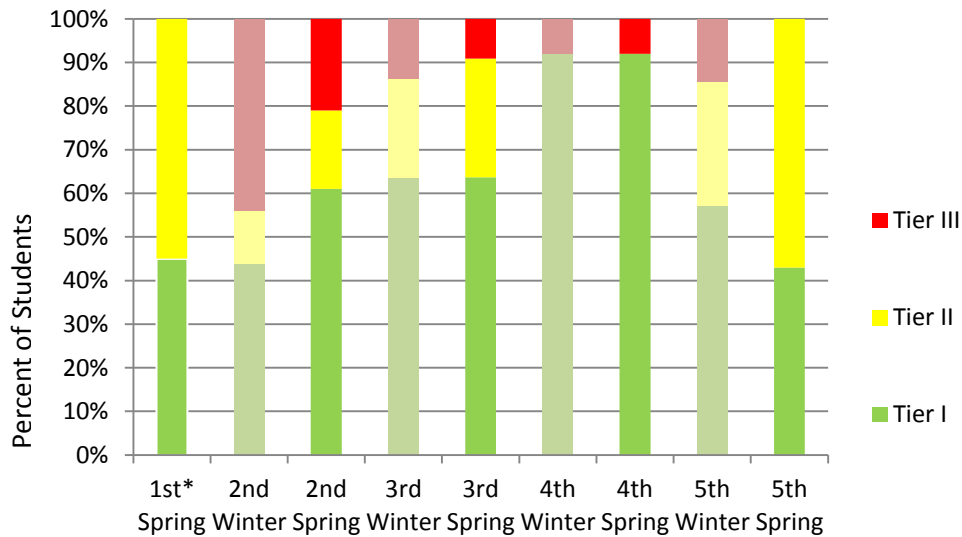


At LAMB, we use two benchmark exams to measure progress in reading- the Dynamic Indicators of Basic Early Literacy (DIBELS), and the Scholastic Reading Inventory (SRI). DIBELS measures the foundational skills for literacy, whereas SRI measures reading comprehension. As demonstrated on the graph below, LAMB kindergarteners made significant progress on their basic early literacy skills, superseding our EC PMF goal by more than 10 percent. Fourth graders also showed significant progress in the number of students who moved from Tier III to Tier II by the spring.

DIBELS (Dynamic Indicators of Basic Early Literacy) Performance by Grade



SRI (English) Reading Comprehension Percent of students On or Above Grade Level from Winter to Spring

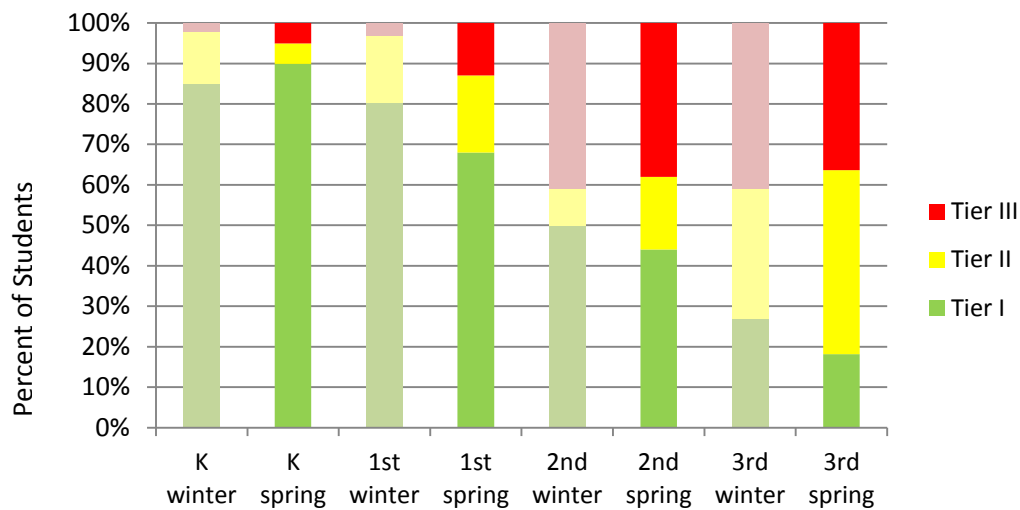


** 1st graders take the SRI English for the first time in the spring, so we do not have growth data for this group using the SRI measure.*

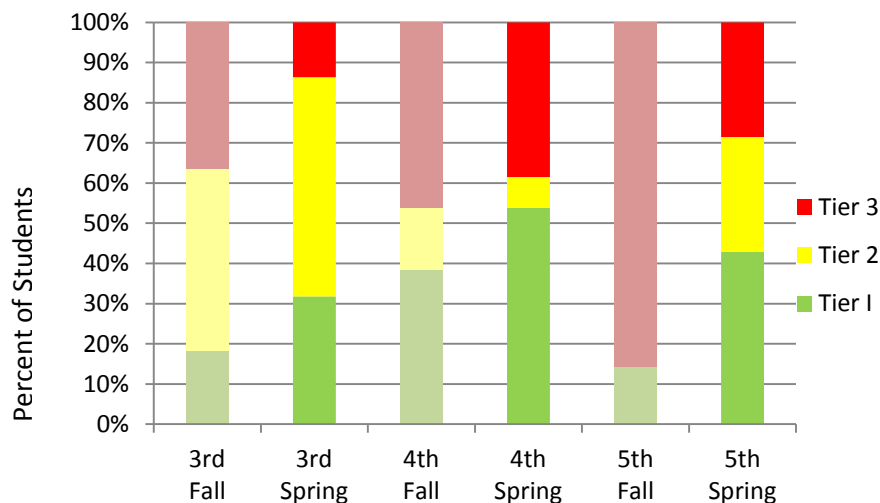
The SRI English data shows that 2nd graders made significant progress in moving from Tiers III and II to Tiers II and I, respectively—growth that is not demonstrated on their DIBELS data.

We give parallel assessments in Spanish, however the SRI in is not given in Spanish until 3rd grade, and the IDEL, which is the Spanish version of DIBELS, ends at 3rd grade. In a majority English language speaking society, the data demonstrates that elementary children need more intensive supports in developing and maintaining Spanish literacy. While we see growth from winter to spring, and we see growth over the 3-year cycle, the gap between achievement and goal increases as students at LAMB get older. We did, however, see significant growth in reading comprehension in Spanish as measured by the SRI, in the upper elementary grades this year. In the next section we will highlight lessons learned from this data and ways we are continuing to enrich our Spanish language program in the coming school year.

IDEL Measure of Literacy Skills in Spanish for Grades K - 3
Percent of Students on or above grade level from winter to spring



SRI (Spanish) Reading Comprehension
Percent of students On or Above Grade Level from Fall to Spring



B. Lessons Learned and Actions Taken

LAMB stays connected to its graduates: LAMB graduates, those who completed a full PreK 3 or PreK 4 to 5th grade course of study at LAMB are strong academicians, critical thinkers and peace ambassadors. They love learning and they are thriving in their new academic homes. After nine years, LAMB has had 29 graduates. Of those, 5 moved out of state and 6 attend independent schools – including Edmund Burke, Sidwell Friends, Jesuit School for Boys,

Washington School for Girls, and San Miguel School. The remaining graduates attend DC public schools, including Oyster-Adams (4), Basis (2), Alice Deal (4), Capital City (4), E.L. Haynes (2), and Washington Latin (1). There are also a handful of students who made early transfers to secure middle school slots at other institutions: private and public, chartered and traditional. The foundation they gained at LAMB is a core building block for their future studies and they are sought after because of their achievements and potential.

Simplify and Strengthen: LAMB Instructional Coordinators regularly visit classrooms to observe and provide feedback to the instructors regarding instructional best practices, development of intervention plans for students who need more support, ideas regarding possible accommodations, and new strategies for behavioral and academic goal setting.

We have learned that in moments of challenge for teachers, returning to our Montessori roots provides a clear, time tested path to overcome obstacles. As Montessorians, LAMB teachers are charged to observe, hold the child in high esteem – respecting his inner guides, and to seek a path that will direct the child's energies back towards learning. As much as LAMB staff is engaged with current educational research, we also know that we do our best when we strengthen our core Montessori program.

Sharing best practices: LAMB uses Professional Learning Communities (PLC) which is a form of teacher led professional development, or peer to peer learning. PLCs are teachers organized in teams, much like departments. For example, the English-language dominant primary teachers met bi-monthly, reviewed student performance data, curriculum and planned lessons around specific monthly themes.

Evidenced based interventions: What is clear is that when there are intentional targeted interventions in a particular subject area, there have been improved outcomes. LAMB challenges itself to ensure that all students are working to their fullest potential. To that end, intentional strategies must be incorporated that move students from proficient to advanced, and not just move students from basic to proficient.

Based on LAMB's data which shows that students take longer to develop literacy skills in Spanish, we implemented a full immersion Spanish summer camp for 80 identified students. While there was more interest than space, we used performance data and historical subgroup analysis to select our summer students.

C. Unique Accomplishments

In November 2012, LAMB achieved **Tier 1 status** for a second year, based on PCSB rankings. This Tier 1 ranking, which indicates high standards of performance, is based on the 2012 results of the Performance Management Framework (PMF), the PCSB's annual tool for assessing and monitoring charter school performance.

In addition to the Tier 1 ranking, LAMB was also recognized by PCSB for achieving the **highest median growth in reading** for elementary/middle schools. Schools with the highest median growth percentile (MGP) are schools that are doing the most with their students to improve individual performance from one year to the next.

LAMB participated in **Partners in Preservation**, a program in which the National Trust for Historic Preservation, in partnership with American Express, awards preservation grants to historic places across the country. Through this partnership, they seek to increase the public's awareness of the importance of historic preservation in the United States and to preserve America's historic and cultural places. LAMB's Missouri Avenue facility is in the former Military Road School, which was constructed on the site of one of the city's first public schools built for freedmen, serving for many years as the only school available to African American students in the Brightwood neighborhood of DC. This year marks the building's 101st anniversary, and through the program LAMB is able to preserve the past while building the future. The \$60,000 grant that LAMB received will repair the exterior of school building including porch columns and doors. In addition to the preservation grant, LAMB received \$20,000 for our social media campaign that was launched as part of the program.

As part of Partners in Preservation, LAMB opened its door to the city for **LAMB Community Day**, in which we opened our doors to the city for a day of games, food, and music, as well as building tours, green roof tours, and a mini-museum showcasing the historic Military Road School from past to present. Several alumni of the Military Road School shared their stories, pictures, and artifacts from their time as students at the school in the 1940's and 50's.

LAMB artists participated in the 2013 **National Cherry Blossom Festival Youth Art Contest**, sponsored by the National Cherry Blossom Festival and the DC Arts & Humanities Education Collaborative. The children's art work was on display in a beautiful gallery display at Union Station in March and April.

For the fourth year, LAMB took part in a regional effort to improve the health of the Chesapeake Bay and local water eco-systems by participating in the **Living Classrooms of the National**

Capital Region Shad Project, a month-long program which engages students in restoring the population of American shad in local watersheds.

This is the second year in a row that LAMB has participated in **Girls on the Run**, a character development program for girls in 3rd grade through 8th grade. Girls on the Run - DC is part of Girls on the Run International which was founded in 1996 by Molly Barker, an Ironman triathlete. LAMB's girls participated in even greater numbers than last year, and had great fun combining exercise and distance training with social and emotional development skills. LAMB also had a **Boys on the Run** group for the first time, including students from 2nd grade through 5th grade. Students were coached by a team of teachers, parents, and Kid Power staff. Both programs culminated in 5k events in May.

The arts continue in extended day activities with **Chorus and Latin Dance classes**, both of which are conducted by LAMB parents. Children participate in weekly lessons and entertain and present their skills during the year-end Peace Ceremony.

LAMB partners with **Kid Power for Extended Day Services**. Kid Power is a community-based organization that provides year-round academic, civic, nutritional, and service-learning programming in communities throughout the District of Columbia. Kid Power's mission is to provide the tools for young people to become informed and engaged advocates for change in their own lives and in their communities. Kid Power at LAMB created a veggie garden, partnered with tutors from Edmund Burke High School, and helped organize the Boys & Girls on the Run programs. LAMB students second grade and older participated in the program.

Fannie Mae Homeless Walkathon – Since LAMB's inception, students have participated in a "mini-walk" to raise money and awareness for the homeless, as part of the Fannie Mae Help the Homeless Walkathon. This year, as in the past, LAMB students and parents walked the perimeter of the building and then the full block west on Missouri, north on Fourteenth Street, east on Peabody and south across open fields which are part of National Park Service. The entire school participates in the Walkathon each year and the lesson for the children is upfront and personal. LAMB partnered with the Latin American Youth Center (LAYC) as the beneficiary organization.

LAMB's Summer School Program was a great success. The focus was on Spanish literacy using the American Reading Company summer series along with presentations by visiting author Jorge Argueta. Eighty primary and elementary children participated in the summer school, which was conducted entirely in Spanish. All students improved their Spanish language

reading skills, and by the end of the program children had written a book and shared it with the broader community.

LAMB's **Middle States Accreditation** was renewed and extended through 5th grade.

LAMB's Charter Amendment approved for membership in the **DC International School** (DCI) Consortium for Secondary Students – planned to open in Fall 2014.

LAMB received over \$350,000 in **SOAR grant funds** from OSSE helping us to:

- Furnish, supply, and staff the new building on South Dakota Avenue
- Improve our bilingual reading program
- Invest in new instructional technology and train in its use
- Target the growth of ELL students
- Create LAMB-Run Before and Aftercare Programs
- Continue development of Elementary program carefully linked to school day
- Build on the success of previous programs

D. List of Donors

Detail all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2012-2013 school year.

Belen Pereira and Juan Durante

Building Hope

Claudia Bancalari

De Colores Learning Center

Eric and Betsy Mendelsohn

Evelyn and Bob Wrin

Gib and Carol Clark

Gustavo and Emily Velasquez

John Murray, Jr.

Laurent Abelin & Suzanne Ehlers

Liz Mullen and John Fedeale

Lyn and Henry Renk

Martha and Charles Schleifer

Melissa Del Rios

Melissa Knutson and Eric Leifert

Paul and Anne Scherer

Remcon Companies LLC

Robin Lerner and Andrew Petusky

Sofia, Susan and Oscar Rojas Collins

Teresa Aspinwall

Todd Bostick and Jorge Delgado

Yari Lorenzo and Michael Scherer

III. Data Report

Source Data Point

GENERAL INFORMATION		
School	LEA Name	Latin American Montessori Bilingual PCS
School	Campus Name	Latin American Montessori Bilingual Public Charter School
School	Ages served – adult schools only	0
PCSB	Audited Enrollment Total	273
PCSB	PK3 Audited Enrollment	42
PCSB	PK4 Audited Enrollment	66
PCSB	KG Audited Enrollment	57
PCSB	Grade 1 Audited Enrollment	31
PCSB	Grade 2 Audited Enrollment	34
PCSB	Grade 3 Audited Enrollment	23
PCSB	Grade 4 Audited Enrollment	13
PCSB	Grade 5 Audited Enrollment	7
PCSB	Grade 6 Audited Enrollment	
PCSB	Grade 7 Audited Enrollment	
PCSB	Grade 8 Audited Enrollment	
PCSB	Grade 9 Audited Enrollment	
PCSB	Grade 10 Audited Enrollment	
PCSB	Grade 11 Audited Enrollment	
PCSB	Grade 12 Audited Enrollment	
PCSB	Adult Audited Enrollment	
PCSB	Ungraded Audited Enrollment	

STUDENT DATA POINTS		
School	Total number of instructional days	180
School	Notes on number of instructional days for grades with different calendars	0
PCSB	Suspension Rate	2.2%
PCSB	Expulsion Rate	0.0%

PCSB	Instructional Time Lost to Discipline	0.0%
PCSB	Promotion Rate (All Grades)	99.6%
PCSB	Promotion Rate (KG and higher)	100.0%
PCSB	Mid-Year Withdrawal Rate	1.5%
PCSB	Mid-Year Entry Rate	0.4%

FACULTY AND STAFF DATA POINTS		
School	Number of Teachers	32
School	Teacher Attrition Rate	6.0%

FACILITIES INFORMATION		
School	Square footage for entire classroom space	Missouri - 6,092 Taylor - 3,379
School	Square footage for entire building	Missouri - 21,755 Taylor - 5,708
School	Cafeteria	No
School	Theater/Performing Arts Space	No
School	Art Room	No
School	Library	Yes
School	Music Room	No
School	Playground	Yes
School	Gym	No

EDUCATION OFFERINGS		
School	Advanced Placement	No
School	Alternative	No
School	Arts Integration/Infused	No
School	Career/Technical	No
School	Classical Education School	No
School	College Prep	No

School	Expeditionary Learning	No
School	Evening	No
School	Extended Academic Time	No
School	GED	No
School	International Baccalaureate	No
School	Language Immersion	Yes
School	Math, Science, Technology	No
School	Montessori	Yes
School	Online/Blended	No
School	Public Policy/Law	No
School	Reggio Emilia	No
School	Residential Program	No
School	Special Education Focus	No
School	Stand-Alone Preschool	No
School	World Cultures	Yes
School	Please feel free to provide a written explanation to some or all of your answers to the multiple choice questions in the below text box.	LAMB has a large multi-purpose room (with a stage) that is used for theater, art, music, and physical education.

APPENDIX A: STAFF ROSTER 2012-2013

Last Name	First Name	Title	Qualifications
Alfred	Kioma	Parent Liaison	BA
Aspinwall	Teresa	Parent Liaison	MA
Basurto	Alejandra	Teacher	BA
Bautista	Deyanira	Counselor	MA
Bautista	Mauricio	Day Porter/Lunch	
Beltran	Alba	Teacher Assistant	CDA
Blasini	Doricelis	Special Ed (para)	AA
Camerata	Julie	Coordinator SPED	MA
Campbell	Leslie	Teacher	MA
Carrasco	Veronica	Teacher	BA
Castillo-Roman	Ivannia	Special Ed Teacher	BA
Cordoba-Hurtado	Yeison	Receptionist	
Cottman	Diane	Executive Director	MA
Encinas	Cristina	Principal	MA
Ertzinger	Richard	Controller	
Fleming	Laure	Assistant Principal	MA
Fontaine	Muneera	Special Ed Teacher	MA
Ford	Mya	Occupational Therapist	MA
Freeman	Kepa	Special Ed Teacher	MA
Garcia-Mejia	Itzel Jacqueline	Teacher	BA
Jones	Allison K.	Teacher	MA
Linares	Patricia	Teacher	BA
Luna	Claudia	Paraprofessional	CDA/AA
Martinez-Garcia	Laura	Teacher	BA
McCracken	Ann	Special Ed Teacher	BA
Menendez	Steve	Teacher	BA
Montano	Marsy	Paraprofessional	AA
Moscoso	Caroline	Paraprofessional	BA
Noronha	Zoila	Teacher	MA
Paredes	Rosario	Counselor	MA
Patino	Luz	Teacher	BA
Perez	Marta	Art Teacher	MA
Ramirez	Wendy	Teacher Aid/ Reggio	CDA/BA
Riesco	Alejandro	Speech Therapist	MA
Rodriguez	Martha	Teacher Aid/ Reggio	
Romero	Betsy	Administrative Assistant	
Rossel	Maria Luisa	Teacher	BA
Sauler	Elizabeth	Instructional Specialist	MA
Settles	Angela	Teacher	MA
Shackelford	Rebecca	Teacher	BA
Silva-Canales	Susana	Instructional Specialist	BA
Steinberg	Joel	Teacher	MA
Tampe	Marcela	Paraprofessional	AA
Torres Guerrero	Alexandra	Teacher	BA
Tupper	Sarah	Teacher	BA

Unda	Maria	Paraprofessional	CDA/BA
Valle	Maria	Assistant Support Staff	
Vetter Cain	Kate	Music Teacher	MA
Vivas	Melissa	Administrative Assistant	
Williams	Jasmine E.	Teacher	MA
Wilson	Susan	Director of Development	MA
Yombo	Anna Marie	Special Projects Coordinator	BA
Zarzuela	Isabel	Teacher	BA

All instructional staff are Montessori trained.



Latin American Montessori Bilingual Public Charter School

1375 Missouri Avenue NW • Washington, DC 20011

(202) 726-6200 • Fax (202) 722-4125

www.lambpcs.org

APPENDIX B: BOARD ROSTER

Chair

Barrie Lynn Tapia, MSW, JD
Legal Consultant

Treasurer

Paul Leleck
Chief Financial Officer
Building Hope

Secretary

Tracy Goodman, Esq.
Director, The Health Access Project
The Children's Law Center

Bill Ecenbarger, Esq.
Principal, Solo-Practitioner
Law Office of Bill Ecenbarger, Esq.

Oladele Dosunmu, CPA
President
OGDOSUNMU CPA, LLC

APPENDIX C: UNAUDITED YEAR-END FINANCIAL STATEMENT

10:16 AM
04/30/13
Accrual Basis

L.A.M.B. PCS Balance Sheet As of June 30, 2013

ASSETS

Current Assets

Checking/Savings

Bank of America	250,767
City First	303,684
Industrial Bank - Checking a/c	2,000
Industrial Bank - Repo a/c	291,445
M&T Bank	319,188
United Bank	91

Total Checking/Savings 1,167,175

Accounts Receivable

*Accounts Receivable

Before After School Missouri	4,837
Before After School Taylor	9,591
Day Care Services	120

Total *Accounts Receivable 14,548

Total Accounts Receivable 14,548

Other Current Assets

Accounts Receivable	35,590
Grants receivable	77,706
Prepaid expenses	46,385

Total Other Current Assets 159,681

Total Current Assets 1,341,404

Fixed Assets

Land	721,000
Building - Military Rd School	9,270,324
Furniture and equipment	192,086
Accumulated depreciation	(1,390,048)

Total Fixed Assets 8,793,362

Other Assets

Deferred Financing Costs	0
Deposits	14,244

Total Other Assets 14,244

TOTAL ASSETS 10,149,010

10:16 AM
04/30/13
Accrual Basis

L.A.M.B. PCS
Balance Sheet
As of June 30, 2013

Accounts Payable	
Accounts Payable	63,998
Total Accounts Payable	63,998
Credit Cards	
Credit Card - Bank of America	0
Total Credit Cards	0
Other Current Liabilities	
Accrued interest payable	33,326
Deferred Revenues	158,466
P/R related w/h & accruals	
Accrued annual leave	34,418
Accrued FICA expense	31,096
Accrued retirement expense	84,000
Accrued salaries payable	406,582
Total P/R related w/h & accruals	556,096
Total Other Current Liabilities	747,888
Total Current Liabilities	811,886
Long Term Liabilities	
Loan payable - M&T Bank	5,780,000
Total Long Term Liabilities	5,780,000
Total Liabilities	6,591,886
Equity	
Net Assets	3,375,256
Net Income	181,868
Total Equity	3,557,124
TOTAL LIABILITIES & EQUITY	10,149,010

**DISTRICT OF COLUMBIA
BOARD OF EDUCATION CHARTER SCHOOL OVERSIGHT**

Income Statement

School Name L.A.M.B. PCS **Contact** Dick Ertzinger

Month / FY July 1, 2012 thru June 30, 2013

Phone # 202-726-6200

<u>DESCRIPTION</u>	<u>Year to Date Actual</u>
REVENUES	
Per Pupil Charter Payments	4,785,970
Federal Entitlements / Grants	166,915
Income From Private Grants / Donations	147,077
School Activity Fees	12,140
Other Income	214,425
TOTAL REVENUES:	5,326,527

EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Administration Salaries	315,008
Custodian Salaries	26,250
Maintenance Salaries	
Security Salaries	
Transportation Salaries	
Food Service Salaries	20,920
Instructional Salaries	1,258,403
Special Education Salaries	370,541
Professional, Clerical, Business Support Staff	678,824
Employee Benefits	354,812
Payroll Taxes / Fees	214,926
Subtotal Personnel Costs:	\$ 3,239,684.00

<i>Direct Student Costs</i>	
Staff Development Costs	32,972
Textbooks	
Instructional Supplies / Materials	46,283
Library / Media Center Materials	
Instructional Computers / Materials	
Other Instructional Equipment	8,656
Instructional Furnishings / Supplies	14,197
Student Assessment Materials	2,913
Contracted Instructional / Student Services	140,424
Food Service	117,789
Miscellaneous Student Costs	57,540
Subtotal Direct Student Costs:	420,774

<i>Occupancy Expenses</i>	
Rent / Lease	153,900
Mortgage Payments	490,628
Building Supplies / Materials	
Building Equipment Purchase	
Building Equipment Rental / Lease	
Building Equipment Maintenance / Repairs	

**DISTRICT OF COLUMBIA
BOARD OF EDUCATION CHARTER SCHOOL OVERSIGHT**

Income Statement	
Building Maintenance / Repairs	34,646
Utilities (Electric / Gas / Water)	52,102
Janitorial Supplies	59,391
Depreciation Expense	266,612
Contracted Building Services	20,546
Subtotal Occupancy Expenses:	1,077,825
Office Expenses	
Office Supplies / Materials	14,055
Office Equipment Purchase	24,763
Office Equipment Rental / Lease	
Office Equipment Maintenance / Repairs	
Telephone / Telecommunications	29,638
Legal Fees	49,069
Accounting Fees	104,400
Printing / Copying	12,760
Postage / Shipping	1,536
Advertising	2,242
Other	8,628
Subtotal Office Expenses:	247,091
General Expenses	
Insurance	25,312
Licenses / Permits	6,219
Bank Fees	57,036
Meeting Expense	840
Local Travel	
Out Of Town Travel	8,674
After School Service Expense	
Management Fee	
Administration Fee	27,125
Board Of Education Oversight Fee	
Other General Expense	34,079
Subtotal General Expenses:	159,285
TOTAL EXPENSES:	\$ 5,144,659
EXCESS (OR DEFICIENCY)	\$ 181,868

APPENDIX D: APPROVED 2013-2014 BUDGET

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

BUDGET

Fiscal Year Ending 6-30-13

<u>DESCRIPTION</u>	<u>Budget</u>
INCOME	
Per Pupil Charter Payments	4,978,803
Federal Entitlements / Grants	192,000
Income From Private Grants / Donations	30,000
Contributions	80,000
National School Lunch	19,800
Interest Income	3,600
Student Activity Fees	10,000
Before/After School	169,800
TOTAL REVENUES:	5,484,003
EXPENSES	
Personnel Salaries and Benefits	
Instructional Salaries	2,116,857
Administrative Salaries	582,705
Payroll Taxes/Fees	
FICA	206,516
Unemployment	16,038
Workmens Comp	12,148
Employee Benefits	
Health Insurance	218,146
Retirement	88,428
Group TLI & LTDI	23,486
DeMinimus	6,000
Subtotal Personnel Costs:	\$ 3,270,324
Direct Student Costs	
Special Education	15,000
Arts Education Teachers	1,000
Support Staff	90,000
Tutoring	15,000
Staff Training	45,000
Educational supplies	100,100
Student Activities expense	10,000
Food purchases	112,500
Consultants - other	4,500
Before/After School expense	38,700
Subtotal Direct Student Costs:	431,800

**LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL**

BUDGET

Fiscal Year Ending 6-30-13

<u>DESCRIPTION</u>	<u>Budget</u>
<i>Occupancy Expenses</i>	
Rent	155,800
Depreciation	240,000
Interest expense	429,842
Repairs & Maintenance	51,000
Utilities - Water	6,000
- Gas	3,600
- Electricity	54,000
Janitorial services & supplies	69,000
Security	13,200
Trash removal	3,000
Lawn/snow maintenance	5,400
Pest control	2,000
Subtotal Occupancy Expenses:	1,032,842
<i>Office Expenses</i>	
Office supplies	23,400
Furniture & equipment	48,000
Depreciation - General Office	36,000
Telephone	18,000
IT support	24,000
Accounting - expense	83,000
- audit	24,000
Printing & copying	20,000
Postage & delivery	2,400
Advertising	3,500
Payroll processing	9,000
Subtotal Office Expenses:	291,300

**LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL**

BUDGET

Fiscal Year Ending	<u>6-30-13</u>
<u>DESCRIPTION</u>	<u>Budget</u>
General Expenses	
Accreditation costs	0
Administrative fee	24,894
Bank charges	1,500
Board expenses	600
Corp Filing/Registrations	7,000
Dues & subscriptions	45,000
Insurance - property/liability	25,000
Legal fees	5,000
Miscellaneous expense	1,200
Meeting expense	1,800
Travel	14,400
Fundraising expenses	1,000
Subtotal General Expenses:	<u>127,394</u>
TOTAL EXPENSES:	<u>\$ 5,153,660</u>
INCOME EXCESS (OR DEFICIENCY)	<u><u>\$ 330,343</u></u>

Appendix D



Select Language | ▼

QUICK LINKS

- **Calendar**
- **Contact Us**
- **DC International PCS**
- **Forms**
- **Lunch Menu**
- **News**
- **Parent Handbook**
- **School Supplies**
- **World Book**

SOCIAL MEDIA



MONTESSORI BILINGUAL CURRICULUM

[Leer en español](#)

The Montessori Method is named for Dr. Maria Montessori, the first female doctor in

Italy, who devoted her adult life to the observation and study of children. Rather than "teaching" a child concepts, the Montessori environment is designed to stimulate the child's interest and facilitate his/her understanding and learning capacities. LAMB's Montessori educational philosophy, developmental materials, and learning and teaching techniques provide the environment that research indicates is best suited to a dual-language immersion approach.



Montessori education is staged in three learning clusters: 3- to 6-year-olds (Primary), 6- to 9-year-olds (Lower Elementary), and 9- to 12-year-olds (Upper Elementary). The Primary classrooms are organized into practical life, sensorial, and academic areas and students learn while studying in both Spanish and English. Elementary classrooms are organized in the same areas and students learn language arts, mathematics, science, history, and geography while studying in two languages.

LAMB's Montessori dual-language immersion classrooms are a child-size world. The entire environment supports the child's learning. There are two teachers in each classroom, one Spanish-language dominant and one English-language dominant. The Montessori teacher is there to guide and assist in classroom activity.

BEGINNING WITH PRESCHOOL, LAMB OFFERS:

An environment rich in developmentally appropriate experiences:

practical life, sensorial, language, math, art, music, cultural areas, movement

High oral proficiency in the first language:

conversational interactions, vocabulary enrichment activities, children's literature, group activities

First language beginning literacy skills:

sound analysis games, sandpaper letters, movable alphabet, reading object boxes, secret messages, cards, sequenced reading materials

Intensive oral development in the second language:

small group lessons in content areas, giving second language vocabulary for concepts already established in first language, balanced use of both languages for line activities, grace and courtesy, and non-instructional purposes

Readiness for second language literacy:

news period, question games, sandpaper letters, story-telling

A multicultural focus:

integration through practical life, sensorial, math, cultural areas, arts and crafts, music, food preparation activities

LAMB delivers its Montessori curriculum bilingually in Spanish and English. Our youngest Primary students receive the majority of their education in Spanish, with English literacy and vocabulary formally introduced in the Kindergarten year. In the Lower Elementary classrooms, 60% of instruction is delivered in Spanish and 40% is delivered in English. In the Upper Elementary community, Spanish and English instruction is delivered 50-50.

As a public charter school in the District of Columbia, LAMB students participate annually in the high-stakes DC-CAS exams. All third through fifth grade students test in Language Arts and Mathematics. Additionally, fourth grade students also test in Writing, and fifth grade students also test in Science.

For more information about LAMB's bilingual Montessori instruction at the different grade-levels, please see the following pages:

Primary

Lower Elementary

Upper Elementary

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1800 Perry Street, NE • Washington, DC 20018 • Tel 202.525.5105 • Fax 202.621.8621

Notice of Non-Discrimination

The Latin American Montessori Bilingual Public Charter School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Appendix E



[About the Board](#) [School Leaders](#) [Parents](#) [News Room](#) [Blog](#) [Data Center](#) [Start a Charter School](#) [Contact Us](#)

CATEGORY LISTING

- [Agenda \(35\)](#)
- [Minutes \(41\)](#)
 - [2014 \(0\)](#)
 - [2013 \(3\)](#)
 - [2012 \(13\)](#)
 - [December \(1\)](#)
 - [November \(1\)](#)
 - [October \(1\)](#)
 - [September \(1\)](#)
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 - [February \(1\)](#)
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 - [2011 \(12\)](#)
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- [Show All \(113\)](#)



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TO BEGIN YOUR SEARCH.**

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[HIGH](#)
[ADULT ED](#)

SCHOOL PERFORMANCE REPORTS



AGENDAS/MINUTES/BOARD DECISIONS

[Back](#)

February 27, 2012

**DC Public Charter School Board
Board Meeting Minutes
3333 14th St, NW
Suite 210
Washington, DC 20010**

Board Members in attendance: Mr. Brian Jones (Chair); Mr. John "Skip" McKoy; Mr. Don Soifer; Dr. Darren Woodruff; Ms. Emily Bloomfield; Ms. Sara Mead; Mr. Scott Pearson (ex-officio)

Mr. Brian Jones called the public hearing to order at 7:41pm

Request for Charter Amendment and Enrollment Ceiling Increase- Bridges Public Charter School

Representatives- Olivia Smith, Founder and Principal; Patrick Shaw, Assistant Principal, Betsy Centofanti, Board Member, Brian Patten, Consultant to Bridges.

Mr. Clarence Parks from Staff introduced Bridges Public Charter School's request to amend their charter to increase their current enrollment ceiling and grades served from PS-PK to PS-5 before the Board.

Mr. Brian Jones asked the representatives from the school if they wanted to add anything to what Mr. Parks had stated.

Ms. Olivia Smith said that in their proposed expansion that they are working on moving their mission forward and taking on all students who come to them. They believe the expansion would be similar to their current program and that historically Bridges PCS has served many students with special needs.

Mr. Patrick Shaw spoke about the curricula and informed the Board of the assessments that the school currently uses.

Ms. Betsy Centofanti said that this is not just a whim of the administration, it has the full support of the board of trustees and that over the last year they have conducted an eight-month study on whether they should expand and how they should expand. Their study team consisted of two outside consultants.

Mr. Brian Patten gave an assessment on the fiscal and economic conditions of the school and stated that they will be working with Building Hope upon approval of the process to find a facilities situation.

Mr. Brian Jones asked if the amendment request requires that the school to take on \$7.5 million in loans.

Mr. Brian Patten Brian answered that the number is what they used in their model and that it would not be taken on immediately but be brought up down the road.

Mr. Don Soifer asked how they would work in a temporary facility.

Ms. Olivia Smith said that for two years they can work in their current location or move into the facility next door.

Dr. Darren Woodruff said that the request is to go from the current preschool/pre-k model to fifth grade. He said that is a qualitative shift in the type of program that they want to offer.

Ms. Olivia Smith said that we have the expertise in offering that type of program in the form of their current vice principal.

Dr. Darren Woodruff asked if it is a possible for them to stop at a grade level short of fifth grade.

Ms. Olivia Smith said that it is and that there are some schools in DC that end in third grade, but that is not the intention of their school.

GET CONNECTED WITH PCSB



Mr. Skip McKoy wanted clarification on whether all students or some students are receiving data driven instruction.

Mr. Patrick Shaw said that it would be for all students.

Mr. Brian Jones asked them to speak a little bit about moving from a small preschool program to a much larger elementary program.

Ms. Olivia Smith said that in the nature of growing a school you know the students that are coming through you so you understand the challenges. Starting from preschool it would not be as if a student were just dropped in from third grade.

Mr. Scott Pearson wanted to know when the plan to expand to kindergarten would begin.

Ms. Olivia Smith said fall of 2012 with Board approval.

Mr. Scott Pearson wanted to know if after a certain timeframe it would become difficult for the school to start their kindergarten program.

Ms. Olivia Smith that if the Board could vote on this by next month's meeting it would be beneficial for them to acquire space and proper permitting.

Hearing no other questions, Mr. Brian Jones thanked the representatives from Bridges for coming.

Request for charter continuance, grade expansion and enrollment ceiling increase- Latin American Montessori Bilingual (LAMB) Public Charter School

Representatives: Cristana Encinas, Principal, Diane Cottman; Executive Director; Dick Ertzinger, Chief Financial Officer; Laure Fleming, Assistant Principal

Ms. Theresa Garcia from Staff introduced LAMB PCS's request for charter continuance, grade expansion, and enrollment ceiling increase before the Board.

Ms. Diane Cottman asked if there are any new questions that the Board might have for them since their appearance at the January 2012 Board meeting.

Mr. Brian Jones congratulated them for their Tier 1 designation under the Performance Management Framework (PMF) and asked them to speak about the proposed grade expansion and how that would affect their approach and culture.

Ms. Diane Cottman said that the school has always had a pyramid shape where it is larger in the primary grades and thins out as the children get older. For this school year they were faced with either freezing enrollment or opening a second campus; they chose the latter.

Their families have asked for quite some time for a middle school but they are not sure that they can do that. They plan on continuing their core program and continuing to study to see how they can make a middle school program possible.

She went on to say that they have also been working with other bilingual charter schools on the possibility of creating a language sensitive middle-high school program since they were accepted for space in the redevelopment of Walter Reed Army Medical Center.

Dr. Darren Woodruff asked when the plan is to start the sixth grade.

Diane Cottman said that at the earliest that would be is in two years.

Ms. Sara Mead asked about the gap between the projection and the outcome on their accountability plan for preschool.

Ms. Laure Flemming said that at the end of the preschool class that they would have mastered 3 letter sounds. About 50% of the students speak the target language of Spanish at home and the other 50% speak other languages, predominantly English. When the teachers tested their mastery of these vowel sounds they learned that the students had trouble with certain vowel sounds due to learning two languages concurrently.

Ms. Sara Mead wanted to see how LAMB PCS was adjusting to the Taylor Street campus. Ms. Cristina Encinas said that the students are doing well, the families are happy, and that they have not heard any complaints from the community. They met many of the families of students currently enrolled at the school at the charter school expo.

Dr. Darren Woodruff asked if there is an expansion into high school in the works.

Ms. Cristina Encinas said no, just middle school.

Dr. Darren Woodruff said would they still only take students who are 3-4 years old even when they are running the middle school?

Ms. Diane Cottman said no, that they would have to look at different enrollment models.

Mr. Don Soifer asked if there is any reason why this could not be voted on tonight.

Mr. Brian Jones said no, but that they would want to wait for public comment.

Mr. Brian Jones asked for public comment for the public hearing. Hearing none, he asked for a motion.

Mr. Don Soifer moved to approve LAMB PCS's request for charter continuance, grade expansion, and enrollment ceiling increase. Dr. Darren Woodruff seconded. The motion passed unanimously.

Public hearing adjourned at 8:31pm

Public Meeting

Mr. Brian Jones called the public meeting to order at 8:34pm.

Acknowledgement of Public Officials

No elected officials were present.

Approval of the January Minutes

Mr. Brian Jones asked for a motion to approve the January minutes. The motion was moved, seconded and passed unanimously.

Approval of the Agenda

Mr. Brian Jones asked for a motion to approve the agenda for the evening. The motion was moved, seconded and passed unanimously.

Administrative Committee

Mr. Brian Jones read the contracts for February 2012 for more than \$25,000 that were received by the PCSB and were read and accepted into the record.

School Oversight Committee- Candidate for Charter Revocation- Community Academy Public Charter School

Representatives- Kent Amos, Founder; Francis Smith, Board Member; Brenda Bethea, Director of Compliance and Monitoring; Lynn Cowan, Board Member

Kimberly Worthington from Staff introduced the matter of the possible revocation of Community Academy Public Charter School's charter before the Board. She detailed the history of the decision, and the desire of the PCSB to close Community Academy PCS's Rand campus, which, with its poor academic performance, was the reason for possible charter revocation for the LEA, and Community Academy PCS's decision to move forward with closing their Rand campus. She recommended that PCSB carefully review Community Academy PCS's closure plan for the Rand campus.

Mr. Brian Jones asked the school for comment.

Mr. Kent Amos said that they have complied with the school closure process and said that they would like to take any questions that the Board might have.

Mr. Brian Jones asked for questions. Hearing none he said that the Board is not voting on the proposal for closure this evening; instead they want to take some time to discuss the process for closure of the Rand campus.

Mr. Kent Amos said that they would like to work with the Board in that spirit.

Mr. Brian Jones said that he agrees and that he wants to make sure that both parties are clear on all of the details of the closure and that he looks forward to a give and take.

Mr. Brian Jones asked Mr. Scott Pearson if we need to vote on closing the Rand Campus. Mr. Scott Pearson said yes.

Dr. Darren Woodruff moved to accept the closure of the Rand campus. Mr. Skip McKoy seconded. The motion passed unanimously.

School Oversight Committee- Candidate for Charter Revocation- Integrated Design and Electronic Academy (IDEA) PCS

Representatives: David Owens, Board Member and Chair of the Restructuring Team; Stephen Marcus, Counsel; Josh Kern, Consultant; Col. William Dexter, Deputy Director of School.

Dr. Jackie Boddie from Staff introduced the matter of IDEA PCS's candidacy for charter revocation, and their proposal to turnaround their school's performance so as to remain open before the Board.

Mr. David Owens wanted to express his deep appreciation to the Board for considering their comprehensive restructuring plan. He understands that they have a high hurdle to overcome, but believes that they are up for the task.

Mr. Brian Jones thanked IDEA PCS for the work that they have put in on this turnaround.

Ms. Sara Mead wanted to clarify two things in terms of ongoing monitoring. She said that there is a plan for the next few months, but if the school fails to meet any of the items or targets on the timelines that would trigger closure, and that later tonight they would discuss changes to the PMF and that that would apply to the school as well if it goes through.

Dr. Darren Woodruff brought up that if IDEA PCS declines by 5 percentage points on the PMF, they will be in danger of closure and that, in fact, any Tier 3 schools would be in danger of closure.

Ms. Emily Bloomfield said that she's seen a lot of improvement and that there seems to be a more formal relationship between Thurgood Marshall Academy (TMA) Public Charter School and IDEA PCS in terms of commitment.

Mr. Josh Kern said that the relationship is not institutional.

Ms. Emily Bloomfield said that this timeline goes until July but does that mean that there is no relationship after then?

Mr. David Owens said that by then there will be new leadership and a new board and that he felt it would not be appropriate to discuss plans that far in advance.

Ms. Emily Bloomfield asked if there will be continued technical support.

Mr. David Owens said yes.

Mr. Don Soifer thanked them for their work on the plan. He said that he had questions of capacity and asked if they could speak to their confidence of the cost of the plan and their ability to meet that.

Mr. David Owens said that he recognizes that they have to spend several hundred thousands of dollars, but that will be augmented with internal staff that can work with consultants.

Everything is on the table and if they have to make adjustments to staff they will do that. There might have to be some staff cuts.

Mr. Don Soifer said that there are currently two or three individuals responsible for part of the turnaround working on the staff of other schools full time. Can anyone speak to that?

Mr. Josh Kern said that this is similar to when TMA trained staff at other schools on grant processes. He went on to say that the sharing of best practices is what the charter movement was founded on and that this process has been approved by TMA PCS's Board.

Mr. Skip McKoy moved the motion to forego closure and accept the turnaround plan and Mr. Don Soifer seconded. The motion passed unanimously.

School Oversight Committee- Request to Increase Enrollment Ceiling- Eagle Academy Public Charter School

Representatives: Cassandra Pinkney, Founder and Executive Director; Jeff Smith, CFO/COO

Ms. Carolyn Trice from Staff introduced the matter of the school's request to increase their enrollment ceiling before the Board.

Mr. Brian Jones asked if there were questions.

Ms. Sara Mead asked about their accountability plan targets and the updated data that the school submitted to the Board earlier that day. One, when the PMF was published early this year schools were provided an opportunity to correct data, why didn't you do it then? Second, even with the data, they are still missed two targets.

Ms. Cassandra Pinkney said that they did submit the corrected data, but that it was past the appropriate deadline.

Mr. Jeff Smith said that they knew that they would not make their targets and so they decided not to beat themselves up about that, knowing that their results would be better the next year.

Ms. Sara Mead said that this is the first year that they will have third graders to take the DC CAS, and if they can speak to what will be done to make sure that they are prepared.

Ms. Cassandra Pinkney said that they have hired a consultant, are working on the curriculum, and are working with the parents.

Mr. Jeff Smith made mention about the school having 17 SPED students enrolled.

Dr. Darren Woodruff said that it is encouraging to hear that the school has so many students with special needs that are being served. He asked if they could elaborate on what is attracting parents to the point that you are oversubscribed?

Ms. Cassandra Pinkney spoke about the parent center, nutrition suggestions to parents, and healthy food and snacks served to students at the school.

Dr. Darren Woodruff asked where they draw from their students from.

Ms. Cassandra Pinkney said that 70% come from Ward 8.

Mr. Jeff Smith said that they have many kids exit from SPED status while attending their school, and that they consciously work to be a community school and have their school open to the community.

Ms. Emily Bloomfield moved to approve the enrollment ceiling increase and Mr. Skip McKoy seconded. The motion passed unanimously.

School Oversight Committee- Request to Relocate or Operate in a New Location- Meridian Public Charter School, Mundo Verde Public Charter School, The Next Step Public Charter School
Mr. Brian Jones asked the Board to consider the schools asking to relocate as a block absent an objection.

Dr. Darren Woodruff moved to grant the request to operate in a new location and Ms. Emily Bloomfield seconded. The motion passed unanimously.

School Oversight Committee- Proposed Notice of Concern- Maya Angelou PCS

Representatives: Milton Shinberg, Architect; Lucretia Murphy, Executive Director; Maggie Kennedy, See Forever Foundation

Ms. Monique Miller from Staff introduced the matter of the school not having a proper Certificate of Occupancy before the Board.

Ms. Lucretia Murphy stated that they are currently sharing a building with a DCPS school and have been working with the city government on a long term lease for their Evans building.

They have occupancy but not site control. They hope to have site control by March 6. She discussed the plans that the school hopes to execute with the architect and zoning administrator that would make them completely up to code. She explained that the only reason the school has been prohibited from obtaining a valid Certificate of Occupancy is because they do not have the requisite amount of student parking spots.

Ms. Sara Mead wanted to clarify that the only reason that the school could not obtain a valid Certificate of Occupancy was over student parking.

Ms. Lucretia Murphy said yes.

Ms. Sara Mead asked if there is space for staff parking.

Ms. Lucretia Murphy said no, but they have plenty of street parking and added that they have never had a student drive to school.

Dr. Darren Woodruff said that it seems like this issuance of a notice of concern stems mostly from a government regulatory issue and not something that the PCSB should ding them for. Ms. Lucretia Murphy said that often times it is easier to buy a private building rather than working with the government on one of their buildings.

Mr. Milton Shinberg said that this is not a PCSB issue but a Department of Consumer and Regulatory Affairs issue.

Mr. Skip McKoy asked if they are satisfied that the number of spaces that they are in the process of acquiring would suffice for a Certificate of Occupancy.
Ms. Lucretia Murphy said yes.

Mr. Scott Pearson asked if there was any process in which the fire marshal deemed this building as safe?

Ms. Lucretia Murphy said yes. They are actually beneath the capacity for what the building can hold. After the earthquake they were ranked as sound.

Mr. Scott Pearson said that if there are situations where we can be an advocate for you to other DC agencies that you should let us know.

Ms. Emily Bloomfield asked if it is not possible for PCSB staff to work to improve this or work as an advocate for schools.

Ms. Sara Mead said that she finds it ridiculous that DC high schools need to have parking spaces for high school teenagers.

School Oversight Committee- Proposed Notice of Concern- Washington Math Science and Technology Public Charter School

Representatives: Enrique Watson, Director of Student Services and Facility Oversight; Jeneen Ramos, Board Chair

Ms. Monique Miller from staff introduced the matter of the school not having a proper Certificate of Occupancy before the Board.

Mr. Enrique Watson did not want to be redundant and repeat what Maya Angelou PCS said, but added that they are looking for an affordable architect.

Ms. Jeneen Ramos said that their current estimate from their architect is \$26,000 and that they are looking to lower that cost or get another estimate because that is a significant financial

strain on them and asked that PCSB be patient with them.

Mr. Skip McKoy asked if this is something an architectural student could do?
Mr. Enrique Watson said that they may need a licensed architect.

Dr. Darren Woodruff said that if this is a problem many of our schools have, can PCSB provide it as a service to them?

Mr. Scott Pearson asked their total enrollment.

Mr. Enrique Watson said it is 351 students and 60 staff.

Mr. Brian Jones asked to consider both WMST and Maya Angelou as a bloc.

Ms. Sara Mead said that it is bad for the schools not to have Certificates of Occupancy but that she does not want to ding the schools based on what information was brought to light this evening.

Mr. Scott Pearson said his concern is that a fire happens at a school and that there is a death and the school doesn't have a Certificate of Occupancy and wondered would it be possible to vote on this a later time?

Mr. Brian Jones agreed and said he would support a motion but that we should work to change this.

Mr. Scott Pearson said that it is a further sense of concern that their enterprise does not have enough cash reserves to pay the architect, especially at an operation of their size.

Ms. Jeneen Ramos said that their school is not yet at where they need to be in terms of operating.

Mr. Don Soifer moved the motion to issue a notice of concern and Ms. Emily Bloomfield seconded. Dr. Darren Woodruff said that just for the record, that the Board is interested in working with you to help you. The motion passed unanimously.

Discussion of Proposed Board Policies- Data Policy

Ms. Naomi DeVeaux from Staff introduced the matter of creating a new data policy before the Board. This policy would be available for public comment and proposes to have schools submit into ProActive attendance and disciplinary data on a regimented basis.

Ms. Emily Bloomfield asked if schools would know about this?

Mr. Brian Jones said yes. If we agree to move on this there would be a month of public comment before final approval at the next board meeting.

Mr. Brian Jones asked if the data would be made public?

Ms. Naomi DeVeaux said it would be made public to the schools.

Dr. Darren Woodruff said that once we are collecting this data, is there something that we are going to do with it?

Ms. Naomi DeVeaux said that we are planning to use data to drive our decisions here and want to build off the data a system of alerts to make performance officers aware of issues at a school.

Mr. Brian Jones asked what would happen if there are disputes about the data?

Ms. Naomi DeVeaux said that by having clear deadlines and a shared window that Staff and Schools can resolve issues in a timely fashion rather than after the fact.

Ms. Emily Bloomfield asked if we will incorporate this data into the PMF and into issues with discipline that we know are there.

Dr. Darren Woodruff agreed saying that it speaks to the school climate piece. The PMF does a good job of showing the academic piece, but discipline data would be good for showcasing school climate. As we gather this data we should look into the data on alternatives to suspensions.

Ms. Naomi DeVeaux agreed.

Ms. Sara Mead said that in addition to how attendance is reported on the PMF we already provide notices to schools.

Mr. Scott Pearson said that in response to Dr. Darren Woodruff that he is absolutely right about alternatives to suspension and that many of our schools use them and that we should have a sharing session to share those practices.

Ms. Naomi DeVeaux said that we should look at what is a suspension since schools classify it differently.

Mr. Brian Jones asked for a motion to enter this policy for public comment.

Ms. Emily Bloomfield moved to approve and Mr. Don Soifer seconded. The motion passed unanimously.

Discussion of Proposed Board Policies- Revision to PMF Guidelines

Ms. Naomi DeVeaux from Staff introduced a proposal before the Board that would revise the PMF so that it would make any school that is in Tier 3 for three out of five years rather than three

consecutive years as a candidate for charter revocation.

Mr. Brian Jones asked for the rationale for such a change.

Ms. Naomi DeVeaux said that this would be a better way to hold struggling schools accountable rather than having a poor school being saved from closure due to a modest improvement in test scores.

Dr. Darren Woodruff said that we would benefit from feedback of hearing about this from schools.

Mr. Brian Jones asked if she could talk about what the public notice period would look like.

Mr. Scott Pearson said that he intends to email these policies to the board leaders for comment. These policies are being tweeted as we speak.

Ms. Sara Mead moved to approve the motion to enter this policy for public comment, and Dr. Darren Woodruff seconded.

Mr. Skip McKoy asked if there was anything that was the basis for this change.

Ms. Sara Mead said that it also goes towards pushing back against cheating.

The motion passed unanimously.

Public Comment

A gentleman was unclear on the next steps on the policies moving forward. Will there be another discussion forum to get this news out?

Mr. Scott Pearson said that we would communicate it with whatever medium anyone wanted to communicate with us but we were not planning on having community events around it.

Ms. Emily Bloomfield said that people can register their thoughts during the public comment at the next meeting.

The same gentleman asked about governance workshops for Boards and if they will be continued.

Mr. Scott Pearson said that they were canceled because other groups offered governance training that were more effective, especially considering the costs that we incurred from them.

Meeting adjourned at 10:08pm



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Appendix F



April 2, 2014

Barrie Lynn Tapia, Board Chair
Latin American Montessori Bilingual Public Charter School
1375 Missouri Avenue, NW
Washington DC 20011

Dear Ms. Tapia:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QS) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

- School is eligible for 10-year Charter Review during 2014-2015 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of Latin American Montessori Bilingual Public Charter School (LAMB PCS) between February 3 and February 14, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. A member of the QSR team also attended a Peace Ceremony and read the last two sets of board meeting minutes in order to observe the school's governance as it relates to fulfilling its mission and charter goals.

The QSR report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environment, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at LAMB PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that LAMB PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Latin American Montessori Bilingual Public Charter School (LAMB PCS) serves students in pre-kindergarten - 3 (PK3) through fifth grade at the facility located on Perry Street, NE (referred to as the “South Dakota facility” by the school and for the purposes of this report) and students in PK-3 through third grade at the facility located on Missouri Avenue, NE. The school serves 318 students in total. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at both the South Dakota facility and the Missouri Avenue facility in February 2014 because LAMB PCS is eligible for 10-year Charter Review during 2014-15.

The QSR team conducted observations over a two-week window, from February 3 through February 14, 2014. A team of three PCSB staff members, including two special education specialists, and one consultant conducted observations of 16 classrooms. More than two teachers were present in all classrooms. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments, including four of the school’s five special education teachers observed in push-in and pull-out settings. Members of the QSR team visited the school on multiple days throughout this two-week window and saw classes in the morning and in the afternoon, with two team members spending whole days at the school. In some instances, the QSR team may have observed one teacher twice. In addition to this two-week window, a member of the QSR team attended the school’s Peace Ceremony and also reviewed the past two sets of board meeting minutes to observe the school’s governance as it relates to fulfilling its mission and charter goals. During the Peace Ceremony, students from the school community came together to showcase their work through dances, songs in Spanish, and plays. Parents and families of current students and prospective students packed the room where the Peace Ceremony took place. They clapped along enthusiastically as students performed.

LAMB PCS's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning with the goal of bi-literacy in English and Spanish. The QSR team saw that the school is fulfilling its mission and meeting goals on a widespread basis throughout classrooms. Students developed bi-literacy skills by spending part of the day learning in Spanish and part of the day learning in English. Teachers emphasized the need to speak the appropriate language during particular blocks. Teachers provided extensive choice in classrooms. Early childhood teachers focused on fine motor skills by modeling activities for students and then guiding them to complete the activities on their own. Teachers differentiated activities and learning tasks. Teachers also suggested modifications in real time as students encountered tasks that were either too easy or too difficult.

The QSR team scored 93% of the observations as proficient or above in the domain of Classroom Environment. Students and teachers demonstrated mutual respect and students were highly respectful and kind to each other as they transitioned in the classroom. The QSR team observed well-established routines; students knew exactly what to do when they arrived in classrooms with minimal intervention by the teacher. There were no instances of student misbehavior in most classrooms.

The QSR team scored 86% of the observations as proficient or above in the domain of Instructional Delivery. The highest rated component within the Instructional Delivery domain was Engaging Students in Learning with 100% of the observations scoring proficient and more than

half of those scoring exemplary. In all classrooms students were highly engaged in learning tasks and teachers provided numerous options for learning for the students. Classrooms were well stocked with materials conducive to learning goals. Teachers presented content clearly to small groups of students and modeled how to complete learning tasks.

Prior to the two-week window, LAMB PCS provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities. The QSR team members who conducted special education-specific observations noted the following based on the answers provided by the school. First, it was readily apparent throughout the classrooms that lessons included verbal, visual, and kinesthetic components. Multiple staff members, including a special education teacher, supported the lead teacher in the observed general education classrooms. Teachers worked with their students in a variety of flexible groupings including small group, whole group, one-on-one, and pairs. The variety of settings in which students completed their tasks, combined with individualized lesson agendas for each student (seen on student clipboards), were all conducive strategies to differentiating the lessons.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes LAMB PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
<p>Mission: LAMB PCS's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning with the goal of bi-literacy in English and Spanish.</p>	<p>The team concludes that LAMB PCS is substantially meeting its mission.</p> <p><i>Self-directed learning as a foundation for a lifetime of learning</i> There was extensive evidence of the school fostering self-directed learning, providing a foundation for a lifetime of learning. Students worked on the same learning task as a whole class, but with choice in how they wanted to complete it. Students built upon their work ethic, persistence and concentration as they completed tasks independently, in small groups, or working with the teacher. Students took responsibility for their own work, explaining their work plans, which included lists of weekly activities (in the form of pictures for younger students). Multiple teachers observed students, modeled how to use different learning stations, and guided students through each station, thus empowering students to complete tasks on their own. Though instructors permitted students to explore and self-direct their learning, they closely monitored the learning with charts, outlines, checklists, resource binders, and data sheets.</p> <p><i>Bi-literacy</i> Students develop bi-literacy by learning in Spanish for half of the day</p>

Mission and Goals	Evidence
	<p>and English for the other half of the day. During Spanish instruction teachers corrected students' grammar in Spanish, gently reminded students to use Spanish, and observed students reminding each other to do the same. Students carried clipboards around classrooms with a list of subjects like math and science in both Spanish and English to organize their work plans. The school's focus on bi-literacy is also evident in the available materials for parents, such as sign-in sheets and PCSB's Parent Guide available in Spanish and English. Instructors taught students what sounds various Spanish letters made, and asked students to write words using those letters in different activities.</p> <p>Teachers promoted English literacy by asking students to read to them, by encouraging students to try more difficult books, and by modeling how to read with fluency. In English instruction students read books at their levels independently, and in some cases teachers sat next to them and asked them to read aloud. Instruction and learning tasks centered on the use of concrete materials at different learning stations that students could use to explore content.</p>
<p>Teach curriculum based in Montessori philosophy of education in English and Spanish language.</p> <p>In PK-5, teach independence and self-direction in an atmosphere of free-choices.</p> <p>First through third grade students will demonstrate increase in their ability to read in English and Spanish.</p> <p>Fourth through sixth grade students will demonstrate increase in reading comprehension in Spanish.</p>	<p>The Montessori philosophy of instruction, including an emphasis on independence and self-direction, was evident throughout all of the observations. Students directed their own learning with work plans and used concrete materials in learning centers. Examples of learning centers included (1) a mat laid out with counting strings of beads in various combinations of numbers (stored in Montessori bead cabinets), (2) geometric solids with geometric stamps, (3) visual cards, (4) three-dimensional shapes with matching cards, and (5) snack stations where students worked on motor skills by practicing putting hummus on crackers. Students also exercised choice in the learning tasks they completed, and completed tasks at their own pace.</p> <p>Teachers presented content to students in small groups. One teacher</p>

Mission and Goals	Evidence
	<p>described the life cycle of a plant, showed students pictures of various stages in the life of a plant, and then asked students to match descriptions of the stages with the pictures. Teachers re-enforced an expectation of independence by guiding students to complete their learning tasks without interfering with other students. Free choice was evident throughout all of the classrooms. In one early childhood classroom, the teacher had headphones available for students who needed them to focus. The teacher explained to the QSR team that while these are usually available for special education students, all students may access this support whenever they choose.</p> <p>As described above in the section on the school mission, students in all grade levels worked in both English and Spanish environments throughout the day to improve their ability to read in Spanish and English. Student work plans were in both languages, reflecting the school's focus on dual language as well as their Montessori model whereby students chose which activities to complete throughout the day.</p> <p>Students in first through third grade received instruction and worked on reading in Spanish and English language every day. Teachers spoke Spanish when communicating with students during the students' Spanish work block and encouraged students to do the same. During a pull-out class, a teacher used flashcards with simple pictures on them (e.g., peanut) and asked the students to identify the pictures in Spanish. The teacher also used a tactile activity with shaving cream to help students understand the meaning of a "mess" in Spanish. Students in third grade in one classroom read short stories out loud while the teacher tracked the words. Another teacher modeled how to trace a letter for a student, asked the student to do so independently, and then guided the student's hand to properly trace the letter. While doing so, the teacher emphasized the sound that the letter made in Spanish. One teacher gave a special education student vocabulary cards in Spanish</p>

Mission and Goals	Evidence
	<p>that the student had to place in alphabetical order. After finishing this part of the task, the student then had to draw a picture of the word on the back of the card. A group of students read storybooks in Spanish and recorded important notes from the story onto a graphic organizer that was all in Spanish.</p> <p>Students in fourth and fifth grades received instruction and worked on their reading skills in both Spanish and English. During the Spanish work block, teachers spoke only Spanish to students and encouraged students to do the same. Teachers worked on reading development through small-group work. Teachers gave students Spanish vocabulary on small index cards or on the Smart Board. Teachers presented words with picture supports and students practiced the sound and word before seeing the words in a story. The teacher used objects or pictures to ask questions.</p> <p>Further evidence related to the school's instruction of English language may be found in the following section.</p>
<p>LEP/NEP students will gain English language proficiency.</p> <p>Students will demonstrate increase in reading in English.</p> <p>Fourth through sixth grade students will demonstrate increase in reading in English.</p>	<p>The QSR team saw various examples of the school's English instruction throughout the visit. Though observers did not have knowledge of students' status as Limited English Proficient (LEP) or Non-English Proficient (NEP) students, the team observed students working on English language proficiency. As described in the previous section on the school mission, observers saw instruction focused on literacy in both English and Spanish. One teacher gave a student English vocabulary cards to practice and modeled how to pronounce words, breaking them into separate syllables. The teacher and student then moved to a center where the teacher listened to the student read a story that included some of the vocabulary they had just practiced together. The mission section above also described the use of concrete materials to explore content and the heavy use of visuals, all of which</p>

Mission and Goals	Evidence
	<p>are conducive to second-language learners in developing proficiency in English. Teachers focused on sounds that English letters made and then asked students to practice letter sounds on their own by looking at pictures and matching a letter to the picture to represent the beginning sound of a word.</p> <p>In English classes in upper grades, students independently chose the books they wanted to read and spent class time reading quietly. Students worked on the “100 Book Challenge.” Students can obtain prizes for reading up to 100 books during the year. Teachers gave whole-group lessons focused on sequencing, decoding different parts of a story, and discussing the story’s themes. Teachers also promoted English literacy by asking students to read to them, challenging students to try more difficult books, and modeling reading with fluency.</p>
<p>Kindergarten through sixth grade students will demonstrate grade level proficiency or higher in math.</p>	<p>The QSR team observed many learning stations focused on the learning of math concepts.</p> <p>To build conceptual understanding of place value, students in a few classrooms first had to match a number on a number line with a card and then use beads of different colors (representing tens and ones) to display the number on the card. Early childhood students represented single-digit numbers on cards by putting beads on pipe cleaners. Early childhood students also put sticks in order of size on a mat. One teacher worked with a small group of third graders on place value up to 1,000,000, emphasizing the need for them to master the skill before fourth grade. In a lower elementary classroom students recorded the names of geometric shapes by taking geometric solids on stands and finding the matching geometric shape stamp. Students stamped that shape into their composition notebooks and recorded the name of the shape below the stamp.</p>

Mission and Goals	Evidence
<p>LAMB Kindergarten students will be emerging or established readers in their dominant language by the end of Kindergarten.</p>	<p>Early childhood students independently read books of their own choice in various classrooms, in both English and Spanish. During a pull-out session, the teacher gave two students flash cards with pictures and words and asked them to identify the word in Spanish. The teacher also worked individually with one of the students to properly identify the letters of the alphabet in English.</p> <p>Students throughout early childhood classrooms practiced letters and sounds in English and Spanish. Teachers pulled small groups to focus on English instruction and (separately) to focus on Spanish reading development.</p>
<p>Teach developmentally appropriate science concepts in PK3-5th grade.</p>	<p>The teaching of science concepts was evident across a few classrooms. One teacher presented a lesson to a small group of students about the life cycle of a plant. Another teacher worked with a small group of students on a set of pictures, including a picture of a fish, single-cell organism, bird, plant, and mammal. Students were asked to identify the organisms that were most alike. There were science experiments with plants placed around the room in a few classrooms, though the review team did not see the students actually conducting any experiments.</p>
<p>Teach the use of Montessori sensorial materials, which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.</p> <p>In PK through K classes, teach concentration, independence and small motor skills as well as specific task mastery.</p>	<p>The QSR team observed the widespread use of sensory materials across classrooms and noticed how they were used to teach concentration and fine motor skills. Students used boards with raised letters to trace and practice how to form letters as teachers emphasized the letter sounds. Students in early childhood classrooms practiced fine motor skills as they worked on putting hummus on crackers with utensils. Students also colored, drew pictures, and made artwork out of beads.</p>

Mission and Goals	Evidence
	<p>During a lesson about the life cycle of a plant, the teacher had students touch, see, and smell an actual plant. Students worked on fine motor skills as they cut out objects from paper. In an early childhood classroom, the teacher worked with a student to learn to tie a knot independently. Another teacher showed an early childhood student how to pour water using a small pitcher and cups and asked the student to practice on their own.</p>
<p>Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.</p>	<p>Students chose their learning tasks as teachers closely monitored progress. Through the use of work plans, students planned their weekly and daily learning tasks. Teachers empowered students to accomplish learning tasks by modeling, followed by guided practice. Students had access to sensory materials that allowed them to learn through multiple modalities. Students demonstrated their appreciation for learning throughout classrooms as they stayed on-task, asked content-related questions, and moved efficiently from one learning task to the next.</p> <p>One member of the QSR team observed a Second Step class (the school's class focused on social emotional competency) which focused on the four skills for learning: (1) quiet voice, (2) body still, (3) listening, and (4) self-talk. The students listened to a song about the skills and then recited them.</p>
<p>In PK3 through 5th grade, integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.</p>	<p>While the QSR team saw computers in some classrooms and the use of some SMART Boards to display questions or content, team members did not see students using technology themselves.</p>
<p>Present materials in areas of social studies, history of the universe, and geography.</p>	<p>There were limited presentations of social studies, history of the universe, and geography. Two team members saw students coloring maps in different classrooms.</p>

Mission and Goals	Evidence
<p>In PK3 through 5th grade, integrated within each classroom, teachers present a variety of activities in arts and crafts.</p>	<p>The school's schedule confirmed specific time designated for art class in each classroom. Colored pictures and drawings hung on walls throughout classrooms and hallways. Students worked on art projects during their work blocks (not necessarily during designated "art" time) such as using colored beads to create pictures.</p> <p>One member of the QSR team observed a lower elementary art class where students worked on a craft project for Valentine's Day. The teacher had told students to bring objects and materials from their homes to make a visual display board. The teacher then gave students colorful paper, glue guns, and blank canvases.</p>
<p>Students, kindergarten through sixth grade, will maintain high levels of attendance.</p>	<p>The QSR team does not ask for class rosters or daily attendance sheets during its Qualitative Site Review. Most of the classrooms seemed full, with many seemingly at capacity. Multiple classrooms had over 20 students present.</p>
<p>Parents will show satisfaction with LAMB.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Students will show satisfaction with LAMB.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Students will demonstrate social emotional competency through Second Step instruction.</p>	<p>Two of the four members of the QSR team observed Second Step classes (the school's class focused on social emotional competency), though team members who did not see the class noted that students were generally well behaved and polite to each other. During one</p>

Mission and Goals	Evidence
	<p>Second Step class, students sat on the carpet and discussed the following topics: the four skills for learning, self-confidence, and coping mechanisms for stress. The teacher led the discussion on self-confidence using a poster from the Second Step curriculum with a picture of a girl that looked distressed and one who looked confident. She then led a class discussion about identifying the emotions from the poster. Students demonstrated their emotional competency through their participation. A number of students voluntarily raised their hands and were able to articulate their emotions surrounding how people know they have self-confidence and when they don't feel confident. Students applied these emotions with examples from their own life, as demonstrated through the discussion.</p> <p>In the other Second Step class, the teacher guided students through breathing exercises to help them focus. The teacher held up posters with different sentences and students chose which one they agreed with; sentence pairs included, "Listening with attention helps me learn. Listening with attention helps me play," and students had to choose the answer based on what they had reviewed during the class. The discussion then moved to respect, and how students can show respect for their peers and for their teacher. Students actively participated in the discussion and offered ways to show respect, such as looking someone in the eye, listening attentively, and facing the speaker.</p>
Board Governance	<p>A QSR team member planned to attend the LAMB PCS Board of Trustees meeting scheduled for the week of February 10, 2014. When the team member checked in with the school, she was told that the meeting had been rescheduled for the week prior (week of February 3, 2014). As such, the QSR team reviewed the board meeting minutes from November 12, 2013 and December 17, 2013. At the November meeting, members of the COMPASS Project team discussed the project plan (please note that the minutes did not include a description</p>

Mission and Goals	Evidence
	<p>of the COMPASS Project). The meeting also included a Financial Report and concluded that everything “looked good.” The Executive Director also gave a report on what interns from FOCUS would be working on, including compiling the school’s extensive data in one place. The group briefly discussed the DC International middle and high school. At the December meeting, the board approved the minutes from the meeting prior and then discussed the upcoming charter review and the Qualitative Site Review along with the Winter Festival. The Board discussed expansion related to the partnership with DCI, PMF results, the Equity Report, and progress towards Annual Measureable Achievement Objectives.</p>

CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 93% of the observations as proficient or exemplary for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 94% of observations as proficient or exemplary in Creating an Environment of Respect and Rapport. Talk and actions among students were universally respectful. This was especially notable when students transitioned between learning tasks as some classrooms were small and/or passing space was narrow. Students and teachers said "please" and "thank you" to each other.	Exemplary	6%
	When presenting material teachers made connections with students by getting down to their eye level or sitting on the carpet with students. Students politely placed a hand on the teachers' shoulders to indicate they had a question. Teachers used warm tones and words when talking to students, such as "sweetheart" and "honey." Teachers also joked around with students as they worked together in small groups, contributing to the relaxed and warm atmosphere in classrooms.	Proficient	88%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
		Limited	0%

¹ Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team scored 94% of observations as proficient or exemplary in Establishing a Culture for Learning. Teachers consistently communicated the importance of learning and hard work. One teacher told a small group how important place value mastery was in math as they prepare to advance to fourth grade, and emphasized a desire for all students to be successful. Teachers consistently guided students to complete their learning tasks.</p> <p>Teachers uniformly required participation in learning activities of all students. Teachers also moved around classrooms to refocus students on their learning tasks, and suggest additional tasks or more challenging modifications. One teacher challenged a student to read more difficult books and told the student that they would do so together later that afternoon. Teachers recognized student effort, saying things like “Great job!” “I’m really proud of your work!” and “I love how you are challenging yourselves!” Students took initiative in their learning tasks as they carried around clipboards and filled in their own “work plans” for that day and week.</p>	Exemplary	13%
		Proficient	81%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
		Limited	0%
Managing Classroom Procedures	The QSR team scored 94% of observations as proficient or exemplary in Managing Classroom Procedures. Routines throughout classrooms functioned smoothly. Students in many classrooms had pre-assigned jobs, including getting materials for their tables and distributing snack. Teachers used signals,	Exemplary	25%

Classroom Environment	Evidence Observed	School Wide Rating	
	bells, and timers to get the students' attention and transition them from one activity to the next. Students entered classrooms in an orderly way and independently got their materials off of shelves. They began working independently, with little need for direction or guidance from teachers. Students moved around classrooms with ease as they completed learning tasks, returned materials, and got out additional resources to help them complete the next task.	Proficient	69%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
		Limited	0%
Managing Student Behavior	The QSR team scored 88% of the observations as proficient or exemplary in Managing Student Behavior. There was virtually no student misbehavior in these classrooms. Teachers moved about monitoring behavior, pre-empting negative behaviors through proximity and gently guiding students to their learning tasks. Teachers handled rare cases of misbehavior effectively through gestures, body language, and soft voices to remind students of expected behaviors.	Exemplary	38%
	Teachers consistently recognized good behavior and narrated students' specific positive behaviors, such as tracking the teacher and immediately stopping when the teacher rang the bell or clapped. Students respectfully intervened with classmates to ensure compliance with expectations, as in one Spanish immersion class where a student reminded another student to only speak Spanish.	Proficient	50%
	The QSR team scored 12% of the observations as below proficient in this element, with no observations rated as limited. In a couple of classrooms,	Satisfactory	12%

Classroom Environment	Evidence Observed	School Wide Rating	
	student misbehavior appeared to go unaddressed. Some teachers lost instructional time as students played in the hallway (after using the bathroom) rather than getting back on task.	Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 86% of the observations as proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	<p>The QSR team scored 88% of the observations as proficient or exemplary in Communicating with Students. Teachers brought content to life through hands-on activities. One teacher described the life cycle of a plant using an actual plant. Another teacher showed students pictures of different types of organisms (single-cell, plant, mammal, fish, bird) and asked students to categorize a stack of cards that had pictures of various organisms.</p> <p>Teachers modeled activities. One teacher helped a student with concentration and fine motor skills by showing the student how to pour water from a small pitcher into little cups. Another teacher showed a student how to put blocks in decreasing order of size and asked the students to replicate.</p>	Exemplary	0%
		Proficient	88%
	<p>The QSR team scored 12% of the observations as below proficient, with no classrooms rated as limited. The instructional purpose of one teacher's presentation to a small group of students was unclear in a few classrooms. Another teacher pulled out a bunch of flashcards and immediately started practicing with students without reminding them about the purpose of the flashcards.</p>	Satisfactory	12%
		Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	<p>The QSR team scored 75% of the observations as proficient or exemplary in Using Questioning and Discussion Techniques A teacher read the story <i>A Child of the Civil Rights Movement</i> and asked students thought-provoking questions about the author’s purpose. Teachers in small groups ensured that all students had opportunities to respond, calling on each student to answer a particular question about content presentations and making effective use of wait time as students grappled with their responses. The Montessori classroom model allowed students to discuss learning tasks freely with each other. For example two students worked together on beginning word sounds, choosing objects out of a box that started with a given letter.</p>	Exemplary	6%
		Proficient	69%
	<p>The QSR team scored 25% of the observations as below proficient in this element. In a couple of classrooms, the teachers’ questions directed at a small group of students consisted mainly of those requiring pre-determined, one-word answers. In these classrooms, teachers asked students simply about next steps in procedures without probing deeper student thinking.</p>	Satisfactory	13%
		Limited	12%
Engaging Students in Learning	<p>The QSR team scored 100% of the observations as proficient or exemplary in Engaging Students in Learning, with the majority of classrooms rated as exemplary. Engagement in learning tasks was universally high throughout classrooms. Students had choice in the tasks they completed and demonstrated enthusiasm for learning tasks as they efficiently entered classrooms, went to learning stations, or got out materials for particular learning tasks. The range of activities students were able to choose in classrooms was extensive. In one early childhood classroom, students read books of their own choosing, worked on fine motor skills as they poured water from a small pitcher into cups, represented numbers with beads</p>	Exemplary	56%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>signifying different place values, colored maps, or traced raised letters as they practiced sounds with a teacher.</p> <p>During small group presentations of content, students paid close attention to the teachers and asked academically focused questions. There was a mix of different groupings, with some students working independently, some students working in a small group with teachers, and other students working one-on-one with a teacher. Students consistently had access to materials and resources to support learning goals as described at length in the goals section of this report.</p>	Proficient	44%
	The QSR team did not score any of the observations as below proficient.	Satisfactory	0%
		Limited	0%
Using Assessment in Instruction	<p>The QSR team scored 81% of the observations as proficient in Using Assessment in Instruction. These teachers constantly walked around classrooms, checking to ensure that students were both on task and were completing learning tasks successfully. Teachers made adjustments to tasks by modeling as needed. Teachers worked with individual students to assess understanding. One teacher showed a student how to trace a letter and make the letter's sound and then asked the student to do the same. Feedback to this student was specific and timely.</p> <p>Teachers gathered evidence about individual student understanding and recorded it in charts. One teacher worked with a student on a place-value learning task. The teacher put out different colored beads to represent ones and tens, and then asked the student to calculate the numbers, recording the student's responses.</p>	Exemplary	0%
		Proficient	81%

Instructional Delivery	Evidence Observed	School Wide Rating	
	The QSR team scored 19% of the observations as below proficient. Teachers' monitoring of student learning was limited as teachers remained in one part of a classroom without checking in on all students. In one classroom, the QSR team noted universal checks for understanding of students in the whole group setting, but these checks were not consistent and frequent enough to gauge the understanding of all students with disabilities within the classroom.	Satisfactory	13%
		Limited	6%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix G



April 2, 2014

Barrie Lynn Tapia, Board Chair
Latin American Montessori Bilingual Public Charter School
1375 Missouri Avenue, NW
Washington DC 20011

Dear Ms. Tapia:

The DC Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QS) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

- School is eligible for 10-year Charter Review during 2014-2015 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of Latin American Montessori Bilingual Public Charter School (LAMB PCS) between February 3 and February 14, 2014. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. A member of the QSR team also attended a Peace Ceremony and read the last two sets of board meeting minutes in order to observe the school's governance as it relates to fulfilling its mission and charter goals.

The QSR report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environment, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at LAMB PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that LAMB PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

Latin American Montessori Bilingual Public Charter School (LAMB PCS) serves students in pre-kindergarten - 3 (PK3) through fifth grade at the facility located on Perry Street, NE (referred to as the “South Dakota facility” by the school and for the purposes of this report) and students in PK-3 through third grade at the facility located on Missouri Avenue, NE. The school serves 318 students in total. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) at both the South Dakota facility and the Missouri Avenue facility in February 2014 because LAMB PCS is eligible for 10-year Charter Review during 2014-15.

The QSR team conducted observations over a two-week window, from February 3 through February 14, 2014. A team of three PCSB staff members, including two special education specialists, and one consultant conducted observations of 16 classrooms. More than two teachers were present in all classrooms. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments, including four of the school’s five special education teachers observed in push-in and pull-out settings. Members of the QSR team visited the school on multiple days throughout this two-week window and saw classes in the morning and in the afternoon, with two team members spending whole days at the school. In some instances, the QSR team may have observed one teacher twice. In addition to this two-week window, a member of the QSR team attended the school’s Peace Ceremony and also reviewed the past two sets of board meeting minutes to observe the school’s governance as it relates to fulfilling its mission and charter goals. During the Peace Ceremony, students from the school community came together to showcase their work through dances, songs in Spanish, and plays. Parents and families of current students and prospective students packed the room where the Peace Ceremony took place. They clapped along enthusiastically as students performed.

LAMB PCS's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning with the goal of bi-literacy in English and Spanish. The QSR team saw that the school is fulfilling its mission and meeting goals on a widespread basis throughout classrooms. Students developed bi-literacy skills by spending part of the day learning in Spanish and part of the day learning in English. Teachers emphasized the need to speak the appropriate language during particular blocks. Teachers provided extensive choice in classrooms. Early childhood teachers focused on fine motor skills by modeling activities for students and then guiding them to complete the activities on their own. Teachers differentiated activities and learning tasks. Teachers also suggested modifications in real time as students encountered tasks that were either too easy or too difficult.

The QSR team scored 93% of the observations as proficient or above in the domain of Classroom Environment. Students and teachers demonstrated mutual respect and students were highly respectful and kind to each other as they transitioned in the classroom. The QSR team observed well-established routines; students knew exactly what to do when they arrived in classrooms with minimal intervention by the teacher. There were no instances of student misbehavior in most classrooms.

The QSR team scored 86% of the observations as proficient or above in the domain of Instructional Delivery. The highest rated component within the Instructional Delivery domain was Engaging Students in Learning with 100% of the observations scoring proficient and more than

half of those scoring exemplary. In all classrooms students were highly engaged in learning tasks and teachers provided numerous options for learning for the students. Classrooms were well stocked with materials conducive to learning goals. Teachers presented content clearly to small groups of students and modeled how to complete learning tasks.

Prior to the two-week window, LAMB PCS provided answers to specific questions posed by PCSB regarding the provision of instruction to students with disabilities. The QSR team members who conducted special education-specific observations noted the following based on the answers provided by the school. First, it was readily apparent throughout the classrooms that lessons included verbal, visual, and kinesthetic components. Multiple staff members, including a special education teacher, supported the lead teacher in the observed general education classrooms. Teachers worked with their students in a variety of flexible groupings including small group, whole group, one-on-one, and pairs. The variety of settings in which students completed their tasks, combined with individualized lesson agendas for each student (seen on student clipboards), were all conducive strategies to differentiating the lessons.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes LAMB PCS goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
<p>Mission: LAMB PCS's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning with the goal of bi-literacy in English and Spanish.</p>	<p>The team concludes that LAMB PCS is substantially meeting its mission.</p> <p><i>Self-directed learning as a foundation for a lifetime of learning</i> There was extensive evidence of the school fostering self-directed learning, providing a foundation for a lifetime of learning. Students worked on the same learning task as a whole class, but with choice in how they wanted to complete it. Students built upon their work ethic, persistence and concentration as they completed tasks independently, in small groups, or working with the teacher. Students took responsibility for their own work, explaining their work plans, which included lists of weekly activities (in the form of pictures for younger students). Multiple teachers observed students, modeled how to use different learning stations, and guided students through each station, thus empowering students to complete tasks on their own. Though instructors permitted students to explore and self-direct their learning, they closely monitored the learning with charts, outlines, checklists, resource binders, and data sheets.</p> <p><i>Bi-literacy</i> Students develop bi-literacy by learning in Spanish for half of the day</p>

Mission and Goals	Evidence
	<p>and English for the other half of the day. During Spanish instruction teachers corrected students' grammar in Spanish, gently reminded students to use Spanish, and observed students reminding each other to do the same. Students carried clipboards around classrooms with a list of subjects like math and science in both Spanish and English to organize their work plans. The school's focus on bi-literacy is also evident in the available materials for parents, such as sign-in sheets and PCSB's Parent Guide available in Spanish and English. Instructors taught students what sounds various Spanish letters made, and asked students to write words using those letters in different activities.</p> <p>Teachers promoted English literacy by asking students to read to them, by encouraging students to try more difficult books, and by modeling how to read with fluency. In English instruction students read books at their levels independently, and in some cases teachers sat next to them and asked them to read aloud. Instruction and learning tasks centered on the use of concrete materials at different learning stations that students could use to explore content.</p>
<p>Teach curriculum based in Montessori philosophy of education in English and Spanish language.</p> <p>In PK-5, teach independence and self-direction in an atmosphere of free-choices.</p> <p>First through third grade students will demonstrate increase in their ability to read in English and Spanish.</p> <p>Fourth through sixth grade students will demonstrate increase in reading comprehension in Spanish.</p>	<p>The Montessori philosophy of instruction, including an emphasis on independence and self-direction, was evident throughout all of the observations. Students directed their own learning with work plans and used concrete materials in learning centers. Examples of learning centers included (1) a mat laid out with counting strings of beads in various combinations of numbers (stored in Montessori bead cabinets), (2) geometric solids with geometric stamps, (3) visual cards, (4) three-dimensional shapes with matching cards, and (5) snack stations where students worked on motor skills by practicing putting hummus on crackers. Students also exercised choice in the learning tasks they completed, and completed tasks at their own pace.</p> <p>Teachers presented content to students in small groups. One teacher</p>

Mission and Goals	Evidence
	<p>described the life cycle of a plant, showed students pictures of various stages in the life of a plant, and then asked students to match descriptions of the stages with the pictures. Teachers re-enforced an expectation of independence by guiding students to complete their learning tasks without interfering with other students. Free choice was evident throughout all of the classrooms. In one early childhood classroom, the teacher had headphones available for students who needed them to focus. The teacher explained to the QSR team that while these are usually available for special education students, all students may access this support whenever they choose.</p> <p>As described above in the section on the school mission, students in all grade levels worked in both English and Spanish environments throughout the day to improve their ability to read in Spanish and English. Student work plans were in both languages, reflecting the school's focus on dual language as well as their Montessori model whereby students chose which activities to complete throughout the day.</p> <p>Students in first through third grade received instruction and worked on reading in Spanish and English language every day. Teachers spoke Spanish when communicating with students during the students' Spanish work block and encouraged students to do the same. During a pull-out class, a teacher used flashcards with simple pictures on them (e.g., peanut) and asked the students to identify the pictures in Spanish. The teacher also used a tactile activity with shaving cream to help students understand the meaning of a "mess" in Spanish. Students in third grade in one classroom read short stories out loud while the teacher tracked the words. Another teacher modeled how to trace a letter for a student, asked the student to do so independently, and then guided the student's hand to properly trace the letter. While doing so, the teacher emphasized the sound that the letter made in Spanish. One teacher gave a special education student vocabulary cards in Spanish</p>

Mission and Goals	Evidence
	<p>that the student had to place in alphabetical order. After finishing this part of the task, the student then had to draw a picture of the word on the back of the card. A group of students read storybooks in Spanish and recorded important notes from the story onto a graphic organizer that was all in Spanish.</p> <p>Students in fourth and fifth grades received instruction and worked on their reading skills in both Spanish and English. During the Spanish work block, teachers spoke only Spanish to students and encouraged students to do the same. Teachers worked on reading development through small-group work. Teachers gave students Spanish vocabulary on small index cards or on the Smart Board. Teachers presented words with picture supports and students practiced the sound and word before seeing the words in a story. The teacher used objects or pictures to ask questions.</p> <p>Further evidence related to the school's instruction of English language may be found in the following section.</p>
<p>LEP/NEP students will gain English language proficiency.</p> <p>Students will demonstrate increase in reading in English.</p> <p>Fourth through sixth grade students will demonstrate increase in reading in English.</p>	<p>The QSR team saw various examples of the school's English instruction throughout the visit. Though observers did not have knowledge of students' status as Limited English Proficient (LEP) or Non-English Proficient (NEP) students, the team observed students working on English language proficiency. As described in the previous section on the school mission, observers saw instruction focused on literacy in both English and Spanish. One teacher gave a student English vocabulary cards to practice and modeled how to pronounce words, breaking them into separate syllables. The teacher and student then moved to a center where the teacher listened to the student read a story that included some of the vocabulary they had just practiced together. The mission section above also described the use of concrete materials to explore content and the heavy use of visuals, all of which</p>

Mission and Goals	Evidence
	<p>are conducive to second-language learners in developing proficiency in English. Teachers focused on sounds that English letters made and then asked students to practice letter sounds on their own by looking at pictures and matching a letter to the picture to represent the beginning sound of a word.</p> <p>In English classes in upper grades, students independently chose the books they wanted to read and spent class time reading quietly. Students worked on the “100 Book Challenge.” Students can obtain prizes for reading up to 100 books during the year. Teachers gave whole-group lessons focused on sequencing, decoding different parts of a story, and discussing the story’s themes. Teachers also promoted English literacy by asking students to read to them, challenging students to try more difficult books, and modeling reading with fluency.</p>
<p>Kindergarten through sixth grade students will demonstrate grade level proficiency or higher in math.</p>	<p>The QSR team observed many learning stations focused on the learning of math concepts.</p> <p>To build conceptual understanding of place value, students in a few classrooms first had to match a number on a number line with a card and then use beads of different colors (representing tens and ones) to display the number on the card. Early childhood students represented single-digit numbers on cards by putting beads on pipe cleaners. Early childhood students also put sticks in order of size on a mat. One teacher worked with a small group of third graders on place value up to 1,000,000, emphasizing the need for them to master the skill before fourth grade. In a lower elementary classroom students recorded the names of geometric shapes by taking geometric solids on stands and finding the matching geometric shape stamp. Students stamped that shape into their composition notebooks and recorded the name of the shape below the stamp.</p>

Mission and Goals	Evidence
<p>LAMB Kindergarten students will be emerging or established readers in their dominant language by the end of Kindergarten.</p>	<p>Early childhood students independently read books of their own choice in various classrooms, in both English and Spanish. During a pull-out session, the teacher gave two students flash cards with pictures and words and asked them to identify the word in Spanish. The teacher also worked individually with one of the students to properly identify the letters of the alphabet in English.</p> <p>Students throughout early childhood classrooms practiced letters and sounds in English and Spanish. Teachers pulled small groups to focus on English instruction and (separately) to focus on Spanish reading development.</p>
<p>Teach developmentally appropriate science concepts in PK3-5th grade.</p>	<p>The teaching of science concepts was evident across a few classrooms. One teacher presented a lesson to a small group of students about the life cycle of a plant. Another teacher worked with a small group of students on a set of pictures, including a picture of a fish, single-cell organism, bird, plant, and mammal. Students were asked to identify the organisms that were most alike. There were science experiments with plants placed around the room in a few classrooms, though the review team did not see the students actually conducting any experiments.</p>
<p>Teach the use of Montessori sensorial materials, which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.</p> <p>In PK through K classes, teach concentration, independence and small motor skills as well as specific task mastery.</p>	<p>The QSR team observed the widespread use of sensory materials across classrooms and noticed how they were used to teach concentration and fine motor skills. Students used boards with raised letters to trace and practice how to form letters as teachers emphasized the letter sounds. Students in early childhood classrooms practiced fine motor skills as they worked on putting hummus on crackers with utensils. Students also colored, drew pictures, and made artwork out of beads.</p>

Mission and Goals	Evidence
	<p>During a lesson about the life cycle of a plant, the teacher had students touch, see, and smell an actual plant. Students worked on fine motor skills as they cut out objects from paper. In an early childhood classroom, the teacher worked with a student to learn to tie a knot independently. Another teacher showed an early childhood student how to pour water using a small pitcher and cups and asked the student to practice on their own.</p>
<p>Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.</p>	<p>Students chose their learning tasks as teachers closely monitored progress. Through the use of work plans, students planned their weekly and daily learning tasks. Teachers empowered students to accomplish learning tasks by modeling, followed by guided practice. Students had access to sensory materials that allowed them to learn through multiple modalities. Students demonstrated their appreciation for learning throughout classrooms as they stayed on-task, asked content-related questions, and moved efficiently from one learning task to the next.</p> <p>One member of the QSR team observed a Second Step class (the school's class focused on social emotional competency) which focused on the four skills for learning: (1) quiet voice, (2) body still, (3) listening, and (4) self-talk. The students listened to a song about the skills and then recited them.</p>
<p>In PK3 through 5th grade, integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.</p>	<p>While the QSR team saw computers in some classrooms and the use of some SMART Boards to display questions or content, team members did not see students using technology themselves.</p>
<p>Present materials in areas of social studies, history of the universe, and geography.</p>	<p>There were limited presentations of social studies, history of the universe, and geography. Two team members saw students coloring maps in different classrooms.</p>

Mission and Goals	Evidence
<p>In PK3 through 5th grade, integrated within each classroom, teachers present a variety of activities in arts and crafts.</p>	<p>The school's schedule confirmed specific time designated for art class in each classroom. Colored pictures and drawings hung on walls throughout classrooms and hallways. Students worked on art projects during their work blocks (not necessarily during designated "art" time) such as using colored beads to create pictures.</p> <p>One member of the QSR team observed a lower elementary art class where students worked on a craft project for Valentine's Day. The teacher had told students to bring objects and materials from their homes to make a visual display board. The teacher then gave students colorful paper, glue guns, and blank canvases.</p>
<p>Students, kindergarten through sixth grade, will maintain high levels of attendance.</p>	<p>The QSR team does not ask for class rosters or daily attendance sheets during its Qualitative Site Review. Most of the classrooms seemed full, with many seemingly at capacity. Multiple classrooms had over 20 students present.</p>
<p>Parents will show satisfaction with LAMB.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Students will show satisfaction with LAMB.</p>	<p>The QSR team neither looked for nor observed any evidence related to this goal.</p>
<p>Students will demonstrate social emotional competency through Second Step instruction.</p>	<p>Two of the four members of the QSR team observed Second Step classes (the school's class focused on social emotional competency), though team members who did not see the class noted that students were generally well behaved and polite to each other. During one</p>

Mission and Goals	Evidence
	<p>Second Step class, students sat on the carpet and discussed the following topics: the four skills for learning, self-confidence, and coping mechanisms for stress. The teacher led the discussion on self-confidence using a poster from the Second Step curriculum with a picture of a girl that looked distressed and one who looked confident. She then led a class discussion about identifying the emotions from the poster. Students demonstrated their emotional competency through their participation. A number of students voluntarily raised their hands and were able to articulate their emotions surrounding how people know they have self-confidence and when they don't feel confident. Students applied these emotions with examples from their own life, as demonstrated through the discussion.</p> <p>In the other Second Step class, the teacher guided students through breathing exercises to help them focus. The teacher held up posters with different sentences and students chose which one they agreed with; sentence pairs included, "Listening with attention helps me learn. Listening with attention helps me play," and students had to choose the answer based on what they had reviewed during the class. The discussion then moved to respect, and how students can show respect for their peers and for their teacher. Students actively participated in the discussion and offered ways to show respect, such as looking someone in the eye, listening attentively, and facing the speaker.</p>
Board Governance	<p>A QSR team member planned to attend the LAMB PCS Board of Trustees meeting scheduled for the week of February 10, 2014. When the team member checked in with the school, she was told that the meeting had been rescheduled for the week prior (week of February 3, 2014). As such, the QSR team reviewed the board meeting minutes from November 12, 2013 and December 17, 2013. At the November meeting, members of the COMPASS Project team discussed the project plan (please note that the minutes did not include a description</p>

Mission and Goals	Evidence
	<p>of the COMPASS Project). The meeting also included a Financial Report and concluded that everything “looked good.” The Executive Director also gave a report on what interns from FOCUS would be working on, including compiling the school’s extensive data in one place. The group briefly discussed the DC International middle and high school. At the December meeting, the board approved the minutes from the meeting prior and then discussed the upcoming charter review and the Qualitative Site Review along with the Winter Festival. The Board discussed expansion related to the partnership with DCI, PMF results, the Equity Report, and progress towards Annual Measureable Achievement Objectives.</p>

CLASSROOM ENVIRONMENT¹

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 93% of the observations as proficient or exemplary for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	The QSR team scored 94% of observations as proficient or exemplary in Creating an Environment of Respect and Rapport. Talk and actions among students were universally respectful. This was especially notable when students transitioned between learning tasks as some classrooms were small and/or passing space was narrow. Students and teachers said "please" and "thank you" to each other.	Exemplary	6%
	When presenting material teachers made connections with students by getting down to their eye level or sitting on the carpet with students. Students politely placed a hand on the teachers' shoulders to indicate they had a question. Teachers used warm tones and words when talking to students, such as "sweetheart" and "honey." Teachers also joked around with students as they worked together in small groups, contributing to the relaxed and warm atmosphere in classrooms.	Proficient	88%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
		Limited	0%

¹ Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
Establishing a Culture for Learning	<p>The QSR team scored 94% of observations as proficient or exemplary in Establishing a Culture for Learning. Teachers consistently communicated the importance of learning and hard work. One teacher told a small group how important place value mastery was in math as they prepare to advance to fourth grade, and emphasized a desire for all students to be successful. Teachers consistently guided students to complete their learning tasks.</p> <p>Teachers uniformly required participation in learning activities of all students. Teachers also moved around classrooms to refocus students on their learning tasks, and suggest additional tasks or more challenging modifications. One teacher challenged a student to read more difficult books and told the student that they would do so together later that afternoon. Teachers recognized student effort, saying things like “Great job!” “I’m really proud of your work!” and “I love how you are challenging yourselves!” Students took initiative in their learning tasks as they carried around clipboards and filled in their own “work plans” for that day and week.</p>	Exemplary	13%
		Proficient	81%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
		Limited	0%
Managing Classroom Procedures	The QSR team scored 94% of observations as proficient or exemplary in Managing Classroom Procedures. Routines throughout classrooms functioned smoothly. Students in many classrooms had pre-assigned jobs, including getting materials for their tables and distributing snack. Teachers used signals,	Exemplary	25%

Classroom Environment	Evidence Observed	School Wide Rating	
	bells, and timers to get the students' attention and transition them from one activity to the next. Students entered classrooms in an orderly way and independently got their materials off of shelves. They began working independently, with little need for direction or guidance from teachers. Students moved around classrooms with ease as they completed learning tasks, returned materials, and got out additional resources to help them complete the next task.	Proficient	69%
	The QSR team scored fewer than 10% of the observations as below proficient.	Satisfactory	6%
		Limited	0%
Managing Student Behavior	The QSR team scored 88% of the observations as proficient or exemplary in Managing Student Behavior. There was virtually no student misbehavior in these classrooms. Teachers moved about monitoring behavior, pre-empting negative behaviors through proximity and gently guiding students to their learning tasks. Teachers handled rare cases of misbehavior effectively through gestures, body language, and soft voices to remind students of expected behaviors.	Exemplary	38%
	Teachers consistently recognized good behavior and narrated students' specific positive behaviors, such as tracking the teacher and immediately stopping when the teacher rang the bell or clapped. Students respectfully intervened with classmates to ensure compliance with expectations, as in one Spanish immersion class where a student reminded another student to only speak Spanish.	Proficient	50%
	The QSR team scored 12% of the observations as below proficient in this element, with no observations rated as limited. In a couple of classrooms,	Satisfactory	12%

Classroom Environment	Evidence Observed	School Wide Rating	
	student misbehavior appeared to go unaddressed. Some teachers lost instructional time as students played in the hallway (after using the bathroom) rather than getting back on task.	Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 86% of the observations as proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	<p>The QSR team scored 88% of the observations as proficient or exemplary in Communicating with Students. Teachers brought content to life through hands-on activities. One teacher described the life cycle of a plant using an actual plant. Another teacher showed students pictures of different types of organisms (single-cell, plant, mammal, fish, bird) and asked students to categorize a stack of cards that had pictures of various organisms.</p> <p>Teachers modeled activities. One teacher helped a student with concentration and fine motor skills by showing the student how to pour water from a small pitcher into little cups. Another teacher showed a student how to put blocks in decreasing order of size and asked the students to replicate.</p>	Exemplary	0%
		Proficient	88%
	<p>The QSR team scored 12% of the observations as below proficient, with no classrooms rated as limited. The instructional purpose of one teacher's presentation to a small group of students was unclear in a few classrooms. Another teacher pulled out a bunch of flashcards and immediately started practicing with students without reminding them about the purpose of the flashcards.</p>	Satisfactory	12%
		Limited	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
Using Questioning and Discussion Techniques	<p>The QSR team scored 75% of the observations as proficient or exemplary in Using Questioning and Discussion Techniques A teacher read the story <i>A Child of the Civil Rights Movement</i> and asked students thought-provoking questions about the author’s purpose. Teachers in small groups ensured that all students had opportunities to respond, calling on each student to answer a particular question about content presentations and making effective use of wait time as students grappled with their responses. The Montessori classroom model allowed students to discuss learning tasks freely with each other. For example two students worked together on beginning word sounds, choosing objects out of a box that started with a given letter.</p>	Exemplary	6%
		Proficient	69%
	<p>The QSR team scored 25% of the observations as below proficient in this element. In a couple of classrooms, the teachers’ questions directed at a small group of students consisted mainly of those requiring pre-determined, one-word answers. In these classrooms, teachers asked students simply about next steps in procedures without probing deeper student thinking.</p>	Satisfactory	13%
		Limited	12%
Engaging Students in Learning	<p>The QSR team scored 100% of the observations as proficient or exemplary in Engaging Students in Learning, with the majority of classrooms rated as exemplary. Engagement in learning tasks was universally high throughout classrooms. Students had choice in the tasks they completed and demonstrated enthusiasm for learning tasks as they efficiently entered classrooms, went to learning stations, or got out materials for particular learning tasks. The range of activities students were able to choose in classrooms was extensive. In one early childhood classroom, students read books of their own choosing, worked on fine motor skills as they poured water from a small pitcher into cups, represented numbers with beads</p>	Exemplary	56%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>signifying different place values, colored maps, or traced raised letters as they practiced sounds with a teacher.</p> <p>During small group presentations of content, students paid close attention to the teachers and asked academically focused questions. There was a mix of different groupings, with some students working independently, some students working in a small group with teachers, and other students working one-on-one with a teacher. Students consistently had access to materials and resources to support learning goals as described at length in the goals section of this report.</p>	Proficient	44%
	The QSR team did not score any of the observations as below proficient.	Satisfactory	0%
		Limited	0%
Using Assessment in Instruction	<p>The QSR team scored 81% of the observations as proficient in Using Assessment in Instruction. These teachers constantly walked around classrooms, checking to ensure that students were both on task and were completing learning tasks successfully. Teachers made adjustments to tasks by modeling as needed. Teachers worked with individual students to assess understanding. One teacher showed a student how to trace a letter and make the letter's sound and then asked the student to do the same. Feedback to this student was specific and timely.</p> <p>Teachers gathered evidence about individual student understanding and recorded it in charts. One teacher worked with a student on a place-value learning task. The teacher put out different colored beads to represent ones and tens, and then asked the student to calculate the numbers, recording the student's responses.</p>	Exemplary	0%
		Proficient	81%

Instructional Delivery	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 19% of the observations as below proficient. Teachers' monitoring of student learning was limited as teachers remained in one part of a classroom without checking in on all students. In one classroom, the QSR team noted universal checks for understanding of students in the whole group setting, but these checks were not consistent and frequent enough to gauge the understanding of all students with disabilities within the classroom.</p>	Satisfactory	13%
		Limited	6%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventive, and teachers’ response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix H

List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
Art	DRAWING Bidimensional expression./ Expr. bidimensional. Dibujo	DRAWING Montessori Learning age	3 anos, Preescolar	1	EC
			Rayoneo controlado dentro del papel/Line Drawings in side of paper	2	EC
			Dibuja formas (circulos, espirales, cuadrados)/First shapes	3	EC
			4 anos, Prekinder	4	EC
			Primeras formas reales reconocibles aun sin ubicacion logica en el espacio	5	EC
			Figuras reales,con detalles ubicacion logica	6	EC
			5 anos, Kinder	7	EC
			Organiza formas reales logicamente en el espacio	8	EC
			Dibujos con detalle, ubicacion logica y ambientados	9	EC
			3 anos	10	EC
	PAINTING Bidimensional expression./ Expr. bidimensional. Pintura.	PAINTING Montessori Learning age	Pinta en el atril con pinceles gruesos y finos	11	EC
			4 anos Prekinder	12	EC
			Estampado con diferentes timbres	13	EC
			5 anos Kinder	14	EC
			Watercolors/ Pinta con acuarela	15	EC
	COLLAGE/GLUING Bidimensional expression./ Exp. bidim. Collage y pegado	COLLAGE/GLUING Montessori Learning age	Pinta elementos reales con detalle y ambientados	16	EC
			3 anos Preescolar	17	EC
			Pega trozos de palel con pegamento liquido	18	EC
			4 anos Prekinder	19	EC
			Compone elementos reales con peg. liquido y en barra	20	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		COLLAGE/GLUING Montessori Learning age	5 anos Kinder	21	EC
			Combina tecnicas para componer: dibujo, recorte y pegado.	22	EC
	CUTTING Bidimensional expression./ Expres. bidimensional. Recorte	CUTTING Montessori Learning age	3 anos Preescolar	23	EC
			Corta tiras de papel sin lineas.	24	EC
			Straight lines/ Lineas rectas	25	EC
		CUTTING Montessori Learning age	4anos Prekinder	26	EC
			Lines and Shapes - waves/ Olas	27	EC
		CUTTING	Lines zig-zags and up/down	28	EC
		CUTTING Montessori Learning age	5anos Kinder	29	EC
			Recorte figuras complejas con detalle	30	EC
	FOLDING Three dimensional expression / Exp. tridimensional PLEGAR	FOLDING Montessori Learning age	3 anos Preescolar	31	EC
		FOLDING	Dobla papel en dos/ Fold paper in half	32	EC
		FOLDING Montessori Learning age	4 anos Prekinder	33	EC
		FOLDING ORIGAMI	Hace plegados simples	34	EC
		FOLDING Montessori Learning age	5 anos Kinder	35	EC
		FOLDING ORIGAMI	Realiza plegados mas complejos/ Fold paper more complex	36	EC
	MODELING Three dimensional expression / Exp. tridimensional MODELAR	MODELING Montessori Learning age	3 anos Preescolar	37	EC
			Amasa	38	EC
			Aplasta plasticina sobre palel	39	EC
		MODELING Montessori Learning age	4 anos Prekinder	40	EC
			Corta, aplasta ,hace cilindros y bolas.	41	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		MODELING Montessori Learning age	5 anos Kinder	42	EC
			Figuras reales plasticina/ Sculpture	43	EC
	PINCHING Three dimensional expression / Exp. tridimensional TROQUELAR	PINCHING / Troquelado	Pincha figura siguiendo una linea	44	EC
English	Oral Language		Participates at circle time	1	EC
			Sings songs, recites poems	2	EC
			Listening comprehension: Listens to stories	3	EC
			Literary Mechanics (author, title, parts)	4	EC
			Listening comprehension: Answers questions	5	EC
			Listening comprehension: Retells stories	6	EC
			Proper English Pronunciation	7	EC
			Proper English Syntax	8	EC
			I Spy - Initial Sounds	9	EC
			I Spy - Phoneme segmentation, sound manipulation	10	EC
			Syllables	11	EC
			Rhyming	12	EC
			Vocabulary	13	EC
			Opposites	14	EC
			Sequencing	15	EC
			Enrichment Vocabulary: Picture to picture, object-to-object matching	16	EC
			Follows directions (2 or more steps)	17	EC
			Directionality	18	EC
			Words in a sentence	19	EC
			Creates a sentence using a specific word	20	EC
	Writing: Composition		Movable alphabet: CVC words	21	EC
			Movable alphabet: Blends	22	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Movable alphabet: Phonograms	23	EC
			Movable alphabet: Sentences	24	EC
			Movable alphabet: Stories	25	EC
			Writes name	26	EC
			Writes stories in journal	27	EC
			Punctuation and capitalization	28	EC
			Upper-case letters	29	EC
	Writing: Handwriting		Metal Insets	30	EC
			Correct pencil grip	31	EC
			Sandpaper letters	32	EC
			Writing in sand tray	33	EC
			Writing on chalkboard	34	EC
			Writing on paper	35	EC
			Forms letters with correct movement	36	EC
			Forms letters within lines	37	EC
			Spaces letters/words correctly	38	EC
	Reading		Phonetic object boxes	39	EC
			Picture-word matching	40	EC
			Phonetic reading cards: CVC	41	EC
			Phonetic reading cards: blends	42	EC
			Phonetic command cards	43	EC
			Phonograms	44	EC
			Sight words	45	EC
			Early readers	46	EC
			Labels of the environment	47	EC
	Grammar and Word Study		The Farm	48	EC
			Article game	49	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					EC
			Adjective game	50	EC
			Adverb game	51	EC
			Preposition game	52	EC
			Conjunction game	53	EC
			Sentence analysis	54	EC
			Contractions	55	EC
			Prefixes, suffixes, word families	56	EC
			Synonyms	57	EC
			Compound words	58	EC
			Homonyms	59	EC
			Antonyms	60	EC
Math	Numb.Concept/ Concepto de numero	Cunting development	Counting progresive 3-6/Progresion conteo 3 a 6 anos	1	EC
		K.PRA.4. Count by fives and tens up to at least 50.	Cadenas cortas / Short Chains	2	EC
			Cadenas cortas / Long Chains	3	EC
		MONTESSORI LEARNING AGE	3 years Ps (edad de referencia)	4	EC
		PK.G3/PK.PRA1/K.PRA1/K.PRA2Sort, Identify attributes.identify objects that do not belong.	Sort, Identify 3 to 4 attributes/Clasifica segun criterios forma,tamano,color y otros	5	EC
		PK.NSO-N.1. Use one-to-one correspondence	Use one-to-one correspondence/Correspond. 1 a 1	6	EC
		PK.PRA2/K.PRA3 Recognize, describe and copy extend, and create simple patterns.	Copy extend, and create simple patterns./Copia o crea y describe patrones	7	EC
	Num/Quan.1-10 / Numeración y Conteo 1 a 10	PK.NSO-N.2. Count with understanding to at least 10.	Barras Numericas / Number Roads	8	EC
		PK.NSO-N.5. Recognize and name numerals up to 10.	Números de lija/ Sandpaper numbers	9	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		MONTESSORI LEARNING AGE	4 anos Pk (edad de referencia)	10	EC
		PK.NSO-N2/PK.NSO-N5 Count with understanding to at least 10. Recognize and name numerals up to 10.	Barras numerocas y numerales/ Number Roads and Numerals	11	EC
			Cajas de Husos/ Spindle Box	12	EC
		PK.NSO-N.3. Use numbers to tell how many (number quantity).	Numerales y fichas / Numerals and counters	13	EC
		PK.NSO-N.7/K.NSO-E.9.Make sets of a given number with concrete objts. Estimate and verify quantity.	Juego de memorizacion/ Memory game	14	EC
		PK.NSO-N.6. Quickly recognize quantity of small groups of objects up to 4.	Escalera de perlas de colores/ Colored bead stairs	15	EC
		PK.NSO-N2/PK.NSO-C.9Count to at least 10.Demonstrate the idea of adding by using concrete objects.	Serpiente positiva / Snake Game	16	EC
		PK.NSO-N.8. K.NSO-N.5. Use ordinal numb/positional words Identify positions of obj. in sequen.	Nomb. y ordena num. ordinales 1ro a decimo	17	EC
	Num/Qua1-100 / Numeración y Conteo 1 a 10	K.NSO-N.4. Comp.sets 10 concrete obj. using appropriate language.(more,few,etc)	Compara cantidades de 10 elem. usando palabras: mas que /menos que /muchos /pocos	18	EC
		KNSO-N1/PKNSO-N2/KNSO-N1Count by ones to at least 20.Count with unders. by ones 10, then 20.	Tablas de Seguin I / Teen Boards	19	EC
		MONTESSORI LEARNING AGE	5 anos K (edad de referencia)	20	EC
		K.NSO-N.2. K.NSO-N.3. Represent, name, Match and order a with numerals set of objects (up to 20).	Tablas de Seguin II/ Ten Boards	21	EC
			Cadena de 100 / 100 Chain	22	EC
			Tablero del100/ 100 Board	23	EC
			Rollo numerico / Number roll	24	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
	Decimal System Numeration / Sistema decimal	MONTESSORI LEARNING AGE	3 a 4 anos Ps / Pk (edad de referencia)	25	EC
			Presentacion del Sistema decimal/ Decimal System presentation	26	EC
		MONTESSORI LEARNING AGE	4 a 5 anos Pk / K (edad de referencia)	27	EC
			Sistema decimal con numerales / Decimal System with numeral cards	28	EC
			Bandeja del 9 o cambio / Tray of Nines	29	EC
		MONTESSORI LEARNING AGE	4 1/2 a 5 anos Pk / K (edad de referencia)	30	EC
			Bandeja del 45 / Tray of 45	31	EC
			Juego del Banco / Bank Game	32	EC
	Operations Decimal System / Operaciones	PK.NSO-C.9. Demonstrate the idea of adding and subtracting by using concrete objects.	SUMA Estatica / Static Addition	33	EC
			Juego del cambio/ Exchange Game	34	EC
			SUMA Dinamica o con cambio / Dynamic	35	EC
			MULTIPLICACION estatica / Static Multiplication	36	EC
			MULTIPLICACION dinamica / Dynamic Multiplication	37	EC
		PK.NSO-C.9. Demonstrate the idea of adding and subtracting by using concrete objects.	RESTA estatica / Subtraction Static	38	EC
			RESTA dinamica / Subtraction Dynamic	39	EC
			DIVISION Estatica/ Division Static	40	EC
			DIVISION dinamica/ Division Dynamic	41	EC
	Stamp Game Operations / Operaciones con estampillas	Estudiantes Avanzados solamente/ Advanced students only	Presentacion inicial: Parear con systema decimal formar cantidades	42	EC
			Operaciones DINAMICAS / Dynamics Operations	43	EC
	Operations advanced materials / Operaciones con materiales avanzados		Juego de los puntos / Dot game	44	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Abaco uno	45	EC
			Problemas escritos; adicion y sustraccion / Addition and Subtraction Word Problems	46	EC
	Mechanization / Memoriz. y mecanizacion	MONTESSORI LEARNING AGE	4 1/2 a 5 anos Pk / K (edad de referencia)	47	EC
		K.NSO-C.8. Use objects and drawings for to solve related addition and subtraction problems to 10.	Mecanizacion sumas perlas color	48	EC
			Primer tablero memorizacion de la suma	49	EC
			Primer tablero memorizacion de la multiplicacion	50	EC
			Primer tablero memorizacion de la division	51	EC
		K.NSO-C.8. Use objects and drawings for to solve related addition and subtraction problems to 10.	Primeros ejercicios de quitar	52	EC
			Primer tablero de la resta	53	EC
	Fractions / Fracciones	K.NSO-F.7. Understand the concepts of whole and half.	Fracciones primer nivel sensorial y reconocer entero, medios y cuartos.	54	EC
	Measurements and graphs / Medicion y graficos	MONTESSORI LEARNING AGE	3 y 4 anos Ps / Pk (edad de referencia)	55	EC
		PK.M.1.y 2 Identify appropriate tools of measurement.Make and use nonstandard units.	Identif., nombra y usa algunas unidades de medida reg. y no regul.	56	EC
		PK.NSO-N.4. Use numbers and counting as a means to solve problems, predict, and measure quantities.	Cuenta,usa numeros y unidades de medida para resolver prblemas de medicion	57	EC
		PK.DASP.1.PK.DASP.2. Organize, descr. and analyze information (until three) with graphs.	Grafica informacion, la describe y analiza.	58	EC
		MONTESSORI LEARNING AGE	5 anos K (edad de referencia)	59	EC
		K.M.1, 2, 3 Recg.,compare obj. and use stand. and monostd. to measure.with approp. lang.	Reconoce y compara atributos de difer. objetos y, nombra y usa difer. a unid. de medida para medirlos.	60	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		K.DASP1,2.Gather data, using graph or other repres. to display and descb. relations. from that.	Recolecta datos, grafica informacion, la describe, compara y analiza.	61	EC
	Money / Dinero	K.M.6. Identify U.S. coins and their value.	Nombra monedas de US y maneja su valor	62	EC
	Test preparation	Standards	Group lessons: standardized test preparation	63	EC
Music	Music		Move or use body percussion to show awareness of beat and tempo	1	OT
			Participate in simple songs and movement games from various cultures	2	OT
			Demonstrate the difference between a singing and speaking voice	3	OT
	Music		Participate in music activities that involve sharing, taking turns, caring for instruments	4	OT
PE	Locomotor		Playground Walk	1	EC
	Locomotor/Nonlocomotor		Island	2	EC
	Nonlocomotor		Shapes and Symbols With The Body	3	EC
	Locomotor/Nonlocomotor/Manipulative		Balance Relay	4	EC
	Locomotor/Nonlocomotor		'ABC' Movement Exploration	5	EC
	Manipulative		Happy Bean Bag Toss	6	EC
			Hot Potato	7	EC
	Locomotor/Nonlocomotor		PE Fitness Challenge	8	EC
			Bean Bag Boogie I	9	EC
			Bean Bag Boogie II	10	EC
			Animal Action I	11	EC
			Animal Action II	12	EC
	Nonlocomotor		The Balancing Act	13	EC
	Locomotor/Nonlocomotor		Tummy Tango	14	EC
	Nonlocomotor		Show Me What You Feel	15	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
	Locomotor/Nonlocomotor		Muscle Movement	16	EC
	Locomotr/Nonlocomotr		Follow After	17	EC
	Locomotor/Nonlocomotor		Agility Breakdown	18	EC
	Locomotor/Nonlocomotor/Manipulative		Box Ball	19	EC
	Locomotor/Nonlocomotor		Fruit Salad	20	EC
	Nonlocomotor		Yoga	21	EC
			Yoga II	22	OT
			Yoga III	23	OT
	Locomotor/Nonlocomotor/Manipulative		Basketball Skills	24	OT
Practical Life	Social Development	MANERS GRACE AND COURTESY / Modales de gracia y cortesia	Saluda y se despide / Says hello and goodbye	1	EC
			Usa permiso,gracias,porfavor,de nada / Use excuse me, thank you, please, you are welcome	2	EC
			Como pedir ayuda / How to ask for help	3	EC
			Como interrumpir a la maestra / How to interrupt the teacher	4	EC
			Como interrumpir una conversacion / How interrupt a conversation	5	EC
			Se acerca a una persona del salon para hablarle / Approaches a person to speak	6	EC
			Participa en la clase grupal con una postura adecuada / Participates using proper posture in the group lessons	7	EC
			Levanta la mano y respeta su turno / Raises hand and respects turns to talk	8	EC
			Como observar a un amigo trabajando / How to watch someone work	9	EC
			Como servir a la mesa con servilleta / Serving someone at a table with a napkin	10	EC
			Como caminar y pasar correctamene tijera, lapices, punzones o herramientas / How to walk properly and pass	11	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			scissors, pencils etc.		
			Camina por detras de las personas durante el trabajo de linea / Walking behind the people during line activities	12	EC
			Abre y cierra puertas apropiadamente / Open and close a door properly	13	EC
Control	MOTOR GRUESO	GROSS MOTOR COORDINATION / Coordinacion motora gruesa	Camina en calma por el salon respetando las alfombras de trabajo / Walking quietly respecting work mats	14	EC
			Traslada bandejas con materiales / Carrying a tray with materials	15	EC
			Camina y coordina movimientos en actividades de linea / Walks and coordinated movement on the line activities	16	EC
		PK.G.1. Describe, name, and interpret distance and position in space;	Comprende y sigue indicaciones espaciales (adentro,afuera,atras,lejos,cerca, etc.) / Understands and follows instructions (Inside, outside, behind,close etc.)	17	EC
			En el momento de recreo demuestra destrezas motoras para correr , saltar y trepar. /Use fluid and coordinates movements to run, jump and climb.	18	EC
			En el momento de recreo demuestra destrezas motoras para usar correctamente implementos del patio (slide etc.) / Can use the playground equipment properly	19	EC
			Sube y baja escaleras alternando los pies. / Climbs stairs using alternate feet	20	EC
			Se sienta correctamente en una silla y mantiene su postura/Sits correctly in a chair and maintains posture	21	EC
			Se sienta con pies cruzados en el piso y mantiene su postura. / Sit correctly on the floor with crossed legs and maintains posture	22	EC
			Traslada sillas apropiadamente / Carrying a chair properly	23	EC
Self-facilitation - Fine Motor		FINE MOTOR COORDINATION / Coordinacion motora fina	Enrolla y desenrolla una alfombra apropiadamente / Rolling and unroll a rug properly	24	EC
			Trasvasija con esponja / Transferring water with a sponge	25	EC
			Trasvasija con cuchara o cucharon / Spooning and scooping grains	26	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Tapa y destapa botellas (tapas roscas) / Screw and unscrew bottles tops	27	EC
			Trasvasija o ensarta objetos pequenos con prension pinza / Use tweezers (fingers) to transfer small items	28	EC
			Ensarta cuentas con aguja /Threads beads with a needle	29	EC
			Usa diferentes tipos de pinzas adecuadamente / Use different kinds of tongs properly	30	EC
			Cifon o gotario/ Uses basters and droppers	31	EC
			Verter granos y liquidos con jarro / Dry and wet Pouring	32	EC
			Vierte liquidos utilizando embudo/ Use funnel to pour liquids	33	EC
			Cernir / Sifting	34	EC
			Batidor manual o giratorios / Mix and whip with whipper	35	EC
			Abrir y cerrar candados. /lock and unlock locks	36	EC
			Abrir y cerrar billeteras / Open and close different kinds of wallets	37	EC
			Bordado una figura / Border a shape	38	EC
			Cose botones con aguja / Sew a button	39	EC
	Care of the Environment	CARE OF THE ENVIRONMENT / Cuidado del ambiente	Usa protector de mesa para arte / Use table protector in art projects	40	EC
			Guardar trabajos terminados donde van / Put finished paper works where they belong	41	EC
			Recoger solidos y liquidos de la mesa / Cleaning solids and liquids from the table	42	EC
			Sacude sillas, mesas y repisascon plumero / Dusting a chair, table or shelf whith a duster	43	EC
			Ordena su silla en la mesa / Tuck in a chair	44	EC
			Trapear / Mopping	45	EC
			Barrer/ Sweeping	46	EC
			Lavado de objeto / Washing objects (babe, shell etc)	47	EC
			Lavado de vidrios / Washing glass	48	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Lavado de mesa / Washing a table	49	EC
			Lavado de loza / Washing dishes	50	EC
			Lavado de ropa / Washing clothes	51	EC
			Pulido de objetos / Polishing objets	52	EC
			Cortar flores y armar floreros / Collecting flowers and	53	EC
			Limpiar hojas y regar plantas / Care and clean the plants	54	EC
			Apernar tuercas y atornillar tornillos /Screw screws	55	EC
Care of self		CARE OF SELF / Cuidado de si mismo	Guarda y cuida sus pertenencias / Cares fo and puts away their own belongings	56	EC
			Sacarse y ponerse la chaqueta / Put on and take off a coat	57	EC
			Se pone, saca y guarda el delantal de trabajo / Puts on, takes off and puts away work apron	58	EC
			Sacarse y ponerse zapatos y pantuflas / Put on and take off shoes and slippers	59	EC
			Lustrar zapatos / Polish and shine shoes	60	EC
			Desvestirse y vestirse solo / Dress and undress independantly	61	EC
			Lavado de manos / Wash hands	62	EC
			Usa pañuelo para sonarse / Use tissue to wipe nose	63	EC
Care of Self			Frames: Buttons/ botones	64	EC
			Frames: Zipper / Cierre	65	EC
			Frames: Buckle / Hebillas	66	EC
			Frames: Snap / Broche presion	67	EC
			Frames: Lacing / Entrelazar	68	EC
			Frames: Hook and Eye / Enganchar	69	EC
			Frames: Braiding / Trenzar	70	EC
			Frames: Bow / Rosa o mono	71	EC
Food Preparation		FOOD PREPARATION / Preparacion	Prepara alimentos con diferentes herramientas en el area	72	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		de alimentos	de cocina. /Prepare food with different tools in the kitchen area		
	Silence	SILENCE LESSONS / Lecciones de Silencio	Logra mantener el cuerpo quieto / Keeps body still	73	EC
			Escuchar voz suave / Can hear whispers	74	EC
			Participa en el juego del silencio / Participate in the game of silence	75	EC
Report Card	ENGLISH / INGLÉS	Oral Language/ Language Oral	Vocabulary / Vocabulario	1	EC
			Pronunciation / Pronunciación	2	EC
			Syntax / Sintaxis	3	EC
		Writing / Escritura	Writes with Moveable Alphabet/ Escribe con letras móviles	4	EC
			Proper pencil grip / Toma apropiadamente	5	EC
			Forms letters correctly / Forma las letras con correcta caligrafía	6	EC
			Writes simple words / Escribe palabras simples	7	EC
			Writes sentences / Escribe oraciones	8	EC
		Reading / Lectura	Reads simple words / Lee palabras simples	9	EC
			Reads multisyllabic words / Lee palabras de más de dos sílabas	10	EC
			Reads sentences / Lee oraciones	11	EC
			Reads simple books / Lee libros simples	12	EC
		Grammar / Gramática	Beginning knowledge of grammar / Inicia conocimientos de gramática	13	EC
	SPANISH / ESPAÑOL	Oral Language/ Language Oral	Vocabulary / Vocabulario	14	EC
			Pronunciation / Pronunciación	15	EC
			Syntax / Sintaxis	16	EC
		Writing / Escritura	Writes with Moveable Alphabet/ Escribe con letras móviles	17	EC
			Proper pencil grip / Toma apropiadamente	18	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Forms letters correctly / Forma las letras con correcta caligrafía	19	EC
			Writes simple words / Escribe palabras simples	20	EC
			Writes sentences / Escribe oraciones	21	EC
		Reading / Lectura	Reads simple words / Lee palabras simples	22	EC
			Reads multisyllabic words / Lee palabras de más de dos sílabas	23	EC
			Reads sentences / Lee oraciones	24	EC
			Reads simple books / Lee libros simples	25	EC
		Grammar / Gramática	Beginning knowledge of grammar / Inicia conocimientos de gramática	26	EC
	MATHEMATICS / MATEMÁTICAS		Numeration to 10 / Numeración del 1 al 10	27	EC
			Numeration 11 to 100 / Numeración del 11 al 100	28	EC
			Numeration and Counting with Decimal system / Numeración y Conteo con Sistema decimal	29	EC
			Addition / Suma	30	EC
			Subtraction/ Resta	31	EC
			Multiplication / Multiplicación	32	EC
			Division / División	33	EC
	PRACTICAL LIFE / VIDA PRÁCTICA		Food Preparation / Preparación de Comida	34	EC
			Gross Motor Skills / Desarrollo Motor Grueso en el salón	35	EC
			Fine Motor Skills / Desarrollo Motor Fino	36	EC
	SENSORIAL / SENSORIAL		Tactile Discrimination / Discriminación Táctil	37	EC
			Auditory discrimination / Discriminación auditiva	38	EC
			Visual discrimination / Discriminación visual	39	EC
	Geography/ Geografía		Geography	40	EC
	History / Historia		Intro to History / Introducción a la historia	41	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
	Science / Ciencia		Zoology	42	EC
			General Science	43	EC
			Botany	44	EC
			Human Anatomy	45	EC
			Biology	46	EC
	ART / ARTE		Drawing & Painting / Dibujo y Pintura	47	EC
			Three dimensional expression / Expresion Tri-dimensional	47	EC
			Cutting & Collage / Cortar y Collage	48	EC
Science	General Science	OBSERVATION DEVELOPMENT / Desarrollo de la Observacion	Observation Table / Mesa de observacion: objetos vivos e inertes y puede describirlos (color, forma, textura etc.)	1	EC
			Use magnifying glass to observe small objects / Usa lupa para observar elementos diminutos	2	EC
			Sorting objects that Sink or Float / Clasifica en flota y no flota	3	EC
			Sorting in magnetic and antimagnetic/ Clasifica en magnetico y antimagnetico	4	EC
			Interested to see science books / Se interesa en observar libros de biblioteca ciencias	5	EC
	Biology	LIFE CONCEPT / Concepto de vida	Sorting Living and Non Living / Clasifica entre vivo y no vivo	6	EC
			Can describe life cycles of some living things / Describe ciclos de vida de algunos seres vivos	7	EC
			Can sort natural and anthropic objects / Clasifica objetos en naturales y antropicos.	8	EC
			Participates in the lesson about the 5 kingdoms / Participa en la presentacion de los 5 reinos ,animal, vegetal, fungi, bacterias y protistas	9	EC
		HUMAN BODY / El cuerpo Humano	Participates in activities to know about physical diversity in people / Participa en actividades para desarrollar consciencia de diversidad fisica de las personas	10	EC
		Parts of the Body / Partes del Cuerpo	Can recognize Parts of the Body / Reconoce y nombre partes del cuerpo como: brazo,mano,hombro, dedos,	11	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			piernas, pies, codo ,rolilla, talon, tobillo		
			Can recognize Parts of the head / Renoconoce y nombra partes de la cabeza: cara, pelo, ojos, nariz, boca, orejas, dientes, lengua, labios, cejas, pestanas.etc.	12	EC
		Senses / Los Sentidos	Has worked knowing Senses of the Body and their function / Ha trabajado conociendo los Sentidos del cuerpo y su funcion	13	EC
			Describe the importance of a balance diet / Describe la importancia de una dieta balanceada	14	EC
		Care of body / Cuidado del cuerpo	Describe the importance of safety and hygiene / Describe the importance of safety Describe la Impotancia de la seguridad e Higiene para la salud	15	EC
Zoology		ANIMALES / Animales	Can sort animals and Plants / Clasifica en Animals and Plants	16	EC
		Vertebrates / Vertebrados	Can classify and differentiate between the Vertebrates and Invertebrates / Explica la diferencia y clasifica entre Vertebrates and invertebrates	17	EC
			Can sort animals in 5 classes of vertebrates / Clasifica animales en las 5 clases de vertebrates	18	EC
			Can identify and name external parts of the vertebrate / Identifica y nombra algunas partes externas de los vertebrados	19	EC
		Invertebrates / Invertebrados	Name some invertebrates and their characteristics / Nombra algunos invertebrates y sus caracteristicas	20	EC
Botany		PLANTS / Plantas	Can describe some features of the plant kingdom / Describe algunas caracteristicas del reino vegetal	21	EC
			Can classify Fruits and Vegetables / Clasifica en Frutas y Verduras	22	EC
			Works with Parts of the Tree / Trabaja con las partes del arbol	23	EC
			Works with Parts of the Leaf / Trabaja con las partes de la hoja	24	EC
			Works with the leaves cabinet / Tabaja con el Gabinete hojas	25	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Works with Parts of the Flower / Trabaja con las partes de la flor	26	EC
			Works with Parts of a Seed / Trabaja con las partes de la semilla	27	EC
			Seeds or plant and observe the changes / Siembra o planta y observa cambios	28	EC
			Works with Parts of a fruit / Trabaja con las partes de la fruta	29	EC
			Works with Parts of the Root / Trabaja con las partes de la raiz	30	EC
	Intro to History / Introduccion a la historia	TIME CONCEPTS : Desarrollo del concepto de tiempo	Can use concepts of time properly; today, yesterday and tomorrow / Utiliza adecuadamente conceptos de tiempo hoy, ayer y manana	31	EC
			Can create a sequence of stories of 4 or more pictures / Construye secuencias temporales con tarjetas de 4 o mas momentos	32	EC
			Participate with partners every day in the calendar activity / Participa con sus companeros actualizando el calendario diariamente	33	EC
			Can recognize big changes in the time (Ex.: seasons) / Reconoce grandes cambios a traves del tiempo (Ej.: estaciones del ano)	34	EC
			Can classify cards of the seasons of the year and can name it / Clasifica imagenes y nombra las 4 estaciones del ano	35	EC
			Can name months of the year (6 to 12) / Nombra en orden 6 a 12 meses del ano	36	EC
			Can name the days of the week / Nombra todos los dias de la semana	37	EC
			Can observe and describe weather: rainy, cloudy, sunny etc. / Observa el clima y define despejado, lluvioso, numblado y parcialente nublado	38	EC
			Participate in the birthday ceremonies / Participa en las ceremonia de cumpleaños	39	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Can understand the time line of the children's life / Observa y comprende la linea de vida del nino (cumpleanos)	40	EC
			Can verbalize that the earth moves around the sun in one year / Puede decir que la tierra gira alrededor del sol durante un ano	41	EC
		Clock / Reloj	Can build the clock with all their parts / Puede armar correctamente el Reloj con sus partes	42	EC
			Can read the clock: o'clock and hour and half / Puede ver la hora en punto y hora y media	43	EC
			Can read the clock: quarter to or past / Puede ver la hora y cuarto y un cuarto para	44	EC
		SOCIAL STUDIES / Estudios Sociales	Can recognize US common symbols (Ex.: Flag) / Reconoce bandera US y otros simbolos del pais	45	EC
			Name people who are recognized for their values / Reconoce y nombra personajes destacados por sus valores	46	EC
			Can recognize some important hollidays during the year / Reconoce principales festividades durante el ano	47	EC
			Can recognize and name trades and professions / Reconoce principales oficios y profesiones	48	EC
			Participate in activities to know different cultures / Participa en actividades para conocer diferentes culturas	49	EC
Geography		GEOGRAPHY and UNIVERSE CONCEPT / Geografia y concepto de Universo	Can recognize an image of the Universe:Earth and Sun in the Solar System / Reconoce,el universo, la tierra y el sol en el sistema solar	50	EC
			Can sort pictures in water, land and air / Clasifica imagenes d geografia de Agua, tierra y aire	51	EC
			Can identify earth and Water in the Globe / Reconoce tierra y agua en el globo.	52	EC
			Has worked with some geographic Features (island, lake, peninsula, golf etc.) / Recibe con interes lecciones de Accidentes geograficos	53	EC
			Can name and show Continents in the Globe / Nombra y	54	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			ubica en el globo los continentes		
			Can verbalize in which city and country he/ she lives / Puede decir en que ciudad vive y el nombre del pais	55	EC
			Can show US and DC in the globe and in the world map /	56	EC
		Maps / Mapas	Ubica US y DC en el globo y planisferio		
			Has worked with the Puzzle Map of the World / Ha trabajado con el mapa Mundi	57	EC
			Has worked with the Puzzle Map of Australia / Ha trabajado con el mapa de Australia	58	EC
			Has worked with the Puzzle Map of North America / Ha trabajado con el mapa de America del Norte	59	EC
			Has worked with the Puzzle Map of South America / Ha trabajado con el mapa de America del Sur	60	EC
			Has worked with the Puzzle Map of Africa / Ha trabajado con el mapa de Africa	61	EC
			Has worked with the Puzzle Map of Europe / Ha trabajado con el mapa de Europa	62	EC
			Has worked with the Puzzle Map of Asia / Ha trabajado con el mapa de Asia	63	EC
			Has worked with the Puzzle Map of United States / Ha trabajado con el mapa de Estados Unidos	64	EC
			Has worked drawing several maps / Ha trabajado dibujando varios mapas	65	EC
		Flags / Banderas	Has been interested to know and work with flags of different countries / Se interesa por conocer y trabajar con banderas de diferentes paises	66	EC
Sensorial	Visual Discrimination	VISUAL	Matching objects and cards/Parea objetos y tarjetas iguales	1	EC
	Visual Discrimination	KNOBLESS Cylinders/ Cilindros de COLORES	Box 1 (yellow) / Caja Cilindros 1	2	EC
			Box 2 (red) / Caja Cilindros 2	3	EC
			Box 3 (green) / Caja Cilindros 3	4	EC
			Box 4 (blue) / Caja Cilindros 4	5	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Exploration with a combination of blocks / Combinar y explorar con los bloques y las cajas de cilindros de colores	6	EC
	Discriminacion Visual Color/Chromatic Discrimination	COLOR boxes/ Cajas de colores	Color Box 1 / Caja de color 1	7	EC
			Color Box 2 / Caja de color 2	8	EC
			Color Box 3 / Caja de color 3	9	EC
	Discriminacion Visual de Forma/Discrimination of Form	Geometric CABINET / Gabinete geometrico	Demonstration Tray / Bandeja de presentacion	10	EC
			Others / Otros cajones	11	EC
	Visual Discrimination	SORTING	Sorting form,size and colors /Clasifica por criterios de forma, tamano o color	12	EC
	Discriminacion Visual de Forma/Discrimination of Form		Geometric Cabinet with Cards / Gabinete geometrico con tarjetas	13	EC
		CONSTRUCTIVE Triangles / Triangulos constructores	Blue Triangles Box / Cajas de triangulos azules	14	EC
			Rectangular Box / Cajas Rectangulares	15	EC
			Triangluar Box / Caja triangulares	16	EC
			Small Hexagonal Box / Caja exagonal chica	17	EC
			Large Hexagonal Box / Caja exagonal grande	18	EC
		FRACTIONS / FRACCIONES construir circulos	Fractions / Fracciones const. sensorial	19	EC
	Discr. visual forma, tamano y color	CUBES / CUBOS	Cubo potencia del 2	20	EC
			Binomial Cube / Cubo del Binomio	21	EC
			Trinomial Cube/ Cubo del trinomio	22	EC
	Visual Discrimination	SERIAR	Pink Tower / Torre Rosa	23	EC
	Tactile Discrimination	TOUCH textures / Tocar diferentes texturas	Rough and Smooth Board - / Tablas de aspero y suave	24	EC
			Touch Tablets / Tablas de lija para aparear	25	EC
		Sorting Variety of objects	Sorting / Clasificar a traves del tacto	26	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		TOUCH and MATCH / TOCAR y PAREAR	Fabric Matching / Parear telas /	27	EC
			Thermic Tablets / Tabletas termicas	28	EC
			Thermic Bottles / Botellas termicas	29	EC
			Baric Tablets / Tabletas baricas	30	EC
			Pressure Cylinders / Cilindros de presion	31	EC
	Tactil Discrimination of Form / Discriminacion tactil de Forma	TOUCH / Tocar ESTEROGNOSTICO	Geometric Solids / Solidos Geometricos	32	EC
			Geometric Solids with Bases / Solidos Geometrics con la base	33	EC
	Visual Discrimination		Brown Stair / Escalera Cafe	34	EC
	Tactil Discrimination of Form / Discriminacion tactil de Forma		Mystery Bag / La bolsa misteriosa	35	EC
	Auditory Discrimination	LISTENING and match/ Parear sonidos	Sound Cylinders / Cilindros de sonido	36	EC
			Identificar sonidos del ambiente	37	EC
	Visual Discrimination		Red Rods/ Barras Rojas	38	EC
	Visual Discrimination	Cylinder BLOCKS	Block 1 (small to big) / Bloque de cilindro 1	39	EC
	Visual Discrimination		Block 2 (thin to thick) / Bloque de cilindro 2	40	EC
			Block 3 (tall/thin to short/thick) / Bloque de cilindro 3	41	EC
			Block 4 (short to tall - consistant diameter) / Bloque de cilindro 4	42	EC
	Olfactory Discrimination	SMELL / Olfato	Match smell botles	43	EC
Social emotional Report			3 -4	1	OT
	Social Development/ Desarrollo social	Social Interaction/ Relaciones sociales 3 a 4	Positive relations with peers/ Relaciones armonicas con sus pares	2	EC
			Positive relations with adults / Relaciones armonicas con adultos de la escuela	3	EC
			He/she likes circle time / Se integra a la clase grupal	4	EC
			He/she likes playground activites / se integra durante la	5	EC



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
			hora de recreo		
			Receives lessons with a positive attitude/ recibe lecciones con actitudes positivas	6	EC
			Follows directions for the good of the group/Sigue instrucciones por el bien colectivo	7	EC
			Manages frustration positively / Maneja frustraciones positivamente	8	EC
			4-5	9	OT
	Social Development/ Desarrollo social	Social Interaction/ Relaciones sociales 4 a 5	Actively participates in group activities/ Participa activamente en actividades grupales	10	EC
		Social Interaction/ relaciones sociales 4 a 5	Follows the rules for the good of the group / Sigue las reglas por el bien comun	11	EC
			Respects the ORDER in the environment / Respeta ORDEN en el ambiente	12	EC
			Respect for the work of others/ Respeta el trabajo ajeno	13	EC
			Walking in the classroom / Camina dentro del salo	14	EC
			Helps others / Ayuda a otros	15	EC
			Problem solving in social settings/ Soluciona problemas sociales positivamente	16	EC
			Shares spontaneously / Comparte sus pertenencias espontaneamente	17	EC
			5-6	18	OT
	Social Development/ Desarrollo social	Social Interaction/ relaciones sociales 5 a 6	Participates in activities outside the classroom / Participa en actividades fuera del salon	19	EC
			Forms social groups / Forman grupos sociales	20	EC
		Social Interaction /relaciones sociales 5 a 6	Interact with other positively / Se relaciona positivamente con otros niños	21	EC
		Social Interaction/ relaciones sociales 5 a 6	Is polite with children and adults/ Es atento y servicial con niños y adultos	22	EC
			Verbalizes emotions/ Defiende sus puntos de vista con argumentos propios	23	EC
	Social Development/Desarrollo	Autonomia 3 -4	Selects work spontaneously /Elige espontaneamente	24	EC



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
	social		ocupaciones		
			Recognizes his/her belongings/ Reconoce sus pertenencias	25	EC
			Takes care of his/her belongings / Cuida sus pertenencias	26	EC
			Maintain his/her belongings in order/ Guarda sus materiales y pertenencias	27	EC
			Keeps work in his/her folder/ Guarda sus trabajos es su carpeta	28	EC
			Puts on and takes off his/her coat/Se pone y se quita su chamarra	29	EC
			Able to carry out small responsibilities/ Cumple pequenas responsabilidades	30	EC
	Social Development/ Desarrollo social		Eats independently / Se alimenta independientemente	31	EC
	Social Development/Desarrollo social		Can use the bathroom by self	32	EC
			Cleans his/her nose/ Se limpia la nariz	33	EC
		Autonomia 4 - 5	Dresses and feeds his/her self independently/Se viste y se alimenta solo	34	EC
		Autonomia 4 -5	Works independantly/ Trabaja independientemente	35	EC
			Assume responsibilities in the classroom/Asume responsabilidades dentro del ambiente	36	EC
		Autonomia 5 -6	Assume complete responsibilities for belongings /Autonomo con sus pertenencias	37	EC
			Masters self dressing (button, zippers, buckle etc.) /Domina todo tipo de cierres en el vestuario (botones, bolsillos etc.)	38	EC
			Ties his/her shoes/ Ata sus cordones	39	EC
Spanish	Oral Language/Language oral	3/6 Montess.ORAL lessons, activities & objectives/ Lec., ORALES activid. y objetivos	3 to 6 DC Learning Standrads /Estandares de DC, 3 a 6 anos	1	EC
		Participa clase grupal con preguntas y comentarios.	PKLD-D1/PKLD-Q3Resp.conversation rules,engage in oral exchanges about a topic understanding	2	EC



List of Active Works

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Maya Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			explanations.		
		Hace preguntas en complejidad creciente	PKLD-Q6Answer questions with increasing complexity.	3	EC
		Canciones	KLD-O7Recite poems, rhymes, songs in a logical sequence.	4	EC
		Poemas y rimas infantiles	PKBR-PA8/KLD-O7Identify words that rhyme,recite poems, rhymes and songs in a logical sequence.	5	EC
		Hace rimas orales con sil. final o una palabra modelo	PKBR-PA9/KBR-PA10/KBR-PA11/KBR-PA12Produce rhymes	6	EC
		Distingue palabras dentro de una oracion dada	Fonological awarness	7	EC
		Componer palabras y descomponer en silabas	PKBR-PA10/KBR-PA14Hear syllables in words.Blend two or three spoken syllables to say words.	8	EC
		Veó veó Sonido inicial	PKBR-PA11Discriminate sounds as being the same or different,Manipulate sounds	9	EC
		Veó veó Sonido final	PKBR-PA11Discriminate sounds as being the same or different,Manipulate sounds	10	EC
		Veó-veó analisis de sonidos de la palabra	PKBR-PA11/KBR-PA15/16Blend spoken phonemes to form a word.Distinguish between initial, medial, and final sounds Manipulate sounds	11	EC
		Cuentos: Los escucha con atencion e interes	PK.LD-Q4/PK.BR-PC6/PKBR-PC7Listen stories,use pictures as clues of text.Unders.The End concept.	12	EC
		Comprende que es titulo, autor e ilustrador	PKBR-PC3Understand the concept of title, author, and illustrator.	13	EC
		Recuenta la historia o eventos en secuencia logica	PKLD-O8/PKLT-U1/KLD-O6/KIT-E2Retell story events or an experience in logical sequence.Retell important facts from a text heard or read.	14	EC
		Hace y responde preguntas, compara y predice historias	PKLT-U3/KLT-U2/KIT-E3Question,answer,comp.,and predict story events about stories and other print mat.	15	EC
		Relaciona las historias con experiencias propias	PKLT-U.4. Relate book experiences to own life.	16	EC
		Conversaciones nivel 3 a 4 años	PKLD-D2/PKLD-V10Initiate and extend convers. with others using multiple exchanges and new vocab.	17	EC
		Conversaciones Kinder	KLD-Q2/KLD-Q4 Share inf. opinions audibly appropriate	18	EC



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
			tone and inflection to in coherent sentences		
		Usa al adulto, material y libros para obtener informacion y aclarar dudas	PKLD-Q5/LD-V12/R1Use adult for ask quest.to get, new inf.,vocab. doubts,clarify some.that's not und.	19	EC
		Clasifica objetos e imagenes segun categorias	KLD-V9Sort common objects into basic categories (e.g., colors, shapes, foods).	20	EC
		Vocabulario objetos del ambiente fisico, natural y social	PKLD-V11Add descriptive words to basic subject-verb-object sentences.	21	EC
		Ejercicios de enriquecimiento de vocabulario mas complejos	Advance vocabulary enrichment	22	EC
		Describe laminas, objet. eventos y sentimientos de manera gral. y espec.	PKLD-V9/KKLD-Q3/KLD-V10Use words to escribe common objects size-color-shapes,actions,and feelings, and events in both general and specific language.	23	EC
		Simon Manda,sigue instrucciones de dos o mas pasos	PKLD-Q7/KLD-Q5/KLD-V11Follow directions of two or more steps related sequences of action.(up/down) (before/after)Express spatial and temp. relationships through the leng.	24	EC
Writing Learning/Aprendizaje Escritura		3/6 Mont. WRITING lessons, activities & objectives/ Lec. de ESCRITURA, activ. y objetivos	3 to 6 DC Learning Standrads / 3 a 6 estandares de DC	25	EC
		Resaques metalicos	Pre-Writing	26	EC
		Letras de lija	PKBR-P12/PKBR-P15/KBR-PC9/19Identify 10 or more letters. Begin to make letter-sound connections. Identify upper - and lower- case letters. Letter-sound matches.	27	EC
		Alfabeto movil	KBR-PC5/KBR-P18Recogn. that spoken words are repres. in written lang. by specific letter's sequens.Know there is a link between letters/sounds and that written words	28	EC
		Alfabeto movil oraciones	KBR-PC6/KBR-PC7/KBR-PC8Recogn. spaces betwe. words in a senten. &correlate. betwe.spoken &printed.	29	EC
		Dicta a la maestra para escribir ideas e historias	PKBRPC4-WI1Dict. own ideas and know that spoken w. can be writt. and read and written can be spoken.	30	EC
		Usa dibujos o palabras para contar historias	K.W-I.1. Draw pictures and/or use letters or phonetically spelled words to tell a story.	31	EC
		Intenta escribir mensajes, tarjetas o	PK W-E2 -W-E3- EL5/KW-E3/K.W-E.4 Make clear	32	



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
		textos	attempts to convey a message in writing. Draw pictures and/or use letters to give others inf. Dictate sentences.		EC
		Remarcar letras y palabras	Pre-Writing	33	EC
		Bandeja de arena	Writing	34	EC
		Pizarra vacia y con renglones	Writing	35	EC
		Logra escribir en papel vacio	Writing	36	EC
		Papel con renglones	Writing	37	EC
		Escribe su nombre con cursiva	PK.EL.4. Print own name.	38	EC
		Presenta predominio de lateralidad	Writing	39	EC
	Reading learning/Aprendizaje Lectura	3/6 Mont. READING lessons, activities & objectives/ Lecciones de LECTURA activ. y objet.	3 to 6 DC Learning Standrads / 3 a 6 estandares de DC	40	EC
		Reconoce significado senales del amb. (bano,trans.)	K.IT-DP5 State the meaning of specific signs (e.g., traffic, safety, warning signs).	41	EC
		Responde y hace preguntas acerca de materiales impresos	PKIT-E2 Answer questions about stories and other print materials.	42	EC
		Como tomar y hojear un libro	PKBR-PC1/KBR-PC2 Treat books with care. Turn pages in the correct direc. and order.	43	EC
		Mira libros en orden convenc. comprende FIN y senala palabras de izq. a derecha	PKBR-PC2/PKBR-PC5/KBR-PC3&4 Know conventional way for hold and read words and books.	44	EC
		Reconoce la funcion de los textos (infor. entret. comunic. oral etc)	KBR-PC1 Recognize that print represents spoken lang. and provides inform. or entertaining stories	45	EC
		Reconoce su nombre escrito	PKBR-P13 Name letters in own name and in familiar words.	46	EC
		Tarjetas de tres tiempos (segundo tiempo, parear palabras)	PK.BR-P14/PK.BR-P16 Use diff. strat. to make meaning from print. Find letters in words in the environment.	47	EC
		Primera canasta de objetos	PKBR-PC5/KBR-P20 Know that print is read from left to right in dif. languages. Can decode simple words in decodable text.	48	EC
		Tarjetas tres tiempos (tercer tiempo)	Reading	49	EC
		Lee palabras 1 a 2 silabas o mas	Reading	50	EC



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Lee oraciones	Reading	51	EC
		Pequenos parrafos	Reading	52	EC
		Combinaciones especiales de fonogramas	Reading	53	EC
		Ejercicios comprension lectora	Reading	54	EC
		Usa libros y rotulos del amb. para obtener informacion	PKITE1-R3/KIT-E1/K.R.1Use books and other printed materials to find information.Public Library to get it.	55	EC
	Grammar syntax/Gramatica sintaxis	3/6 Mont.GRAMMAR lessons, activities & objectives/Lec. GRAMATICA activ. y objetivos	3 to 6 DC Learning Standrads / 3 a 6 estandares de DC	56	EC
		Construye oraciones orales correctamente	PKEL1/KEL1Use coherent and increasingly complex sentences.Use the past and future tenses correctly (oral).	57	EC
		Escribe oraciones correctamente con palabras hechas o las escribe con lapiz	Syntax	58	EC
	Grammar morphology/Gramatica morfologica	Presentacion del sustantivo	Nouns	59	EC
		Ejerc. del sustantivo (granja, amb. , clasif. etc.)	Nouns	60	EC
		Presentacion del articulo	Article	61	EC
		Ejercicos del articulo	Article	62	EC
		Presentacion del Adjetivo	Adjetive	63	EC
		Ejercicios del adjetivo	PKLD-V11Add descriptive words to basic subject-verb-object sentences.	64	EC
		Presentacion del Verbo	Verb	65	EC
		Ordenes	Orders	66	EC
		Ejercicios del verbo	PK.LD-V.11. Add descriptive words to basic subject-verb-object sentences.	67	EC
		Analisis morfologico de oraciones propuestas que incluyen todo lo aprendido	Sentence analysis-morphologic and symbols	68	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
Inventory			wwwwww	1	OT
English 6-9	Handwriting	Metal Insets		1	LE
		Manuscript - Upper Case		2	LE
		Manuscript - Lower Case		3	LE
		*Typing / Word Processing		4	LE
	Phonograms	Consonants		5	LE
		Short Vowels - a		6	LE
		Short Vowels - e		7	LE
		Short Vowels - i		8	LE
		Short Vowels - o		9	LE
		Short Vowels - u		10	LE
		Long Vowels - Silent "e"		11	LE
		Long Vowels - ai / ay / a-e		12	LE
		Long Vowels - ee / ea / ey / y / e-e		13	LE
		Long Vowels - ie / igh / y / i-e		14	LE
		Long Vowels - o / oa / ow / o-e		15	LE
		Long Vowels - ue / oo / ew / u-e		16	LE
		Long Vowels - ow / ou		17	LE
		Other Vowels - er / ur / ir		18	LE
		Other Vowels - oi / oy		19	LE
	Digraphs	ch		20	LE
		sh		21	LE
		th		22	LE
		wh		23	LE
	Blends	ph		24	LE
		VC		25	LE
		CV		26	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
		CVC		27	LE
		CCVC		28	LE
		CVCC		29	LE
	Word Study	Compound Words		30	LE
		Root Words		31	LE
		Suffixes		32	LE
		Prefixes		33	LE
		Antonyms		34	LE
		Synonyms		35	LE
		Homophones		36	LE
		Homonyms		37	LE
		Homographs		38	LE
		Capital Letters		39	LE
		Abbreviations		40	LE
		Contractions		41	LE
		Classifications		42	LE
		Singular / Plural		43	LE
		Possessive		44	LE
		Syllabication		45	LE
		Rhyming		46	LE
	Grammar	Article and Noun		47	LE
		Adjective		48	LE
		Verb		49	LE
		Preposition		50	LE
		Adverb		51	LE
		Pronoun		52	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
		Conjunction		53	LE
		Interjection		54	LE
		Infinitive		55	LE
		Adverbial Phrase		56	LE
		Prepositional Phrase		57	LE
Grammar - Sentence Analysis		Subject		58	LE
		Predicate		59	LE
		Direct Object		60	LE
		Indirect Object		61	LE
Language Mechanics		Period		62	LE
		Question Mark		63	LE
		Exclamation Point		64	LE
		Comma		65	LE
		Apostrophe		66	LE
		Quotation Marks		67	LE
		Semi-colon		68	LE
		Colon		69	LE
		Capitalization		70	LE
		Parentheses		71	LE
Spelling		*		72	LE
Sight Words				73	LE
Phonics		*Beginning Texts / Phonics Readers		74	LE
Personal Information		Name		75	LE
		Address		76	LE
		Telephone Number		77	LE
Research Skills		ABC Order		78	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
		Dictionary Guide Words		79	LE
		Table of Contents		80	LE
		Glossary		81	LE
		Bibliography		82	LE
		Resource Books: Dictionary		83	LE
		Resource Books: Thesaurus		84	LE
		Resource Books: Encyclopedia		85	LE
		Resource Books: Atlas		86	LE
		Reading: Tables		87	LE
		Reading: Charts		88	LE
		Reading: Graphs		89	LE
		Reading: Maps		90	LE
		Reading: Pictures (Captions)		91	LE
		Reading: Diagrams		92	LE
		Paraphrasing		93	LE
		Understanding Plagerism		94	LE
		Computers / Internet Searches		95	LE
	Writing Skills	Complete Sentence		96	LE
		Types of Sentences: Declarative		97	LE
		Types of Sentences: Interrogative		98	LE
		Types of Sentences: Imperative		99	LE
		Types of Sentences: Exclamatory		100	LE
		Sentence Patterning		101	LE
		Forming Paragraphs		102	LE
		Types of Writing: Letters		103	LE
		Types of Writing: Journal		104	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
		Types of Writing: Scientific Observations*		105	LE
		Types of Writing: Biography		106	LE
		Types of Writing: Poetry		107	LE
		Types of Writing: Newspaper		108	LE
		Types of Writing: Autobiography		109	LE
		Types of Writing: Fiction		110	LE
		Types of Writing: Non-fiction		111	LE
		Essays: Narration		112	LE
		Essays: Exposition		113	LE
		Essays: Persuasion		114	LE
		Essays: Description		115	LE
		Editing / Publishing		116	LE
	Reading / Literature	Word Knowledge / Vocabulary		117	LE
		Following Directions		118	LE
		Context Clues		119	LE
		Locating Answers		120	LE
		Finding Facts		121	LE
		*Identifying Opinions		122	LE
		Main Idea / Details		123	LE
		Drawing Conclusions		124	LE
		Sequencing Stories		125	LE
		Identifying Inferences		126	LE
		*Compare / Contrast		127	LE
		*Analyze Characters (traits, actions)		128	LE
		*Point of View		129	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Genres: Poetry		130	LE
		Genres: Plays		131	LE
		Genres: Fiction		132	LE
		Genres: Non-Fiction / Informational		133	LE
		Genres: Biographies		134	LE
		Genres: Autobiographies		135	LE
		Genres: Newspaper / Current Events		136	LE
		Guided Reading / Lesson Participation		137	LE
		Independent Reading / Enjoyment		138	LE
		Oral Reading / Fluency		138	LE
Grace and Courtesy	Grace and Courtesy	Grace and Courtesy	Grace and Courtesy	1	LE
Mathematics 6-9	Decimal System	Golden Beads		1	LE
		Layout Symbols		2	LE
		Quantity/Symbol		3	LE
		Magic Slide		4	LE
		The Change Game		5	LE
		The Dot Game		6	LE
		*Wooden Hierarchical Material		7	LE
	Numeration	Teen Board		8	LE
		Tens Board		9	LE
		Hundred Board		10	LE
		Hundred Chain		11	LE
		Thousand Chain		12	LE
		Ordinals		13	LE
		Comparing and Ordering: < > =		14	LE
		Estimating		15	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Rounding		16	LE
		*Odd / Even		17	LE
	Memorization	Addition: Snake Game		18	LE
		Addition: Strip Board		19	LE
		Addition: Charts		20	LE
		Subtraction: Snake Game		21	LE
		Subtraction: Strip Board		22	LE
		Subtraction: Charts		23	LE
		Multiplication: Bead Bars		24	LE
		Multiplication: Bead Board		25	LE
		Multiplication: Charts		26	LE
		Division: Unit Division Board		27	LE
		Division: Charts		28	LE
				29	LE
	Bead Cabinet	Square Chains	(specify in comments)	30	LE
		Cube Chains	(specify in comments)	31	LE
	Operations	Static Addition with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	32	LE
		Static Addition no materials		33	LE
		Dynamic Addition with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	34	LE
		Dynamic Addition no materials		35	LE
		Static Subtraction with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	36	LE
		Static Subtraction no materials		37	LE
		Dynamic Subtraction with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	38	LE
		Dynamic Subtraction no materials		39	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Static Multiplication with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame, Checkerboard)	40	LE
		Static Multiplication no materials		41	LE
		Dynamic Multiplication with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame, Checkerboard)	42	LE
		Dynamic Multiplication no materials		43	LE
		Static Division with materials	Name Material In Comments (Golden Beads, Stamp Game, Racks and Tubes)	44	LE
		Static Division no materials		45	LE
		Dynamic Division with materials	Name Material In Comments (Golden Beads, Stamp Game, Racks and Tubes)	46	LE
		Dynamic Division no materials		47	LE
	Decanomial	Horizontal		48	LE
		Vertical		49	LE
		Angular		50	LE
		Tower		51	LE
		Numerical		52	LE
	Multiples	*	Name activity in comments	53	LE
		Least Common Multiple		54	LE
		Greatest Common Factor		55	LE
	Squaring	Forming Squares 1-10	Name activity or material in comments	56	LE
		Square of a binomial		57	LE
		Square of a trinomial		58	LE
		Successive and Non-successive squares	Specify in comments	59	LE
	Algebra	Solving Equations	* How to find the unknown (See Common Core)	60	LE
		Number Lines	Positive and Negative	61	LE
		Using Properties	Specify: Identity, Commutative, Associative, Distributive	62	LE
	Fractions	Family Names	Specify in Comments	63	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Equivalence		64	LE
		+ Like Denominators		65	LE
		- Like Denominators		66	LE
		+ Unlike Denominators		67	LE
		- Unlike Denominators		68	LE
		Reducing to Simplest Form		69	LE
		Expressing a Probability		70	LE
		Multiplying		71	LE
		Dividing		72	LE
		Converting to Decimals		73	LE
	Decimals	*Place Value	Decimal Yellow Board	74	LE
		Addition		75	LE
		Subtraction		76	LE
		Expressing a Probability		77	LE
		*Rounding		78	LE
		*Place Value	Decimal Checkerboard	79	LE
		Multiplication		80	LE
		Division		81	LE
		Conversion to Fractions		82	LE
	Money	Denominations of Currency	Specify: \$.01, .05, .10, .25, .50, \$1, 5, 10, 20, etc...	83	LE
		Addition		84	LE
		Subtraction		85	LE
		Multiplication		86	LE
		Division		87	LE
		Estimating / Rounding		88	LE
		Greater Than / Less Than		89	LE
	Measurement	Metric: Length / Width / Capacity	Specify in Comments	90	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
		Customary: Length / Width / Capacity	Specify in Comments	91	LE
		Temperature	Specify in Comments (F, C, Kelvin)	92	LE
		Conversion: Metric and customary	Specify in Comments	93	LE
	Time	Analog clock	Specify (Hour, Half Hour, Quarter Hour, 5 minutes, 1 minute)	94	LE
		Digital clock		95	LE
		*Elapsed Time	See Common Core	96	LE
	Roman Numerals	Reading and writing	Specify in Comments	97	LE
		Conversion: Roman and cardinal #'s	Specify in Comments	98	LE
	Graphs	*Tally Marks		99	LE
		*Table		100	LE
		*Bar Graph		101	LE
		*Line Graph		102	LE
		*Pictograph		103	LE
		*Pie Chart		104	LE
		*Parts of a Graph	Specify (Title, axis, axis labels, key, scale, etc...)	105	LE
	Problem Solving	*Strategies	Specify (Paraphrase, Draw a Picture, etc..)	106	LE
		One Step Problems	Make comments regarding type, operations, etc...	107	LE
		Two Step Problems	Make comments regarding type, operations, etc...	108	LE
	Vocabulary	*	Specify (For example: dozen, pair, denominator)	109	LE
	Equipment	Calculator		110	LE
		Thermometer		111	LE
		Scale		112	LE
		Ruler		113	LE
		Compass		114	LE
		*Protractor	Specify Montessori or Conventional Protractor	115	LE



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
	Geometry	*Vocabulary	Point, line, plane, ray, segment, etc... (specify in comments)	116	LE
		Geometric solids	Name solids, name faces/edges/vertices (specify)	117	LE
		Geometric cabinet	Name polygons and closed curved figures (specify)	118	LE
		Angles		119	LE
		Polygons		120	LE
		Triangles	Name by sides and angles	121	LE
		Quadrilaterals	Name by sides and angles	122	LE
		Circles		123	LE
		Similarity / equivalence / congruence	Specify	124	LE
		Perimeter		125	LE
		Area		126	LE
		Volume		127	LE
Music	Music		Identify changes in pitch, dynamics, and form using movement/voice/instruments (3.1.E3)	1	OT
			Identify Orchestral instrument groups: Strings, Woodwinds, Brass, Percussion (3.1.L3)	2	OT
			Perform steady beat, rhythmic ostinatos (repeated rhythm patterns) and borduns (repeated chords) on classroom instruments (1.2.P1/2.2.P1)	3	OT
			Demonstrate singing timbre of voice and use of pitch (high/low, up/down, melody patterns, ostinatos) (1.2.S3)	4	OT
			Create speech and body percussion ostinato patterns for songs and chanted poems (3.3.1)	5	OT
			Read and chant (using rhythmic solfege) simple rhythmic patterns using quarter, eighth, sixteenth and quarter rest notes (1.4.2/2.4.2)	6	OT
			Sing songs and play singing games from various cultures about varied topics; examine ideas and vocabulary of lyrics (3.5.H1)	7	OT
Report Cards - Social Development		n/a	Participates cooperatively within a group	1	LE



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
social development			Interacts positively with others	2	LE
			Displays social maturity	3	LE
			Follows ground rules	4	LE
			Demonstrates self-confidence	5	LE
			Communicates needs constructively	6	LE
			Appropriate impulse control	7	LE
			Interacts with all ages	8	LE
			Displays emotional readiness to transition	9	LE
			Accepts guidance and direction	10	LE
			Follows oral directions	11	LE
			Follows written directions	12	LE
			Responds to challenges	13	LE
			Demonstrates self-motivation	14	LE
			Demonstrates concentration	15	LE
			Completes work cycle	16	LE
			Ability to work independently	17	LE
			Ability to organize Work	18	LE
			Demonstrates awareness of peaceful resolution to conflicts	19	LE
			Understands the meaning of community	20	LE
Reports Cards - academic	Social Development/ Desarrollo social MATHEMATICS / MATEMÁTICAS	Autonomia 3 -4	Eats independently / Se alimenta independientemente	21	OT
			Hierarchies – understands place value / Jerarquías – valor posicional	1	LE
			Static addition / Suma estática	2	LE
			Dynamic addition / Suma dinámica	3	LE
			Static subtraction / Resta estática	4	



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
			Dynamic subtraction / Resta dinámica	5	LE
			Static Multiplication / Multiplicación estática	6	LE
			Dynamic Multiplication / Multiplicación dinámica	7	LE
			Division - 1 digit / División con unidades	8	LE
			Division- 3 or more digits / División con 3 o más dígitos	9	LE
			Money / Dinero	10	LE
			Measurement / Unidades de medidas	11	LE
			Time / Hora	12	LE
			Memorization	13	LE
			Data analysis, statistics and probability / Analisis de datos, estadística y probabilidad	14	LE
			Word problems / Problemas escritos	15	LE
			Fractions / Fracciones	16	LE
		Geometry – Geometría	Shape / Formas	17	LE
			Patterns / Patrones	18	LE
			Sizes / Tamaños	19	LE
			Relationships / Relaciones	20	LE
			Algebra	21	LE
	ENGLISH – INGLES	Oral / Oral	Appropriate vocabulary / Posee un vocabulario adecuado	22	LE
			Uses correct word order / Habla utilizando correcto orden de palabras	23	LE
			Communicates ideas clearly / Comunica ideas claramente	24	LE
			Pronunciation / Pronunciación	25	LE
		Writing / Escritura	Phoneme segmentation / Segmentación de sonidos	26	LE
			Print handwriting / Escritura imprenta	27	LE
			Writes sentences / Escribe oraciones	28	LE
			Writes paragraphs / Escribe párrafos	29	



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
			Spelling / Ortografia	30	LE
			Editing / Editar	31	LE
		Writing /Escritura	Creative writing / Composicion	32	LE
		Reading / Lectura	Phonics / Sonido de las letras	33	LE
			Letter names / Nombres de las letras	34	LE
			Reads fluently at his/her level / Lectura fluida a su nivel	35	LE
			Comprehends material / Comprende material	36	LE
			Independent reading / Lectura independiente	37	LE
			Research / Investigación	38	LE
		Grammar / Gramatica	Understands concepts / Comprende conceptos	39	LE
			Sentence analysis / Analiza oraciones	40	LE
	SPANISH – ESPAÑOL	Oral / Oral	Appropriate vocabulary / Posee un vocabulario adecuado	41	LE
		Oral / Oral	Uses correct word order / Habla utilizando correcto orden de palabras	42	LE
			Communicates ideas clearly / Comunica ideas claramente	43	LE
			Pronunciation / Pronunciación	44	LE
		Writing / Escritura	Phoneme segmentation / Segmentación de sonidos	45	LE
			Cursive handwriting / Escritura cursiva	46	LE
			Writes sentences / Escribe oraciones	47	LE
			Writes paragraphs / Escribe párrafos	48	LE
			Spelling / Ortografia	49	LE
			Editing / Editar	50	LE
			Creative writing (punctuation) / Escritura creativa (puntuación)	51	LE
		Reading / Lectura	Phonics / Sonido de las letras	52	LE
			Letter Names / Nombres de las letras	53	LE
			Reads fluently at his/her level / Lectura fluida a su nivel	54	



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
			Comprehends material / Comprende material	55	LE
			Independent reading / Lectura independiente	56	LE
			Research / Investigación	57	LE
		Grammar / Gramatica	Understands concepts / Comprende conceptos	58	LE
			Sentence analysis / Analiza oraciones	59	LE
	SCIENCE / CIENCIA		Scientific thinking and inquiry / Investigación científica	60	LE
			Life science (plants and animals) / Biología (plantas y animales)	61	LE
			Earth science / Ciencias naturales	62	LE
			Physical science / Ciencias físicas	63	LE
			Science and technology / Ciencias y tecnología	64	LE
			Astronomy / Astronomía	65	LE
	GEOGRAPHY & HISTORY / GEOGRAFÍA Y HISTORIA		Political geography / Geografía política	66	LE
			Physical geography / Geografía física	67	LE
			Cultural geography / Geografía cultural	68	LE
			History / Historia	69	LE
			Civics / Educación cívica	70	LE
	HOMEWORK / TAREA		Turns in homework on time / Entrega la tarea a tiempo	71	LE
	HOMEWORK / TAREA		Homework is orderly and accurate / La tarea esta en orden y correcta	72	LE
Science - 6-9	Research / Investigacion	Scientific Method/Método Científico	1.1, 2.1, 3.1 Broad Concept: Scientific progress is made by asking relevant questions and conducting careful investigations.	1	LE
		Develop science research projects / Desarrolla proyectos de investigacion de ciencias	1.1, 2.1, 3.1 Broad Concept: Scientific progress is made by asking relevant questions and conducting careful investigations.	2	LE
	Biology / Biología	Living, No-living. Life concept - Vivo No vivo. Concepto de vida	2.7. Broad Concept: Living things depend on one another and their environment for survival	3	LE



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
Biology / Biología		Life cycle - Ciclo de vida de los seres vivos	.2.9. Broad Concept: Humans have predictable life cycles.	4	LE
		Five Kindoms - Cinco Reinos	3.5. Broad Concept: Plants and animals can be classified according to the physical characteristics that they share.	5	LE
Zoology / Zoología		External Parts - Fish/Partes Externas de los Pescados		6	LE
		External Parts - Amphibian/Partes Externas de los Anfibios		7	LE
		External Parts - Reptile/Partes Externas de los reptiles		8	LE
		External Parts - Bird/Partes Externas de Pajaros		9	LE
		External Parts - Mammal/Partes externas de los Mamiferos		10	LE
		Internal Parts - Fish/Partes Internas de los Pescados		11	LE
		Internal Parts - Amphibian/Partes Internas de los Anfibios		12	LE
		Internal Parts - Reptile/Partes Internas de los Reptiles		13	LE
		Internal Parts - Bird/Partes Internas de los pajaros		14	LE
		Internal Parts - Mammal/Manual de Partes Internas		15	LE
		Animal Stories/Historias de Animales		16	LE
		Q & A Game/Juegos de Preg. y Resp.		17	LE
		First Knowledge/Primer Conocimiento		18	LE
		Classification of Vertebrates / Clasificacion de los Vertebrados	2.8. Broad Concept: Many different types of plants and animals inhabit the Earth, 3.5. Broad Concept: Plants and animals can be classified according to the physical characteristics that they share.	19	LE
		Classification of Invertebrates / Clasificacion de los Invertebrados	2.8. Broad Concept: Many different types of plants and animals inhabit the Earth, 3.5. Broad Concept: Plants and animals can be classified according to the physical	20	LE



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
			characteristics that they share.		
		Comparison of Vertebrates / Estudio comparativo de los Vertebrados		21	LE
		Comparison of Invertebrates / Estudio comparativo de los Invertebrados		22	LE
		Protozoa/Los protozoos		23	LE
		Porifera/Porifera		24	LE
		Coelenterata/celentéreo		25	LE
		Platyhelminthes/Platelminto		26	LE
		Nemathelminthes/Nemathelminthes		27	LE
		Annelida/Annelida		28	LE
		Anthropoda/Artrópodos		29	LE
		Mollusca/Mollusca		30	LE
		Echinodermata/echinodermos		31	LE
		Human body systems - Cuerpo humano y sus sistemas	2.9. Broad Concept: Humans have predictable life cycles.3.7. Broad Concept: Humans have a variety of mechanisms to stay healthy.	32	LE
		Human body and health - Cuerpo humano y salud	3.7. Broad Concept: Humans have a variety of mechanisms to stay healthy.	33	LE
Botany/Botánica		Plant, Animal/Plantas-Animales	1.4, 2.8. Broad Concept: Many different types of plants and animals inhabit the Earth, 2.6. Broad Concept: Plants and animals have structures that serve different functions in growth,survival, and reproduction	34	LE
		Trees - type/Arboles-Tipo		35	LE
		Trees - shape/Arboles-Forma		36	LE
		Trees - parts/Arboles-Partes		37	LE
		Trees - research/Arboles-Estudio		38	LE
		Shrubs - type/Arbustos-Tipo		39	LE
		Shrubs - shape/Arbustos-Forma		40	LE
		Shrubs - parts/Arbustos-Partes		41	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
		Shrubs - research/Arbustos-Estudio		42	LE
		Flowers - type/Flores-Tipo		43	LE
		Flowers - shape/Flores-Forma		44	LE
		Flowers - parts/Flores-Partes		45	LE
		Flowers - research/Flores-Estudio		46	LE
		Plants - type/Plantas-Tipo		47	LE
		Plants - shape/Plantas-Forma		48	LE
		Plants - parts/Plantas-Partes		49	LE
		Plants - research/Plantas-Estudio		50	LE
		Leaves - type/Hojas-Tipo		51	LE
		Leaves - shape/Hojas-Forma		52	LE
		Leaves - parts/Hojas-Partes		53	LE
		Leaves - research/Hojas-estudios		54	LE
		Seeds - type/Semillas-tipo		55	LE
		Seeds - shape/Semillas-Forma		56	LE
		Seeds - parts/Semillas-partes		57	LE
		Seeds - research/Semillas-Estudio		58	LE
		Nature Walk/caminar en la naturaleza		59	LE
		Gardening/Jardineria		60	LE
		Environment/Ambiente	2.4. Broad Concept: The Earth's resources can be conserved	61	LE
		Plant Stories/Historias de las Plantas		62	LE
		Q & A Game/ Preg. Res. Juego		63	LE
		First Knowledge/Primer Conosimiento		64	LE
		Classification/Clasificación	2.8. Broad Concept: Many different types of plants and animals inhabit the Earth, 3.5. Broad Concept: Plants and	65	LE



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
Earth Science/Ciencias Terrestres	Planet Earth/Planeta Tierra		animals can be classified according to the physical characteristics that they share.		
			1.2. Broad Concept: The Earth is composed of land, air, and water	66	LE
		Biomass of the Earth / Biomas de la Tierra	1.2. Broad Concept: The Earth is composed of land, air, and water	67	LE
		Long./Latitude/Largo/Latitud		68	LE
		Planets/Orbits/Planetas/Orbita		69	LE
		Astronomy/astronomía		70	LE
		Rocks/Minerals/Piedras/Minerales		71	LE
		Fossils/Fosiles		72	LE
		Plate Tectonics/Platos Tectonicos		73	LE
		Erosion/Erosión		74	LE
		Weather/Clima	2.3. Broad Concept: Weather can be observed, measured, and described.	75	LE
		Oceans/Oceanos		76	LE
		Seasons/Temporadas		77	LE
		Air/Wind/Aire/Viento	3.3. Broad Concept: Objects in the sky move in regular and predictable patterns	78	LE
		Cloud/Rays/Nubes/Rayos	3.3. Broad Concept: Objects in the sky move in regular and predictable patterns	79	LE
Chemistry/Química		Precipitation/Precipitacion		80	LE
		Atmosphere/Atmosfera		81	LE
		Safety & Equipment/Seguridad Y Equipamiento	2.2, 3.3 Broad Concept: Although each of the human enterprises of science and technology has a character and history of its own, each is dependent on and reinforces the other	82	LE
		Microscope's parts / Partes del microscopio	2.2, 3.3 Broad Concept: Although each of the human enterprises of science and technology has a character and history of its own, each is dependent on and reinforces the other	83	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Matter/Materia	2.5. Broad Concept: Materials come in different states, including solids, liquids, and gases	84	LE
		Forces/Fuerzas	3.4. Broad Concept: Energy takes many forms and has many sources	85	LE
		Gases/Gases		86	LE
		Changes/Cambios		87	LE
		Solutions/Soluciones		88	LE
		Heat/Calor		89	LE
		Acid or Base/ Ácido o Base		90	LE
		Periodic Table/ Tabla Periodica		91	LE
		Proton/Protón		92	LE
		Neutron/Neutrón		93	LE
		Molecule/Molécula		94	LE
		Atom. Diagram/Diagrama Atomico		95	LE
	Physics/Física	Electricity/Electricidad		96	LE
		Magnet/Imán		97	LE
		Gravity/Gravedad		98	LE
		Buoyancy/Flotabilidad		99	LE
		Balance/Equilibrio		100	LE
		Flight/Vuelo		101	LE
		Sound/Sonido		102	LE
		Sim. Mach.		103	LE
		Inertia/Inercia		104	LE
		Light/Luz		105	LE
		Motion/Movimiento	1.3 Broad Concept: The motion of objects can be observed, measured, and changed.	106	LE
Social Studies 6-9	Geography/Geografia	Waterforms / Landforms - Lake/Formacion del Agua/Formacion		1	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		de la tierra-Lago			
		Waterforms / Landforms - Island/Formacion del Agua/Formacion de la tierra-Islas		2	LE
		Waterforms / Landforms - Peninsula/Formacion del Agua/Formacion de la tierra-Peninsula		3	LE
		Waterforms / Landforms - Strait/Formacion del Agua/Formacion de la tierra-		4	LE
		Waterforms / Landforms - Isthmus/Formacion del Agua/Formacion de la tierra-Istmo		5	LE
		Waterforms / Landforms - Bay/Formacion del Agua/Formacion de la tierra-Bahia		6	LE
		Waterforms / Landforms - Cape/Formacion del Agua/Formacion de la tierra-Capa		7	LE
		Waterforms / Landforms - Lake System/Formacion del Agua/Formacion de la tierra-Sistema de Lagunas		8	LE
		Waterforms / Landforms - Archipelago/Formacion del Agua/Formacion de la tierra- Archipelago		9	LE
		Irregular Coastline/Lineas costeras irregulares		10	LE
		Parts of a River/Partes de un Rio		11	LE
		Parts of a Mountain/Partes de una montaña		12	LE
		Parts of a Volcano/Partes de un Volcan		13	LE
		Map Skills - North/Habilidades con	2.1, 3.1. Broad Concept: Students use map and globe	14	LE



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
		mapas del Norte	skills to determine the absolute locations of places andinterpret information		
		Map Skills - South/Habilidades con mapas del Sur	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	15	LE
		Map Skills - East/Habilidades con mapas del Este	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	16	LE
		Map Skills - West/Habilidades con mapas del Oeste	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	17	LE
		Map Skills - Latitude/Habilidades con mapas de Latitude	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	18	LE
		Map Skills - Longitude/Habilidades con mapas de Longitude	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	19	LE
		Map Skills - Legend/Habilidades con mapas de Leyenda	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	20	LE
		Map Skills - Globe/Habilidades con mapas de Globo	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	21	LE
		Waterforms of the World/Formaciones de auguas Mundiales		22	LE
		Landforms of the World/Marcas Geograficas del Mundo		23	LE
		Tally Marks/Marcas en Linea		24	EC
		Year & Parts/años y Sus Partes		25	EC
		Personal Time Line/Sequencia personal		26	EC
		Clock/Reloj		27	EC
		Black Yarn/ Ilo Negro		28	EC
	History/Historia				



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		AD / BC-AD/BC		29	EC
		Story of Creation/Historia de la Creacion		30	EC
		Clock of Eras/Epocas del Tiempo		31	EC
		Timeline of Life/Sequencia de la Vida		32	EC
		Timeline of People/Sequencia de las personas	3.5. Broad Concept: Students draw from historical and community resources to organize the sequence of local historical events	33	EC
		Eastern Civilization/Civilizacion Oriental		34	EC
		Western Civilization/Civilizacion Occidental		35	EC
		USA History - Explorers & Settlers/Historia de USA-Exploradores y Colonos		36	EC
		USA History - A Young Nation/Historia de USA-Una Nacion Joven		37	EC
		USA History - The Industrial Era/Historia de USA-Epocas Industrial		38	EC
		USA History - Modern America/Historia de USA-America Moderna	2.3. Broad Concept: Students explain governmental institutions and practices in the United States, 3.2. Broad Concept: Students understand the basic structure of the Washington, DC, government.	39	EC
		Fundamental Needs of People/Necesidades Fundamentales de las Personas	2.6. Broad Concept: Students describe the North American landscape, indigenous adaptations to it, and modifications to it.	40	EC
		Fundamental Needs of People - Horizontal - Clothing/Necesidades Fundamentales de las Personas-Horizontal-Ropa	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	41	EC
		Fundamental Needs of People - Horizontal - Land Transportation/Necesidades Fundamentales de las Personas-	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	42	EC



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Horizontal-Transporte Terrestre			
		Fundamental Needs of People - Horizontal - Nutrition/Necesidades Fundamentales de las Personas- Horizontal-Nutricion	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	43	EC
		Fundamental Needs of People - Horizontal - Water Transportation/Necesidades Fundamentales de las Personas- Horizontal-Transporte de Agua	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	44	EC
		Fundamental Needs of People - Horizontal - Shelter/Necesidades Fundamentales de las Personas- Horizontal-Albergue	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	45	EC
		Fundamental Needs of People - Horizontal - Social Acceptance/Necesidades Fundamentales de las Personas- Horizontal-Aceptacion Social	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	46	EC
		Fundamental Needs of People - Horizontal - Defense/Necesidades Fundamentales de las Personas- Horizontal-Proteccion	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	47	EC
		Fundamental Needs of People - Horizontal - Religion/Philosophy/Necesidades Fundamentales de las Personas- Horizontal-Religion/Filosofia	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	48	EC
		Fundamental Needs of People - Horizontal - Communication/Necesidades Fundamentales de las Personas- Horizontal-Comunicaciones	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	49	EC
		Fundamental Needs of People -	2.5. Broad Concept: Students describe the human	50	EC



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Horizontal - Physical Health/Necesidades Fundamentales de las Personas-Horizontal-Salud Fisica	characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.		
		Fundamental Needs of People - Vertical - Primitive/Necesidades Fundamentales de las Personas- Verticales-Primitivos		51	EC
		Fundamental Needs of People - Vertical - Egyptian/Necesidades Fundamentales de las Personas- Verticales-Egipcio		52	EC
		Fundamental Needs of People - Vertical - Roman/Necesidades Fundamentales de las Personas- Verticales-Romano		53	EC
		Fundamental Needs of People - Vertical - Medieval/Necesidades Fundamentales de las Personas- Verticales-Medieval		54	EC
		Fundamental Needs of People - Vertical - Renaissance/Necesidades Fundamentales de las Personas- Verticales-Del Renacimiento		55	EC
		Fundamental Needs of People - Vertical - 18 Century/Necesidades Fundamentales de las Personas- Verticales-Del Siglo 18	3.4. Broad Concept: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.	56	EC
		Fundamental Needs of People - Vertical - 19 Century/Necesidades Fundamentales de las Personas- Verticales-Del Siglo 19	3.4. Broad Concept: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.	57	EC
		Fundamental Needs of People - Vertical - 20 Century/Necesidades Fundamentales de las Personas-	3.4. Broad Concept: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.	58	EC



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Verticales-Del Siglo 20			
		Fundamental Needs of People - Vertical - Modern/Necesidades Fundamentales de las Personas- Verticales-Modernas Economics/Economia	3.3. Broad Concept: Students demonstrate basic economic reasoning skills	59	EC
		Civics/Educacion Civica	2.2. Broad Concept: Students describe the rights and responsibilities of citizenship. 2.4. Broad Concept: Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously	60	EC
		Political Geography - Planisphere/Geografia Politica del Planisferio		61	EC
		Political Geography - North America/Geografia Politica de NorteAmerica		62	EC
		Political Geography - South America/Geografia Politica de Suramerica		63	EC
		Political Geography - Africa/Geografia Politica de Africa		64	EC
		Political Geography - Europe/Geografia Politica de Europa		65	EC
		Political Geography - Asia/Geografia Politica de Asia		66	EC
		Political Geography - Oceania/Geografia Politica de la Oceania		67	EC
		Political Geography - United States/ Geografia Politica de Los Estados Unidos		68	EC
		State Research/Investigacion del		69	EC
				70	EC



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Estado			
		Continent Research - North America/Investigacion del Continente Norteamericano		71	EC
		Continent Research - South America/Investigacion del Continente Sudamericano		72	EC
		Continent Research - Europe/Investigacion del Continente Europeo		73	EC
		Continent Research - Africa/Investigacion del Continente Africano		74	EC
		Continent Research - Oceania/Investigacion del Continente Oceania		75	EC
		Continent Research - Asia/Investigacion del Continente Asiatico		76	EC
		Continent Research - Antarctica/Investigacion del Continente Antartico		77	EC
		Research Paper - Topic/Documento de Investigacion-Tema		78	EC
SPANISH SY 10/11	ORAL LANGUAGE development / Desarrollo del LENGUAJE ORAL	EXPRESION ORAL		1	LE
		Actividades de grupo grande y grupos pequenos/Big-small group activities	Respetar reglas convencionales de discucion en grupo	2	LE
			Demuestra estar atendiendo a la leccion	3	LE
			Participa en la clase grupal con preguntas y comentarios.	4	LE
			Responde preguntas; comprende los contenidos	5	LE
			Es capaz de conversar sobre un tema	6	LE
			Su pronunciacion es adecuada y comprensible	7	



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
			Su sintaxis oral es adecuada	8	LE
			Es capaz de exponer un tema con claridad frente a sus compañeros	9	LE
			Participa en dramatizaciones	10	LE
				11	LE
		Vocabulario	Su vocabulario le permite expresar sus experiencias, ideas y necesidades	12	LE
			Retiene vocabulario nuevo	13	LE
				14	LE
		Poemas, rimas infantiles y juegos verbales	Hace rimas orales con sil. final o una palabra modelo	15	LE
			Retiene rimas, poemas, canciones y juegos verbales de acuerdo a su nivel	16	LE
				17	LE
		Conciencia fonologica	1 Aisla Sonido inicial final y medio de las palabras	18	LE
			1-2 Segmenta todos los sonidos de la palabra	19	LE
			1 Descompone en silabas	20	LE
			1 Distingue palabras dentro de una oracion dada	21	LE
				22	LE
		Cuentos narrados y otros textos	Escucha cuentos y textos con atencion e interes	23	LE
			Distingue que es titulo, autor e ilustrador	24	LE
			Recuenta la historia o eventos en secuencia logica	25	LE
			Hace y responde preguntas, compara y predice historias	26	LE
			Nombra personajes y sus características	27	LE
			Nombra elementos fundamentales de la narracion	28	LE
			Relaciona las historias con experiencias propias	29	LE
				30	LE



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
	WRITING Learning / Aprendizaje de la ESCRITURA	ESCRITURA CURSIVA ; Caligrafia / Cursive handwriting : Calligraphy	1 Toma correctamente el lapiz	31	LE
			Resaques metalicos domina y crea variaciones	32	LE
			1 Letras de lija, las nombra y traza con correctomovimiento	33	LE
			1 Logra remarcar letras y palabras con correcto movimiento caligrafico	34	LE
			1 Escribe respetando el renglon base	35	LE
			2 Escribe letras altas medias y bajas usando apropiadamente el espacio	36	LE
			1 Respeta espacio de palabras en la oracion	37	LE
			2 Escribe con correcto movimiento caligrafico y letra ligada	38	LE
			1 Escribe su nombre y apellido	39	LE
				40	LE
				41	LE
			COMPOSICION : Escritura creativa	42	LE
			1 Alfabeto movil	43	LE
			Presentaciones de Composicion	44	LE
			1 Como escribir una oracion completa	45	LE
			1 Que es un parrafo	46	LE
			1 Como crear targetas y mensajes	47	LE
			2-3 Como escribir una carta	48	LE
			Como escribir una hitoria o cuento	49	LE
			2-3 Como escribir un poema	50	LE
				51	LE
			Habilidades logradas de escritura creativa	52	LE
			1 Dicta a la maestra para escribir ideas e historias	53	LE
			1 Usa dibujos o palabras para contar historias		
			1 Intenta escribir mensajes, tarjetas o textos		
			1 Logra escribir oraciones completas		



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			1 Logra escribir un parrafo acerca de un tema	54	LE
			2 Logra escribir dos parrafos acerca de un tema	55	LE
			3 Logra escribir tres o mas parrafos acerca de un tema	56	LE
			Crea historias y diferentes tipos textos	57	LE
			2-3 Crea poemas	58	LE
				59	LE
		ORTOGRAFIA	Historia del alfabeto	60	LE
			1 Nombra todas las letras del alfabeto Espanol	61	LE
			1 Nombra y clasifica entre vocales y consonantes	62	LE
			1 Nombra y clasifica entre mayusculas y minusculas	63	LE
			cursivas		
			2 Nombra todas las mayusculas y sus posibilidades escritas	64	LE
			Usa mayusculas cuando corresponde	65	LE
		Combinaciones especiales de fonogramas en Espanol	1 que / qui	66	LE
			1 gue / gui	67	LE
			1 ce / ci	68	LE
			2 gue / gui (pinguino)	69	LE
			3 ge / gi	70	LE
			1Uso de la b / v	71	LE
			2Uso de la s / c / z	72	LE
			3Uso de la j / r	73	LE
				74	LE
		Estudio de la Acentuacion		75	LE
		Fonologia	2-3 Silaba y clasificacion de palabras segun sus silabas	76	LE
			2-3 El acento y clasificacion de palabras segun su acento	77	LE
			1 El fonema	78	LE



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			1 Diptongos / Triptongos / Hiatos	79	LE
		El tilde o acento ortografico	1 En las palabras Agudas	80	LE
			2 En las palabras Esdrujulas y Sobreesdrujulas	81	LE
			4 En las graves	82	LE
			4 El tilde en los hiatos	83	LE
			4 El tilde como acento diacritico	84	LE
		PUNTUACION		85	LE
		Presentaciones de puntuacion	1 Uso del punto aparte y seguido.	86	LE
			1 Uso de signos de interrogacion (?)	87	LE
			1 Uso de signos de exclamacion (!)	88	LE
			2 Uso de comillas (" ")	89	LE
			3 Uso de dos puntos (:)	90	LE
			3 Uso de la coma (,)	91	LE
	READING learning/Aprendizaje de la LECTURA	LECTURA COMPRENSIVA		92	LE
		Presentaciones de comprension Lectora	Historia del misionero	93	LE
			1 Trajetas de tres tiempos	94	LE
			1 Primera canasta de objetos	95	LE
			1 Rotular la granja	96	LE
			1 Rotular objetos del ambiente y otros ejercicios	97	LE
			1 Tarjetas para parear oraciones simples	98	LE
				99	LE
		Present. Partes externas de un libro	1 Nombra tapa / contraportapa / solapa / lomo y su funcion	100	LE
			3 Nombra portada /sinopsis / indice / prologo / paginas/ glosario / bibliografia y su funcion	101	LE
		Lectura comprensiva segun su grado	1 Libros y textos nivel palabra simple	102	LE



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			1 Libros y textos nivel oraciones	103	LE
			1 Libros y textos parrafos cortos	104	LE
			2 Libros y textos de acuerdo a 2o grado	105	LE
			2 Lee abreviaturas simples	106	LE
			3 Libros y textos de acuerdo a 3er grado	107	LE
				108	LE
		Generos y textos literarios	1 Clasifica textos publicitarios / informativos/formularios	109	LE
			2 Clasifica en cuento / novela / fabula / teatro	110	LE
			2 Clasifica textos de ficcion / no ficcion	111	LE
				112	LE
		LUIDEZ LECTORA	1-2 Grupos consonanticos	113	LE
			Combinaciones que/qui etc. segun grado	114	LE
			1- 40 o + palabras por minuto	115	LE
			2- 70 o + palabras por minuto	116	LE
			3- 90 o + palabras por minuto	117	LE
			Lee en voz alta con debida entonacion y pausas	118	LE
	LANGUAGE STUDY / ESTUDIO DEL LENGUAJE			119	LE
		SEMANTICA	Estudio del significado de las palabras	120	LE
			2-3 Uso del diccionario	121	LE
			2 Sinonimos	122	LE
			2 Antonimos	123	LE
			5 Homonimos	124	LE
			5-6 Homofonos	125	LE
			5-6 Paronimos	126	LE
				127	LE
		FUNCION DE LAS PALABRAS EN LA GRAMATICA MORFOLOGICA		128	LE



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		ORACION			
		Sustantivos	1 Sustantivo y ejercicios	129	LE
			1-2 Accidentes del sustantivo (Genero y Numero)	130	LE
			1 Propios y Comunes	131	LE
			2 Individuales y colectivos	132	LE
			3 Gentilicios	133	LE
				134	LE
		Articulo	1 Articulo y ejercicios	135	LE
			1 Accidentes del Articulo	136	LE
			2 Clasificacion del Articulo	137	LE
		Caja gramatical del Articulo	Analisis morfologico de frases propuestas	138	LE
				139	LE
		Adjetivo	1 Adjetivo y ejercicios	140	LE
			1 Accidentes del adjetivo	141	LE
			1 Adjetivo calificativo	142	LE
		Caja gramatical del Adjetivo	Analisis morfologico de frases propuestas	143	LE
				144	LE
		Verbo	1 Verbo y ejercicios	145	LE
			2 Tiempos verbales simples: presente / pasado y futuro	146	LE
			3 Infinitivo / Gerundio / Participio	147	LE
				148	LE
		Caja gramatical del Verbo	Analisis morfologico de oraciones propuestas	149	LE
				150	LE
		Preposicion	1 Preposicion y ejercicios	151	LE
		Caja gramatical de la Preposicion	Analisis morfologico de oraciones propuestas	152	LE
				153	LE
		Adverbio	2 Adverbio y ejercicios	154	



List of Active Works

Latin American Montessori Bilingual PCS
Incas Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
		Caja gramatical del Adverbio	Analisis morfologico de oraciones propuestas	155	LE
				156	LE
		Pronombre	2 Pronombre y ejercicios	157	LE
		Caja gramatical del Pronombre	Analisis morfologico de oraciones propuestas	158	LE
				159	LE
		Conjuncion	2 Conjuncion y ejercicios	160	LE
		Caja gramatical del Conjuncion	Analisis morfologico de oraciones propuestas	161	LE
		Interjeccion		162	LE
				163	LE
		Caja gramatical de la Interjeccion	Analisis morfologico de oraciones propuestas	164	LE
				165	LE
		Lexicoginesia	1 Palabras compuestas	166	LE
			2-3 Prefijos y sufijos	167	LE
			3 Raiz	168	LE
			3 Familias de palabras	169	LE
				170	LE
		PARTES DE LA ORACION	GRAMATICA SINTAXIS	171	LE
			1-2 Separa y nombra la funcion del sujeto y predicado	172	LE
		Sujeto	1-2 Nombra nucleo del sujeto	173	LE
		Predicado	1-2 Nombra nucleo del predicado	174	LE
		Complementos u objetos	3 Separa complemento directo	175	LE
			3 Sepera complemento indirecto	176	LE
			Exclamativos / Interrogativos	177	LE
		Tipos de enunciados	Declarativos / Imperativos	177	LE



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
Select Area	Number Sense	Number Sense	greater than, less than, equal to	1	LE
Art/ Music	Art	Art	Drawing	1	LE
			Circles	2	LE
			Origami	3	LE
			Recycling materials	4	LE
	Music	Rhythm	Introduction	5	LE
		Pitch	Introduction	6	LE
		Guided Listening	Introduction	7	LE
		Composition	Introduction	8	LE
		Performance	Introduction	9	LE
		History/Culture	Introduction	10	LE
	Art	Art	Coloring	11	LE
			Drawing from real object	12	LE
			Paint	13	LE
			Chalk	14	LE
			Beads	15	LE
			Braiding	16	LE
			Metal Insets	17	LE
			Puzzles	18	LE
English 6-9	Handwriting	Metal Insets		1	OT
		Manuscript - Upper Case		2	OT
		Manuscript - Lower Case		3	OT
		*Typing / Word Processing		4	OT
	Phonograms	Short Vowels - a		5	OT
		Short Vowels - e		6	OT
		Short Vowels - i		7	OT
		Short Vowels - o		8	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
		Short Vowels - u		9	OT
		Long Vowels - Silent "e"		10	OT
		Long Vowels - ai / ay / a-e		11	OT
		Long Vowels - ee / ea / ey / y / e-e		12	OT
		Long Vowels - ie / igh / y / i-e		13	OT
		Long Vowels - o / oa / ow / o-e		14	OT
		Long Vowels - ue / oo / ew / u-e		15	OT
		Long Vowels - ow / ou		16	OT
		Other Vowels - er / ur / ir		17	OT
		Other Vowels - oi / oy		18	OT
	Digraphs	ch		19	OT
		sh		20	OT
		th		21	OT
		wh		22	OT
		ph		23	OT
	Blends	VC		24	OT
		CV		25	OT
		CVC		26	OT
		CCVC		27	OT
		CVCC		28	OT
	Word Study	Compound Words		29	OT
		Root Words		30	OT
		Suffixes		31	OT
		Prefixes		32	OT
		Antonyms		33	OT
		Synonyms		34	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
		Homophones		35	OT
		Homonyms		36	OT
		Homographs		37	OT
		Capital Letters		38	OT
		Abbreviations		39	OT
		Contractions		40	OT
		Classifications		41	OT
		Singular / Plural		42	OT
		Possessive		43	OT
		Syllabication		44	OT
		Rhyming		45	OT
Grammar		Article and Noun		46	OT
		Adjective		47	OT
		Verb		48	OT
		Preposition		49	OT
		Adverb		50	OT
		Pronoun		51	OT
		Conjunction		52	OT
		Interjection		53	OT
		Infinitive		54	OT
		Adverbial Phrase		55	OT
		Prepositional Phrase		56	OT
Grammar - Sentence Analysis		Subject		57	OT
		Predicate		58	OT
		Direct Object		59	OT
		Indirect Object		60	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
	Language Mechanics	Period		61	OT
		Question Mark		62	OT
		Exclamation Point		63	OT
		Comma		64	OT
		Apostrophe		65	OT
		Quotation Marks		66	OT
		Semi-colon		67	OT
		Colon		68	OT
		Capitalization		69	OT
		Parentheses		70	OT
	Spelling	*		71	OT
	Sight Words			72	OT
	Phonics	*Beginning Texts / Phonics Readers		73	OT
	Personal Information	Name		74	OT
		Address		75	OT
		Telephone Number		76	OT
	Research Skills	ABC Order		77	OT
		Dictionary Guide Words		78	OT
		Table of Contents		79	OT
		Glossary		80	OT
		Bibliography		81	OT
		Resource Books: Dictionary		82	OT
		Resource Books: Thesaurus		83	OT
		Resource Books: Encyclopedia		84	OT
		Resource Books: Atlas		85	OT
		Reading: Tables		86	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
		Reading: Charts		87	OT
		Reading: Graphs		88	OT
		Reading: Maps		89	OT
		Reading: Pictures (Captions)		90	OT
		Reading: Diagrams		91	OT
		Paraphrasing		92	OT
		Understanding Plagerism		93	OT
		Computers / Internet Searches		94	OT
	Writing Skills	Complete Sentence		95	OT
		Types of Sentences: Declarative		96	OT
		Types of Sentences: Interrogative		97	OT
		Types of Sentences: Imperative		98	OT
		Types of Sentences: Exclamatory		99	OT
		Sentence Patterning		100	OT
		Forming Paragraphs		101	OT
		Types of Writing: Letters		102	OT
		Types of Writing: Journal		103	OT
		Types of Writing: Scientific Observations*		104	OT
		Types of Writing: Biography		105	OT
		Types of Writing: Poetry		106	OT
		Types of Writing: Newspaper		107	OT
		Types of Writing: Autobiography		108	OT
		Types of Writing: Fiction		109	OT
		Types of Writing: Non-fiction		110	OT
		Essays: Narration		111	OT



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Essays: Exposition		112	OT
		Essays: Persuasion		113	OT
		Essays: Description		114	OT
		Editing / Publishing		115	OT
	Reading / Literature	Word Knowledge / Vocabulary		116	OT
		Following Directions		117	OT
		Context Clues		118	OT
		Locating Answers		119	OT
		Finding Facts		120	OT
		*Identifying Opinions		121	OT
		Main Idea / Details		122	OT
		Drawing Conclusions		123	OT
		Sequencing Stories		124	OT
		Identifying Inferences		125	OT
		*Compare / Contrast		126	OT
		*Analyze Characters (traits, actions)		127	OT
		*Point of View		128	OT
		Genres: Poetry		129	OT
		Genres: Plays		130	OT
		Genres: Fiction		131	OT
		Genres: Non-Fiction / Informational		132	OT
		Genres: Biographies		133	OT
		Genres: Autobiographies		134	OT
		Genres: Newspaper / Current Events		135	OT
		Guided Reading / Lesson Participation		136	OT
		Independent Reading / Enjoyment		137	OT
		Oral Reading / Fluency		138	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
English 9-12	Handwriting	Manuscript - Upper Case		1	UE
		Manuscript - Lower Case		2	UE
		*Typing / Word Processing		3	UE
	Spelling	*		4	UE
	Sight Words			5	UE
	Word Study	Compound Words		6	UE
		Root Words		7	UE
		Suffixes		8	UE
		Prefixes		9	UE
		Antonyms		10	UE
		Synonyms		11	UE
		Homophones		12	UE
		Homonyms		13	UE
		Homographs		14	UE
		Capital Letters		15	UE
		Abbreviations		16	UE
		Contractions		17	UE
		Classifications		18	UE
		Singular / Plural		19	UE
		Possessive		20	UE
		Syllabication		21	UE
		Rhyming		22	UE
	Grammar	Grammar Symbols		23	UE
		Article		24	UE
		Noun		25	UE
		Noun: Masculine and Feminine		26	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
		*Noun: Collective		27	UE
		*Noun: Abstract and Concrete		28	UE
		Adjective: Classes		29	UE
		Adjective: Comparisons		30	UE
	Grammar	Verbs		31	UE
	Grammar	Verb Mood: indicative / imperative		32	UE
		Verb Tenses: Simple Tenses		33	UE
		Verb Tenses: Compound Tenses		34	UE
		Verb Conjugations		35	UE
		Verb Voice: Active / Passive		36	UE
		Verbals: Infinitive / Participle / Gerund		37	UE
		Preposition		38	UE
		Adverb		39	UE
		Pronoun		40	UE
		Pronoun: Personal		41	UE
		Pronoun: Possessive		42	UE
		Conjunctions	Part of speech	43	UE
			Coordinating	44	UE
			Subordinating	45	UE
			Correlative	46	UE
		Interjection		47	UE
		Infinitive		48	UE
		Adverbial Phrase		49	UE
		Prepositional Phrase		50	UE
	Grammar	*Sentence Analysis		51	UE
		Sentences	Simple	52	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
			Complex	53	UE
			Compound	54	UE
			Compound / Complex	55	UE
Language Mechanics		Period		56	UE
		Question Mark		57	UE
		Exclamation Point		58	UE
		Comma		59	UE
		Apostrophe		60	UE
		Quotation Marks		61	UE
		Semi-colon		62	UE
		Colon		63	UE
		Capitalization		64	UE
		All Punctuation		65	UE
		Parentheses		66	UE
Research Skills		ABC Order		67	UE
		Dictionary Guide Words		68	UE
		Table of Contents		69	UE
		Glossary		70	UE
		Bibliography		71	UE
		Resource Books	Dictionary	72	UE
			Thesaurus	73	UE
			Encyclopedia (Books and ONLINE)	74	UE
			Atlas	75	UE
		Reading Comprehension	Tables	76	UE
			Charts	77	UE
			Graphs	78	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
			Maps	79	UE
			Pictures (captions)	80	UE
			Diagrams	81	UE
		Paraphrasing		82	UE
		Understanding Plagerism		83	UE
		Computers / Internet Searches		84	UE
		Computers / Retrieve and Save Files		85	UE
Writing Skills		Complete Sentence		86	UE
		Types of Sentences	Declarative	87	UE
			Interrogative	88	UE
			Imperative	89	UE
			Exclamatory	90	UE
			Mixed Types	91	UE
		Sentence Fragments		92	UE
		Run-on Sentences		93	UE
		Forming Paragraphs		94	UE
		Paragraphs: Beginning/Middle/End		95	UE
		Types of Writing	Letters	96	UE
			Journals	97	UE
			Scientific	98	UE
			Biography	99	UE
			Poetry	100	UE
			Newspaper / Articles	101	UE
			Autobiography	102	UE
			Fiction	103	UE
			Non-fiction	104	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
		Essays	Narrative	105	UE
			Expository	106	UE
			Persuasive	107	UE
			Descriptive	108	UE
		Drafting / Editing / Publishing		109	UE
		Cases for/against Slang		110	UE
		Standards for Written English		111	UE
Reading / Informational		Word Knowledge / Vocabulary		112	UE
		Following Directions		113	UE
		Context Clues		114	UE
		Locating Answers		115	UE
		Finding Facts		116	UE
		*Identifying Opinions		117	UE
		Main Idea / Details		118	UE
		Drawing Conclusions		119	UE
Reading / Literature		Sequencing Stories		120	UE
		Identifying Inferences		121	UE
Reading / Informational				122	UE
		*Compare / Contrast		123	UE
Reading / Literature		*Analyze Characters (traits, actions)		124	UE
		*Point of View	Narrators	125	UE
		*Story Map	Setting / Conflict / Plot / Mood / Climax / Etc.	126	UE
		*Theme / Message / Moral		127	UE
		*Sensory Details / Figurative Language		128	UE
		Genres	Poetry	129	UE
			Newspaper / Current Events	130	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
			Plays	131	UE
			Autobiographies	132	UE
			Non-fiction / Informational	133	UE
			Biographies	134	UE
			Fiction	135	UE
		Oral Reading / Fluency		136	UE
		Guided Reading / Lesson Participation		137	UE
		Independent Reading / Enjoyment		138	UE
	Writing Skills	Idioms	Idioms	139	UE
		Poetry	Poetry	140	UE
		Syllogisms	Syllogisms	141	UE
LIPS	Phonics	set climate		1	UE
		p/b, t/d, f/v		2	UE
		short i, long o, oo		3	UE
		k/g, th/th,s/z		4	UE
		short a, au/aw, oe (toe)		5	UE
		ch/j, sh/zh, s/z		6	UE
		ee/oo(boot)		7	UE
		ae(ate), short a, short u		8	UE
		l,r, w, h, wh		9	UE
		m, n, ng		10	UE
		c,x, qu, y		11	UE
		ie (ice), ue (use)		12	UE
		ou (our), ow(owl, oi, (oil) oy (boy)		13	UE
		vowel +r, (her, sir, fur, for, car)		14	UE
		syllables		15	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
		silent e		16	UE
		ai, oa, ea		17	UE
		ce/ge rules		18	UE
		y= ie, ee or i		19	UE
		x, qu		20	UE
		double final f, l, s, z		21	UE
		final ge/dge, k/ck, ch,tch		22	UE
		-tion,		23	UE
		-le		24	UE
		-ture		25	UE
		-y suffix		26	UE
		past tense		27	UE
		open syllable		28	UE
		double consonant for short vowel		29	UE
		principle c at beginning, k at end of word		30	UE
		dge/ge		31	UE
		ph		32	UE
		ch/ tch		33	UE
		-ng		34	UE
		-nge		35	UE
		ew		36	UE
		kn		37	UE
Mathematics 6- 9	Decimal System	Golden Beads		1	OT
		Layout Symbols		2	OT
		Quantity/Symbol		3	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
		Magic Slide		4	OT
		The Change Game		5	OT
		The Dot Game		6	OT
		*Wooden Hierarchical Material		7	OT
	Numeration	Teen Board		8	OT
		Tens Board		9	OT
		Hundred Board		10	OT
		Hundred Chain		11	OT
		Thousand Chain		12	OT
		Ordinals		13	OT
		Comparing and Ordering: < > =		14	OT
		Estimating		15	OT
		Rounding		16	OT
		*Odd / Even		17	OT
	Memorization	Addition: Snake Game		18	OT
		Addition: Strip Board		19	OT
		Addition: Charts		20	OT
		Subtraction: Snake Game		21	OT
		Subtraction: Strip Board		22	OT
		Subtraction: Charts		23	OT
		Multiplication: Bead Bars		24	OT
		Multiplication: Bead Board		25	OT
		Multiplication: Charts		26	OT
		Division: Unit Division Board		27	OT
		Division: Charts		28	OT
				29	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
	Bead Cabinet	Square Chains	(specify in comments)	30	OT
		Cube Chains	(specify in comments)	31	OT
	Operations	Static Addition with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	32	OT
		Static Addition no materials		33	OT
		Dynamic Addition with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	34	OT
		Dynamic Addition no materials		35	OT
		Static Subtraction with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	36	OT
		Static Subtraction no materials		37	OT
		Dynamic Subtraction with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	38	OT
		Dynamic Subtraction no materials		39	OT
		Static Multiplication with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame, Checkerboard)	40	OT
		Static Multiplication no materials		41	OT
		Dynamic Multiplication with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame, Checkerboard)	42	OT
		Dynamic Multiplication no materials		43	OT
		Static Division with materials	Name Material In Comments (Golden Beads, Stamp Game, Racks and Tubes)	44	OT
		Static Division no materials		45	OT
		Dynamic Division with materials	Name Material In Comments (Golden Beads, Stamp Game, Racks and Tubes)	46	OT
		Dynamic Division no materials		47	OT
	Decanomial	Horizontal		48	OT
		Vertical		49	OT
		Angular		50	OT



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Tower		51	OT
		Numerical		52	OT
	Multiples	*	Name activity in comments	53	OT
		Least Common Multiple		54	OT
		Greatest Common Factor		55	OT
	Squaring	Forming Squares 1-10	Name activity or material in comments	56	OT
		Square of a binomial		57	OT
		Square of a trinomial		58	OT
		Successive and Non-successive squares	Specify in comments	59	OT
	Algebra		Specify in comments	60	OT
		Solving Equations	* How to find the unknown (See Common Core)	61	OT
		Number Lines	Positive and Negative	62	OT
		Using Properties	Specify: Identity, Commutative, Associative, Distributive	63	OT
	Fractions	Family Names	Specify in Comments	64	OT
		Equivalence		65	OT
		+ Like Denominators		66	OT
		- Like Denominators		67	OT
		+ Unlike Denominators		68	OT
		- Unlike Denominators		69	OT
		Reducing to Simplest Form		70	OT
		Expressing a Probability		71	OT
		Multiplying		72	OT
		Dividing		73	OT
		Converting to Decimals		74	OT
	Decimals	*Place Value	Decimal Yellow Board	75	OT
		Addition		76	OT



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Subtraction		77	OT
		Expressing a Probability		78	OT
		*Rounding		79	OT
				80	OT
		*Place Value	Decimal Checkerboard	81	OT
		Multiplication		82	OT
		Division		83	OT
		Conversion to Fractions		84	OT
	Money	Denominations of Currency	Specify: \$.01, .05, .10, .25, .50, \$1, 5, 10, 20, etc...	85	OT
		Addition		86	OT
		Subtraction		87	OT
		Multiplication		88	OT
		Division		89	OT
		Estimating / Rounding		90	OT
		Greater Than / Less Than		91	OT
	Measurement	Metric: Length / Width / Capacity	Specify in Comments	92	OT
		Temperature	Specify in Comments (F, C, Kelvin)	93	OT
		Customary: Length / Width / Capacity	Specify in Comments	94	OT
		Temperature	Specify in Comments (F, C, Kelvin)	95	OT
		Conversion: Metric and customary	Specify in Comments	96	OT
	Time	Analog clock	Specify (Hour, Half Hour, Quarter Hour, 5 minutes, 1 minute)	97	OT
		Digital clock		98	OT
		*Elapsed Time	See Common Core	99	OT
	Roman Numerals	Reading and writing	Specify in Comments	100	OT
		Conversion: Roman and cardinal #'s	Specify in Comments	101	OT
	Graphs	*Tally Marks		102	OT



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		*Table		103	OT
		*Bar Graph		104	OT
		*Line Graph		105	OT
		*Pictograph		106	OT
		*Pie Chart		107	OT
		*Parts of a Graph	Specify (Title, axis, axis labels, key, scale, etc...)	108	OT
	Problem Solving	*Strategies	Specify (Paraphrase, Draw a Picture, etc..)	109	OT
		One Step Problems	Make comments regarding type, operations, etc...	110	OT
		Two Step Problems	Make comments regarding type, operations, etc...	111	OT
	Vocabulary	*	Specify (For example: dozen, pair, denominator)	112	OT
	Equipment	Calculator		113	OT
		Thermometer		114	OT
		Scale		115	OT
		Ruler		116	OT
		Compass		117	OT
		*Protractor	Specify Montessori or Conventional Protractor	118	OT
	Geometry	*Vocabulary	Point, line, plane, ray, segment, etc... (specify in comments)	119	OT
		Geometric solids	Name solids, name faces/edges/vertices (specify)	120	OT
		Geometric cabinet	Name polygons and closed curved figures (specify)	121	OT
		Angles		122	OT
		Polygons		123	OT
		Triangles	Name by sides and angles	124	OT
		Quadrilaterals	Name by sides and angles	125	OT
		Circles		126	OT
		Similarity / equivalence / congruence	Specify	127	OT
		Perimeter		128	OT



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Area		129	OT
		Volume		130	OT
Mathematics 9-12	Numeration	*Decimal System	Reading and writing numbers 0 - 9,999	1	UE
		*Wooden Hierarchical Material	Reading and writing very large numbers	2	UE
		*Decimal Fractions	Reading and writing very small numbers of whole number with decimal fractions	3	UE
		Comparing and Ordering: $<$ $>$ $=$		4	UE
		Estimating		5	UE
		Rounding		6	UE
	Bead Cabinet	Square Chains	(specify in comments)	7	UE
		Cube Chains	(specify in comments)	8	UE
	Operations	Addition facts	30 facts in one minute	9	UE
		Subtraction facts	30 facts in one minute	10	UE
		Multiplication facts	30 facts in one minute	11	UE
		Division facts	30 facts in one minute	12	UE
		Static Addition with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	13	UE
		Static Addition no materials		14	UE
		Dynamic Addition with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	15	UE
		Dynamic Addition no materials		16	UE
		Static Subtraction with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	17	UE
		Static Subtraction no materials		18	UE
		Dynamic Subtraction with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame)	19	UE
		Dynamic Subtraction no materials		20	UE
		Static Multiplication with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame, Checkerboard)	21	UE



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Static Multiplication no materials		22	UE
		Dynamic Multiplication with materials	Name Material in Comments (Golden Beads, Stamp Game, Bead Frame, Checkerboard)	23	UE
		Dynamic Multiplication no materials		24	UE
		Static Division with materials	Name Material In Comments (Golden Beads, Stamp Game, Racks and Tubes)	25	UE
		Static Division no materials		26	UE
		Dynamic Division with materials	Name Material In Comments (Golden Beads, Stamp Game, Racks and Tubes)	27	UE
		Dynamic Division no materials		28	UE
	Decanomial	Horizontal		29	UE
		Vertical		30	UE
		Angular		31	UE
		Tower		32	UE
		Demonstrations	Specify: arithmetical, geometric, algebraic	33	UE
		Solving Algebraic Equations		34	UE
		Properties	Specify Addition/Multiplication (identity, associative, commutative, distributive)	35	UE
	Multiples	*	Name activity in comments	36	UE
		Least Common Multiple		37	UE
		Greatest Common Factor		38	UE
		Factor Trees		39	UE
		Prime Factors		40	UE
	Divisibility	*Rules for divisibility	Specify (by 2, 4, 5, 9, 10, 25)	41	UE
	Squaring	Forming Squares 1-10	Name activity or material in comments	42	UE
		Square of a binomial		43	UE
		Square of a trinomial		44	UE
		*Square Roots	Specify in comments	45	UE



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
Algebra		Algebraic Binomial		46	UE
		Algebraic Trinomial		47	UE
		Solving Equations	* How to find the unknown (See Common Core)	48	UE
		*Number Lines	Positive and Negative	49	LE
Fractions			Fractions and Decimals on a Number line	50	LE
		Using Properties	Specify: Identity, Commutative, Associative, Distributive	51	UE
		*Vocabulary Review	Numerator / Denominator	52	UE
		Equivalence		53	UE
		+ Like Denominators		54	UE
		- Like Denominators		55	UE
		+ Unlike Denominators		56	UE
		- Unlike Denominators		57	UE
		Reducing to Simplest Form		58	UE
		Expressing a Probability		59	UE
		Multiplying		60	UE
		Dividing		61	UE
Decimals		Converting to Decimals		62	UE
		Rounding		63	UE
		Ratio and Proportion		64	UE
		*Place Value	Decimal Yellow Board	65	UE
		*Rounding		66	UE
		Addition		67	UE
		Subtraction		68	UE
		Expressing a Probability		69	UE
		*Rounding		70	UE
		*Place Value	Decimal Checkerboard	71	UE
		Multiplication		72	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
		Division		73	UE
		Conversion to Fractions		74	UE
		Using Money	To estimate, round, add, subtract, multiply divide (specify)	75	UE
		*Greater Than / Less Than		76	UE
	Percentage	Conversions / Equivalent Forms	Fractions / Decimals / Percents	77	UE
	Measurement	Temperature	Specify in Comments (F, C, Kelvin)	78	UE
		Metric: Length / Width / Capacity	Specify in Comments	79	UE
		Customary: Length / Width / Capacity	Specify in Comments	80	UE
		Temperature	Specify in Comments (F, C, Kelvin)	81	UE
		Conversion: Metric and customary	Specify in Comments	82	UE
	Time	Addition / Subtraction		83	UE
		Multiplication / Division		84	UE
		*Elapsed Time / Passage of time	See Common Core	85	UE
	Roman Numerals	Reading and writing	Specify in Comments	86	UE
		Conversion: Roman and cardinal #'s	Specify in Comments	87	UE
	Graphs	*Tally Marks		88	UE
		*Table		89	UE
		*Bar Graph		90	UE
		*Line Graph		91	UE
		*Pictograph		92	UE
		*Pie Chart		93	UE
		*Parts of a Graph	Specify (Title, axis, axis labels, key, scale, etc...)	94	UE
		*Using Statistics	Mean, median, mode, etc. (specify)	95	UE
	Problem Solving	*Strategies	Specify (Paraphrase, Draw a Picture, etc..)	96	UE
		One Step Problems	Make comments regarding type, operations, etc...	97	UE
		Two Step Problems	Make comments regarding type, operations, etc...	98	



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
					UE
		Multiple Step Problems	Make comments regarding type, operations, etc...	99	UE
	Vocabulary	*	Specify (For example: dozen, pair, denominator)	100	UE
	Equipment	Calculator		101	UE
		Thermometer		102	UE
		Scale		103	UE
		Ruler		104	UE
		Compass		105	UE
		*Protractor	Specify Montessori or Conventional Protractor	106	UE
	Geometry	*Vocabulary	Point, line, plane, ray, segment, etc... (specify in comments)	107	UE
		Geometric solids	Name solids, name faces/edges/vertices (specify)	108	UE
		Geometric cabinet	Name polygons and closed curved figures (specify)	109	UE
		Angles		110	UE
		Polygons		111	UE
		Triangles	Name by sides and angles	112	UE
		Quadrilaterals	Name by sides and angles	113	UE
		Circles		114	UE
		Area		115	UE
		Perimeter		116	UE
		Volume		117	UE
		*Surface Area		118	UE
		Similarity / equivalence / congruence	Specify	119	UE
	Algebra	Basic Algebra		120	UE
	Measurement	Scale in Grams	Scale in Grams	121	UE
	Operations	Geometric Form	Geometric Form	122	UE
	Statistics and Probability	Mode, Median, Range	Mode, Median, Range	123	UE



List of Active Works

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Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
	Patterns		Pascal's Triangle	124	UE
	Statistics and Probability	Mean		125	UE
	Squaring		Cubing	126	UE
				127	UE
	Operations		w/ Exponents	128	UE
			PEMDAS	129	UE
Music	MUSIC		Demonstrate melodic shape of phrases (up, down, same)	1	OT
			4.1.L2		
			Create clear tone with good breath control and correct hand position on the recorder to play songs in a range D - E' (4/5.2.P2)	2	OT
			Compose a rhythm piece (meter in 4) using original lyrics, using quarter, eighth and 16th notes; quarter rests (5.3.2)	3	OT
			Read (using rhythmic solfege) and notate in standard notation, quarter, eighth, sixteenth, half, and quarter rest rhythms (4/5.4.1)	4	OT
			Read, sing and play classroom instruments in treble clef, pitches D - E' (4.4.2)	5	OT
			Make connections to anthropology of music (uses of music in human life), pre-historic origins of music (4.5.H2)	6	OT
PE	Locomotor/Nonlocomotor/Manipulative	Game	Game	1	LE
	Locomotor		Playground Walk	2	LE
	Locomotor/Nonlocomotor		Island (Spatial Awareness)	3	LE
	Nonlocomotor		Shapes and Symbols With The Body	4	LE
	Locomotor/Nonlocomotor/Manipulative		Balance Relay	5	LE
	Locomotor/Nonlocomotor		'ABC' Movement Exploration	6	LE
	Manipulative		Happy Bean Bag Toss	7	LE
			Hot Potato	8	LE
	Locomotor/Nonlocomotor		PE Fitness Challenge	9	LE



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Bean Bag Boogie I	10	LE
			Bean Bag Boogie II	11	LE
			Animal Action I	12	LE
			Animal Action II	13	LE
	Nonlocomotor		The Balancing Act	14	LE
	Locomotor/Nonlocomotor		Tummy Tango	15	LE
	Nonlocomotor		Show Me What You Feel	16	LE
	Locomotor/Nonlocomotor		Muscle Movement	17	LE
	Locomotor/Nonlocomotr		Follow After	18	LE
	Locomotor/Nonlocomotor		Agility Breakdown	19	LE
	Locomotor/Nonlocomotor/Manipulative		Box Ball	20	LE
	Locomotor/Nonlocomotor		Fruit Salad	21	LE
	Nonlocomotor		Yoga I	22	LE
			Yoga II	23	LE
			Yoga III	24	LE
	Locomotor/Nonlocomotor/Manipulative		Basketball Skills	25	LE
	Nutrition	Nutrients (proteins, fats, fiber, carbohydrates, minerals, vitamins, water)	Introduction	26	LE
		Exercise	Introduction	27	LE
	Locomotor/Nonlocomotor/Manipulative		Tennis Skills	28	LE
Politics				1	UE
Report Card - Social Skills	Social Development	n/a	Participates cooperatively within a group	1	LE
			Interacts positively with others	2	LE
			Displays social maturity	3	LE



List of Active Works

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Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			Follows ground rules	4	LE
			Demonstrates self-confidence	5	LE
			Communicates needs constructively	6	LE
			Appropriate impulse control	7	LE
			Interacts with all ages	8	LE
			Displays emotional readiness to transition	9	LE
			Accepts guidance and direction	10	LE
			Follows oral directions	11	LE
	Work Habits		Follows written directions	12	LE
		n/a	Responds to challenges	13	LE
			Demonstrates self-motivation	14	LE
			Demonstrates concentration	15	LE
			Completes work cycle	16	LE
			Ability to work independently	17	LE
			Ability to organize Work	18	LE
	Community and Environment		Demonstrates awareness of peaceful resolution to conflicts	19	LE
			Understands the meaning of community	20	LE
	Social Development/ Desarrollo social	Autonomia 3 -4	Eats independently / Se alimenta independientemente	21	OT
Report Card - UE	MATHEMATICS / MATEMÁTICAS	Whole Numbers	Hierarchies – understands whole number place value / Jerarquías – valor posicional	1	UE
			Hierarchies – understands exponential notation / Jerarquías - entinede la notación exponencial	2	UE
			Dynamic addition and subtraction – Suma y resta dinámica	3	UE
			Dynamic multiplication w/ 1-digit multiplier- Multiplicacion dinámica	4	UE
			Dynamic multiplication w/ 2 or 3-digit multiplier- Multiplicacion dinámica	5	UE



List of Active Works

Latin American Montessori Bilingual PCS
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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Division - 1 digit divisor / División 1 dígito	6	UE
			Division- 2 or 3 digit divisor / División 2 o 3 dígitos	7	UE
			Word problems / Problemas escritos	8	UE
			Memorization of math facts / Memorización de las tablas	9	UE
		Decimals	Hierarchies – understands decimal place value / Jerarquías – valor posicional	10	UE
			Dynamic addition and subtraction – Suma y resta dinámica	11	UE
			Dynamic multiplication by a whole number / Dinámica de la Multiplicación por un número entero	12	UE
			Dynamic multiplication by a decimal / Multiplicación dinámica por un decimal	13	UE
			Division- by a whole number / División por un número entero	14	UE
			Division- by a decimal / División por un decimal	15	UE
			Understand and use money in operations / Entiende y usa el dinero en operaciones	16	UE
			Word problems / Problemas escritos	17	UE
		Fractions / Fracciones	Introduction to fractions / Introducción a las Fracciones	18	UE
			Equivalent fractions / Fracciones equivalentes	19	UE
			Equivalence to decimals and percentages / Equivalencia de los decimales y porcentajes	20	UE
			Operations with like denominators / Operaciones con denominadores iguales	21	UE
			Operations with unlike denominators / Operaciones con distinto denominador	22	UE
			Word problems / Problemas escritos	23	UE
		Measurement	Units of customary and metric measurement / Unidades de medidas estándares y métricas	24	UE
			Measurement tools (rulers, thermometers, scales, protractors, etc.) / Unidades de medición (reglas, terómetros, transportadores etc.)	25	UE



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			Measurement formulas / Formulas para medidas	26	UE
			Elapsed time / Tiempo Trascurrido	27	UE
		Data Analysis / Analisis de datos	Make and read graphs / Elabora y lee gráficos	28	UE
			Statistics (mean, median, mode, range) / Estadística (media, mediana, modo y rango)	29	UE
		Probability / Probabilidad	Probability as likely, unlikely, certain, impossible / Probabilidad, es poco probable, muy probable, imposible	30	UE
			Probability as a fraction, decimal, or percent / Probabilidad como fracción, decimal, o porcentaje	31	UE
		Geometry – Geometría	Nomenclature for lines, angles, polygons / Nomenclatura de las líneas, ángulos, polígonos	32	UE
			Classifies triangles and quadrilaterals / Clasifica triángulos y cuadriláteros	33	UE
			Classifies solids by edges, vertices, faces / Clasifica los sólidos por los bordes, vértices, caras	34	UE
			Names parts of a circle and relationships between parts / Nombres de las partes de un círculo y las relaciones entre las partes	35	UE
			Similarity, Congruence, Equivalence / Similitud, la congruencia, equivalencia	36	UE
			Transformations / Transformaciones	37	UE
			Coordinate Grids / Coordinar Rejillas	38	UE
		Algebra	Simplifies expressions using order of operations / Simplifica expresiones usando las operaciones	39	UE
			Solves equations for unknown / Resuelve ecuaciones desconocidas	40	UE
			Determine and apply rules and patterns / Determinar y aplicar normas y patrones	41	UE
	ENGLISH – INGLES	Oral / Oral	Uses appropriate vocabulary – Posee un vocabulario adecuado	42	UE
			Uses correct word order / Habla utilizando correcto orden de palabras	43	UE
			Communicates ideas clearly / Comunica ideas claramente	44	UE



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			Pronunciation / Pronunciación	45	UE
		Writing / Escritura	Print handwriting / Escritura imprenta	46	UE
			Writes sentences / Escribe oraciones	47	UE
			Writes paragraphs / Escribe párrafos	48	UE
			Writes multi-paragraph essays / Escribe ensayos de varios párrafos	49	UE
			Writes creatively (prose and/or poetry) / Escribe de forma creativa (prosa y / o poesía)	50	UE
			Spelling – Ortografía	51	UE
			Subject verb agreement / acuerdo entre verbo y sujeto	52	UE
			Capitalization and punctuation / Capitalización y puntuación	53	UE
		Reading / Lectura	Reads fluently at their level – Lectura fluida a su nivel	54	UE
			Comprehends grade-level material / Comprende material	55	UE
			Strategies to pronounce unknown words / Estrategias para pronunciar palabras desconocidas	56	UE
			Strategies to comprehend unknown words / Estrategias para comprender palabras desconocidas	57	UE
			Understands text analysis vocabulary / Comprende texto analizando el vocabulario	58	UE
			Applies text analysis skills / Aplica técnicas de análisis de texto	59	UE
			Reads a variety of genres / Lectura de varios géneros	60	UE
			Independent reading / Lectura independiente	61	UE
		Grammar / Gramática	Parts of speech / Partes de la oración	62	UE
			Word Study (synonyms, antonyms, homophones, etc...) / Estudio de la palabra (sinónimos, antónimos, homófonos, etc ..)	63	UE
			Sentence analysis - Analizar oraciones	64	UE
	SPANISH – ESPAÑOL	Oral / Oral	Uses appropriate vocabulary – Posee un vocabulario adecuado	65	UE



List of Active Works

Latin American Montessori Bilingual PCS
Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			Uses correct word order / Habla utilizando correcto orden de palabras	66	UE
			Communicates ideas clearly / Comunica ideas claramente	67	UE
			Pronunciation / Pronunciación	68	UE
		Writing / Escritura	Cursive handwriting – Escritura cursiva	69	UE
			Writes sentences – Escribe oraciones	70	UE
			Writes paragraphs – Escribe párrafos	71	UE
			Writes multi-paragraph essays – Escribe múltiple párrafos	72	UE
			Writes creatively (prose and/or poetry) – Composición creativa (prosa y poecía)	73	UE
			Spelling – Ortografía	74	UE
			Subject verb agreement / acuerdo entre verbo y sujeto	75	UE
			Capitalization and punctuation / Capitalización y puntuación	76	UE
		Reading / Lectura	Reads fluently at their level – Lectura fluida a su nivel	77	UE
			Comprehends grade-level material / Comprende material de acuerdo a su grado escolar	78	UE
			Strategies to pronounce unknown words / Estrategias para pronunciar las palabras desconocidas	79	UE
			Strategies to comprehend unknown words / Estrategias para comprender palabras desconocidas	80	UE
			Understands text analysis vocabulary / Comprende el análisis de texto	81	UE
			Applies text analysis skills / Aplica técnicas de análisis de texto	82	UE
			Reads a variety of genres / Lectura de varios géneros	83	UE
			Independent reading / Lectura independiente	84	UE
			Research / Investigación	85	UE
		Grammar / Gramatica	Parts of Speech / partes de la oración	86	UE
			Word Study (synonyms, antonyms, homophones, etc...) / Estudio de la palabra (sinónimos, antónimos, homófonos,	87	UE



List of Active Works

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Piscataway Community

Area	Topic	Presentation	Work/Lesson etc ..)	Seq	Level
			Sentence analysis - Analiza oraciones	88	UE
	GEOGRAPHY & HISTORY		Political geography / Geografía política	89	UE
			Physical geography / Geografía física	90	UE
			Cultural geography / Geografía cultural	91	UE
			History / Historia	92	UE
	SCIENCE / CIENCIA		Civics / Educación cívica	93	UE
			Science and technology / Ciencias y tecnología	94	UE
			Scientific thinking and inquiry / Investigación científica	95	UE
			Physical science / Ciencias físicas	96	UE
			Life science (plants and animals) / Biología (plantas y animales)	97	UE
			Earth science / Ciencias naturales	98	UE
			Astronomy / Astronomía	99	UE
	RESEARCH / INVESTIGACION		Uses a variety of trustworthy resources / Utiliza una variedad de recursos confiable	100	UE
			Takes notes in own words / Toma notas en las propias palabras	101	UE
			Synthesizes important information / Sintetiza la información importante	102	UE
			Cites resources / Cita recursos	103	UE
			Shares research in writing and/or orally / Comparte la investigación por escrito y / o por vía oral	104	UE
	HOMEWORK / TAREA		Completes and turns in homework on time / Termina su tarea a tiempo	105	UE
	HOMEWORK / TAREA		Homework is in order and accurate / La tarea está ordenada y correcta	105	UE
Science - 6-9	Zoology / Zoología	External Parts - Fish/Partes Externas de los Pescados		1	OT
		External Parts - Amphibian/Partes Externas de los Anfibios		2	OT



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
		External Parts - Reptile/Partes Externas de los reptiles		3	OT
		External Parts - Bird/Partes Externas de Pajaros		4	OT
		External Parts - Mammal/Partes externas de los Mamiferos		5	OT
		Internal Parts - Fish/Partes Internas de los Pescados		6	OT
		Internal Parts - Amphibian/Partes Internas de los Anfibios		7	OT
		Internal Parts - Reptile/Partes Internas de los Reptiles		8	OT
		Internal Parts - Bird/Partes Internas de los pajaros		9	OT
		Internal Parts - Mammal/Manual de Partes Internas		10	OT
		Animal Stories/Historias de Animales		11	OT
		Q & A Game/Juegos de Preg. y Resp.		12	OT
		First Knowledge/Primer Conocimiento		13	OT
		Classification/Clasificacion	2.8. Broad Concept: Many different types of plants and animals inhabit the Earth, 3.5. Broad Concept: Plants and animals can be classified according to the physical characteristics that they share.	14	OT
		Comparison of Vertebrates/Comparacion de los Vertebrados		15	OT
		Comparison of Invertebrates/Comparacion de los Invertebrados		16	OT
		Protozoa/Los protozoos		17	OT
		Porifera/Porifera		18	OT
		Coelenterata/celentéreo		19	OT
		Platyhelminthes/Platelminto		20	



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
					OT
		Nemathelminthes/Nemathelminthes		21	OT
		Annelida/Annelida		22	OT
		Anthropoda/Artrópodos		23	OT
		Mollusca/Mollusca		24	OT
		Echinodermata/echinodermos		25	OT
			2.9. Broad Concept: Humans have predictable life cycles.	26	OT
			3.7. Broad Concept: Humans have a variety of mechanisms to stay healthy.	27	OT
	Botany/Botánica	Living, Non-living/con vida-sin vida	2.7. Broad Concept: Living things depend on one another and their environment for survival.	28	OT
		Plant, Animal/Plantas-Animales	1.4, 2.8. Broad Concept: Many different types of plants and animals inhabit the Earth, 2.6. Broad Concept: Plants and animals have structures that serve different functions in growth,survival, and reproduction	29	OT
		Trees - type/Arboles-Tipo		30	OT
		Trees - shape/Arboles-Forma		31	OT
		Trees - parts/Arboles-Partes		32	OT
		Trees - research/Arboles-Estudio		33	OT
		Shrubs - type/Arbustos-Tipo		34	OT
		Shrubs - shape/Arbustos-Forma		35	OT
		Shrubs - parts/Arbustos-Partes		36	OT
		Shrubs - research/Arbustos-Estudio		37	OT
		Flowers - type/Flores-Tipo		38	OT
		Flowers - shape/Flores-Forma		39	OT
		Flowers - parts/Flores-Partes		40	OT
		Flowers - research/Flores-Estudio		41	OT
		Plants - type/Plantas-Tipo		42	OT



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Plants - shape/Plantas-Forma		43	OT
		Plants - parts/Plantas-Partes		44	OT
		Plants - research/Plantas-Estudio		45	OT
		Leaves - type/Hojas-Tipo		46	OT
		Leaves - shape/Hojas-Forma		47	OT
		Leaves - parts/Hojas-Partes		48	OT
		Leaves - research/Hojas-estudios		49	OT
		Seeds - type/Semillas-tipo		50	OT
		Seeds - shape/Semillas-Forma		51	OT
		Seeds - parts/Semillas-partes		52	OT
		Seeds - research/Semillas-Estudio		53	OT
		Nature Walk/caminar en la naturaleza		54	OT
		Gardening/Jardineria		55	OT
		Environment/Ambiente	2.4. Broad Concept: The Earth's resources can be conserved	56	OT
		Plant Stories/Historias de las Plantas		57	OT
		Q & A Game/ Preg. Res. Juego		58	OT
		First Knowledge/Primer Conosimiento		59	OT
		Classification/Clasificación	2.8. Broad Concept: Many different types of plants and animals inhabit the Earth, 3.5. Broad Concept: Plants and animals can be classified according to the physical characteristics that they share.	60	OT
	Functional Geography/Geografía Funcional	Safety & Equipment/Seguridad Y Equipamiento		61	OT
		Scientific Method/Método Científico	1.1, 2.1, 3.1 Broad Concept: Scientific progress is made by asking relevant questions and conducting careful investigations.	62	OT
			2.2, 3.3 Broad Concept: Although each of the human enterprises of science and technology has a character	63	OT



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Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
			and history of its own, each is dependent on and reinforces the other		
			3.4. Broad Concept: Energy takes many forms and has many sources	64	OT
Earth Science/Ciencias Terrestres	Planet Earth/Planeta Tierra		1.2. Broad Concept: The Earth is composed of land, air, and water	65	OT
	Biomass of the Earth / Biomas de la Tierra		1.2. Broad Concept: The Earth is composed of land, air, and water	66	OT
	Long./Latitude/Largo/Latitud			67	OT
	Planets/Orbits/Planetas/Orbita			68	OT
	Astronomy/astronomía			69	OT
	Rocks/Minerals/Piedras/Minerales			70	OT
	Fossils/Fosiles			71	OT
	Plate Tectonics/Platos Tectonicos			72	OT
	Erosion/Erosión			73	OT
	Weather/Clima		2.3. Broad Concept: Weather can be observed, measured, and described.	74	OT
	Oceans/Oceanos			75	OT
	Seasons/Temporadas			76	OT
	Air/Wind/Aire/Viento		3.3. Broad Concept: Objects in the sky move in regular and predictable patterns	77	OT
	Cloud/Rays/Nubes/Rayos		3.3. Broad Concept: Objects in the sky move in regular and predictable patterns	78	OT
	Precipitation/Precipitación			79	OT
	Atmosphere/Atmosfera			80	OT
Chemistry/Química	Matter/Materia		2.5. Broad Concept: Materials come in different states, including solids, liquids, and gases	81	OT
	Forces/Fuerzas			82	OT
	Gases/Gases			83	OT
	Changes/Cambios			84	OT



List of Active Works

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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Solutions/Soluciones		85	OT
		Heat/Calor		86	OT
		Acid or Base/ Ácido o Base		87	OT
		Periodic Table/ Tabla Periodica		88	OT
		Proton/Protón		89	OT
		Neutron/Neutrón		90	OT
		Molecule/Molécula		91	OT
		Atom. Diagram/Diagrama Atomico		92	OT
	Physics/Física	Electricity/Electricidad		93	OT
		Magnet/Imán		94	OT
		Gravity/Gravedad		95	OT
		Buoyancy/Flotabilidad		96	OT
		Balance/Equilibrio		97	OT
		Flight/Vuelo		98	OT
		Sound/Sonido		99	OT
		Sim. Mach.		100	OT
		Inertia/Inercia		101	OT
		Light/Luz		102	OT
		Motion/Movimiento	1.3 Broad Concept: The motion of objects can be observed, measured, and changed.	102	OT
Science 9-12	Zoology/Zoología	Vital Functions - Nutrition/Funciones Vitales de la Nutricion		1	UE
		Vital Functions - Respiration/Funciones Vitales de la Respiracion		2	UE
		Vital Functions - Circulation/Funciones Vitales de la Circulacion		3	UE
		Vital Functions - Support/Funciones Vitales de Apoyo	4.8. Broad Concept: Humans have a variety of mechanisms to combat disease	4	UE
		Vital Functions - Movement/Funciones		5	UE



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Vitales de los Movimientos			
		Vital Functions - Sensitivity/Funciones Vitales de la Sensibilidad		6	UE
		Vital Functions - Preservation/Funciones Vitales de la Preservacion		7	UE
		Vital Functions - Chinese Box/Funciones Vitales de la Caja china		8	UE
		Vital Functions - Tree of Life/Funciones Vitales del Arbol de Vida		9	UE
		Vital Functions - Five Kingdoms/Funciones Vitales de los Cinco Reinos		10	UE
		Animal - parts of/Partes de los Animales	5.10 Broad Concept: Students will be introduced to concepts of Cell Biology and appreciate the function of the cell as the smallest sub-unit of living organisms	11	UE
		Animal - life cycle/Ciclo Vital de los Animales		12	UE
		Prokaryote - parts of/Partes de los Procariotico	5.10 Broad Concept: Students will be introduced to concepts of Cell Biology and appreciate the function of the cell as the smallest sub-unit of living organisms	13	UE
		Prokaryote - life cycle/Ciclo Vital de los Procariotico		14	UE
		Protoctista - parts of/Partes de los Protoctistas	5.10 Broad Concept: Students will be introduced to concepts of Cell Biology and appreciate the function of the cell as the smallest sub-unit of living organisms	15	UE
		Protoctista - life cycle/Ciclo vital de los Protoctistas		16	UE
		Fungus - parts of/Partes de los hongos	5.10 Broad Concept: Students will be introduced to concepts of Cell Biology and appreciate the function of the cell as the smallest sub-unit of living organisms	17	UE
		Fungus - life cycle/Ciclo Vital de los Hongos		18	UE
		Plant - parts of/Partes de las Plantas	5.10 Broad Concept: Students will be introduced to	19	UE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			concepts of Cell Biology and appreciate the function of the cell as the smallest sub-unit of living organisms		
		Plant - life cycle/Ciclo Vital de las Plantas		20	UE
		Animal Dissection/Disecacion de Animales		21	UE
Botany/Botánica		Preservation of Plant Life/Preservacion de la vida de las plantas		22	UE
		Respiration/Respiracion		23	UE
		Excretion/Excrecion		24	UE
		Digestion/Digestion		25	UE
		Relation/Relacion		26	UE
		Circulation/Circulacion		27	UE
		Conservation of Species/Conservacion de Especies		28	UE
		Reproductive Functions/Funciones Reproductivas		29	UE
		Reproducing in Quantity/Reproduccion en Cantidad		30	UE
		Protective Functions/Funciones Protectivas		31	UE
Biology/Biología		Health/Salud		32	UE
		The cell / La celula		33	UE
		Life cycle / Ciclo de vida		34	UE
		The 5 kindoms of the life/ Los 5 reinos de la vida		35	UE
		Human Body - Respiratory/Sistema Respiratori del Cuerpo Humano		36	UE
		Human Body - Circulatory/Sistema Circulatorio del Cuerpo Humano		37	UE
		Human Body - Digestive/Sistema Digestivo del Cuerpo Humano		38	UE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Human Body - Excretory/Sistema Excretorio del Cuerpo Humano		39	UE
		Human Body - Reproductive/Sistema Reproductivo del Cuerpo Humano	5.11 Broad Concept: Students will be introduced to concepts of Inheritance in living organisms, 5.12 Broad Concept: Students will learn about Adaptation and Survival and its importance	40	UE
		Human Body - Skeletal/Sistema Esqueletico del Cuerpo Humano		41	UE
		Human Body - Nervous/Sistema nervioso del Cuerpo Humano		42	UE
		Human Body - Muscles/Musculos Del Cuerpo Humano		43	UE
	Functional Geography/Geografía Funcional	Safety & Equipment/Seguridad y Materiales		44	UE
		Scientific Method/Metodo Cientifico	4.1, 5.1. Broad Concept: Scientific progress is made by asking relevant questions and conducting careful investigations	45	UE
			4.2. Broad Concept: Although each of the human enterprises of science and technology has a character and history of its own, each is dependent on and reinforces the other	46	UE
	Earth Science/Ciencias Terrestres	Planet Earth/Planeta Tierra	4.3. Broad Concept: Waves, wind, water, and ice shape and reshape the Earth's land surface.	47	UE
		Long./Latitude/Latitudes Largas		48	UE
		Planets/Orbits/Planetas y sus Orbitas	5.4 Broad Concept: Students should have an appreciation for our solar system and the concept that there are other similar and dissimilar systems in space, 5.5 Broad Concept: Students should relate to the earth as a planet in our solar system	49	UE
		Astronomy/Astronomia		50	UE
		Rocks/Minerals/Piedras y minerales	4.4. Broad Concept: The properties of rocks and minerals reflect the processes that formed them	51	UE
		Fossils/Fosiles		52	UE



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Piscataway Community

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Plate Tectonics/Platos Tectonicos		53	UE
		Erosion/Erosion		54	UE
		Oceans/Oceanos		55	UE
		Weather/Clima		56	UE
		Seasons/Temporadas		57	UE
		Air/Wind/Aire/Viento		58	UE
		Cloud/Rays/Nuves/Rayos	Types of Clouds	59	UE
		Precipitation/Precipitaciones	5.6 Broad Concept: Students will be introduced to the movement of Water through the Water Cycle and develop an understanding of the physical properties of Water	60	UE
		Atmosphere/Ambiente		61	UE
Chemistry/Química		Matter/Materia	4.5. Broad Concept: Energy and matter have multiple forms and can be changed from one form to another, 4.7. Broad Concept: All organisms need energy and matter to live and grow., 5.7 Broad Concept: Students will be introduced to concepts of Matter	62	UE
		Forces/Fuerzas	5.9 Broad Concept: Students will be introduced to concepts of Forces and Motion	63	UE
		Gases/Gases		64	UE
		Changes/Cambios	4.5. Broad Concept: Energy and matter have multiple forms and can be changed from one form to another	65	UE
		Solutions/Soluciones		66	UE
		Heat/Calor	5.8 Broad Concept: Students will be introduced to concepts of Heat and Energy	67	UE
		Acid or Base/Acido o Base		68	UE
		Periodic Table/Tabla Periodica		69	UE
		Proton/Proton		70	UE
		Neutron/Neutron		71	UE
		Electron/Electron		72	UE
		Molecule/Molecula		73	UE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Atom. Diagram/Diagrama Atomico		74	UE
	Physics/Física	Electricity/Electricidad	4.6. Broad Concept: Electricity and magnetism are related phenomena that have many useful applications in everyday life	75	UE
		Magnet/Iman	4.6. Broad Concept: Electricity and magnetism are related phenomena that have many useful applications in everyday life	76	UE
		Gravity/Gravedad		77	UE
		Buoyancy/Flotabilidad		78	UE
		Balance/Equilibrio		79	UE
		Flight/Vuelo		80	UE
		Simple Machines / Maquinas Simples		81	UE
		Light/Luz		82	UE
		Inertia/Inercia		83	UE
		Motion/Movimiento	5.9 Broad Concept: Students will be introduced to concepts of Forces and Motion	84	UE
		Sound/Sonido		85	UE
	Chemistry	Periodic Tables	Parts of an Atom	86	UE
			Elements 1-10	87	UE
	Earth Science	Composition of the Earth	Composition of the Earth	88	UE
			God who Has No Hands	89	UE
			Attraction and Gravity	90	UE
	Zoology		Body Functions	90	UE
	Botony			91	UE
				92	UE
Social Studies 6-9	Geography/Geografia	Waterforms / Landforms - Lake/Formacion del Agua/Formacion de la tierra-Lago		1	OT
		Waterforms / Landforms -		2	OT



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Island/Formacion del Agua/Formacion de la tierra-Islas			
		Waterforms / Landforms -		3	OT
		Peninsula/Formacion del Agua/Formacion de la tierra-Peninsula			
		Waterforms / Landforms -		4	OT
		Strait/Formacion del Agua/Formacion de la tierra-			
		Waterforms / Landforms -		5	OT
		Isthmus/Formacion del Agua/Formacion de la tierra-Istmo			
		Waterforms / Landforms -		6	OT
		Bay/Formacion del Agua/Formacion de la tierra-Bahia			
		Waterforms / Landforms -		7	OT
		Cape/Formacion del Agua/Formacion de la tierra-Capa			
		Waterforms / Landforms - Lake		8	OT
		System/Formacion del Agua/Formacion de la tierra-Sistema de Lagunas			
		Waterforms / Landforms -		9	OT
		Archipelago/Formacion del Agua/Formacion de la tierra-Archipielago			
		Irregular Coastline/Lineas costeras irregulares		10	OT
		Parts of a River/Partes de un Rio		11	OT
		Parts of a Mountain/Partes de una montaña		12	OT
		Parts of a Volcano/Partes de un Volcan		13	OT
		Map Skills - North/Habilidades con mapas del Norte	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	14	OT



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Map Skills - South/Habilidades con mapas del Sur	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	15	OT
		Map Skills - East/Habilidades con mapas del Este	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	16	OT
		Map Skills - West/Habilidades con mapas del Oeste	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	17	OT
		Map Skills - Latitude/Habilidades con mapas de Latitude	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	18	OT
		Map Skills - Longitude/Habilidades con mapas de Longitude	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	19	OT
		Map Skills - Legend/Habilidades con mapas de Leyenda	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	20	OT
		Map Skills - Globe/Habilidades con mapas de Globo	2.1, 3.1. Broad Concept: Students use map and globe skills to determine the absolute locations of places andinterpret information	21	OT
		Waterforms of the World/Formaciones de aguas Mundiales		22	OT
		Landforms of the World/Marcas Geograficas del Mundo		23	OT
		Tally Marks/Marcas en Linea		24	OT
		Year & Parts/años y Sus Partes		25	OT
		Personal Time Line/Sequencia personal		26	OT
		Clock/Reloj		27	OT
		Black Yarn/ Ilo Negro		28	OT
		AD / BC-AD/BC		29	OT
		Story of Creation/Historia de la		30	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Creacion			OT
		Clock of Eras/Epocas del Tiempo		31	OT
		Timeline of Life/Sequencia de la Vida		32	OT
		Timeline of People/Sequencia de las personas	3.5. Broad Concept: Students draw from historical and community resources to organize the sequence of local historical events	33	OT
		Eastern Civilization/Civilizacion Oriental		34	OT
		Western Civilization/Civilizacion Occidental		35	OT
		USA History - Explorers & Settlers/Historia de USA-Exploradores y Colonos		36	OT
		USA History - A Young Nation/Historia de USA-Una Nacion Joven		37	OT
		USA History - The Industrial Era/Historia de USA-Epocas Industrial		38	OT
		USA History - Modern America/Historia de USA-America Moderna	2.3. Broad Concept: Students explain governmental institutions and practices in the United States, 3.2. Broad Concept: Students understand the basic structure of the Washington, DC, government.	39	OT
		Fundamental Needs of People/Necesidades Fundamentales de las Personas	2.6. Broad Concept: Students describe the North American landscape, indigenous adaptations to it, and modifications to it.	40	OT
		Fundamental Needs of People - Horizontal - Clothing/Necesidades Fundamentales de las Personas-Horizontal-Ropa	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	41	OT
		Fundamental Needs of People - Horizontal - Land Transportation/Necesidades Fundamentales de las Personas-Horizontal-Transporte Terrestre	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	42	OT
		Fundamental Needs of People -	2.5. Broad Concept: Students describe the human	43	OT



List of Active Works

Area	Topic	Presentation	Work/Lesson	Seq	Level
		Horizontal - Nutrition/Necesidades Fundamentales de las Personas- Horizontal-Nutricion	characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.		
		Fundamental Needs of People - Horizontal - Water	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	44	OT
		Transportation/Necesidades Fundamentales de las Personas- Horizontal-Transporte de Agua			
		Fundamental Needs of People - Horizontal - Shelter/Necesidades Fundamentales de las Personas- Horizontal-Albergue	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	45	OT
		Fundamental Needs of People - Horizontal - Social	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	46	OT
		Acceptance/Necesidades Fundamentales de las Personas- Horizontal-Aceptacion Social			
		Fundamental Needs of People - Horizontal - Defense/Necesidades Fundamentales de las Personas- Horizontal-Proteccion	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	47	OT
		Fundamental Needs of People - Horizontal - Religion/Philosophy/Necesidades Fundamentales de las Personas- Horizontal-Religion/Filosofia	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	48	OT
		Fundamental Needs of People - Horizontal - Communication/Necesidades Fundamentales de las Personas- Horizontal-Comunicaciones	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	49	OT
		Fundamental Needs of People - Horizontal - Physical Health/Necesidades Fundamentales de	2.5. Broad Concept: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.	50	OT



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		las Personas-Horizontal-Salud Fisica			
		Fundamental Needs of People - Vertical - Primitive/Necesidades Fundamentales de las Personas- Verticales-Primitivos		51	OT
		Fundamental Needs of People - Vertical - Egyptian/Necesidades Fundamentales de las Personas- Verticales-Egipcio		52	OT
		Fundamental Needs of People - Vertical - Roman/Necesidades Fundamentales de las Personas- Verticales-Romano		53	OT
		Fundamental Needs of People - Vertical - Medieval/Necesidades Fundamentales de las Personas- Verticales-Medieval		54	OT
		Fundamental Needs of People - Vertical - Renaissance/Necesidades Fundamentales de las Personas- Verticales-Del Renacimiento		55	OT
		Fundamental Needs of People - Vertical - 18 Century/Necesidades Fundamentales de las Personas- Verticales-Del Siglo 18	3.4. Broad Concept: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.	56	OT
		Fundamental Needs of People - Vertical - 19 Century/Necesidades Fundamentales de las Personas- Verticales-Del Siglo 19	3.4. Broad Concept: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.	57	OT
		Fundamental Needs of People - Vertical - 20 Century/Necesidades Fundamentales de las Personas- Verticales-Del Siglo 20	3.4. Broad Concept: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.	58	OT
		Fundamental Needs of People -		59	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Vertical - Modern/Necesidades Fundamentales de las Personas- Verticales-Modernas			OT
		Economics/Economia	3.3. Broad Concept: Students demonstrate basic economic reasoning skills	60	OT
		Civics/Educacion Civica	2.2. Broad Concept: Students describe the rights and responsibilities of citizenship. 2.4. Broad Concept: Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously	61	OT
		Political Geography - Planisphere/Geografia Politica del Planisferio		62	OT
		Political Geography - North America/Geografia Politica de NorteAmerica		63	OT
		Political Geography - South America/Geografia Politica de Suramerica		64	OT
		Political Geography - Africa/Geografia Politica de Africa		65	OT
		Political Geography - Europe/Geografia Politica de Europa		66	OT
		Political Geography - Asia/Geografia Politica de Asia		67	OT
		Political Geography - Oceania/Geografia Politica de la Oceania		68	OT
		Political Geography - United States/Geografia Politica de Los Estados Unidos		69	OT
		State Research/Investigacion del Estado		70	OT
		Continent Research - North		71	OT



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		America/Investigacion del Continente Norteamericano		72	OT
		Continent Research - South America/Investigacion del Continente Sudamericano		73	OT
		Continent Research - Europe/Investigacion del Continente Europeo		74	OT
		Continent Research - Africa/Investigacion del Continente Africano		75	OT
		Continent Research - Oceania/Investigacion del Continente Oceania		76	OT
		Continent Research - Asia/Investigacion del Continente Asiatico		77	OT
		Continent Research - Antarctica/Investigacion del Continente Antartico		78	OT
		Research Paper - Topic/Documento de Investigacion-Tema		1	UE
Social Studies 9-12	Geography/Geografia	Geographic Features/Caracteristicas Geografica	5.12. Broad Concept: Use geographic tools to locate and analyze information about people, places, and environments in the United States.	2	UE
		Fourteen Points - regions/Catorce Puntos-Regiones		3	UE
		Fourteen Points - divisions/Catorce Puntos-Divisiones		4	UE
		Fourteen Points - climate/Catorce Puntos-Clima		5	UE
		Fourteen Points - roads/Catorce Puntos-Carreteras		6	UE
		Fourteen Points - invasions/Catorce			



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Puntos- Invasion			
		Fourteen Points - houses/Catorce		7	UE
		Puntos-Casas			
		Fourteen Points - languages/Catorce		8	UE
		Puntos-Lenguaje			
		Fourteen Points - costumes/Catorce		9	UE
		Puntos- Disfraz			
		Fourteen Points - towns//Catorce		10	UE
		Puntos- Pueblos			
		Fourteen Points - food/Catorce Puntos-		11	UE
		Comida			
		Fourteen Points - capitals/Catorce		12	UE
		Puntos- Capitales			
		Fourteen Points - fauna/Catorce		13	UE
		Puntos- Faunas			
		Fourteen Points - town names/Catorce		14	UE
		Puntos- Nombre de los Pueblos			
		Fourteen Points - flora/Catorce Puntos-		15	UE
		Vegetacion			
		Imaginary Island/Islas Imaginarias		16	UE
		Topography/Topografía		17	UE
		Location/Localizacion		18	UE
		Climate/Clima		19	UE
		Adv. Imaginary Island/ Avances de		20	UE
		Islas Imaginarias			
History/Historia		Creation Stories/ Creacion de Historias		21	UE
		Big Bang/La Gran Explocion		22	UE
		Earth History Timeline/ Secuencia		23	UE
		Historica del Paneta Tierra			
		Timeline of People/ Secuencia de las	4.1. Broad Concept: Students describe the different	24	UE
		Personas	peoples, with different languages and ways of life,that eventually spread out over the North and South American		



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			continents		
		Ancient People Timeline/ Secuencia de las Personas Ancianos	4.2. Broad Concept: Students describe the legacy and cultures of the major indigenous settlements	25	UE
		US History Timeline/ Secuencia de Historia de Los Estados Unidos	Broad Concepts 4.5, 4.8, 5.1, 5.9, 5.10, 5.11, 5.13, 5.14, 5.15, 5.16	26	UE
		State History Timeline/ Secuencia de Historia de los Estados	4.4. Broad Concept: Students identify the six different countries (France, Spain, Portugal, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored	27	UE
		Personal Lifeline/ Linea de existencia Personal		28	UE
		Eastern Civ./Civilizacion Oriental		29	UE
		Western Civ. - Beg. of Civilization/Civilizacion Occidental - /Origen de la Civilizacion		30	UE
		Western Civ. - Civilizat. / Greece/Civilizacion Occidental. - Civilizado		31	UE
		Western Civ. - Civilization / Rome/Civilizacion Occidental.- Civilizacion Romana		32	UE
		Western Civ. - The Middle Ages/Civilizacion Occidental -A Mitad de Medio Siglo		33	UE
		Western Civ. - The Renaissance/Civilizacion Occidental- Del Renacimiento		34	UE
		USA - Explorer & Settler/ Los Estados Unidos- Colonizadores y Exploradores	4.3. Broad Concept: Students trace the routes of early explorers and describe the early explorations of the Americas.	35	UE
		USA - A Young Nation/ Los Estados Unidos- Una Nacion Joven	4.6. Broad Concept: Students describe the cooperation and conflict that existed among the Native Americans and	36	UE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			the new settlers.4.7. Broad Concept: Students understand the political, religious, social, and economic institutions that evolved in the colonial		
		USA - Industrial Era/ Los Estados Unidos- Epoca Laboral	Broad Concepts 5.2, 5.3, 5.7	37	UE
		USA - Modern America/ Los Estados Unidos- America Moderna	5.8. Broad Concept: Students describe the nation's growing role in world affairs.	38	UE
		State - Your State/Estado- Tu Estado		39	UE
		State - Your Country/Estado-Tu Pais	4.10. Broad Concept: Students describe the people and events associated with the development of the U.S. Constitution. 5.4. Broad Concept: Students identify prominent people and movements for social justice in the United States	40	UE
	Political Geography/Geografia Politica	Planisphere/Planisferio		41	UE
		North America/Norteamerica		42	UE
		South America/Suramerica		43	UE
		Africa/Africa		44	UE
		Europe/Europa		45	UE
		Asia/Asia		46	UE
		Oceania/Oceania		47	UE
		United States/ Estados Unidos		48	UE
	State Research/Investigacion del Estado			49	UE
	Continent Research/Investigacion Continental	North America/Norteamerica		50	UE
		South America/Suramerica		51	UE
		Europe/Europa		52	UE
		Africa/Africa		53	UE
		Oceania/Oceania		54	UE
		Asia/Asia		55	UE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
		Antarctica/El Antartico		56	UE
	Research Paper/Documento de Investigacion	Topic/Tema		57	UE
	Politics		Elections: Voting	58	UE
	History/Historia	History of...	History of Clothing, Lighting, Housing, Air Transportation, Water Transportation	59	UE
	Politics		Political Parties	60	UE
			Campaign 2012	61	UE
SPANISH -UE	ORAL LANGUAGE development /	EXPRESION ORAL	**** Habilidades de conversacion en actividades de grupo grande y grupos pequeños / Big-small group activities	1	LE
	Desarrollo del LENGUAJE	ORAL	Respetar reglas convencionales de discucion en grupo	2	LE
			Demuestra estar atendiendo a la leccion	3	LE
			Participa en la clase grupal con preguntas y comentarios.	4	LE
			Responde preguntas; comprende los contenidos	5	LE
			Es capaz de conversar sobre un tema	6	LE
			Su pronunciacion es adecuada y comprensible	7	LE
			Su sintaxis oral es adecuada	8	LE
			Es capaz de exponer un tema con claridad frente a sus companeros	9	LE
			**** Vocabulario, uso y desarrollo	10	LE
			Su vocabulario le permite expresar sus experiencias, ideas y necesidades	11	LE
			Retiene vocabulario nuevo	12	LE
		ESCUCHAR Y COMPRENDER	**** Al escuchar narraciones y otros textos	13	LE
			Escucha con atencion e interes	14	LE
			Hace y responde preguntas, compara y predice	15	LE
			Relaciona historias con experiencias propias	16	LE
			**** Conciencia fonologica	17	LE
			Hace rimas orales con sil. final o una palabra modelo	18	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Retiene rimas, poemas, canciones y juegos verbales de acuerdo a su nivel	19	LE
	WRITING Learning / Aprendizaje de la ESCRITURA	CALIGRAFIA	**** CALIGRAFIA cursiva e imprenta / Handwriting : Calligraphy cursive and print Toma correctamente el lapiz	20 21	LE LE
			Escribe respetando el renglon base	22	LE
			Escribe letras altas medias y bajas usando apropiadamente el espacio	23	LE
			Respeto espacio de palabras en la oracion	24	LE
			3Escribe con correcto movimiento caligrafico en la letra ligada	25	LE
			4-5 Escribe con correcto movimiento caligrafico en la letra de su preferencia	26	LE
		ESCRITURA CREATIVA	**** COMPOSICION : ESCRITURA CREATIVA	27	LE
			** Formatos de Composicion : Presentaciones principales	28	LE
			Que es un parrafo y como escribirlo	29	LE
			Como escribir una carta	30	LE
			Como escribir una historia o cuento	31	LE
			Como escribir un poema	32	LE
			Como escribir un ensayo	33	LE
			** Habilidades logradas de escritura creativa	34	LE
			Logra escribir oraciones completas y correctamente construidas (syntaxis e ilativos)	35	LE
			Logra escribir tres o mas parrafos acerca de un tema	36	LE
			Crea historias y diferentes tipos textos	37	LE
			Crea poemas usando rimas y figuras literarias	38	LE
		ORTOGRAFIA	**** ORTOGRAFIA / SPELLING	39	LE
			Usa mayusculas cuando corresponde	40	LE
			** Uso de Combinaciones especiales de fonogramas en Espanol	41	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			que / qui - ce / ci - gue / gui (1 a 3ro)	42	LE
			ge / gi - gue / gui (verguenza - pinguino) (4to - 5to)	43	LE
			Uso de la b / v / (1ro)	44	LE
			Uso de la R / rr / (1ro)	45	LE
			Uso de la s / c / z (2do)	46	LE
			Uso de la g / j / h (3ro)	47	LE
			Uso de la cc/ cs / sc / xs 4to a 5to	48	LE
			** Estudio de la Acentuacion y Fonologia	49	LE
			Discrimina auditivamente donde se acentuan las palabras	50	LE
			Reconoce y diferencia Diptongos / Triptongos / Hiato	51	LE
			** Habilidad para usar el tilde o acento ortografico	52	LE
			1 En las palabras Agudas	53	LE
			2 En las palabras Esdrujulas y Sobreesdrujulas	54	LE
			3 El tilde como acento diacritico (Ej: el articulo - el cuando es pronombre)	55	LE
			4 En las graves	56	LE
			5 El tilde en los hiatos	57	LE
		PUNTUACION	**** PUNTUACION	58	LE
			1Uso de punto aparte y seguido	59	LE
			1Uso de signos de interrogacion (?) y exclamacion (!)	60	LE
			2Uso de comillas (" ")	61	LE
			2Uso de dos puntos y punto y coma (: y ;)	62	LE
			3Uso de la coma (,)	63	LE
			4 y 5 Usa apropiadamente los singos de puntuacion cuando elabora textos escritos	64	LE
	READING learning/Aprendizaje de la LECTURA	COMPRENSION LECTORA	**** LECTURA COMPRESIVA	65	LE
			Lectura silenciosa: Se concentra profundamente cuando	66	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			esta leyendo.		
			1 Nombra Partes externas de un libro: tapa / contraportada / solapa / lomo y su funcion	67	LE
			3 Nombra y describe portada /sinopsis / indice / prologo / paginas/ glosario / bibliografia y su funcion	68	LE
			3 Libros y textos de acuerdo a 3o grado	69	LE
			4 Libros y textos de acuerdo a 4to grado	70	LE
			5 Libros y textos de acuerdo a 5to grado	71	LE
		ESTUDIO GENEROS LITERARIOS	** Generos y textos literarios (definicion y descripcion)	72	LE
			1 Compara textos publicitarios / informativos / formularios	73	LE
			2 Describe y diferencia textos de ficcion / no ficcion	74	LE
			2 Identifica y describe características cuento / novela / fabula / teatro / poema	75	LE
			4 Define poesia, rima, verso, estrofa	76	LE
			4 Define e identifica en un poema figuras literarias como comparacion y personificacion	77	LE
			5 Define e identifica en un poema figuras literarias como hiperbole e hiperbaton	78	LE
		LECTURA OBRAS Y ANALISIS	** LITERATURA (lectura y comprension de obras de diferentes generos)	79	LE
			3 Hace y responde preguntas demostrando comprension del texto	80	LE
			3 Recuenta historias, fabulas y mitos de otras culturas mencionando las partes principales de la narracion	81	LE
			3 Describe personajes principales y secundarios	82	LE
			3 Identifica y comprende tema en un poema	83	LE
			3 Identifica participa en dramatizaciones	84	LE
			4 Describe el tema y detalles de la obra demostrando su comprension	85	LE
			4 Identifica la exposicion nudo climax y desenlace de la obra demostrando su comprension	86	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			4 Describe el ambiente fisico y psicologico y tiempo en que se desarrolla la trama	87	LE
			4 Describe personajes principales y secundarios	88	LE
			4 Identifica y comprende tema en un poema	89	LE
			4 Identifica participa en dramatizaciones	90	LE
			5 Describe el tema y detalles de la obra demostrando su comprension	91	LE
			5 Identifica la exposicion,nudo, climax y desenlace de la obra demostrando su comprension	92	LE
			5 Describe el ambiente fisico y psicologico y tiempo en que se desarrolla la trama	93	LE
			5 Describe y compara personajes principales y secundarios con sus caracteristicas fisicas y psicologicas	94	LE
			5 Clasifica y describe el tipo de narrador de la obra	95	LE
			5 Identifica y comprende tema en un poema	96	LE
			5 Identifica participa en dramatizaciones	97	LE
		FLUIDEZ	** LUIDEZ LECTORA	98	LE
			1-2 Grupos consonanticos	99	LE
			Combinaciones que/qui etc. segun grado	100	LE
			1- 40 o + palabras por minuto	101	LE
			2- 65 o + palabras por minuto	102	LE
			3- 85 o + palabras por minuto	103	LE
			4- 120 o + palabras por minuto	104	LE
			5- 140 o + palabras por minuto	105	LE
			6- 180 o + palabras por minuto	106	LE
			Lee en voz alta con debida entonacion y pausas	107	LE
	LANGUAGE STUDY / ESTUDIO SEMANTICA DEL LENGUAJE		** SEMANTICA y Lexicoginesia: Estudio del significado de las palabras	108	LE
			2-3 Uso del diccionario	109	LE



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Area	Topic	Presentation	Work/Lesson	Seq	Level
			Sinonimos	110	LE
			Antonimos	111	LE
			5 Homonimos	112	LE
			5-6 Homofonos	113	LE
			5-6 Paronimos	114	LE
			1 Palabras compuestas	115	LE
			2-3 Prefijos y sufijos	116	LE
			3 Raiz	117	LE
			3 Familias de palabras	118	LE
			**** GRAMATICA MORFOLOGICA, FUNCION DE LAS PALABRAS EN LA ORACION	119	LE
	Sustantivo		1 Sustantivo y sus ejercicios	120	LE
			1-2 Accidentes del sustantivo (Genero y Numero)	121	LE
			1 Propios y Comunes	122	LE
			2 Individuales y colectivos	123	LE
			3 Gentilicios	124	LE
	Articulo		1 Articulo y sus ejercicios	125	LE
			1 Accidentes del Articulo	126	LE
			2 Clasificacion del Articulo	127	LE
	Adjetivo		1 Adjetivo y ejercicios	128	LE
			1 Accidentes del adjetivo	129	LE
			1 Adjetivo calificativo	130	LE
			Caja gramatical del Adjetivo: Analisis morfologico de frases propuestas	131	LE
	Verbo		2 Tiempos verbales simples: presente / preteritos / futuro	132	LE
			2 Imperativo / Potencial	133	LE
			3 Infinitivo / Gerundio / Participio	134	LE
			4-5 Formas compuestas (he comido)	135	



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Area	Topic	Presentation	Work/Lesson	Seq	Level
					LE
			Analisis morfologico de oraciones propuestas : Caja	136	LE
			gramatical del Verbo		
	Preposicion		1 Preposicion y ejercicios	137	LE
			Nombra las preposiciones	138	LE
			Analisis morfologico de oraciones propuestas : Caja	139	LE
			gramatical de la Preposicion		
	Adverbio		2 Adverbio y ejercicios	140	LE
			3 Nombra adverbios	141	LE
			Analisis morfologico de oraciones propuestas : Caja	142	LE
			gramatical del Adverbio		
	Pronombre		2 Pronombre y ejercicios	143	LE
			Analisis morfologico de oraciones propuestas : Caja	144	LE
			gramatical del Pronombre		
	Conjuncion		2 Conjuncion y ejercicios	145	LE
			Analisis morfologico de oraciones propuestas : Caja	146	LE
			gramatical del Conjuncion		
	Interjeccion		2 Conjuncion y ejercicios	147	LE
			Analisis morfologico de oraciones propuestas : Caja	148	LE
			gramatical de la Interjeccion		
	SINTAXIS		**** GRAMATICA SINTAXIS: PARTES DE LA ORACION	149	LE
			Tipos de enunciados: Declarativos / Imperativos /	150	LE
			Interrogativos / Exclamativos		
			1-2 Nombra nucleo del predicado	151	LE
			1-2 Separa y nombra la funcion del sujeto y predicado	151	LE
			4-5 Identifica y comprende complemento circunstancial	151	LE
			(tiempo, lugar, modo etc.)		
			1-2 Nombra nucleo del sujeto	152	LE
			3 Identifica y comprende complemento directo	152	LE
			3 Identifica y comprende complemento indirecto	153	LE



Appendix I

Technology at LAMB

LAMB's use of technology in the classroom is developmentally appropriate and used by both student and teacher. Outside of the classroom, technology is used by stakeholders in a variety of ways from daily operations, security and safety, fundraising and marketing to curriculum development, communications and governance. Overall, LAMB is a technology rich environment. We have more than 150 desktops, laptops, chrome books, and iPads. In addition, there are smart boards, CD Players, tape recorders, LCD Projectors, cameras video and photo, televisions and even old fashion record players, complete with 45 records.

We are very conscious of over-using technology and align usage with the basic Montessori concept of respect for the child. Is the technology developmentally and age appropriate? Is it physically safe for the child? Does it provide a unique, engaging and cooperative learning experience and is it integrated into the work of the class. We ask ourselves questions like:

Does the "piece of technology" pose a barrier to learning? Are the goals of the activity developmentally and age appropriate? Is the technology being presented as would any other piece of Montessori material? Is the equipment able to be used in differentiated learning; i.e. is it flexible enough to respond to a range of abilities? Does the student freely choose to use the technology?

What follows is a sample of how technology is used at LAMB, both in- and out-side the classroom.

- LAMB participated in the IVECA program during the 2013-2014 school year. IVECA helps students to communicate with one another in different cultures and countries. The program provides a virtual environment that enables students to share subject matters and socialize within the program. LAMB and a class in South Korea held a live virtual class where students were engaged in a quiz about each other's culture and also exchanged music and art. This video features LAMB students singing "We Shall Overcome" during the live class.

<https://www.youtube.com/watch?v=wH5Db5g3bKI&feature=youtu.be>

- Here is the link to our Day at LAMB video. We use it among other things for Open Houses when it would be disruptive to have large numbers of adults entering the classroom and disrupting the students' work cycle. For that reason, it also highlights early childhood. There is however evidence of technology particularly in the scenes with older children and pull outs. Desktops, laptops, headphones (noise deadeners), music, etc.

<http://youtu.be/OPTpm8L3G1E>

- LAMB conducts Monthly Peace Ceremonies in which students showcase work from their art classes or build specific art themed backdrops for a short play, song or dance that they present to their parents and peers. From the moment students arrive at LAMB (at age 3 or 4), they are fully immersed in our school-wide peace culture which is represented by the PAZ (Peace in Spanish) matrix which is shared during our first peace ceremony of the year and then every month thereafter.

PAZ is defined as **P**ositive Words, **R**espectful **A**ctions and **L**earning **Z**one. Two to three communities (classrooms) present at each ceremony. Students have the opportunity to showcase their work, provide insight on a broader issue such as recycling, present a skit, and sing a song and/or recite a poem. There may also be presentations based on holidays or monthly calendar themes.

Two students serve as master/mistress of ceremonies. Parents are invited and the presentation is broadcast live on the internet for parents, grandparents, and family members who cannot physically attend the presentation.

The Peace Ceremonies rotate between facilities and times offered morning (9:00 a.m.) or afternoon (2:00 p.m.) We generally have a spring or end of the year art festival that has a combination of song and dance, requires costumes and stage setting. Since activities presented are created and/or practiced in the classroom and in the extended day hours of operation, support of this activity is both extracurricular and art enhanced.

LAMB did live broadcasts of its Peace Ceremonies in order to include grandparents and parents who could not physically attend the ceremonies. LAMB Bulletins announce the link to the video feed. Students use technology for presentations during the Peace Ceremonies. All of these are live feeds so there are no recordings.

- Students made an introduction video for fellow students to ease the transition from Missouri to South Dakota. This is especially meaningful because the students providing the tour (last year) were preparing for the transition

<http://youtu.be/pzSG1KrUxpo>

The special education team is equipped with iPads for use with APPS that aid in interventions from Occupational to Speech Therapy. This is another positive means of engaging students with special needs. The apps can also be used during non-school hours and incentivizes student independence. Microphones, Computers, SmartBoards, Live Internet Broadcast, Create Programs

General Montessori teachers also use apps in the classroom for specific Interventions in mathematics. Study Island is another tool that students have been using for many years now.

Many of the standardized tests are also computerized. Study Island chapter tests, easyCBMath, SRI Spanish Comprehension and DIBELS and IDEL are computer-based.

In addition to the links cited, there are sample power point presentations used during back to school night, teacher orientation, professional development and parent workshops. LAMB Professional Development Schedule highlights technology training.

Samples include:

Google Apps for Education Permission Form

PBIS Implementation 2012-2013 (PP)

Professional Development Schedule during Staff Orientation

Montessori 101 (PP)

Parent Education

MTSR 101 Montessori 101 – Fall 2011 (PP)

PreK-2 Competencies in Technology

Welcome Back 2011-2012 (PP)

Fundraising (PP)

Welcome Pre-Orientation 2008/9 (PP)

LAMB Bulletin

Bulletin 3.19.13 Twitter Facebook

Lesson Plan

HDV 0061 Big Works/Cosmic Curriculum Teacher Presentation to Parents including Pi Day

There are a number of videos on you tube that parents have uploaded. Just google youtube lamb pcs

Additionally, here are a few links:

https://www.youtube.com/watch?feature=player_embedded&v=q2-XSwYfp3U#t=32

[h \[https://www.youtube.com/watch?feature=player_embedded&v=xwScCqTDFIg\]\(https://www.youtube.com/watch?feature=player_embedded&v=xwScCqTDFIg\)](https://www.youtube.com/watch?feature=player_embedded&v=xwScCqTDFIg)

Military Road School Video on NBC honoring alumni

https://www.youtube.com/watch?feature=player_embedded&v=q2-XSwYfp3U

LAMB' Big Secret Find out on April 25th

https://www.youtube.com/watch?feature=player_embedded&v=y1oY0hH16ZA

Appendix J



Google Apps for Education Permission Form

Dear Parents/Guardians,

Latin American Montessori Bilingual Public Charter School (LAMB PCS) uses Google Apps for Education for students, teachers, and staff. This permission form describes the tools and student responsibilities for using these services. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

The following services are available to Upper Elementary students and hosted by Google as part of LAMB's online presence in Google Apps for Education:

Mail - an individual email account for school use managed by LAMB.

Calendar - an individual calendar providing the ability to organize schedules, daily activities, and assignments.

Drive - includes word processing (Google Docs), spreadsheet (Google Sheets), presentations (Google Slides), as well as online storage.

Using these tools, students collaboratively create, edit and share files for school related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any Internet-connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others. Email messages can only be sent and or received from other LAMB students or faculty/teachers. All other emails will be automatically rejected.

Technology use at LAMB is governed by federal laws including:

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for LAMB's presence in Google Apps

for Education. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes. --COPPA – <http://www.ftc.gov/privacy/coppafaqs.shtm>

Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information (See Board Policy JOA) but parents may request the school not disclose this information. Parents are provided the opportunity annually to opt out of disclosing their student's directory information on the District's Enrollment Form. --FERPA – <http://www.ed.gov/policy/gen/guid/fpco/ferpa>

Guidelines for the responsible use of Google Apps for Education by students:

Official Email Address.

All students will be assigned a username@lambpcs.org email account. This account will be considered the student's official LAMB email address until such time as the student is no longer enrolled at LAMB.

Prohibited Conduct.

Please refer to the LAMB Student Internet Safety and Use Policy document.

Access Restriction.

Access to and use of student email is considered a privilege accorded at the discretion of LAMB PCS. LAMB PCS maintains the right to immediately withdraw the access and use of these services including email when there is reason to believe that violations of law or LAMB PCS policies have occurred. In such cases, the alleged violation will be referred to LAMB Administration for further investigation and adjudication.

Security.

LAMB PCS cannot and does not guarantee the security of electronic files located on Google systems. Although Google does have a powerful content filter in place for email, the LAMB PCS cannot assure that users will not be exposed to unsolicited information.

Privacy.

The general right of privacy will be extended to the extent possible in the electronic environment. LAMB PCS and all electronic users should treat electronically stored information in individuals' files as confidential and private. However, users of student email are strictly prohibited from accessing files and information other than their own. LAMB PCS reserves the right to access the username@lambpcs.org Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

LAMB PCS

Google Apps for Education Permission Form for Students

By signing below, I confirm that I have read and understand the following:

Under FERPA and corresponding District of Columbia law, a student's education records are protected from disclosure to third parties. I understand that my student's education records stored in Google Apps for Education may be accessible to someone other than my student and LAMB PCS by virtue of this online environment. My signature below confirms my consent to allow my student's education record to be stored by Google.

I understand that by participating in Google Apps for Education, information about my child will be collected and stored electronically. I have read the privacy policies associated with use of Google Apps for Education (<http://www.google.com/edu/privacy.html>). I understand that I may ask for my child's account to be removed at any time.

_____ YES, I give permission for my child to be assigned a full LAMB PCS Google Apps for Education account. This means my child will receive an email account, access to Google Docs, Calendar, and Drive.

_____ NO, I do not give permission for my child to be assigned a full LAMB PCS Google Apps for Education account. This means my child will NOT receive an email account or access to Docs, Calendar, and Drive.

Student Name: (Print)

Grade: _____

Parent/Guardian Signature: _____

Date: _____

Please sign and return this form with the rest of the enrollment packet.

Appendix K

Three years Primary Themes for group classes **2013 – 2014 (Highlighted)**

1º Ciclo (2011-12 /20 14-15)

2º Ciclo (2012-13 / 2015-16)

3º Ciclo (2013-14 / 2016-17)

La persona Humana	El universo y la vida en la tierra	Septiembre Todos / All	Tiempo e Historia
1. Mi escuela es una comunidad Características del Verano	1. Mi escuela es una comunidad Distintos tipos de familia		1. Mi escuela es una comunidad / My school my community!
2. Mi familia distintos tipos de familia. Características del Otoño	2. El Universo/ The Universe (galaxia y sistema solar)Mi lugar en el espacio Continente: América del Norte	Octubre Luz & Marcela	2. Historia de mi familia / My family Continente: North America / America del Norte
3. Cuidamos nuestro cuerpo. Nutrición	3. Nuestro planeta: La Tierra Continentes y océanos Accidentes geográficos / Form of the earth / Fenómenos geológicos y climáticos/ Weather Terremotos /Tormentas /Huracanes/ Tornado/ Tromba Continente: América del Sur	Noviembre Jazz & Veronica	3. Pueblos Nativos americanos / Native American Continente: America del Sur / Sur America
4. Seguridad e higiene, diversidad en discapacidades	4. El cuerpo humano: partes del cuerpo, los sentidos y lo que necesitamos para vivir / Nutrición Diferentes colores Continente: Los Polos	Diciembre Carolina & Itzel	4. Historia de instrumentos musicales y la Danza / History of Musical instruments and Dance Continente: Antartic / Antartica
5. Oficios y profesiones. Somos una comunidad de diversidad cultural	5. Vida en la tierra / Life in a planet Vivo-no vivo. Ciclos de vida de plantas y animales. Somos una comunidad de diversidad / Cultural Continente: Asia	Enero Paola & Marsy	5. Nutrición historia del uso de los alimentos / Nutrition, history of food Continente: Somos una comunidad de diversidad cultural
6.Vida y obra de grandes artistas, Poetas y Escritores de la humanidad	6. Clasificación del reino animal / Animal Kingdom Alimentación/Desplazamiento/Vertebras/Cubierta Continente: África	Febrero Jazz & Elis	6. Historia del Arte / History of Art Continente: África / Africa
7.Vida y obra de inventores famosos y sus inventos. Características de la Primavera	7. Biomas más comunes y sus características: animales, plantas y clima. Bosque / Selva / Polos /Desierto / Marino Continente: Oceanía	Marzo Claudia T & Alexandra	7. Medio de transporte y su historia / History of transportation Continente: Oceanía / Australia
8. Personajes destacados por luchar por la paz, a través de la paz. Diversidad de colores	8. Especies protegidas en peligro de extinción. Continente: Europa	Abril Claudia & Katey	8. Como cuidar al planeta / How to care for the environment Continente: Europe / Europa
9. Las celebraciones de Invierno. Somos una comunidad de diversidad cultural	9. Contaminación Cómo cuidar al planeta y proteger la vida	Mayo Patricia & Erika	9. Historia y origen de los objetos hechos por el hombre: Derivados de plantas y animales. Continente: Asia
10. Repaso de las 4 estaciones del año, preparándonos para el Verano y las vacaciones.	10. Repaso de las 4 estaciones del año, preparándonos para el Verano y las vacaciones.	Junio Todos / All	10. Repaso de las 4 estaciones del año , preparándonos para el Verano y las vacaciones.

Indicaciones generales para todos los maestros

- Todos los maestros serán responsables de apoyar a sus compañeros **proveyendo ideas, materiales y sugerencias para fortalecer el plan escrito** garantizar el trabajo en equipo y el respeto a los intereses del grupo de estudiantes.
- Dado que los planes escritos serán entregados con anticipación al inicio del año escolar, los maestros encargados del plan deberán responsablemente:

Leer y **prepararse con anticipación** para los temas del plan, como mínimo un mes de antes. Considerar que algunas sesiones se pierden por los reemplazos debido a la inasistencia del personal.

1. Continente / Tema fijo o variable / Tema del currículo de diversidad / Festividades regulares del calendario / Eventos de la escuela etc.
2. **Recolectar material** concreto, audiovisual, láminas, en lo posible **bilingüe y para los 3 salones**, que hagan de los temas actividades interesantes para **las lecciones de grupo completo** de cada clase. No es exigencia el desarrollo de materiales de área para trabajo individual, (tarjetas de 3 tiempos), pero tampoco está prohibido. Lo que se pide en este caso es que se **envíe electrónicamente con tiempo** para que los maestros lo puedan imprimir y laminar. En el caso de que otros maestros que quisieran colaborar con esto, podrán hacer lo mismo.
3. **Entregar la copia del plan** y los **materiales** a cada clase **una semana antes del inicio del plan**, mostrando el material y **explicando a cada maestro su función y objetivo**. Esto, para sacar el mejor provecho del material recopilado.
4. Al finalizar el mes del plan, **Recolectar todo el material entregado y darlo a Carolina y Jasmin para guardarlo en la caja correspondiente** al año del curriculum.
5. Los continentes, serán insertados en el plan del mes correspondiente a la persona que corresponda en cada plan con actividades **según lo indique en su plan**. Sin embargo, las actividades serán creadas y enriquecidas por **todo el grupo de maestros** según los recursos disponibles. Aunque la planificación esté hecha, debemos tener presente que **la persona encargada del plan, necesita apoyo de toda la comunidad para tener éxito**.
6. Todos los maestros serán responsables, al terminar el plan de **responder las preguntas de evaluación y enviarlas electrónicamente** a Susa Silva para ser coleccionadas y consideradas la próxima vez, para ser archivados en la carpeta de planificación mensual del programa de preescolar.
7. Los maestros pueden considerar un presupuesto de \$200 dólares para adquirir materiales adecuados para enriquecer las clases de **gran grupo** como láminas y material concreto de apoyo considerando, en lo posible los 4 salones. En caso de requerir más dinero deberá ser previamente autorizado por la directora.

Guía de trabajo para desarrollo de la planificación mensual

1ª parte: Organización del tiempo y distribución de los contenidos considerando el calendario de la escuela (ceremonias de paz etc.) y celebraciones generales del calendario regular de US. Tener presente también que cada inicio de mes, se debe dejar el primer día para indicar en la planificación que se explicará a los niños el cambio de mes y / o en cambio estación del año con la presentación general de los temas que se va a tratar para indicarlo en el plan cuando corresponda.

2ª parte: Integrar objetivos Montessori, estándares, preguntas esenciales y actividades relevantes.
Considerar para esto los estándares de Lenguaje, Ciencias y Matemáticas que se puedan integrar lo cual les darán ideas de actividades que se puedan conectar con los temas y Estándares.
Para esto se sugiere revisar planes anteriores de tal manera de aprovechar ideas de actividades del tema en años anteriores.

3ª Parte: Distribuir días de Segundo Paso días Martes o Miércoles. El entrenamiento no recomienda Lunes, jueves o viernes.

4ª parte: Desarrollo del calendario de actividades del currículo de tres años semanales dejando un día para Segundo Paso y un día de libre disposición.

Las actividades serán planeadas considerando un **tiempo no más allá de 20 min.** Y deben ser enriquecidas con canciones, audiovisuales y visitas al salón que apoyen el contenido y que abarquen movimiento ya que es una característica fundamental de los preescolares. Estos recursos serán recolectados por los maestros, sin embargo de si ustedes ya los tienen en mente deben ser integrados al plan de base para aprovechar la idea.

Currículo de Diversidad: En el libro que ustedes tienen, se encuentran varias actividades sugeridas para cada tema las cuales deben considerarse para ser introducidas en el plan, durante el mes.

Continentes: Debe seleccionarse un día para presentar el continente donde se debe mostrar su ubicación y color en el globo terráqueo, en el planisferio del salón y mostrar a los niños el mapa del continente con sus países. La **meta principal**, es que los niños reconozcan y nombren el continente y lo relacionen con sus características naturales y culturales más relevantes. Los niños más avanzados podrán nombrar algunos de sus países.

El plan debe considerar, **características naturales y culturales** más relevantes: Flora / Fauna / Gente / Ciudades importantes / Música característica de alguno de los países relevantes / Artesanía / Trajes típicos / Comidas / Principales productos / Arquitectura etc.

LAMB / Lower Elementary Planning Guide / 2010 – 2011 / 2013-2014

Year “A”

SCIENCE	SOCIAL STUDIES
<u>Quarter 1: Earth Science Focus</u> Layers of the Earth Seasons (Earth’s Orbit around the Sun) Geographic Land and Water forms Hemispheres Latitude and Longitude Cardinal Directions	<u>Quarter 1: History Focus</u> Stories of Creation Big Bang Theory Timeline of Life on Earth Plate Tectonics Fossils / Dinosaur Research
<u>Quarter 2: Zoology Focus</u> Living / Non-Living Animal Stories / Animal Research Needs of Animals Animal Classification Hydrosphere, Lithosphere, Atmosphere Field Trip to the National Zoo	<u>Quarter 2: Cultural Studies Focus</u> Needs of People Native American Cultural Groups The First Thanksgiving Field Trip to the Native American Museum
<u>Quarter 3: Physical Science/Chemistry Focus</u> Scientific Lab. Equipment and Safety Scientific Method Matter and Energy Three States of Matter Mixtures and Solutions Field Trip to Maryland Science Center	<u>Quarter 3: Political Geography Focus</u> Parts of a Map Political Geography Countries, Capitals, Flags Geographic Regions of the United States
<u>Quarter 4: Botany and Ecology Focus</u> Needs of Plants Parts of Plants (Functions and Types of Roots, Leaves, Stems, Seeds, Flowers) Plant Stories / Plant Research Nature Walks Gardening Field Trip to National Arboretum	<u>Quarter 4: History Focus</u> Personal Timelines Story of the Development of Language Timelines of Technology Transportation Communication

LAMB / Lower Elementary Planning Guide / 2011 – 2012 / 2014-2015

Year “B”

SCIENCE	SOCIAL STUDIES
<u>Quarter 1: Astronomy Focus</u> Big Bang Theory Universe Galaxies and Nebulas Solar System Research Walk of the Planets Field Trip – Air and Space Museum	<u>Quarter 1: Cultural Studies Focus</u> Stories of Creation Timeline of People Astronomy of the Ancients Greeks, Romans, Mayans, Native Americans, Vikings
<u>Quarter 2: Paleontology/Zoology Focus</u> Timeline of Life on Earth / Clock of Eras Fossils / Dinosaur Research Animal and Plant Classification Animal Research Field Trip –Natural History Museum	<u>Quarter 2: Geography Focus</u> Personal Timelines Parts of a Map Continent Research Biomes of the World Animals and Plants of the Continents
<u>Quarter 3: Earth Science</u> Water Cycle Rock Cycle Rocks and Minerals Oceans Weather and Precipitation	<u>Quarter 3: Geography Focus</u> Land and Water Forms Parts of a Volcano Parts of a River Parts of a Mountain Geography of the District of Columbia Field trip to Great Falls (VA Side)
<u>Quarter 4: Physical Science and Chemistry</u> Scientific Lab. Equipment and Safety Scientific Method States of Matter Magnetism Buoyancy	<u>Quarter 4: Country Studies Focus</u> Political Geography Countries, Capitals, Flags Fundamental Needs of People Country Research

LAMB / Lower Elementary Planning Guide / 2012-2013 / 2015-2016

Year "C"

SCIENCE	SOCIAL STUDIES
<u>Quarter 1: Chemistry /Physics Focus</u> Big Bang Theory Atoms Molecules Gravity and Friction Physical and Chemical Changes	<u>Quarter 1: Civics Focus</u> American Symbols American Government Responsibilities of Citizens
<u>Quarter 2: Paleontology/Zoology Focus</u> Timeline of Life on Earth Characteristics of Vertebrates Classification of Invertebrates Animal Research	<u>Quarter 2: Health</u> Basic Functions of the Body Nutrition Exercise Safety
<u>Quarter 3: Astronomy / Earth Science</u> Layers of the Inner Earth Parts of the Sun Phases of the Moon Hemispheres Seasons Layers of the Earth's Atmosphere	<u>Quarter 3: Physical Geography Focus</u> Continents Climate Zones Major Land and Water Features of the World
<u>Quarter 4: Botany and Ecology</u> Scientific Lab. Equipment and Safety Scientific Method Internal and External Parts of Plants Experiments with Plants Food Webs Pollution and Recycling	<u>Quarter 4: Country Studies Focus</u> Political Geography Countries, Capitals, Flags Country Research Economic Geography Natural Resources

LAMB / Upper Elementary Planning Guide / 2012 – 2013 / 2014-2015
(Year “A”)

SCIENCE	SOCIAL STUDIES
<u>Quarter 1: Chemistry and Physics Focus</u> Creation Stories / Big Bang Theory States of Matter Atomic Structure Periodic Table Electromagnetism Sound Light Heat (Field Trip- Nat'l Geo. Society “Wild Music”)	<u>Quarter 1: Government Focus</u> US History Timeline (Overview) Three Branches of US Government Elections DC Government and History (Field Trip –Capitol Visitor’s Center)
<u>Quarter 2: Earth Science Focus</u> Timeline of Earth’s History Inner Earth Plate Tectonics Rocks and Minerals Erosion (Work of Wind, Work of Water) Natural Disasters (Volcanoes, Earthquakes, Hurricanes, Tornadoes, Forest fires) (Field Trip – Natural History Museum)	<u>Quarter 2: US Geography Focus</u> Settlement of the United States Geographical Regions States and Capitals Research of the 50 States Imaginary Islands / The 51 st State (Field Trips – Annapolis, MD Richmond, VA)
<u>Quarter 3: Anatomy Focus</u> Parts of a Cell (Animal and Plant) Human Body: Respiratory System Circulatory System Digestive System Excretory System Reproductive System Skeletal System Nervous System Muscular System Health, Illness, and Disease (Field Trip: Maryland Science Center)	<u>Quarter 3: Political Geography of the World</u> Continent and Country Maps World Capitals Economic Geography and Trade Natural Resources Fourteen Point Studies Global Institutions Recent US Immigration (Field Trip – Embassies of Countries)
<u>Quarter 4: Botany Focus</u> Vital Functions of Plants Classification of Plants Plant Research Gardening Ecology (Field Trips: Nat'l Arboretum- Asian Gardens Shad Fry Release Trip)	<u>Quarter 4: Ancient Civilizations of the East</u> Timeline of People Ancient India Ancient China Ancient Japan History of Language and Writing History of Numbers (Field Trip: Sackler and Freer Galleries)

LAMB / Upper Elementary Planning Guide / 2011 – 2012 / 2013-2014
(Year “B”)

SCIENCE	SOCIAL STUDIES
<u>Quarter 1: Astronomy Focus</u> Big Bang and Creation Stories Planets and Orbits Solar System Galaxies, Nebulas, Stars Constellations (Field Trip: Air and Space Museum)	<u>Quarter 1: Early Humans</u> Clock of Eras Timeline of Human Development Beginning of Civilization BC/AD Timeline (Field Trip – Natural History Museum)
<u>Quarter 2: Chemistry and Physicals Focus</u> Changes in Matter Mixtures and Solutions Acids and Bases Gases Earth's Atmosphere Simple Machines Forces and Motion (Field Trip: Building Museum)	<u>Quarter 2: World History and Cultures</u> Mayan Civilization Aztec Civilization Incan Civilization Native American Groups (Field Trip – National Gallery of Art)
<u>Quarter 3: Earth Science</u> Oceans and Rivers Climate Zones Weather and Seasons Precipitation Wind Clouds	<u>Quarter 3: Old World History/Contact</u> Middle Ages to Renaissance and Reformation Exploration First Contact (Field Trip: Maritime Museum)
<u>Quarter 4: Zoology Focus</u> Five Kingdoms of Life Tree of Life Chinese Box Vital Functions of Animals Parts of Prokaryote, Protocista, Fungi Life Cycles of Prokaryote, Protocista, Fungi (Field Trip: National Zoo)	<u>Quarter 4: Colonial America Focus</u> Settlers and Settlement Patterns Northern Colonies Mid-Atlantic Colonies Southern Colonies (Field Trips: National Colonial Farm St. Mary's City, MD)

Appendix L

LAMB

ANNUAL REPORT

2011 – 2012



Latin American Montessori Bilingual Public Charter School

1375 Missouri Avenue, NW Washington, DC 20011

202.726.6200

www.lambpcs.org

Respectfully Submitted

Barrie Lynn Tapia, Board Chair

9/20/2012

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APPENDIX A: DATA COLLECTION TEMPLATE

STAFF AND BOARD MEMBER ROSTERS

A. Mission/Vision Statement

B. School Program

To foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

1. Grade and age levels served*

Latin American Montessori Bilingual Public Charter School, LAMB for short, serves 262 children PreK-3 through 5th grade, with its last sixth grade cohort of two students transitioning to middle school this year.

2. Summary of curriculum design and instructional approach

LAMB is the only accredited dual language Montessori chartered public school in the District of Columbia and one of only a few nationwide. Chartered in late 2001, LAMB opened a year and a half later with 57 students. LAMB began with the simple premise that all children can learn and deserve a school that supports nurtures and transforms their natural curiosity and eagerness into knowledge. The educational program (including curriculum, instruction, and assessment) is clearly defined, approved by school governance and the Public Charter School Board (PCSB), and is consistent with the school's mission.

LAMB adheres to Dr. Maria Montessori's six core beliefs: a) All children have "absorbent" minds; b) all children pass through "sensitive" periods; c) all children want to learn; d) all children learn through play/work; e) all children pass through stages of development; and f) all children want to be independent.

LAMB is designed to meet and address the needs of students and intended to produce student learning at all levels. LAMB's dual language Montessori educational program consists of both carefully planned and well executed curriculum that includes appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. LAMB is sufficiently financed, periodically reviewed, and mission-appropriate. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained.

Based on the Montessori model, LAMB classes are organized into multi-age groupings: Primary (PreK-3 to Kindergarten), lower elementary (1st to 3rd grades) and upper elementary (4th to 6th grades). Traditionally, students remain in the same classroom for three years and have the experience of being the youngest, the middle, and the oldest within the group.

There are two teachers dedicated for each class, one Spanish language dominant teacher and the other English language dominant. There is at least one highly qualified (Praxis II or HOUSSSE) teacher in each classroom. Classes are designed to allow children to self-select educational materials and work stations that reflect their inner drives for learning. Teachers are trained to observe students to determine their interests, record progress and/or skills that need strengthening using Montessori Records Express, and to plan lessons accordingly. The Montessori teacher's role is to model peaceful concentration and to inspire wonder in the child. This connects the child to the materials in the environment and sparks his or her passion for meaningful exploration.

Classroom manipulative materials are a Montessori trademark. Montessori materials are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance. Putting control of the activity in the students' hands strengthens their self-esteem and self-motivation as well as learning. A Montessori classroom is disciplined and self-directed. Children are provided with hands-on

materials that enable them to learn math, language, science, and history, while at the same time developing intellectual curiosity, self-respect, and respect for the world around them. Instructors give one-on-one and small group lessons, and then monitor the children's progress as they practice and complete work independently at their own pace. This highly individualized, materials-based curriculum is ideal for students with special needs, as differentiated instruction is built into the core of the program.

The Montessori cultural curriculum (science and social studies) forms the basis of the elementary curriculum with language arts and mathematics covered in integrated, interdisciplinary units of study. LAMB believes that the elementary years are a period when students learn how to learn. The students have a limitless imagination and great energy for memorizing facts. Students exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy. Montessori elementary classrooms are research and project focused with an emphasis on taking field trips, conducting experiments, and bringing in guest presenters who can provide students with "real world" experiences beyond what they can read about in a book or online.

The Montessori elementary "Cosmic Curriculum" is built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention. Students remain in the same multi-age classroom for three years, and they experience the telling of the Great Lessons as a classroom tradition. Each year the new youngest students in a class gather for these five group lessons. The older, returning children may come to the lesson if they like, or hear them from afar, experiencing them differently each time depending upon their own growth in understanding. The teacher designs each great lesson using stories, music, impressionistic charts, experiments, and games. Following the presentations of the Great Lessons, teachers offer students more specific key lessons that isolate concepts and refine student understanding. LAMB elementary Montessori teachers follow a three-year cycle in planning the key lessons that

will follow the Great Lessons. This ensures that all areas of the Cosmic Curriculum are covered in the Upper Elementary program and that the child has a broad and varied foundation of social studies and scientific knowledge when he or she transitions from LAMB to another educational environment.

3. Description of key mission-related programs

Mission related programs focus on three major areas: bilingualism, social development and peace education.

LAMB's goal is that students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade. Research on second language acquisition indicates that it takes 5-7 years for a child to develop proficiency in academic language equivalent to that of a native speaker.¹ With bi-literacy as a goal, students must enroll in the school at 3 or 4 years old in order to continue through the elementary program. These additional years in our bilingual program ensures that LAMB students are fully bilingual before transitioning to most likely mono-lingual middle school programs. For English language learners, this means that they will have the opportunity to exit "ELL" status before they transition to middle school. Many exit by third grade. Mission-related goals focus on developing oral reading fluency in Spanish and English and comprehension skills in both languages.

The non-academic goals target social emotional competency and emphasize the school's overarching goals of peaceful communication and living where there is a demonstrated respect for self, others and the environment. Self-directed learning and critical thinking are key to developing the confidence and competence to be a contributing member of the community.

LAMB uses the Montessori Grace and Courtesy curriculum and Practical Life curriculum to help students build the social skills, practical skills, and "know-how" to succeed in life both

¹ *Second language acquisition-essential information*. N.p., 2011. Web. 28 Nov 2011. <<http://esl.fis.edu/teachers/support/cummin.htm>>.

inside and outside of school settings. Grace and Courtesy and Practical Life lessons involve explicit modeling for students of manners, common social graces, cooking and cleaning, basic sewing and construction tasks, event planning, service projects, etc. Montessorians view education as a preparation for life. Students need to develop the skills and independence that will enable them to go forward into unknown situations with self-confidence, knowing that they can take care of themselves and will be respected.

"If we are to teach real peace in this world... we shall have to begin with the children."
—Mahatma Gandhi

All students can be peace ambassadors. From the moment students arrive at LAMB (at age 3 or 4), they are fully immersed in our school-wide peace culture which is represented by the PAZ matrix presented during our first peace ceremony of the year. During our peace ceremonies, each classroom has the opportunity to showcase their work, and teach the broader LAMB community about important issues such as recycling, the importance of numbers, the galaxies, etc.

The school-wide PAZ matrix is defined as follows: *P (Positive Words) A (Respectful Actions) and Z (Learning Zone)*, the word *PAZ* is *Peace* in *Spanish*. Teachers and students developed a matrix with clear expectations for the classroom, hallways, bathroom, library, group work and special events. The rules are posted around the school and the expectation is for all students, teachers, parents and support staff to follow and model the behavior expected. In addition students have the opportunity to receive lessons on expected behavior and practice during role play.

LAMB has implemented the Response to Intervention Model (RtI) for the last three years, and Positive Behavior Intervention and supports are part of our initiative to maintain an emotionally healthy environment for children where they can reach their fullest potential. Part of our expectation for teachers is to make four positive comments for every one redirection to a specific child or the whole class. Each teacher has developed a strategy for noticing students

following the school rules and often children receive “peace passes” for their positive behavior. Teachers also use peace passes to improve classroom wide behavior, offering an incentive selected by the students. School Administration also use peace certificates to recognize classrooms, teachers, individual students, or support staff for their positive actions. This year teachers received LAMBies (awards) for their hard work in specific areas.

The concept of the school as a Learning Community is an intrinsic value at LAMB visible in its daily operations such as on-site professional development, showcasing teachers as students; parent workshops where childcare is provided and students witness their parents attending class; monthly breakfast with administrators; parent volunteers as librarians; older students making presentations to younger students; monthly peace ceremonies; and the daily photo displays on the big screen at the school’s entrance which captures students of all grade levels engrossed in school work and having fun.

LAMB has an open door policy and administrators are present at arrival and dismissal times greeting parents and students. Rarely are administrative office doors closed and students have informal conversations with the principal, assistant principal and executive director daily. Students often suggest special projects, field trips or simply share their likes and dislikes about any and everything from a particular item on the school lunch menu to requesting more physical education equipment. The multi-age span of the classrooms also reinforces civic responsibility with older students serving as role models and caring for younger students.

4. Parent-involvement efforts

LAMB only enrolls students at three- and four-years old. When a new student enters LAMB, we feel that a family, rather than an individual, has joined us. By virtue of their age, students must be escorted to school; and we value their parents’ input and participation. We each have different responsibilities; and it is important that we understand and respect each

others' roles. If we expect children to value education and to achieve, adults must send clear and consistent signals that schooling takes priority.

Achieving one's potential takes priority over everything: socializing, late-nights, holiday travel, after-school activities, or any other activity. As a result, the school expects that students arrive to school on time. We expect parents to arrange their travel and holiday plans, non-emergency medical appointments, and other activities to avoid a conflict with a student's academic and educational obligations.

The primary participation expected of all parents is volunteerism, attendance at the scheduled parent-teacher conferences each year AND attendance at special events and workshops organized by teachers, children, and the school administration.

Parent Volunteers

To help ensure LAMB meets its ambitious objectives, we rely on parent participation. We believe everyone has something to contribute! Parents/guardians are asked to serve a minimum of 30 hours of volunteer service per family. At the beginning of the school year, a parent contract needs to be signed and the school tracks volunteer hours. Parents may assist in the classroom, serve on parent committees and/or assist with special events, such as field trips, book fairs, and school celebrations. We encourage parents to share any hobbies or special interests with their child's class and/or the school. The child's teacher is the point of contact so that arrangements can be made for such visits. Parents complete a volunteer interest survey in order to help facilitate a volunteer role in the school. LAMB has a parent liaison at each facility to facilitate parent engagement.

Parent Education

Parental involvement is also encouraged through our parent education program. Some evenings and Saturdays, parents can participate in workshops on topics such as Montessori education, Dual Language Immersion, and behavior management. Childcare is provided on a

sliding fee basis. LAMB conducts parent satisfaction surveys following these events and alters and develops future parent education sessions based on interest and need.

Student Presentations and Special Events

During the course of the school year, families are invited to attend a variety of events at the school. For example, each month from September to June, LAMB students, staff, and parents join together in a celebration of Peace and Community by attending Peace Ceremony assemblies in each of our facilities. At Peace Ceremonies, students and classrooms lead the community in song, offer performances and presentations, and share in celebrating the accomplishments of the community. LAMB also works with parents to bring in cultural exhibits by visiting artists. Frequently, LAMB parents make presentations to classrooms or grade-levels-sharing cultural traditions from around the world.

Classroom Observations

Parents are welcome to visit the school and observe their child at work in the classroom. We strongly encourage parents to observe their child's classroom at least three times per year, one visit prior to each parent-teacher conference. Classroom observations are scheduled directly with the teacher. We provide a "Parents' Observation Brochure" to help frame the observation in Montessori pedagogy.

Communication

Parent-Teacher Communication

Parents are encouraged to share information about their children with teachers on a regular basis. Parents may communicate with teachers informally during student drop-off or pick up or they may choose a more formal means of communication.

- Telephone Calls
Parents wishing to talk to individual teachers may leave messages with the office, and teachers will return the telephone call as his/her schedule permits, usually within 24 hours.
- E-mails
Teachers would like parents to use e-mails for things that are not possible through notes, phone calls, or direct contact after school. E-mails are responded to within two days.

- **Teacher Inbox/Folders**
Parents' notes, questions, concerns, or other information that parents feel is important for the teachers to know may be placed in the teacher's folder located at the classroom entrances. Teachers review the folders daily. In the event that a significant change occurs in a child's we ask parents to consider informing their child(ren)'s teacher as soon as possible so that we can be supportive of the child.
- **Parent-Teacher Conferences**
Parents should feel free to contact teachers and staff at any time to discuss or review a student's academic or social progress. Teachers should also be contacted to discuss situations which may be affecting a student's educational and/or social development. Formal parent-teacher conferences are scheduled four times a year; the dates are in the academic school calendar. Parent-teacher conferences typically last 20 minutes, and we encourage both parents and/or guardians to attend. It is important that parents be informed about their child's performance. We encourage parents to maintain open communication with their child's teacher throughout the year.
- **Student Folders**
In addition to the school folders, each classroom has student folders that parents/guardians should check daily. Classroom/teacher notes, snack schedules, and student work will be placed in the classroom folders. Both school and classroom folders should be checked regularly.

c. School Staff Characteristics

1. Name and titles of those in key leadership positions in the school

Diane Cottman, MAT, Executive Director

Cristina Encinas, MA, Principal

Laure Fleming, MEd, Assistant Principal

Julie Camerata, MS, Special Education Coordinator

Richard Ertzinger, BS, Chief Financial Officer

Teresa Aspinwal, MA and Kioma Alfred, BA, Parent Liaisons

Susana Silva-Canales, BA and Elizabeth Samworth, MA Instructional Coordinators

2. Number of teachers

LAMB has twenty-eight teachers, including classroom, special education, music and art.

The average class size is 21 students with two teachers . The majority of staff is highly qualified (PRAXIS II and/or HOUSSE) as defined by NCLB. Fifty-six percent of LAMB's staff is under the age of 40-years-old and 30% of classroom teachers are under 40-years-old. Staff is 52% Latino, 32% Caucasian, and 15% African descent. The chart, Staff Profile by Classification and Age, provides percentages of staff by labor and age.

Staff Profile by Classification and Age					
Classification	20 to 30-years-old	31 to 40-years old	41 to 50-years-old	51 to 60-years old	60 years and older
Classroom Teachers	12% (6)	18% (9)	10% (5)	4% (2)	0
Support Services	2% (1)	8% (4)	2% (1)	6% (3)	2% (1)
Special Education	2% (1)	4% (2)	2% (1)	4% (2)	4% (2)
Administration	2% (1)	8% (4)	6% (3)	0	4% (2)
Overall	18% (9)	38% (19)	20% (10)	14% (7)	10% (5)

Based on the Montessori model, LAMB classes are organized into multi-age clusters: Primary (prek-3 to Kindergarten), lower elementary (1st to 3rd grades) and upper elementary (4th to 6th grades). LAMB teachers, staff and administrators are academically and linguistically prepared, care about the children and are committed to quality education. LAMB is proud of its

teaching staff. They represent many cultures, are well-travelled, and excited about learning and teaching. Teacher qualifications and assignments are in chart form which follows.

School Wide Instructional Staff			
Doctorate -2 Masters Degrees – 10 Bachelors – 11 Paraprofessionals - 5 Montessori Trained - 21			
Missouri Facility		Taylor Facility	
Primary		Primary	
PreK3 – Kinder	Teachers Masters 4 Teachers Bachelors 1 Teacher Aide Paraprofessional 1	PreK3 and PreK4 Only	Teachers Bachelors 4 Teacher Aides Paraprofessionals 4
Three classrooms	Montessori Trained 6	Four classrooms	Montessori Trained 6
Lower Elementary		Specials	
1 st – 3 rd grades	Teachers Doctorate 1 Teachers Masters 1 Teachers Bachelors 4	Music Art	Doctorate 1 Masters 1
Three classrooms	Montessori Trained 6		
Upper Elementary		Special Education	
4 th – 6 th grades	Teachers Masters 2 Montessori Trained 2	Primary – 6 th grade	Masters 2 Bachelors 2 Montessori Trained 2

Teacher and administrators' salary range and average follow.

Teachers

Average	\$ <u>49,735 .00</u>	
Range	Min: \$ <u>37,484 .</u>	Max: \$ <u>70,000 .</u>

School administration

Average	\$ <u>66,879 .</u>	
Range	Min: \$ <u>42,000 .</u>	Max: \$ <u>95,000 .</u>

LAMB received an OSSE Teacher Incentive Grant and was able to provide signing bonuses and other opportunities for teachers to hone their curriculum writing and leadership skills and be compensated for end-products. The Lessons Learned Section has information regarding teacher leadership roles through Professional Learning Communities (PLCs).

LAMB has experienced little staff turnover with the exception of this year with a staff attrition rate of 11.7%. Four teachers (2 upper elementary, 1 lower elementary and 1 primary) transitioned from LAMB at the end of the school year. Three of the four moved to different states (Pennsylvania, Florida and Texas) and one has become a stay at home parent. The experience they gained at LAMB will serve them well in their new jobs and all left in good standing. Three are entering new school systems, and once they've settled, LAMB has every intention to investigate for best practices and visit, if noteworthy. Their replacements were all new hires.

Ideally, LAMB would like to have a cohort of bilingual Montessori teachers in the training pipeline in order to ease replacement as needed, and/or grow the school as needed. This is costly, so LAMB has paraprofessionals in grooming for lead teacher positions.

D. Student Characteristics:

1. Student enrollment by grade level

LAMB serves 262 students pre-school through sixth grade. LAMB only enrolls at 3- and 4-years-old. Any student attrition can only be filled with early learners. There is no testing and/or pre-selection of any kind. LAMB relies on a lottery system to fill vacancies as there are more applicants than available slots.

Grade and Age Levels Served		
Age	Grade level	Number of Students
3-years-old	PK-3	64
4-years-old	PK-4	64
5-years-old	KG	33
6-years-old	1	34
7-years-old	2	26
8-years-old	3	15
9-years-old	4	13
10-years-old	5	11
11-years-old	6	2
	Whole school	262

2. Student re-enrollment rate/demographics

LAMB serves 262 students from pre-school to sixth grade. They are Latino (57%), Black (22%), Caucasian (21%), Special Needs (14%), Low Income (26%), English Language Learners (52%), and Early Childhood Learners (62%). The majority are Ward 4 residents (52%), followed by Wards 5 (19%) and One (14%), Ward 6 (6%), Wards 7 and 3 (3% each), Ward 2 (1%) and Ward 8 (.8%). They live in apartments, single-family homes, doubled up housing and some have temporary living arrangements. Their families are equally diverse as their housing with two moms and single moms, grandparents, children of divorce, children whose parents are in the armed services and others who are grieving the loss of a parent. Their needs are as varied as the demographics imply and yet they thrive in the Montessori classroom, a world of choice, where the mantra is, “follow the child.”

3. Attendance (in-seat attendance, average daily attendance)

Average Daily Attendance, whole school (Use validated ADA percentage in column C from the discipline verification spreadsheet)	98.3 %
In-seat Attendance Rate, whole school (Use validated ADA percentage in column F from the discipline verification spreadsheet)	91.7 %
Chronically Absent Rate, whole school (Use validated ADA percentage in column G from the discipline verification spreadsheet)	1.9 %

4. Student discipline data*

Number of Unique Students with Discipline Records, whole school population (Use validated ADA percentage in column J from the discipline verification spreadsheet)	# 5
Incident : Student Ratio, whole school population (Use validated ADA percentage in column L from the discipline verification spreadsheet)	<u>1 : 00</u> .
Percent of Instructional Days Lost, whole school population (Use validated ADA percentage in column M from the discipline verification spreadsheet)	0.01 %

E. Finance

LAMB's fiscal year is July 1 – June 30. The annual approved Operating Expenses for school year 2011-2012 was revised to \$ 4,764,427. Actual unaudited Operating Expenses amounted to \$ 4,540,057 yielding a savings of \$ 224,370. This savings is attributable to less expenses incurred than included in the revised conservative projection. Substantial savings were realized in Salaries and Employee Benefits, subcontracted professional services, building repairs and maintenance, utilities, furniture and equipment, and IT services.

Actual unaudited Operating Revenues of \$ 5,363,104 yielded a surplus of \$253,667 over the revised projection of \$ 5,109,437. Almost all of this surplus was generated by additional funding for Special Education and ELL students. Final numbers were substantially higher than anticipated in the revenue projections.

LAMB's cash position was also substantially enhanced by the aforementioned surplus in revenues and savings in expenses as adjusted for non cash entries. LAMB's net cash increase amounted to \$ 940,540.

LAMB conducts an annual independent audit. Kendall, Prebola and Jones, CPAs has audited LAMB for two years. The next seven pages contain a copy of LAMB's approved budget and unaudited year-end financial statements.

F. Facilities

LAMB operates its dual language Montessori educational program in two facilities: Missouri Avenue and Taylor Street in the District in Wards 4 and 5 respectively.

LAMB purchased the Military Road School on Missouri Avenue from the District of Columbia Government in May 2008, restored the historic building and added a new wing. In addition to eight classrooms, the administrative offices are housed at this site as is staff who service both sites such as music and art teachers and special education therapists and counselors.

The second facility (Taylor Street) is a leased space (incubator site) located at 1600 Taylor Street, NE. LAMB began operating from the second facility in school year 2011-2012 in response to seven years of triple digit waiting lists.

	Missouri Avenue Facility (permanent)	Taylor Street Facility (incubator site)
Location	1375 Missouri Avenue, NW Ward 4	1600 Taylor Street, NE Ward 5
	Own facility	lease
Size – square footage	21,755	5,708
Outdoor play space	Yes	Yes
Student to Teacher Ratio	2:26	2:19
# classrooms	3 primary 3 lower elementary 2 upper elementary	4 primary
# of Students	183	79

# of Classroom teachers	14 Montessori	8
	3.5 special education teachers	2.5 special education teachers
Administrators	4	3
Specialists	Special education coordinator, bilingual speech therapist, bilingual occupational therapist, Music teacher, art teacher, bilingual counselors	
Senior administrators	Executive director, principal, chief financial officer	
Extended day	Yes Kid Power Inc.	Yes Innis, Inc.

II. School Performance

This section is intended to report and provide context for student performance data. Additionally, schools will describe lessons learned and actions taken in an effort to improve.

A. Evidence of Performance and Progress

The PCSB developed the Performance Management Framework (PMF) to assess the overall performance of charter schools that administer statewide assessments. For younger children, those in early childhood programs, the Accountability Plan is one of the models LAMB utilizes to capture student performance data.

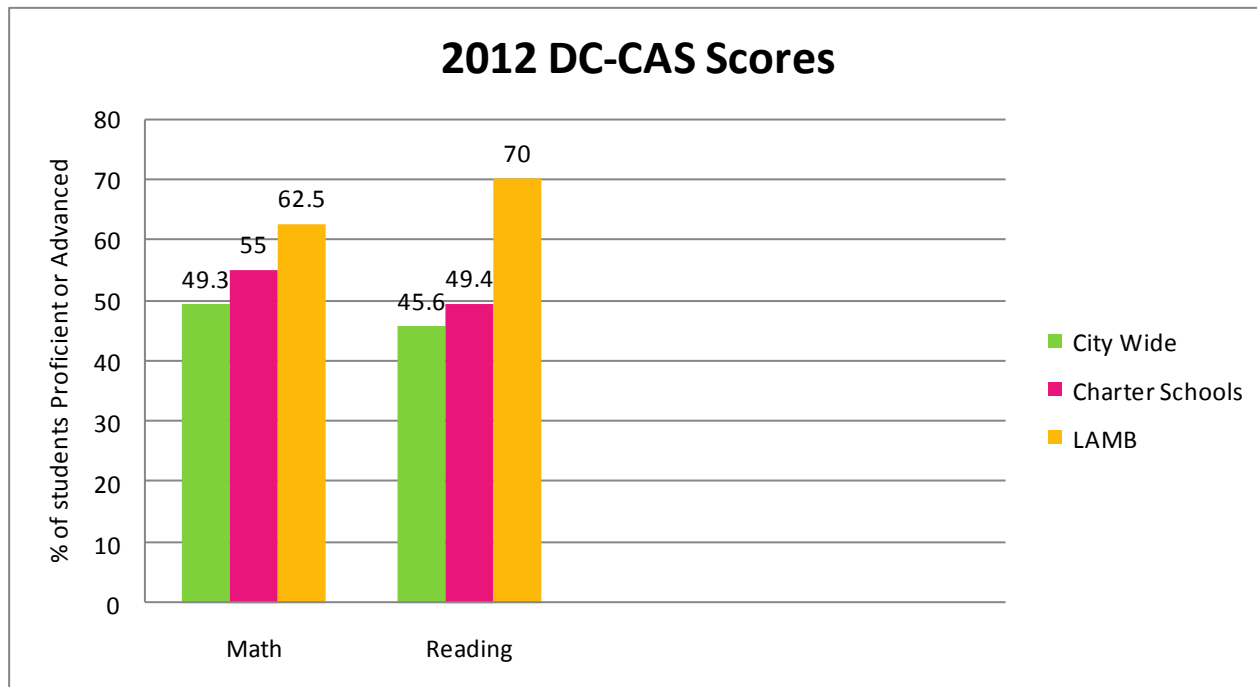
Based on the Accountability Plan approved by both the PCSB and LAMB Board of Directors, PCSB conducted a data verification review. For SY 2011/2012, LAMB met 4 out of 6 of its Targets, with data not available for one of the measures at the time of review.

More than three-quarters (79.6%) of LAMB's lower elementary school students, including kindergarten scored "low risk" in reading in English and 65.6% reading in Spanish. Lower elementary, including kindergarten students' performance on the math test was 61.3% proficient. Our school-wide target was to have 65% of Early childhood students performing at the proficient level. We made the target for Reading in English and Spanish, but just missed the goal for mathematics. All students met the target in daily attendance with the primary students daily attendance at 96% and lower elementary, including kindergarten attendance at 97%.

LAMB Early Childhood Accountability Plan 2011/2012 Final Report		
School Progress Targets	Progress Results	Met Target?
65% of pre-kindergarten 3 and pre-kindergarten 4 students will increase by 4 points or score at least 12 by the spring administration on the Learning Profile Accomplishment-Diagnostic (LAP-D) assessment.	Results unavailable	No
65% of kindergarten through second grade students will increase their total math score by 12 points or score 36 by the spring administration on the Easy Curriculum Based Measures (Easy CBM) assessment.	61.3% of students increased their math score or scored 36	No
Student Achievement Targets	Achievement Results	Met Target?
65% of kindergarten through second-grade students will score “low risk” for reading (in English) on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	79.6% of students cored “low risk”	Yes
65% of kindergarten through second-grade students will score “low risk” for reading (in Spanish) on the Indicadores Dinámicos del Exito en la Lectura (IDEL) assessment.	65.6% of students scored “low risk”	Yes
Leading Indicator Targets	Leading Indicator Results	Met Target?
On average, pre-kindergarten 3 and pre-kindergarten 4 students will attend school 88% of the days	The average daily attendance was 96%	Yes
On average, kindergarten through second-grade students will attend schools 92% of the days.	The average daily attendance was 97%	Yes

The DC Comprehensive Assessment System, better known as the DC CAS, is the high stakes test which is most widely known. The DC CAS is state mandated and managed by the

Office of the State Superintendent of Education (OSSE). Each school is responsible for administering the test. The purpose of the test, as defined by OSSE, is to assess students in reading and math in grades 3-8 and 10, science in grades 5 and 8, biology in high school, and composition in grades 4, 7, and 10.



Based on overall 2012 DC-CAS scores:

- LAMB ranked #14 out of 71 Public Charter Schools, or another way of saying that is LAMB is in the top 24% of all public charter schools.
- LAMB ranked #33 out of 187 public schools in total, or LAMB is in the top 18% of all public schools in the District of Columbia.

LAMB IS A RISING SCHOOL based on the Office of the State Superintendent of Education (OSSE) new “Accountability Index” to classify school performance. The range is as follows:

Reward Schools (Index of 80 and above)

Rising Schools (Index of 45 to 80)

Developing Schools (Index of 26 to 44)

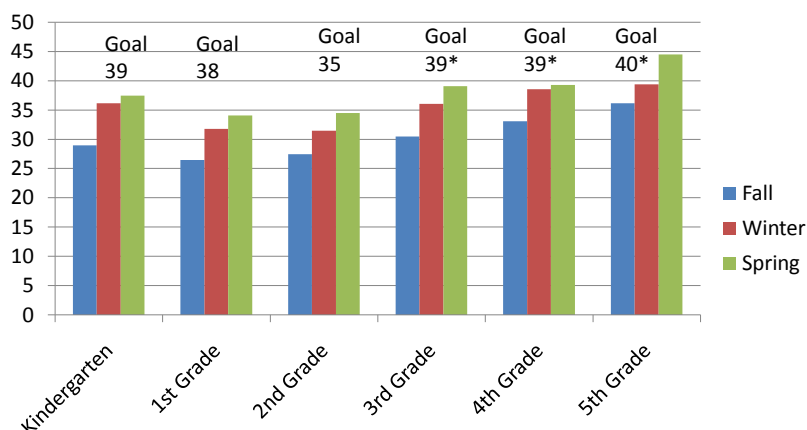
Focus Schools / Priority Schools (Index less than 25)

LAMB's Accountability Index for the DC-CAS (not to be confused with Accountability Plan used in early childhood) is 69.9 which make it a rising school. Per OSSE, this score is based on individual student growth.

Data Analysis

By the end of the school year, LAMB has tested students three times (Fall, Winter, Spring) in mathematics utilizing easyCBM.

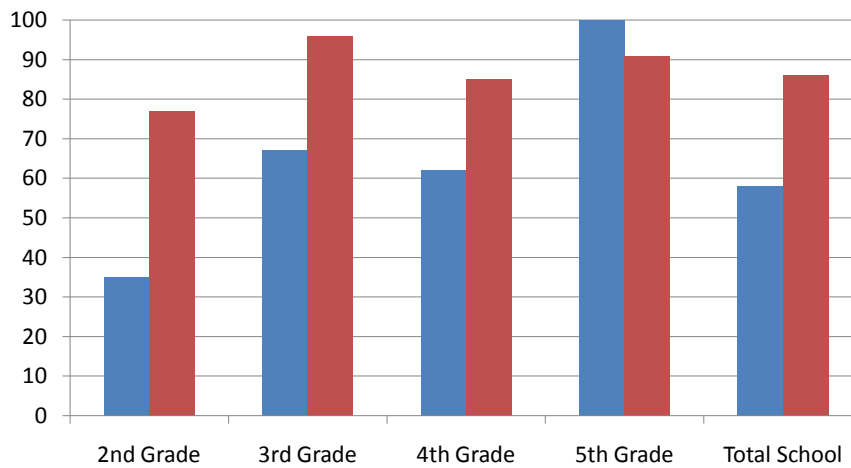
Average TMS by Grade Level (Total Math Score)



*The star indicates the 3 grades where we met our end of year goal for the benchmark as determined by easyCBM. Part of the goal was to be able to analyze the correlation between easyCBM math and DC-CAS math scores in order to determine if easyCBM is an accurate predictor of success on the DC-CAS.

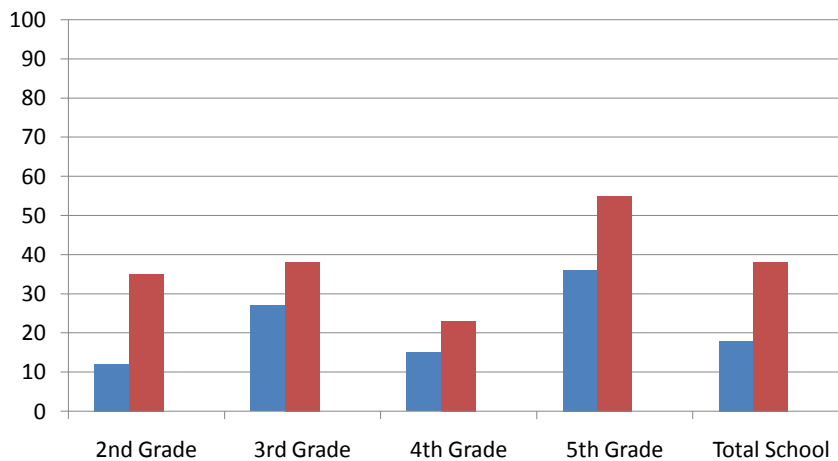
SRI (English) Reading Comprehension

Percent of students On or Above Grade Level from Fall to Spring



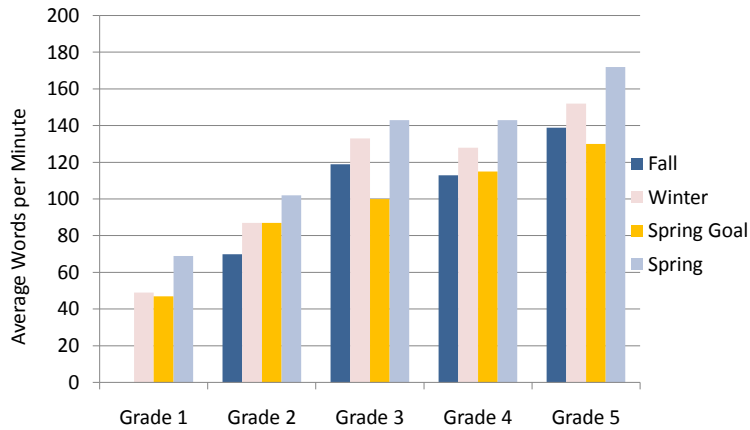
SRI (Spanish) Reading comprehension

Percent of students On or Above Grade Level
from Fall to Spring



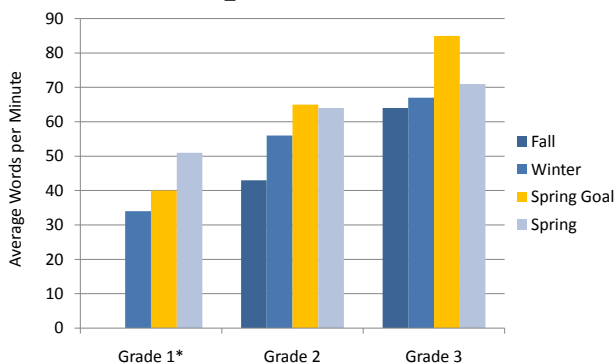
In Reading (English and Spanish), there was marked statistical growth in 2nd grade reading. More than 75% of all LAMB 2nd through 5th graders met the benchmark for English Reading Comprehension.

Oral Reading Fluency Progress English (DIBELS)



This is an example of school-wide analysis of data for one of the indicators on the English literacy benchmark. Students are assessed in Oral Reading Fluency starting in the middle of 1st grade. Again, on average LAMB students have met or surpassed this goal for the year by winter. Fluency is measured by how many words in a given passage students read per minute. In the fall, we were already at or above our spring goal in grades 3, 4 and 5. Therefore, we did not implement school-wide interventions such as tutoring for English reading. By winter, the 2nd and 1st graders had also met or exceeded the spring goal for English reading, and third through 5th graders continued to grow.

Fluidez en Lectura Oral Español (IDEL)



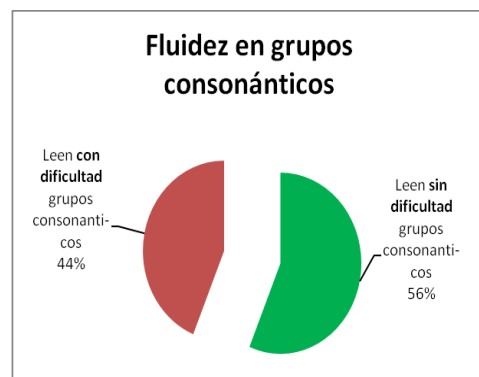
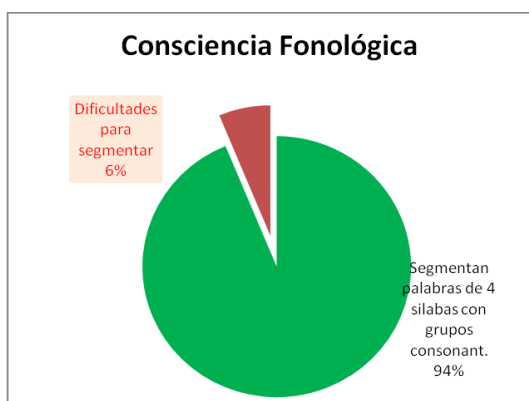
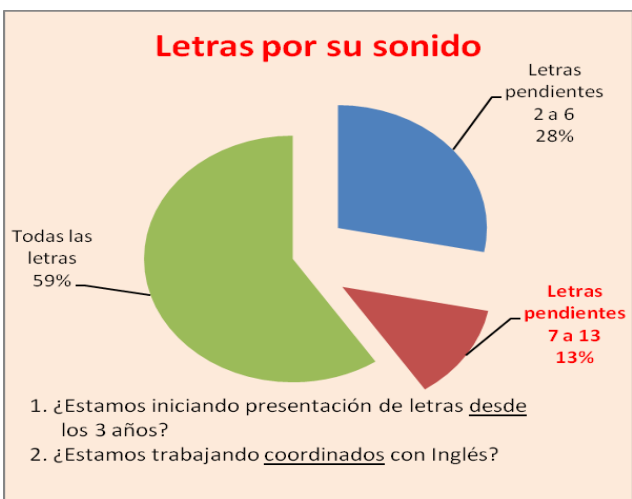
In a majority English language speaking society, the data demonstrates that elementary children need more intensive supports in developing and maintaining Spanish literacy. While we see growth from fall to winter, and we see growth over the 3-year cycle, the gap between achievement and goal increases as students at LAMB get older.

B. Lessons Learned and Actions Taken

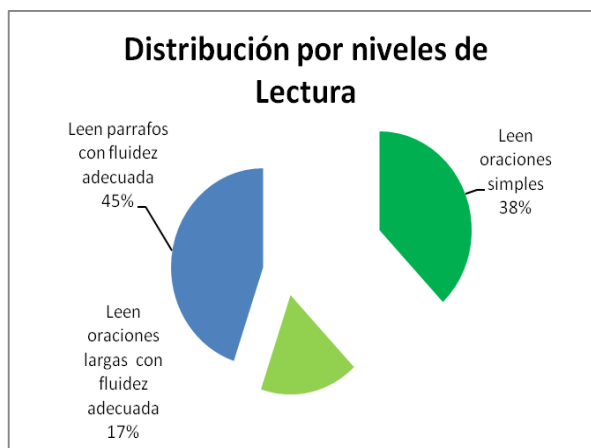
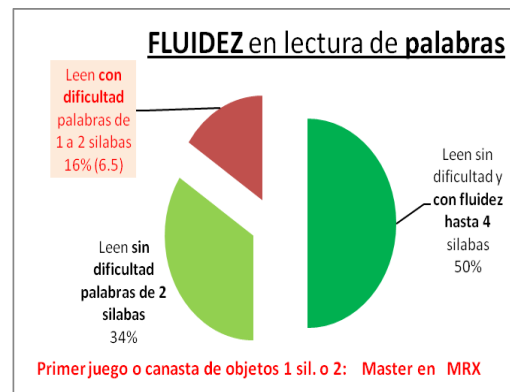
Lesson 1: LAMB stays connected to its graduates. LAMB graduates, those who completed a full PreK 3 or PreK 4 to 5th grade course of study at LAMB are strong academicians, critical thinkers and peace ambassadors. They love learning and they are thriving in their new academic homes. After nine years, LAMB has had 22 graduates. Of those, 3 moved out of state, 6 attend independent schools – including, Burke, Sidwell, Jesuit School for Boys, School for Girls, 4 Oyster-Adams, 2 Basis, 2 Alice Deal, 4 Capital City and 1 E.L. Haynes. There are also a handful of students who made early transfers to secure middle school slots at other institutions: private and public chartered and traditional. The foundation they gained at LAMB is a core building block for their future studies and they are sought after because of their achievements and potential.

Each year, without need for an invitation, those graduates return to LAMB and speak with LAMB elementary schools letting them know about their experiences post-LAMB. Current students are filled with questions ranging from feelings of uncertainty and fear of a “bigger school” to do they have homework and how are the teachers. In many ways graduates serve as ambassadors for their new schools and a trusted figure who can provide insight into the world beyond LAMB, particularly for those who do not have older siblings.

LAMB developed several themes during the school year based on lessons learned. The importance of: Intentional and Consistent, Simplify and Strengthen, Sharing Best Practices and Research-based Interventions. To begin, we learned that ALL teachers must be trained and re-trained on the Rtl model. Simple color codes are strong reminders for interventions needed, such as red is code for Tier III intervention in both academic and behavioral matters. For example, the following graphs provide an analysis of kindergarten Spanish Reading progress.



Kindergarten Pre-Literacy Skills at the end of school year 2011/2012.



The kindergarten reading levels contained in the charts above were obtained from May IDEL Test data at the Missouri Avenue facility. What happens with this data next is intentional and consistent to ensure that kindergarteners transitioning to lower elementary continue to progress. The Instructional Coordinator creates a set of interventions that is included in the students' portfolio and accompanies him/her to first grade. Per the graphs, the students have strong reading skills, 100% read. Our data shows that their writing skills are weaker. Therefore, the instructional coordinator develops interventions that focus on writing with 15 minutes in the morning dedicated to strengthen the skills identified as weak. These interventions begin as soon as school starts, and before Fall testing occurs. Then Fall data is compared with spring

data to make additional intervention decisions. The information presented here is a sample of data analysis undertaken that informs the next cycle of instruction and plays an important role in ensuring that data is transferred to the students' new teacher.

Simplify and Strengthen: LAMB Instructional Coordinators regularly visit classrooms to observe and provide feedback to the instructors regarding instructional best practices, development of intervention plans for students who need more support, ideas regarding possible accommodations, and new strategies for behavioral and academic goal setting.

We have learned that in moments of challenge for teachers, returning to our Montessori roots provides a clear, time tested path to overcome obstacles. As Montessorians, LAMB teachers are charged to observe, hold the child in high esteem – respecting his inner guides, and to seek a path that will direct the child's energies back towards learning. As much as LAMB staff is engaged with current educational research, we also know that we do our best when we strengthen our core Montessori program.

Sharing best practices: LAMB created Professional Learning Communities (PLC) which is a form of teacher led professional development, or peer to peer learning. PLCs are teachers organized in teams, much like departments. For example, the English-language dominant primary teachers met bi-monthly, reviewed student performance data, curriculum and planned lessons around specific monthly themes.

Also, during the first year of operating the Taylor Street Facility, every Thursday was dedicated to training teachers in curriculum development based on Montessori areas of study: mathematics, sensorial, science, language arts, and practical life. Our metric was unifying the criteria regarding group and individual lessons. We also dedicated many sessions to studying Montessori philosophy to sensitize the teachers to child developmental stages.

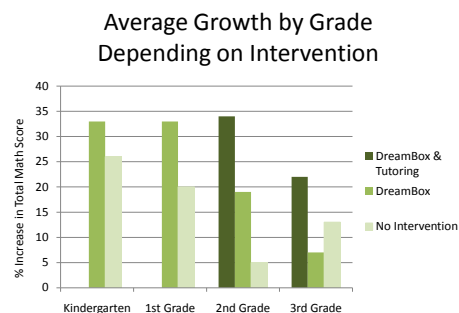
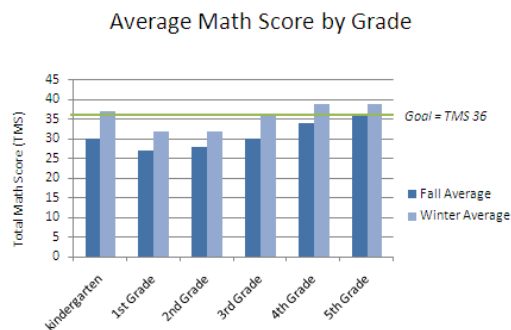
For 2011-2012, specific learning community topics focused on the books: Managing Challenging Behavior in Young children and implementing Reading Strategies that Work.

Evidenced based interventions: What is clear is that when there are intentional targeted interventions in a particular subject area, there have been improved outcomes. LAMB challenges itself to ensure that all students are working to their fullest potential. To that end, intentional strategies must be incorporated that move students from proficient to advanced, and not just move students from basic to proficient. LAMB noted this as in the previous year, 2010-2011, reading skills improved greatly, while math scores did not.

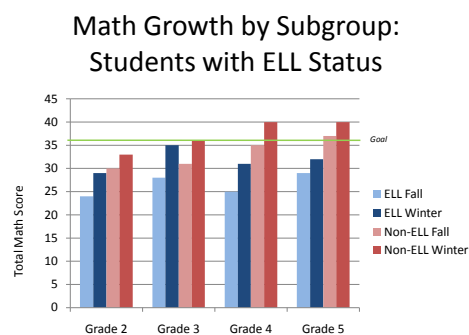
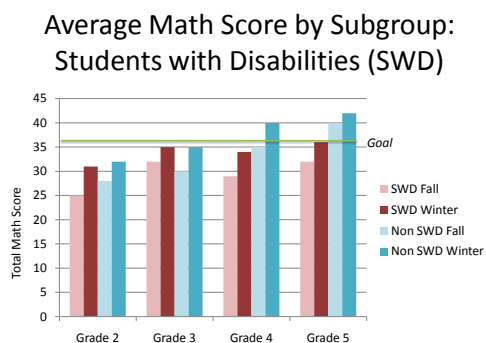
This year LAMB implemented an in-school intervention program call “Dream Box” which is a computer based math intervention. We also pooled all of our available after school personnel and implemented a math tutoring program for students in grades 2-6. The students met for two hours/week in small groups to practice math concepts in an abstract form, outside of the traditional Montessori model. The result was an increase in math scores on our curriculum based measures as well as the 2012 DC-CAS.

Based on LAMB’s data which shows that students take longer to develop literacy skills in Spanish, we implemented a full immersion Spanish summer camp for 51 identified students. While there was more interest than space, we used performance data and historical subgroup analysis to select our summer students.

The Mid-Year Growth Data presented on the following pages represent lessons learned and the importance of conducting on-going data analysis to inform instruction. The Principal, Assistant Principal and Instructional Coordinators review this data with classroom instructors and plan interventions for the spring. This sample provides an in depth analysis of the success of our math interventions.



On the easyCBM Math assessment, LAMB students showed growth across all grades. Our winter goal for the math benchmark for 3rd – 5th graders is 36. LAMB implemented two math intervention programs beginning in the first semester which targeted early childhood through third grade- small group tutoring and a computer-based intervention called DreamBox Learning. Tutoring proved to be the most effective intervention in math for 2nd and 3rd graders. When looking at the 3rd grade data, keep in mind that only 2 students without tutoring participated in DreamBox, whereas there were nine 3rd graders with no intervention. DreamBox was only available through 3rd grade in the fall semester. We used this intervention, as well as tutoring, for 4th graders during 2nd semester. We included 2nd graders for tutoring and DreamBox to help prepare them for high stakes testing in grade 3.

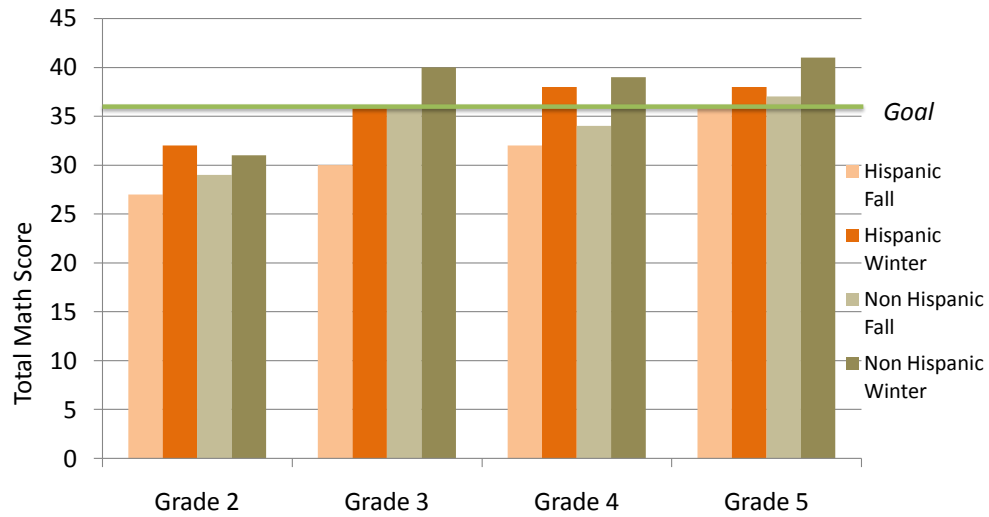


LAMB saw significant growth in closing the achievement gap between students with disabilities and their non-disabled peers in math from fall to winter. We were within 5 points of our benchmark proficiency goal in grades 2-5.

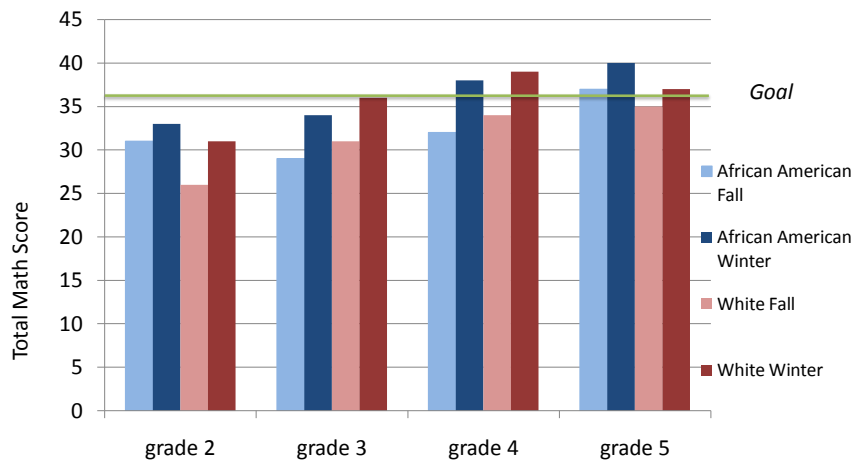
16 out of 17 of the 2nd grade students that participated in our math interventions are English Language Learners. Three 3rd grade English Language Learners were targeted for math interventions. While we saw significant growth in our English Language Learners' performance on the math benchmark from fall to winter, we continued to use interventions and specialized instruction to reach our goal for spring. In addition to tutoring and DreamBox, all 3rd through 5th graders used Finish Line Math workbooks as a supplementary material this semester to help bridge the transfer of their knowledge from the Montessori Curriculum to the DC-CAS.

In 2010/11, as a subgroup, students of Hispanic descent did not make AYP in math. Math has been a continued area of challenge for LAMB, in part because of how the Montessori curriculum presents math skills development from very concrete to abstract. To address this, and still not stray far from Montessori pedagogy, LAMB implemented the use of Dreambox, and tutoring. By Winter 2012, the average total math score of Hispanic students of DC-CAS test-taking age was on target.

Average Math Score by Ethnicity: Hispanic Students



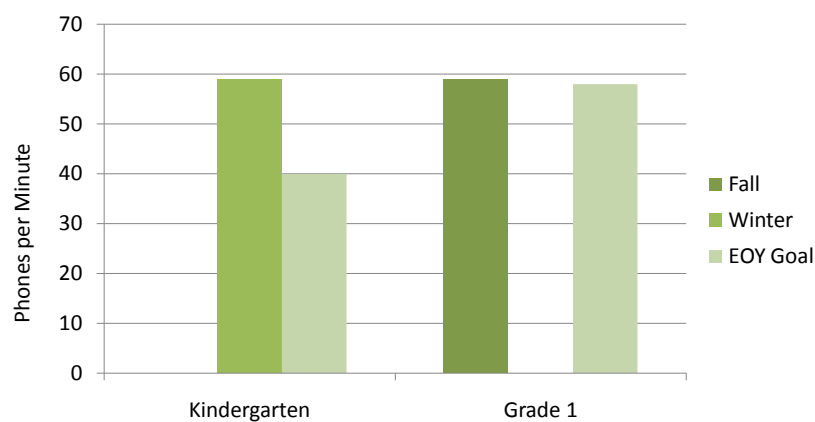
Average Math Score by Race



Both African American and White subgroups scored proficient on the 2010-11 DC CAS in math. Based on the lessons learned in math, the next steps are listed in the box below: Our Winter 2012 data illustrated that students in these subgroups continued to achieve at high levels.

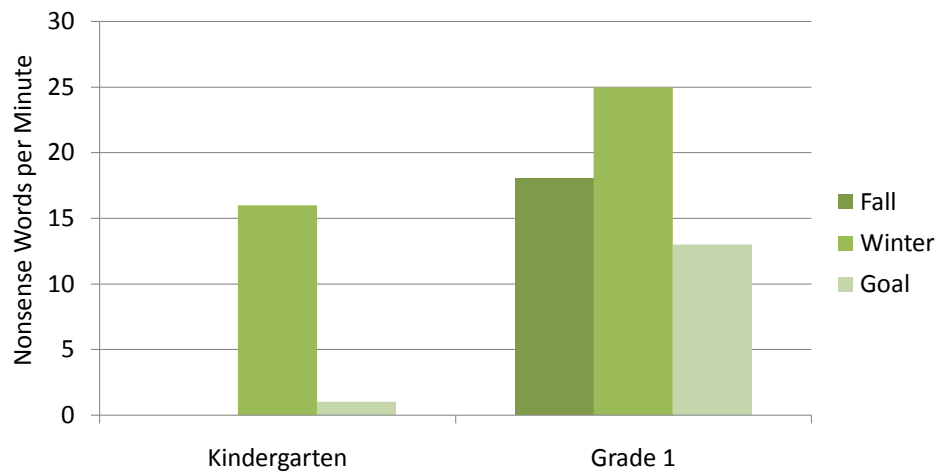
The following pages detail our process for data driven decision making for language arts in the 1011/2012 School Year.

Phoneme Segmentation Progress (DIBELS)



Overall, Kindergarten and 1st grade students at LAMB had met or surpassed our end of year benchmark goal in the area of Phoneme Segmentation by the mid-year, winter tests, an indicator for success in early literacy

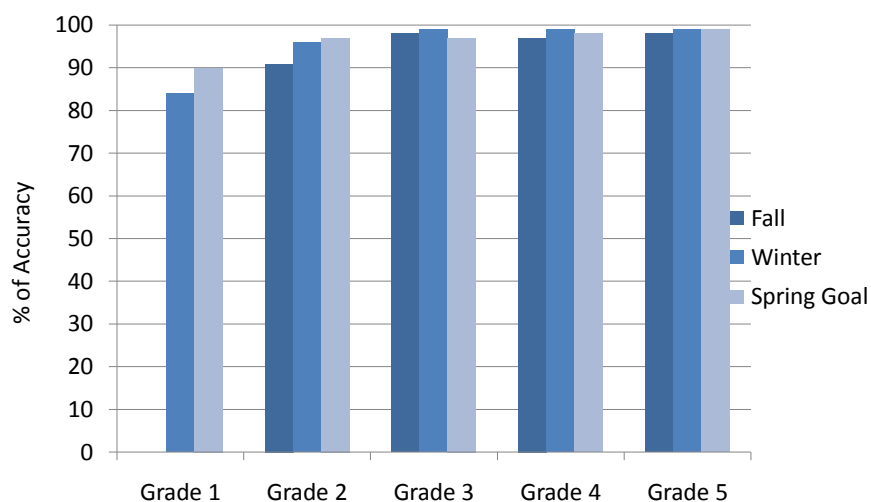
Nonsense Word Fluency- Whole Words Read(DIBELS)



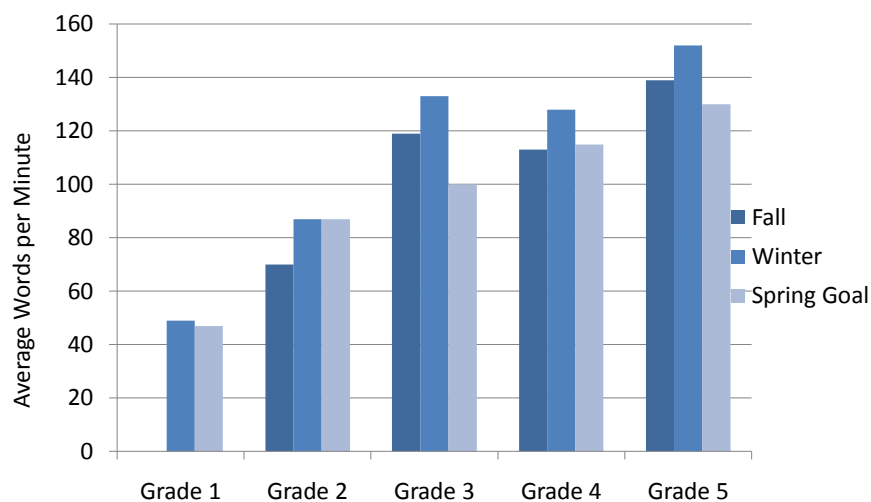
The same is true for being able to read nonsense words as measured mid-year. The Goal for Kindergarten is actually that by the beginning of 1st grade they can read 1 nonsense word. Our kindergarteners averaged 16 words per minute in January.

Students are assessed in Oral Reading Fluency starting in the middle of 1st grade. Again, on average LAMB students met or surpassed this goal for the year by winter.

Oral Reading Fluency Accuracy English (DIBELS)

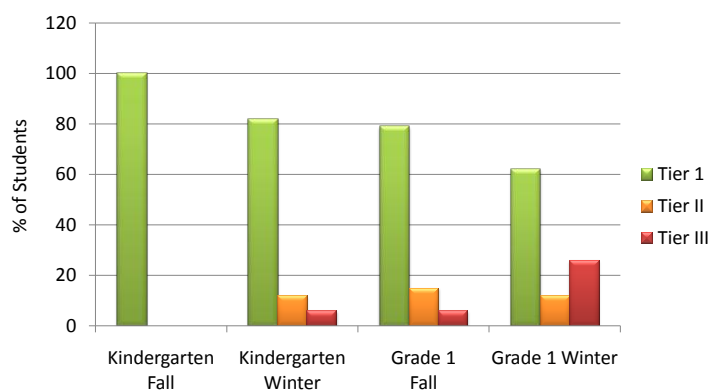


Oral Reading Fluency Progress English (DIBELS)

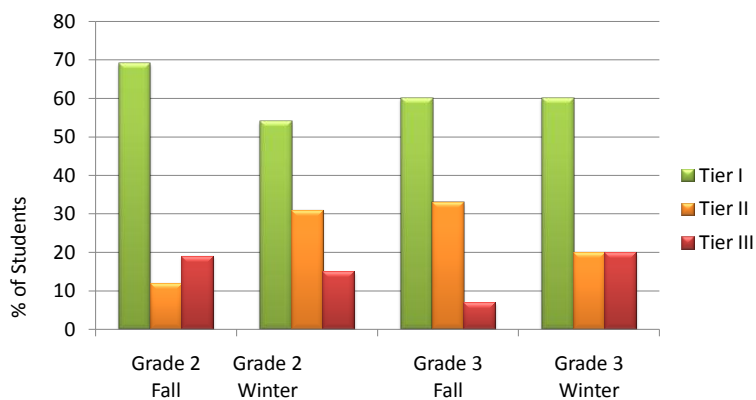


Data consistently shows that the majority of LAMB early childhood students are meeting and surpassing goals in English reading. Students that were below benchmark in one or more assessed areas are identified for Tiers II and III. We use 95% group, Lexia (computer-based intervention primarily used for students with IEPs) and individualized instruction using the Montessori materials to target reading growth for all students in Tiers II and III.

RTI for English Reading (DIBELS)

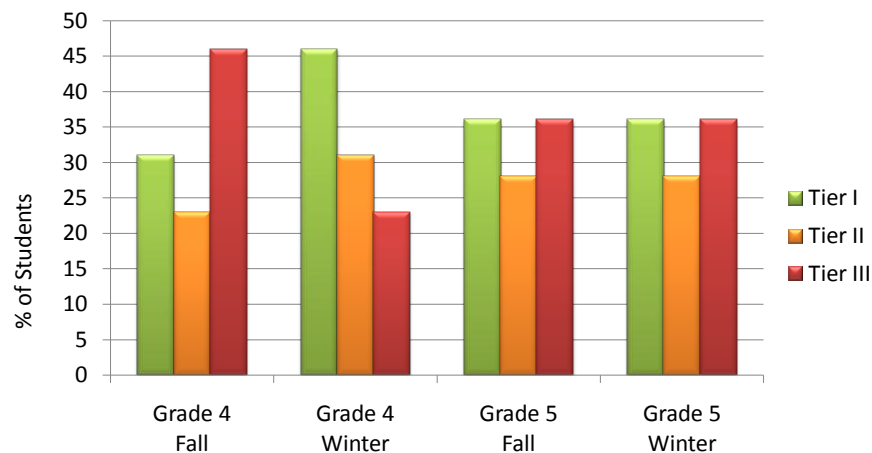


RTI for English Reading (DIBELS)



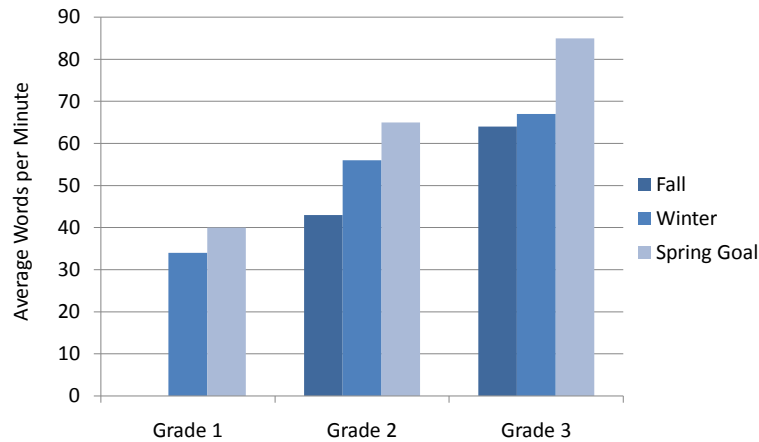
In Grade 4 we saw significant progress in the DIBELS assessment, from Fall to Winter, with the Tier III group shrinking significantly. Students in 4th and 5th grade showed the greatest weakness in the DAZE portion of the DIBELS Next assessment- a 3 page fill in the blank exercise with a multiple choice selection for each answer. This assessment is new to LAMB students this year, and we are analyzing the skills needed to develop a school-wide instructional practice that will be included in our core.

RTI for English Reading (DIBELS)



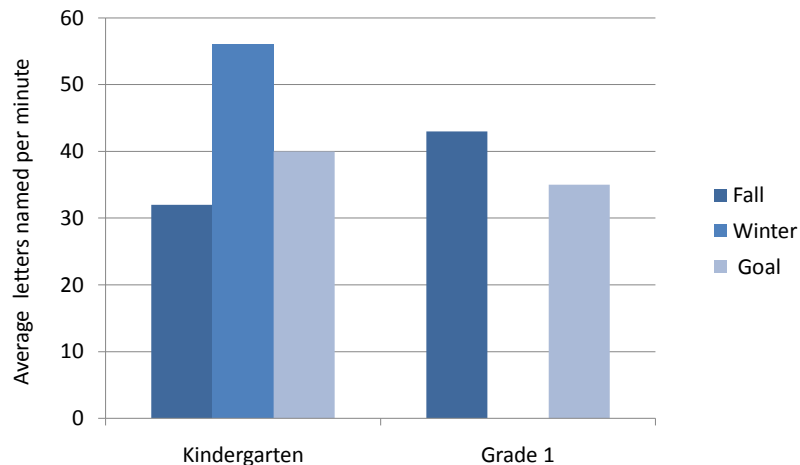
We followed an equivalent process for data utilization focusing on Spanish literacy.

Fluidez en Lectura Oral Español (IDEL)



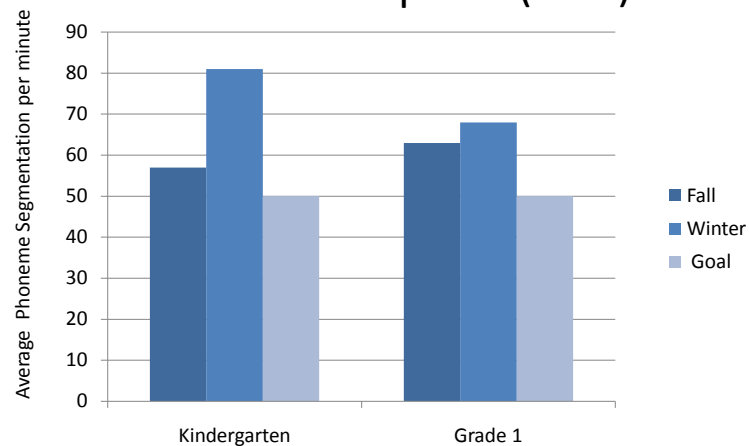
In 2011- 2012, LAMB introduced a new reading series from Santillana for reading in Spanish in the lower and upper elementary classrooms. We are making progress towards our goal in lower elementary for Oral Reading Fluency in Spanish.

Fluidez en el Nombramiento de las Letras(FNL)- Español (IDEL)



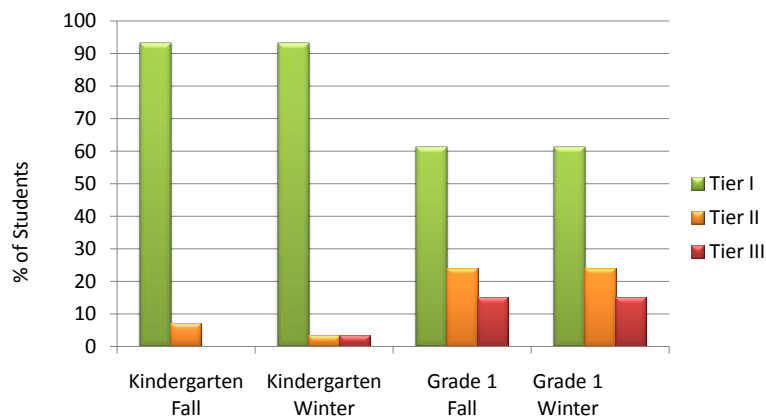
On average, kindergarten and 1st grade students are surpassing the goal for this indicator. This skill is only assessed through the fall of 1st Grade. The benchmark is 5 less letters at the beginning of 1st grade than at the end of kindergarten, perhaps based on the assumption that students will forget some of their letters in Spanish over the summer.

Fluidez en la Segmentación de Fonemas- Español (IDEL)



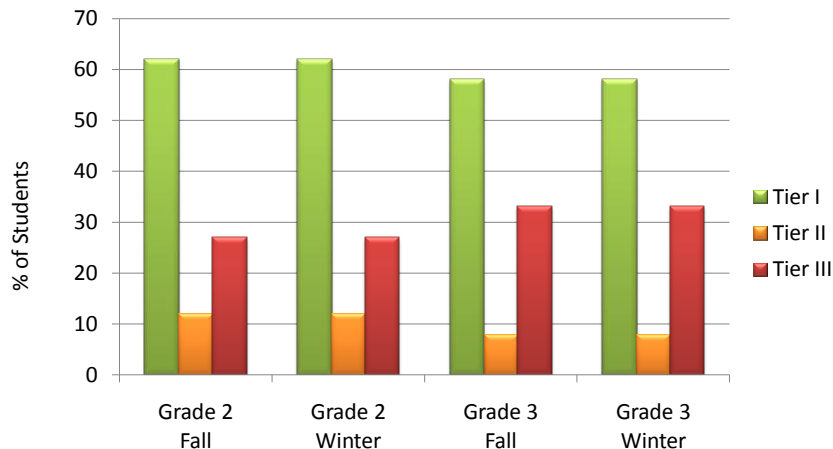
On average, LAMB kindergarten and first grade students are surpassing the end of year goal in this indicator by mid-year.

RTI for Spanish Reading (IDEL)



As we saw with our data in English literacy, in Spanish, overall our early childhood students are reaching or surpassing our end of year goal by the middle of the school year. However, individual students are in need of Tier II and III interventions in reading in Spanish across grades. And, those interventions are implemented with fidelity.

RTI for Spanish Reading (IDEL)



Targeted instruction and interventions are used to address the students in need of Tier II and III using a combination of the Montessori materials and the translated version of the 95% group.

Among other things, the data shows that traditionally underperforming subgroups (SWD, ELL, Hispanics) perform on-par with their same age peers beginning in the winter of fifth grade. Research tell us that students need 5 to 7 years to develop bi-literacy and our Montessori pedagogy and child development theory support that abstraction is acquired around age 11 years old. LAMB is proud that our Montessori bilingual model can fill the gap for ELL, and Special Education students.

When combining Montessori education with the Dual Language model, and 6 to 8 years of instruction, children of disadvantaged background can gain the skills they need to be successful and enter a secondary school on an equal footing with their non-disadvantaged peers.

C. Unique Accomplishments

In December 2011, LAMB was honored to be recognized at the first annual **Josephine Baker Awards** where it received two acknowledgements for:

- Tier One Achievement
- Highest Growth for an Elementary/Middle School in Reading

In its Number 24 Issue Brief 2012, the National Council of La Raza (NCLR) profiled four early childhood education programs from its network of Affiliates that exemplify best practices in serving young Latino and ELL children and their families. Each report profiles one Affiliate and provides policy recommendations to help bring these programs to scale. LAMB was recognized and profiled for its use of formal and informal assessments to accurately assess ELL students.

2012 National Cherry Blossom Festival Youth Art Contest LAMB artists were among other District grade school students from kindergarten to twelfth grade. This year marked the 100-year anniversary of Japan's gift of cherry trees to Washington DC. Safeway and the DC Arts & Humanities Education coordinated the Community Art Show which had hundreds of entries. The children's art work was on display in the Historic Lobby of the Postal Square Building next to Union Station. Students participated in a second *art contest* held by **Revolution Cycles**. The winning design is on the store's water bottle. Congratulation LAMB students.

SHAD Water Project – For the fourth year, LAMB took part in a regional effort to improve the health of the Chesapeake Bay and local water eco-systems by participating in the Living Classrooms of the National Capital Region, a month-long program which engages students in restoring the population of American shad in local watersheds.

Girls on the Run – This is the first year that LAMB participated in Girls on the Run, a character development program for girls in 3rd grade through 8th grade. Girls on the Run – DC is part of Girls on the Run International which was founded in 1996 by Molly Barker, an Ironman triathlete. Lamb's girls participated and had great fun combining exercise and distance training with social and emotional development skills. The program culminated in a 5k event.

LEGOs – this is the third year that LAMB has hosted a Lego team. In 2009/10, LAMB organized a Junior FIRST Lego League Team (JrFLL Team). The Lego team continues the tradition which engages students in after school Lego building enhancing math skills and developing solutions to complex engineering problems.

The arts continue in extended day activities with ***Chorus and Salsa Dance classes***, both of which are conducted by LAMB parents. Children participated in weekly lessons and entertained and presented their skills during the year-end Peace Ceremony.

LAMB has teamed up with ***Kid Power for Extended Day Services***. Kid Power is a community-based organization that provides year-round academic, civic, nutritional, and service-learning programming in communities throughout the District of Columbia. Kid Power's mission is to provide the tools for young people to become informed and engaged advocates for change in their own lives and in their communities. Kid Power at LAMB conducted Global Youth Service Day and Poetry Book creation, and lay the foundation for veggie gardens. LAMB students second grade and older participated in the program.

Fannie Mae Homeless Walkathon – All across the City grade school children participated in the Fannie Mae Help the Homeless Walkathon. This year as in the past, LAMB students and parents walked the perimeter of the building and then the full block west on Missouri, north on Fourteenth Street, east on Peabody and south across open fields which are part of National Parks Service. Workers from a neighborhood shelter come in and talk to the students who are proud of the bags of emergency supplies – shampoo, soap, lotion, mini sewing kits, which they

packed. The entire school participates in the Walkathon and the lesson for the children is upfront and personal.

LAMB's Summer School Program was a great success. The focus was on Spanish literacy using the Reading American Company summer series. The program was taught entirely in Spanish. Fifty one multi-age elementary children participated. Those ELL students who participated improved their Spanish language reading skills. English language dominant children improved their Spanish language reading skills as well. By the end of the program children had written a book and shared it with the broader community.



Latin American Montessori Bilingual Public Charter School
(LAMB - PCS)

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www.lambpcs.org

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Oladele Dosunmu, CPA President OGDOSUNMU CPA, LLC.	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>

Updated September 2012

STAFF ROSTER 2011 2012			
Name	Title	Name	Title
Alba Beltran Alejandra Chaves	Primary Teacher Assistant Lower Elementary Teacher	Kioma Alfred Laura Martinez	Parent Liaison Elementary Teacher
Alexandra Torres Allison Jones	Primary English Teacher Primary English Teacher	Laure Fleming	Assistant Principal
Ana Rebecca Salazar	Administrative Assistant	Leslie Campbell	Lower Elementary English Teacher
Andree Llanes	Reading Specialist/Special Education	Luz Patino	Primary Spanish Teacher
Ann McCracken	Special Education Teacher	Marcela Tempe Marcy Montano	Teacher Assistant Teacher Assistant
Aurelien Dumas	Primary English Teacher	Margarita Diaz	Upper Elementary Spanish Teacher
Betsy Romero Caroline Moscoso	Administrative Assistant Primary Spanish Teacher	Maria Luisa Rossel	Lower Elementary Spanish Teacher
Claudia Luna	Primary Spanish Teacher	Maria Unda Marta Perez-Garcia	Aide Art Teacher
Cristina Encinas	Principal	Mauricio Bautista Melissa Vivas	Day Porter Administrative Asst
Deyanira Bautista	Counselor	Micah Nelson Muneera Fontaine	Elementary Teacher Special Education
Diane Cottman	Executive Director	Rebecca Shackelford Richard Ertzinger	Primary Teacher Controller
Itzel Garcia-Mejia Ivannia Castillo	Primary Teacher Special Education Teacher	Steve Menendez Susan Wilson	Teacher Aide/Lunch Developmental Director
Jan Golembiewski	Lower Elementary English Teacher	Susana Silva-Canales Samworth, Elizabeth	Instructional Coord. Instructional Coord.
Jasmine Williams	Primary English Teacher	Teresa Aspinwall Veronica Carrasco	Parent Liaison Primary Teacher
Joel Steinberg	Lower Elementary English Teacher	Zoila Noronha	Primary Spanish
Julie Camerata Kate Veter Cain Kepa Freeman	Special Education Coordinator Music Teacher Special Education Teacher	Alejandro Riesco Myra Zavaleta	Bilingual Speech Path O.T.
All instructional staff are Montessori trained.			

Appendix M

LAMB
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	No	The enrollment application requests information that is not allowable.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Yes	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Yes	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Yes	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Yes	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Yes	

LAMB
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Yes	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Yes	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Yes	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	No	No evidence provided to AOIS that non HQ staff are on action plans.
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Yes	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Yes	

Appendix N

LAMB
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	No	The enrollment application requests information that is not allowable.
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Yes	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Yes	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Yes	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Yes	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Yes	

LAMB
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Yes	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Yes	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Yes	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	No	No evidence provided to AOIS that non HQ staff are on action plans.
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Yes	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Yes	

Appendix O



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Latin American Montessori Bilingual Public Charter School
Final Percentage Rating:	74%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – not in compliance Indicator 12 – N/A Indicator 13 – N/A 	0
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> All data are valid and reliable and submitted timely 	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	Student-Level <ul style="list-style-type: none"> Less than 75% of reviewed student files in compliance LEA-Level <ul style="list-style-type: none"> More than 5 LEA-level findings 	0 0
3b	Dispute resolution findings (student and/or LEA level)	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA. 	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – 4 • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4 • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4 • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4 • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely submission of Phase I and II Applications and the sub-recipient sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2010 grant cycle 	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely 	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup • The LEA did not serve students in this category 	N/A N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> The LEA did not receive any findings of noncompliance from FFY 2009 that were due for correction in FFY 2010 	N/A
Total Number of Points Earned + Additional Points			14
Total Possible Points from Applicable Elements			19
Percentage of Points from Applicable Elements			74%

Appendix P



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Latin American Montessori Bilingual Public Charter School
Final Percentage Rating:	94%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none">Indicator 4b – N/AIndicator 9 – N/AIndicator 10 – N/AIndicator 11 – not in complianceIndicator 12 – N/AIndicator 13 – N/A	0	1
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none">All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none">LEA did not receive a report in FFY 2011 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none">No dispute resolution complaints were filed against the LEA	N/A	N/A

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points 	4 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grants cycle 	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA MOE requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	0	0

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	<ul style="list-style-type: none"> 100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance 	2	2
Total Number of Points Achieved			16	
Total Possible Points from Applicable Elements			17	
Percentage of Points Achieved from Applicable Elements			94%	

Appendix Q



Office of the State Superintendent of Education

January 24, 2011

Ms. Diane Cottman
Executive Director
Latin American Montessori Bilingual PCS
1375 Missouri Ave., NW
Washington, DC 20011

Dear Ms. Cottman:

The purpose of this letter is to inform you of the results of the Office of the State Superintendent of Education's (OSSE's) on-site monitoring visit to Latin American Montessori Bilingual Public Charter School (LAMB) conducted on October 19-20, 2010. As the state educational agency (SEA) for the District of Columbia, OSSE's role is to set high expectations, provide resources and support, and exercise accountability to ensure that all students receive an excellent education. The IDEA Part B regulations at 34 CFR §300.600 require that the SEA monitor the implementation of IDEA Part B, make annual determinations about the performance of each local educational agency (LEA), enforce compliance with IDEA Part B and report annually on the performance of each LEA.

The primary focus of the SEA's monitoring activities is on improving educational results and functional outcomes for all children with disabilities and ensuring that LEAs meet the program requirements of IDEA Part B. On-site compliance monitoring is a process by which selected LEAs receive an on-site visit by OSSE's Quality Assurance and Monitoring Division for a comprehensive record review, stakeholder interviews, fiscal examination and follow-up technical assistance. The process is designed to identify noncompliance and assess LEA progress toward improving educational results and functional outcomes for all students with disabilities.

As part of the on-site monitoring visit to LAMB, OSSE staff met with Diane Cottman, Executive Director; Christina Encinas, Principal; Laure Fleming, Assistant Principal; Julie Camerata, Special Education Coordinator; Dick Ertzinger, Budget Administrator; general education teachers; special education teachers; related services providers; and parents. OSSE also conducted a comprehensive file review of 100% of files for LAMB students with disabilities (26 files) and used other relevant information available regarding the LEA, along with information gathered during the on-site visit, to analyze the LEA's compliance with IDEA Part B and local regulations and policies and to review the accuracy of information the LEA submitted in the LEA's IDEA Part B Grant Applications for LEAs.

General information gathered regarding the LEA included: LAMB, located at 1375 Missouri Avenue, NW, Washington, DC 20011, was founded by the Latin American Youth Center and chartered in 2001. Currently, LAMB's total enrollment in its prekindergarten – 5th grade program is approximately 201 students, 26 of whom were classified as students with disabilities at the time of the on-site monitoring visit. LAMB plans to reach maximum capacity in 2011 with the addition of a 6th grade class.

LAMB stated that its mission is to “foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.” LAMB explained that the classroom environment is organized to fit the child’s individual needs; that students are grouped by age clusters; and that students are encouraged to learn concentration, self-confidence, and self-reliance. Each class has a Spanish-dominant Montessori teacher and an English-dominant Montessori teacher. In February 2009, LAMB was awarded a grant from OSSE’s Office of Public Charter School Financing and Support to encourage collaborative relationships with parents of students with special needs. This grant assisted with the development of a manual entitled, “Follow the Parent: A Manual for Engaging Parents of Students with Special Needs.”

OSSE appreciates the time LAMB spent meeting with the OSSE monitoring team. We wish to acknowledge the efforts of Julie Camerata in collaborating with OSSE to coordinate and carry out the monitoring visit. OSSE also appreciates the cooperation and assistance provided by general education teachers, special education teachers, related services providers, parents and students in providing feedback and input on the LEA’s systems for special education.

The enclosed monitoring report gives specific information regarding compliance ascertained during the visit. Additionally, the report outlines specific student level and LEA level corrective actions that must be taken to correct any identified noncompliance. Please carefully read the “LEA Directions for Compliance Monitoring Workbook” and submit all required documentation to OSSE by May 31, 2011. Following the LEA’s submission of documentation of correction of noncompliance, OSSE will verify the correction of noncompliance and notify the LEA of the verified correction. OSSE notes that while the LEA may complete the required actions listed for student level and LEA level findings of noncompliance, verification of correction requires OSSE to confirm that the LEA is correctly implementing the specific regulatory requirement related to each finding. This includes areas for which the LEA may not have been required to submit additional LEA level corrective actions because the LEA achieved a compliance level of 95-99%. While no additional submissions are required for these areas, should any noncompliance be found during the additional review described in the workbook, evidence of continued noncompliance will prohibit OSSE from verifying that the LEA is correctly implementing regulatory requirements. **All noncompliance must be corrected and verified as corrected as soon as possible, and in no case later than one year after the identification of the noncompliance.**

OSSE looks forward to collaborating with all stakeholders and actively working with LAMB to improve results for students with disabilities. If you have any questions or wish to request technical assistance, please do not hesitate to contact your OSSE contact, Elaina Parrish, at 202-741-0476.

Sincerely,



Tamera J. Lewis
Assistant Superintendent of Special Education

Enclosure

Latin American Montessori Bilingual Public Charter School

2010-2011 LEA Compliance Monitoring Report



Office of the
State Superintendent of Education

Date of Notification:
January 24, 2011

All Corrections Due by:
May 31, 2011

Prepared by:
OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

Compliance Summary:

This section of the report provides a summary of the data collected during the IEP file review process. All instances of noncompliance must be corrected at an individual student level.

For any item in which an LEA has noncompliance, additional files will be reviewed to verify that systemic changes have occurred and compliance is being met. The files that will be reviewed to ensure systemic compliance is occurring will not be the files that were reviewed during the first file review process.

Student Level Noncompliance:

When corrections have been made for **all** items of noncompliance **for each student**, the appropriate administrator must sign and date the form.

When **all** student corrections have been completed, notify OSSE that the corrections have been completed. Submit evidence as required to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

LEA Corrective Action:

For any LEA having less than 95% compliance total for each item on the Compliance Summary report, LEA Level Corrective Actions must also be completed. This percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed. Additional Corrective Actions may also be identified in Section 4.1-Additional LEA Corrections.

Using the LEA Action Log, record the actions taken for each item of noncompliance.

When corrections have been made for each item of noncompliance, the appropriate administrator must sign and date the form for each item.

When ALL LEA level corrective actions have been completed, notify OSSE that the actions have been completed. Submit evidence as required to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

Certification Page :

Upon completion of ALL student level and LEA level corrective actions, the LEA administrator responsible for ensuring that corrections have been made must sign and date this form and submit the form and all report pages to **Melanie Byrd, Director of Compliance Monitoring, OSSE Department of Special Education, 810 First Street, NE, 5th Floor, Washington, DC 20002.**

Latin American Montessori Bilingual Public Charter School
2010-2011 LEA Compliance Monitoring Report

Date of Notification: **January 24, 2011**

All Corrections Due By: **May 31, 2011**

2010-2011 Individual Student

95% or above

Compliance Criteria:

100%

Individual Student File Review

Part C to Part B Transition						
Question	Legal Reference	N=	Yes	No	NA	Percentage
C2B 1: LEA Attended Transition Planning Conference	\$300.124(c)	27	1	0	26	100.00%
C2B 2: Early Childhood ESY Services Considered	\$300.106(a)(2)	27	1	0	26	100.00%
Initial Evaluations and Reevaluations						
IEV 1: Prior Written Notice Provided Upon Initial Referral	\$300.503(a)(1)	26	19	7		73.08%
IEV 2: Parent Provided Procedural Safeguards	\$300.504(a)(1)	26	22	4		84.62%
IEV 3: Parent Consent Prior to Initial Evaluation	\$300.300(a)	26	23	3		88.46%
IEV 4: Variety of Sources Used to Determine Initial Eligibility	\$300.306(c)	26	26	0		100.00%
REV 1: Prior Written Notice Provided Upon Reevaluation	\$300.503	26	14	12		53.85%
REV 2: Parent Consent Prior to Reevaluation	\$300.300(c) (1)	26	19	7		73.08%
REV 3: IEP Team Review of Existing Data	\$300.305	26	26	0		100.00%
Corrective Actions						
Not Correctable at Student Level, LEA Corrective Actions Must Be Completed						
Individual Student Corrections and LEA Corrective Actions Must Be Completed						
Not Correctable at Student Level, LEA Corrective Actions Must Be Completed						
Criteria Met						
Not Correctable at Student Level, LEA Corrective Actions Must Be Completed						
Not Correctable at Student Level, LEA Corrective Actions Must Be Completed						
Criteria Met						

IEP Development							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
IEP 1: Parent Invited to IEP Meeting	\$300.322(a)	26	10	16	0	38.46%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 2: Required Participants Invited to IEP Meeting	\$300.321(a)	26	1	25		3.85%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 3: General Education Teacher Attended IEP Meeting	\$300.321(a), \$300.321(e)	26	21	5		80.77%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 4: Special Education Teacher Attended IEP Meeting	\$300.321(a)	26	15	11		57.69%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 5: LEA Designee Attended IEP Meeting	\$300.321(a)	26	26	0		100.00%	Criteria Met
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	\$300.321(a)	26	24	1	1	96.00%	Individual Student Corrections Must be Completed Where Noncompliance Identified
IEP 7: IEP Contains Measurable Annual Goal(s)	\$300.320(a) (2)(i)	26	26	0		100.00%	Criteria Met
IEP 8: Student's File Contains Progress Data	\$300.320(a)(3)(i)	26	11	15		42.31%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 9: IEP Documents ESY Was Considered	\$300.106	26	26	0		100.00%	Criteria Met
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	\$300.320(a)(1)	26	25	1		96.15%	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 11: Student Preferences and Interests Considered	\$300.321(b)(2)	26	0	0	26	NA	NA
IEP 12: Student and Parent Informed of Transfer of Rights	\$300.520(a)(1), \$300.320(c)	26	0	0	26	NA	NA
IEP 13: IEP Statement of Measurable Annual Related Services Goal	\$300.320(a)(2)(i)(B)	26	25	0	1	100.00%	Criteria Met
IEP 14: Description and Documentation of Progress Toward Related Services Goals	\$300.320(a)(3)	26	18	7	1	72.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed

Least Restrictive Environment							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
LRE 1: Student Placement Based on IEP	\$300.116(b)(2)	26	26	0	0	100.00%	Criteria Met
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	\$300.114(a)(2)(ii)	26	26	0		100.00%	Criteria Met
LRE 3: Student Placement Determined Annually	\$300.116(b)	26	26	0		100.00%	Criteria Met
LRE 4: Consideration of Harmful Effects	\$300.116(d)	26	16	0	10	100.00%	Criteria Met
Discipline							
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	\$300.530(d)	26	0	0	26	NA	NA
DIS 2: Manifestation Determination	\$300.530(e), \$300.536	26	0	0	26	NA	NA
DIS 3: LEA Conducted Functional Behavioral Assessment	\$300.530(f)	26	2	4	20	33.33%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
DIS 4: LEA Developed Behavioral Intervention Plan	\$300.530(f)	26	2	4	20	33.33%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
Data Verification							
DAT 1: Initial Evaluation Date Same as Reported in SEDS	\$300.600, \$300.601	26	15	0	11	100.00%	Criteria Met
DAT 2: Reevaluation Date Same as Reported in SEDS	\$300.600, \$300.601	26	13	0	13	100.00%	Criteria Met
DAT 3: IEP Development Date Same as Reported in SEDS	\$300.600, \$300.601	26	26	0	0	100.00%	Criteria Met
DAT 4: IEP Implementation Date Same as Reported in SEDS	\$300.600, \$300.601	26	26	0	0	100.00%	Criteria Met

Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 5: Date of Birth Same as Reported in SEDS	\$300.600, \$300.601	26	26	0		100.00%	Criteria Met
DAT 6: Primary Disability Same as Reported in SEDS	\$300.600, \$300.601	26	26	0		100.00%	Criteria Met
DAT 7: Placement Same as Reported in SEDS	\$300.600, \$300.601	26	26	0		100.00%	Criteria Met
LEA Level Review							
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 1: Resolution Meetings Held Within 15 Days of Notice	\$300.510(a)	1			1	NA	NA
DSP 2: LEA implements HODs in Timely Manner	\$300.600(e)	1			1	NA	NA
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1			1	NA	NA
DSP 4: LEA Timely Implements Corrective Actions	\$300.600(e)	1			1	NA	NA
Access to Instructional Materials							
NIM 1: LEA Provision of Instructional Materials	\$300.172	1			1	NA	NA
Fiscal							
FIS 1: LEA Policy/Procedure Governing Budgets	\$80.20	1	1			100.00%	Criteria Met
FIS 2: LEA Accounting Record for Federal Grant Expenditures	\$80.20	1	1			100.00%	Criteria Met

Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
FIS 3: LEA Policy/Procedure For Awarding Contracts	\$80.20 \$80.36(2)	1	1			100.00%	Criteria Met
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1	1			100.00%	Criteria Met
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	\$\$76.707-710	1	1			100.00%	Criteria Met
FIS 6: LEA Retention of Financial Records for 5 Years	\$80.42	1	1			100.00%	Criteria Met
FIS 7: LEA Controls in Place to Protect Assets Over \$5,000	\$80.20(3)	1	1			100.00%	Criteria Met
FIS 8: LEA Code of Conduct For Employees Administering Contracts	\$80.36(3)	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	\$80.20	1	1			100.00%	Criteria Met
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87 \$\$74.99	1	1			100.00%	Criteria Met
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87 \$\$74.99	1	1			100.00%	Criteria Met
FIS 12: LEA Obliges Costs After Approved and Within Grant Period	\$\$76.707-710	1	1			100.00%	Criteria Met
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	OSSE GAN	1	1			100.00%	Criteria Met

Fiscal							Corrective Actions
Question	Legal Reference	N=	Yes	No	NA	Percentage	
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	\$80.20	1	1			100.00%	Criteria Met
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	\$80.20	1	1			100.00%	Criteria Met
FIS 16: LEA Followed Procurement Procedures	\$80.36	1	1			100.00%	Criteria Met
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	\$80.20 OMB Circular A-87	1	1			100.00%	Criteria Met
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	\$80.20 OSSE GAN	1	1			100.00%	Criteria Met
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	1			1	NA	NA
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	\$300.226 \$300.646	1			1	NA	NA
FIS 21: LEA Properly Tracks Students Who Receive CEIS	\$300.226(d)	1			1	NA	NA
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	\$300.134	1			1	NA	NA
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	\$300.134	1			1	NA	NA

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)																	
Student ID	Student Last	Student First	School	C2B 1	C2B 2	IEV 1	IEV 2	IEV 3	IEV 4	REV 1	REV 2	REV 3	REV 4	IEP 1	IEP 2	IEP 3	IEP 4	IEP 5	IEP 6		
			LAMB PCS			X	X							X	X						
			LAMB PCS												X	X					
			LAMB PCS									X					X				
			LAMB PCS														X				
			LAMB PCS					X	X								X		X		
			LAMB PCS														X				
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			LAMB PCS																		
			LAMB PCS																		
			Total Number of Students with Noncompliance for Each Item				0	0	7	4	3	0	12	7	0	0	16	25	5	11	0

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)												File Review			
Student ID	Student Last	Student First	School	IEP 7	IEP 8	IEP 9	IEP 10	IEP 11	IEP 12	IEP 13	IEP 14	LRE 1	LRE 2	LRE 3	LRE 4	DIS 1	DIS 2	DIS 3	DIS 4
			LAMB PCS																
			LAMB PCS		X														
			LAMB PCS				X												
			LAMB PCS		X														
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			LAMB PCS																
	Total Number of Students with Noncompliance for Each Item				0	15	0	1	0	0	0	7	0	0	0	0	0	0	4

3.1 - Individual NC

Student Demographic Information				v Items (X = Noncompliance)							Total Number of Noncompliant Items for Each Student		
Student ID	Student Last	Student First	School	DAT 1	DAT 2	DAT 3	DAT 4	DAT 5	DAT 6	DAT 7			
			LAMB PCS									5	
			LAMB PCS									4	
			LAMB PCS										3
			LAMB PCS										5
			LAMB PCS										5
			LAMB PCS										5
			LAMB PCS										6
			LAMB PCS										4
			LAMB PCS										5
			LAMB PCS										8
			LAMB PCS										7
			LAMB PCS										5
			LAMB PCS										5
			LAMB PCS										5
			LAMB PCS										3
			LAMB PCS										7
			LAMB PCS										5
			LAMB PCS										3
			LAMB PCS										5
			LAMB PCS										4
			LAMB PCS										2
			LAMB PCS										6
			LAMB PCS										6
			LAMB PCS										3
			LAMB PCS										3
			LAMB PCS										3
Total Number of Students with Noncompliance for Each Item				0	0	0	0	0	0	0			

Latin American Montessori Bilingual Public Charter School
2010-2011 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: **January 24, 2011**

All Corrections Due By: **May 31, 2011**

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

- 0 = Correction not yet made
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log

Verification of Correction			
Signature of LEA Validator	Date of Signature	Signature of OSSE Validator	Date of Signature

Part C to Part B Transition

Question from File Review	C2B 1: LEA Attended Transition Planning Conference			Corrective Actions	Not correctable at the student level.			
Question from File Review	C2B 2: Early Childhood ESY Services Considered			Corrective Actions	Reconvene IEP team to consider ESY.			
Initial Evaluations and Reevaluations								
Question from File Review	IEV 1: Prior Written Notice Provided Upon Initial Referral			Corrective Actions	Not correctable at the student level.			
Question from File Review	IEV 2: Parent Provided Procedural Safeguards			Corrective Actions	Provide a copy of procedural safeguards to parents.			
Student Demographic Information		School						
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
			LAMB PCS					
			LAMB PCS					
			LAMB PCS					
			LAMB PCS					
Question from File Review	IEV 3: Parent Consent Prior to Initial Evaluation			Corrective Actions	Not correctable at the student level.			

[illegible]

	LAMB PCS							
	LAMB PCS							
	LAMB PCS							
	LAMB PCS							
	LAMB PCS							
Question from File Review	IEP 2: Required Participants Invited to IEP Meeting		Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 3: General Education Teacher Attended IEP Meeting		Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 4: Special Education Teacher Attended IEP Meeting		Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 5: LEA Designee Attended IEP Meeting		Corrective Actions	Not correctable at the student level.				
Question from File Review	IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting		Corrective Actions	Reconvene the IEP meeting with attendance from person(s) familiar with tests and other assessments.				
Student Demographic Information		School	LEA Verification of CorrectionOSSE Verification of Correction					
Student ID	First Name	Last Name	Attendance Center	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
			LAMB PCS					
Question from File Review	IEP 7: IEP Contains Measurable Annual Goal(s)		Corrective Actions	Reconvene IEP meeting to develop measurable goals.				

Question from File Review	IEP 8: Student's File Contains Progress Data			Corrective Actions	Collect and file student progress data relative to annual goals and objectives.			
Student Demographic Information			School		LEA Verification of Correction			
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
Question from File Review	[Redacted]							
Question from File Review	IEP 9: IEP Documents ESY Was Considered			Corrective Actions	Reconvene IEP team to consider ESY.			
Question from File Review	IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			Corrective Actions	Reconvene IEP meeting and correct component of the IEP.			
Student Demographic Information			School	LEA Verification of Correction				
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
			LAMB PCS					
Question from File Review	IEP 11: Student Preferences and Interests Considered			Corrective Actions	In student's next annual IEP, include documentation of student's preferences and interests.			

Question from File Review	IEP 12: Student and Parent Informed of Transfer of Rights			Corrective Actions	Obtain and file documentation of notification to student.					
Question from File Review	IEP 13: IEP Statement of Measurable Annual Related Services Goal			Corrective Actions	Reconvene the IEP meeting to develop measurable related services goals.					
Question from File Review	IEP 14: Description and Documentation of Progress Toward Related Services Goals			Corrective Actions	As appropriate, reconvene the IEP meeting to develop a description of how progress will be measured and collect and file student progress relative to related services goals and objectives.					
Student Demographic Information		School		LEA Verification of Correction					OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification		
			LAMB PCS							
			LAMB PCS							
			LAMB PCS							
			LAMB PCS							
			LAMB PCS							
Least Restrictive Environment (LRE)										
Question from File Review	LRE 1: Student Placement Based on IEP			Corrective Actions	Reconvene IEP team within 30 days of report and determine appropriate placement.					
Question from File Review	LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education			Corrective Actions	Reconvene IEP team to consider a less restrictive environment with appropriate supplemental aids and services.					
Question from File Review	LRE 3: Student Placement Determined Annually			Corrective Actions	Convene IEP team within 30 days of report.					
Question from File Review	LRE 4: Consideration of Harmful Effects			Corrective Actions	In student's next annual IEP, justification for removal must include documentation of the consideration of harmful effects on student or on quality of services					

Discipline									
Question from File Review	DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal				Corrective Actions	IEP team must convene to determine if compensatory education is appropriate.			
Question from File Review	DIS 2: Manifestation Determination				Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.			
Question from File Review	DIS 3: LEA Conducted Functional Behavioral Assessment				Corrective Actions	FBA must be conducted and placed in student's file, and IEP team must use results of the FBA to create and implement a behavioral intervention plan.			
Student Demographic Information					School				
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
			LAMB PCS						
			LAMB PCS						
			LAMB PCS						
			LAMB PCS						
Question from File Review	DIS 4: LEA Developed Behavioral Intervention Plan				Corrective Actions	BIP must be developed, placed in student's file and implemented.			
Student Demographic Information					School				
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification	
			LAMB PCS						
			LAMB PCS						
			LAMB PCS						
			LAMB PCS						
Data Verification									
Question from File Review	DAT 1: Initial Evaluation Date Same as Reported in SEDS				Corrective Actions	Find and correct initial evaluation date in file or in SEDS.			

Question from File Review	DAT 2: Reevaluation Date Same as Reported in SEDS	Corrective Actions	Find and correct date of reevaluation in file or in SEDS.
Question from File Review	DAT 3: IEP Development Date Same as Reported in SEDS	Corrective Actions	Find and correct date of IEP development in file or in SEDS.
Question from File Review	DAT 4: IEP Implementation Date Same as Reported in SEDS	Corrective Actions	Find and correct date of IEP implementation in file or in SEDS.
Question from File Review	DAT 5: Date of Birth Same as Reported in SEDS	Corrective Actions	Find and correct date of birth in file or in SEDS.
Question from File Review	DAT 6: Primary Disability Same as Reported in SEDS	Corrective Actions	Find and correct primary disability in file or in SEDS.
Question from File Review	DAT 7: Placement Same as Reported in SEDS	Corrective Actions	Find and correct placement in file or in SEDS.

2010-2011 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

Latin American Montessori Bilingual Public Charter School

Date of Notification: **January 24, 2011**

All Corrections Made By: **May 31, 2011**

Individual Student IEP Review

Part C to Part B Transition						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
C2B 1: LEA Attended Transition Planning Conference	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
C2B 1: LEA Action Log: No Action Required.						
C2B 2: Early Childhood ESY Services Considered	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
C2B 2: LEA Action Log: No Action Required.						

Initial Evaluations and Reevaluations					
		Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature OSSE Date
IEV 1: Prior Written Notice Provided Upon Initial Referral	<u>73.08%</u>	Review, and update if required, policy / procedures for evidence of maintaining necessary documentation in IEP files. Provide documentation to OSSE.			
IEV 1: LEA Action Log:					
IEV 2: Parent Provided Procedural Safeguards	<u>84.62%</u>	Randomly select 10 additional files (initial IEPs), and document that procedural safeguards were provided. If not, provide procedural safeguards to parents of all students with initial evaluations in the past 12 months. Provide documentation to OSSE.			
IEV 2: LEA Action Log:					

IEV 3: Parent Consent Prior to Initial Evaluation	88.46%	Pull 10 random files to determine if consent was obtained prior to initial evaluation. Provide to OSSE evidence of files meeting requirements.				
IEV 3: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEV 4: Variety of Sources Used to Determine Initial Eligibility	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 4: LEA Action Log:			No Action Required.			
REV 1: Prior Written Notice Provided Upon Reevaluation	53.85%	Conduct training regarding the requirements for prior written notice. Provide documentation of above to OSSE				
REV 1: LEA Action Log:						
REV 2: Parent Consent Prior to Reevaluation	73.08%	Pull 10 random files to determine if consent was obtained prior to reevaluation. Provide evidence to OSSE of files meeting requirements.				
REV 2: LEA Action Log:						



			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
REV 3: IEP Team Review of Existing Data	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 3: LEA Action Log:			No Action Required.			
REV 4: Variety of Sources Used to Determine Continued Eligibility	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
REV 4: LEA Action Log:			No Action Required.			
IEP Development						
IEP 1: Parent Invited to IEP Meeting	38.46%	Randomly select 10 files for evidence of parent invitation to IEP meeting. Provide evidence to OSSE of files meeting requirements.				
IEP 1: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 2: Required Participants Invited to IEP Meeting	<u>3.85%</u>	LEA special education administrator(s) must review, revise and align (if necessary) IEP attendance policies and procedures to determine if they are consistent with Federal law. Provide documentation of the review to OSSE.				
IEP 2: LEA Action Log:						
IEP 3: General Education Teacher Attended IEP Meeting	<u>80.77%</u>	Randomly select 10 files for evidence of Gen Ed teacher IEP attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 3: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 4: Special Education Teacher Attended IEP Meeting	57.69%	Randomly select 10 files for evidence of Sped Ed teacher attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 4: LEA Action Log:						
IEP 5: LEA Designee Attended IEP Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 5: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	<u>96.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 6: LEA Action Log:			No Action Required.			
IEP 7: IEP Contains Measurable Annual Goal(s)	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 7: LEA Action Log:			No Action Required.			
IEP 8: Student's File Contains Progress Data	<u>42.31%</u>	Train school personnel on collecting student progress data. Provide documentation of the above to OSSE.				
IEP 8: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: IEP Documents ESY Was Considered	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 9: LEA Action Log:			No Action Required.			
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	<u>96.15%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 10: LEA Action Log:			No Action Required.			
IEP 11: Student Preferences and Interests Considered	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:			No Action Required			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: Student and Parent Informed of Transfer of Rights	NA	NA	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log: No Action Required						
IEP 13: IEP Statement of Measurable Annual Related Services Goal	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log: No Action Required.						
IEP 14: Description and Documentation of Progress Toward Related Services Goals	72.00%	As appropriate, train LEA personnel on proper method of describing how progress should be measured and documented. Provide documentation of the above to OSSE.				
IEP 14: LEA Action Log:						

Least Restrictive Environment (LRE)						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 1: Student Placement Based on IEP	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 1: LEA Action Log:						
No Action Required.						
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 2: LEA Action Log:						
No Action Required.						
LRE 3: Student Placement Determined Annually	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 3: LEA Action Log:						
No Action Required.						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 4: Consideration of Harmful Effects	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 4: LEA Action Log:			No Action Required.			
Discipline						
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 1: LEA Action Log:			No Action Required			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DIS 2: Manifestation Determination	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 2: LEA Action Log:			No Action Required			
DIS 3: LEA Conducted Functional Behavioral Assessment	33.33%	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law.				
DIS 3: LEA Action Log:						
DIS 4: LEA Developed Behavioral Intervention Plan	33.33%	LEA special education administrator(s) must review, revise and align (if necessary) discipline policies and procedures to determine if they are consistent with federal law.				
DIS 4: LEA Action Log:						



Data Verification						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 1: Initial Evaluation Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 1: LEA Action Log: No Action Required.						
DAT 2: Reevaluation Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 2: LEA Action Log: No Action Required.						
DAT 3: IEP Development Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 3: LEA Action Log: No Action Required.						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 4: IEP Implementation Date Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 4: LEA Action Log:			No Action Required.			
DAT 5: Date of Birth Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 5: LEA Action Log:			No Action Required.			
DAT 6: Primary Disability Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 6: LEA Action Log:			No Action Required.			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 7: Placement Same as Reported in SEDS	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 7: LEA Action Log:			No Action Required.			
LEA Level Review						
Dispute Resolution			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 1: Resolution Meetings Held Within 15 Days of Notice	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 1: LEA Action Log:			No Action Required			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 2: LEA implements HODs in Timely Manner	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 2: LEA Action Log:			No Action Required			
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 3: LEA Action Log:			No Action Required			
DSP 4: LEA Timely Implements Corrective Actions	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 4: LEA Action Log:			No Action Required			

Access to Instructional Materials						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
NIM 1: LEA Provision of Instructional Materials	NA	NA	No signature required.	No date required.	No signature required.	No date required.
NIM 1: LEA Action Log:			No Action Required			
FIS 1: LEA Policy/Procedure Governing Budgets	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 1: LEA Action Log:			No Action Required.			
FIS 2: LEA Accounting Record for Federal Grant Expenditures	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 2: LEA Action Log:			No Action Required.			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 3: LEA Policy/Procedure For Awarding Contracts	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 3: LEA Action Log:			No Action Required.			
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 4: LEA Action Log:			No Action Required.			
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 5: LEA Action Log:			No Action Required.			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 6: LEA Retention of Financial Records for 5 Years	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 6: LEA Action Log: No Action Required.						
FIS 7: LEA Controls in Place to Protect Assets Over \$5,000	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 7: LEA Action Log: No Action Required.						
FIS 8: LEA Code of Conduct For Employees Administering Contracts	<u>0.00%</u>	The LEA must develop code of conduct/conflict of interest policy for employees involved in the administration of contracts. Provide documentation of the above to OSSE.				
FIS 8: LEA Action Log:						

				Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 9: LEA Action Log:				No Action Required.			
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 10: LEA Action Log:				No Action Required.			
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 11: LEA Action Log:				No Action Required.			

				Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 12: LEA Action Log:				No Action Required.			
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 13: LEA Action Log:				No Action Required.			
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 14: LEA Action Log:				No Action Required.			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 15: LEA Action Log:			No Action Required.			
FIS 16: LEA Followed Procurement Procedures	<u>100.00%</u>	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 16: LEA Action Log:			No Action Required.			

				Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions		LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 17: LEA Action Log:				No Action Required.			
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	<u>100.00%</u>	Criteria Met		No signature required.	No date required.	No signature required.	No date required.
FIS 18: LEA Action Log:				No Action Required.			
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	<u>NA</u>	NA		No signature required.	No date required.	No signature required.	No date required.
FIS 19: LEA Action Log:				No Action Required			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 20: LEA Action Log:			No Action Required			
FIS 21: LEA Properly Tracks Students Who Receive CEIS	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 21: LEA Action Log:			No Action Required			
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	<u>NA</u>	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 22: LEA Action Log:			No Action Required			

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 23: LEA Action Log:			No Action Required			

2010-2011 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

Latin American Montessori Bilingual Public Charter School

Date of Notification: **January 24, 2011** All Corrections Made By: **May 31, 2011**

Additional LEA Corrective Actions						
			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
		LAMB must select at least two staff members to attend the OSSE training SP-10: Least Restrictive Environment: Planning for Student Success on March 17, 2011.				
FAPE in the LRE	Yes	LAMB must develop a plan to make available a continuum of alternative placements. LAMB must provide documentation to OSSE that the missed services have been subsequently provided for each student.				
OSSE Comments:						

LAMB reported that it has implemented an inclusion program for students with disabilities and provides special education services solely via "push-ins" to the general education classroom. LAMB indicated that it has plans to create a resource classroom but stated that there has been no need for other placements.

The IDEA regulations at 34 CFR §300.115(a) require that each public agency ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Although LAMB reported that it has plans to create a resource room, although needed to meet the needs of students, the LEA only offers special education services within the general education classroom. LAMB's failure to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services constitutes noncompliance with 34 CFR §300.115(a). In order to correct this noncompliance, LAMB must select at least two staff members to attend the OSSE training SP-10: Least Restrictive Environment: Planning for Student Success on March 17,

2011. Documentation of attendance must be forwarded to OSSE by the date on the front of this report. Additionally, LAMB must develop a plan to make available a continuum of alternative placements and submit this plan to OSSE by the date listed on the front of this report.

Pursuant to 34 CFR §300.322 (a)(1), each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend. LAMB indicated that it does not send formal letters of invitation to parents for IEP meetings because it maintains close relationships with parents. Further, OSSE's review of student records showed that parents were only invited to attend IEP meetings in 38.46% of cases. OSSE reminds LAMB that the IDEA requires written invitation to IEP meetings regardless of the general quality or frequency of contact with the parent. LAMB's failure to invite parents to IEP meetings constitutes noncompliance with 34 CFR §300.322(a)(1). In order to correct this noncompliance, LAMB must complete the required actions listed in the LEA-Level Corrective Actions section of this report.

Pursuant to 34 CFR §300.320(a)(3)(ii), periodic reports on the progress the child is making towards meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) must be provided. LAMB indicated that progress is primarily documented through the Montessori Record Express (MRX). The LEA reported that it provides progress updates when it meets with parents on a quarterly basis. OSSE's review of student records showed that progress data was not present in 57.69% of student files. In order to correct the noncompliance with 34 CFR §300.320(a)(3)(ii), LAMB must complete the required actions listed in the Student-Level and LEA-Level Corrective Actions sections of this report.

LAMB reported that in order to ensure that students are receiving required related services the LEA maintains a service calendar indicating the identified provider and the provider's assigned hours with individual students. The LEA explained that the special education coordinator is responsible for monitoring the provision of services and accomplishes this task by conducting "spot checks" of related service providers. The LEA noted that service providers are required to make up sessions that may be missed. Notwithstanding this process, the LEA acknowledged that it does not have a formal process to ensure that missed sessions are subsequently provided to students.

Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. As a part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE reviewed student attendance records from LAMB in conjunction with service tracking forms from the Special Education Data System (SEDS) and student IEPs in order to align documented service delivery for each student receiving related services from August 30, 2010 to September 30, 2010. LAMB was also given the opportunity to submit any supplemental documentation of the delivery of related services for the aforementioned time period. OSSE's review of related services management reports for this time period revealed that 11 of 25 (44%) related service tracking forms contained discrepancies pertaining to the provision of services in conformity with the student's IEP. LAMB's failure to make available related services in accordance with student IEPs represents noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, within 60 days of the date of this report, LAMB must provide documentation to OSSE that the missed services have been subsequently provided for each student and that documentation of the related services is recorded into SEDS.

The IDEA at 34 CFR §300.301(c)(1) requires that an initial evaluation be conducted within 60 days of receiving parental consent for the evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The District of Columbia has established a 120 day timeframe. See D.C. Code §38-2561.02. Additionally, 34 CFR §300.303(b)(2) requires a public agency to ensure that a reevaluation of each child with a disability occurs at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" for the third consecutive year based in part on the District's noncompliance in the area of evaluation timelines, OSSE is required to report on the State's compliance with initial evaluation and reevaluation timelines for six quarterly reporting periods. For the December 5, 2009 through March 5, 2010 quarterly reporting period, LAMB conducted 100% of initial evaluations

within the state-established timeline and had no reevaluations due during the reporting period. For the March 6, 2010 through June 6, 2010 quarterly reporting period, LAMB did not have any initial evaluations due during the reporting period and conducted 100% of reevaluations within established timelines. For the June 7, 2010 through September 1, 2010 quarterly reporting period, LAMB had no initial evaluations or reevaluations due during the reporting period. For the September 2, 2010 through December 1, 2010 quarterly reporting period, LAMB completed 100% of initial evaluations and reevaluations within the established timelines.

The IDEA at 34 CFR §300.124(c) requires each affected LEA to participate in transition planning conferences arranged by the designated lead agency. While LAMB was 100% compliant for the one file reviewed in this area, LAMB staff members were unable to explain a clear process for determining attendance at early childhood transition planning conferences. OSSE suggests that LAMB develop written procedures related to early childhood transition planning conferences which include designation of an individual responsible for coordinating the LEA's attendance and procedures to meet required timelines.

LAMB indicated that it utilizes the Second Step curriculum, which aims to develop students' social and school-readiness skills. The LEA has also established a "Peace Corner" within classrooms where students may be sent for timeouts following the display of inappropriate behaviors. LAMB reported that it utilizes the School-Wide Information System (SWIS) to track discipline referrals and incident reports.

LAMB reported that it has provided limited training to school-level personnel regarding the development and implementation of functional behavioral assessments (FBAs), behavioral intervention plans (BIPs), and manifestation determinations. When questioned regarding FBAs, BIPs and manifestation determinations, a small number of LAMB staff members appropriately explained the relationship between FBAs, BIPs and manifestation determinations. LAMB acknowledged that knowledge regarding discipline processes is an area of improvement for the LEA. OSSE suggests that LAMB staff members attend OSSE's training course, B-4: Functional Behavioral Assessments (FBA) on February 2 and February 7, 2011.

LEA Action Log: FAPE in the LRE

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.
OSSE Comments: During the on-site visit, LAMB staff members were not able to describe a process for ensuring that hearing officer's determinations (HODs), corrective actions resulting from State complaints or mediation agreements are timely implemented. OSSE suggests that LAMB develop policies and procedures that specify a clear process for responding to complaints, determinations, corrective actions and mediation requests. In FFY 2009, no due process complaints or State complaints were filed against LAMB and OSSE received no requests for mediation for LAMB.						
<u>LEA Action Log: Dispute Resolution</u>			No action required.			

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.
<p>OSSE Comments:</p> <p>LAMB reported that data is used in multiple ways throughout the LEA, including tracking student progress, assessing the demand for various resources and determining how resources should be deployed. The LEA indicated that it hired a data specialist to analyze data on both the student-level and LEA-level. LAMB reported that the data specialist is responsible for identifying the core student and LEA-level issues and suggesting interventions needed to correct them. One staff member reported that teachers need additional instruction regarding the interpretation of data and how the data should be utilized within the classroom. OSSE suggests that LAMB provide additional training on the implementation of data-driven modifications in the classroom, such as OSSE's training course D-2: Data-Driven Decision Making for Results.</p> <p>During the on-site visit, OSSE compared data within school-level records and data within SEDS. Review of student records showed that 100% of the IEPs reviewed were consistent with data in SEDS for all areas reviewed.</p>						
<u>LEA Action Log: Data</u>			No action required.			

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Fiscal	Yes	Submit a copy of its written code of standards of conduct to OSSE, which must address both the award and administration of contracts.				

OSSE Comments:

As an LEA, LAMB is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

LAMB was able to provide OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) preparation and approval of budgets and budget amendments; (2) proper recording of expenditures made with federal funds; (3) internal controls for developing and awarding contracts; (4) submission of IDEA Reimbursement Workbooks (RW) that have been approved by staff that are familiar with federal regulations; (5) obligation and reimbursement of federal funds within the approved grant period; (6) retention of financial records and relevant supporting documentation for the required time period; (7) protection of assets costing more than five thousand dollars; and (8) appropriate tracking of set-asides.

Pursuant to 34 CFR §80.20(a)(3), effective control and accountability must be maintained for all grant and sub-grant cash, real and personal property, and other assets. Grantees and subgrantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes. While LAMB was able to demonstrate that it has policies and procedures regarding protection of assets costing more than five thousand dollars, the policy does not specifically address

the process the LEA uses to conduct an inventory of the assets. OSSE suggests that LAMB strengthen its policy to specifically state how assets will be inventoried.

Pursuant to 34 CFR §80.36(b)(3), grantees and subgrantees must maintain a written code of standards of conduct governing the performance of their employees engaged in the award and administration of contracts. No employee, officer or agent of the grantee or subgrantee shall participate in selection, or in the award or administration of a contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. While LAMB reported that it does maintain a code of conduct for employees involved in the administration of contracts, LAMB did not provide OSSE with a copy of this code of conduct. In order to correct this noncompliance, LAMB must either: (1) within 30 days of the date of this report, submit a copy of its written code of standards of conduct to OSSE, which must address both the award and administration of contracts; or (2) complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

As a requirement of the monitoring visit, OSSE required LAMB to provide documentation supporting approximately 25 percent of the expenditures for which the LEA sought IDEA grant reimbursements. This sample included reimbursements from FFY 2009 Section 611 funds and FFY 2009 Section 619 funds. The sample size included two IDEA, Part B Section 611 reimbursements totaling \$8,893.18 and two IDEA, Part B Section 619 reimbursements totaling \$991.58. LAMB provided the required supporting documentation for the sampled items. From this documentation, OSSE determined that the LEA appropriately charged salaries of personnel working on IDEA grant objectives and are supported with IDEA grant funds, that the LEA appropriately tracked the time and effort of personnel supported by IDEA grant funds, that the LEA obligated costs within the correct grant period and after the Phase I application was approved, that the LEA sought reimbursement for expenditures in the RW only after it actually paid the expense, that the LEA followed procurement procedures consistent with EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended for allowable activities and that the LEA correctly paid and retains invoices for the expenditures it included in its IDEA RW.

LEA Action Log: Fiscal

No action required.

Certification of 2010-2011 Plan Completion

Latin American Montessori Bilingual Public Charter School

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: **May 31, 2011**

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name: _____

LEA Representative Position: _____

LEA Representative Signature: _____

Date of Completion: _____