



LEE MONTESSORI  
PUBLIC  
CHARTER SCHOOL

# Rounding the Corners: A Year of Progress

## Annual Report School Year 2017-18

Lee Montessori Public Charter School  
3025 4th Street NE  
Washington, DC 20017

202-779-9740  
[www.leemontessori.org](http://www.leemontessori.org)

Dominique Fortune  
Founding Chair, Board of Trustees

Chris Pencikowski  
Co-Founder & Head of School

## Message from The Head of School

Dear Lee Montessori PCS Families and Stakeholders,

I am of two minds when I reflect back on the past school year. My first reaction is that this was the year when the investments of time, energy, money, and patience paid off. We saw significant improvements in our school-level outcomes, earning enough points on the DC Public Charter School Board's Performance Management Framework (PMF) to qualify for Tier 1 status. A great deal of these improvements were *not* due to major innovations at the school, but rather to a commitment to an effective strategy for inspiring and educating the children we serve - namely the Montessori method.

That said, we did implement several new strategies that I am confident had a significant and positive impact on students we served. In particular, we hired a full-time staff member to focus on implementing the Child Study process, where teachers and other staff members work collaboratively across the school to determine ways to support the needs of students in need of support to thrive. Another success was the collaboration we benefited from with Lee Montessori families, who made and followed through on a commitment to improving schoolwide attendance.

The key to all of this work was a recognition that the child is the center of everything we are trying to accomplish and a confidence that, central to all this work, is the need to create solutions that focus on the individual, rather than making whole-system changes or trying to adapt strategies from schools with dramatically different theories of action than ours.

The outcomes were extremely positive.

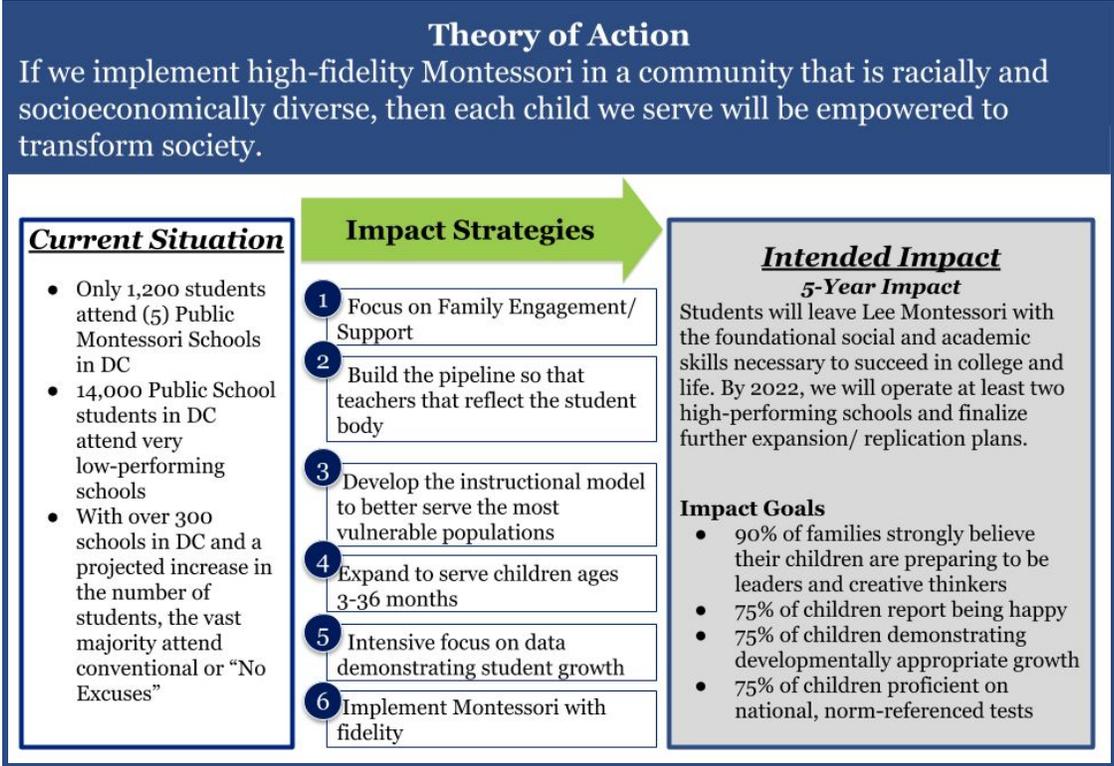


- 1. Lee Montessori Earned Enough Points to Qualify for Tier 1 Status in SY2017-18.** While we are quick to clarify that the PMF is not our only way to evaluate our performance, we believe it to be a good way for families to compare Lee Montessori to other charter schools in Washington, DC. For School Year 2017-18, we earned 70% of the points available to us, besting the 65% minimum for Tier 1.
- 2. Lee Montessori's Qualitative Site Review yielded some of the highest outcomes ever seen.** As can be seen on the [PCSB's website](#), "The QSR team scored virtually all observations -- 93% -- as distinguished or proficient in the Classroom Environment domain [and] all but one observation -- 97% -- as distinguished or proficient in the Instruction domain."
- 3. Achieved AMI Recognition.** In our first year of applying for AMI Recognition - the standard by which we meet the accreditation standard under our Charter, Lee Montessori earned the highest level of accreditation offered by AMI-USA.

We were able to accomplish all of this while working to implement work aimed at:

- 1. Ensuring a greater focus on providing equitable opportunities for all children, staff, and families.** This included a series of workshops and other work coordinated by our friend and colleague, Caroline Hill from the [228 Accelerator](#), who pushed us to come to a consistent definition of the issues impacting the Lee Montessori Community and encouraged us to take proactive steps to create safe environments for our entire community.
- 2. Creating a Strategic Plan.** With the help of our friends at Education Forward DC and Bellwether Education Partners, we worked with various stakeholders, internally and externally, to identify the key

areas of focus for Lee Montessori in the upcoming 5 years. In particular, they helped us to define our Theory of Action.



On behalf of the Lee Montessori Board and Staff, we want to thank everyone that helped make 2017-18 another successful one for the children we serve. We’re looking forward to another great year!

Sincerely,

Chris Pencikowski  
Head of School  
Chris@LeeMontessori.org

## **Table of Contents**

<b>Message from The Head of School</b>	<b>2</b>
<b>Mission and Purpose</b>	<b>5</b>
<b>Goals and Student Academic Achievement Expectations</b>	<b>5</b>
<b>Performance in School Year 2017-18</b>	<b>6</b>
<b>Organizational Performance</b>	<b>7</b>
<b>School Leadership</b>	<b>9</b>
<b>Parent and Community Involvement</b>	<b>11</b>
<b>Finance</b>	<b>11</b>
<b>Key Priorities for Next Year</b>	<b>13</b>
<b>Appendix</b>	<b>14</b>

## Mission and Purpose

### Mission

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

As you will see below, while there is more work to be done, we have made significant progress toward achieving our mission.

### Philosophy

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

### Educational Focus

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

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

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

These principles are the driving force behind the differences one sees when entering a Montessori classroom. A visitor to a Montessori classroom will see children moving around at will, choosing which materials to work with, children working in different areas of the classroom based on their individual interests, children working without extrinsic motivators such as excessive praise or gold stars on a chart, and children who are treated with the utmost respect and regard by the adults in the classroom.

All Montessori classrooms will have common characteristics: the classroom will be a very carefully prepared environment of beautiful and organized materials; the children will be in multi-age groupings with at least a 3-year age span; and the children in the classroom will all be working at different levels with materials.

## Goals and Student Academic Achievement Expectations

### Goals and Assessments

Lee Montessori PCS is committed to using the Public Charter School Board's Performance Management Framework (PMF) policy to establish and monitor our academic achievement expectations and outcomes. In

School Year 2017-18, we served students in grades PK3 through 4th. We will graduate our first 6th graders in School Year 2019-20.

### Instructional Quality

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

### Academic Performance

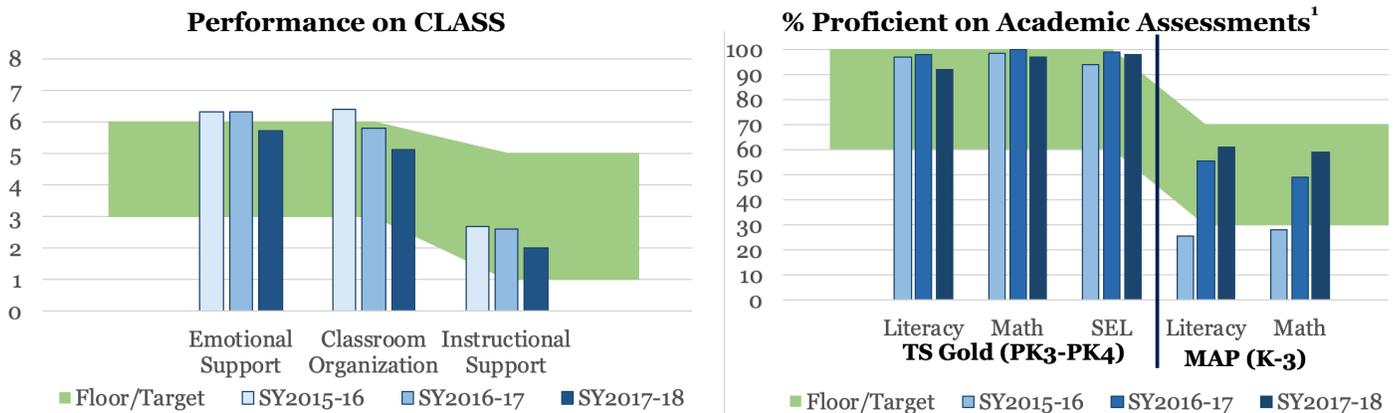
We use Teaching Strategies GOLD assessment as our primary data collection tool for the students considered PreK-3 and Pre-K4, as it measures growth over time in seven dimensions: social-emotional, physical, cognitive, language, literacy, and mathematics. The assessment tool is user-friendly and captures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

For our grade K-3 students, we use NWEA MAP, which assesses early literacy and early numeracy using a national, norms referenced set of subtests. We selected NWEA MAP from a small number of approved assessments due to its focus on growth and its ability to predict performance on the Partnership for Assessment of Readiness for College and Careers (PARCC).

Finally, all students in grades 3-6 will take the PARCC Assessments and any relative progress monitoring assessments as required by the District of Columbia.

## Performance in School Year 2017-18

### Instructional/Academic Performance



Overall, we are pleased with our academic outcomes, especially for our earliest learners and the growth in schoolwide assessments on MAP. School Year 2017-18 was also the first year where our PARCC scores are reported (see below). While our population was very small (18, 10% of the schoolwide enrollment), we were generally pleased that our outcomes mirrored the citywide average. However, we are displeased to see significant dips in our performance on the Classroom Assessment Scoring System (CLASS). While we are confident that this was largely due to irregularities in the administration of the assessment (we submitted formal appeals to OSSE for each outcome, and one classroom's scores were thrown out) and not representative of actual quality, we are working with our colleagues to ensure that we improve these scores and work with OSSE and the PCSB to ensure the appropriateness of these assessments.

### Lee Montessori's PMF Scores for 2017-18

	Grades	# Students	17-18 Score	Points Avail	Points Earned	% of Points Earned	Change from 16-17
PARCC - Math (% 3+)	3-4	18	50.0	4.5	2.25	50%	-
PARCC - Math (% 4+)	3-4	18	22.2	3	1.04	35%	-
PARCC - ELA (% 3+)	3-4	18	50.0	4.5	2.25	50%	-
PARCC - ELA (% 4+)	3-4	18	38.9	3	1.98	66%	-

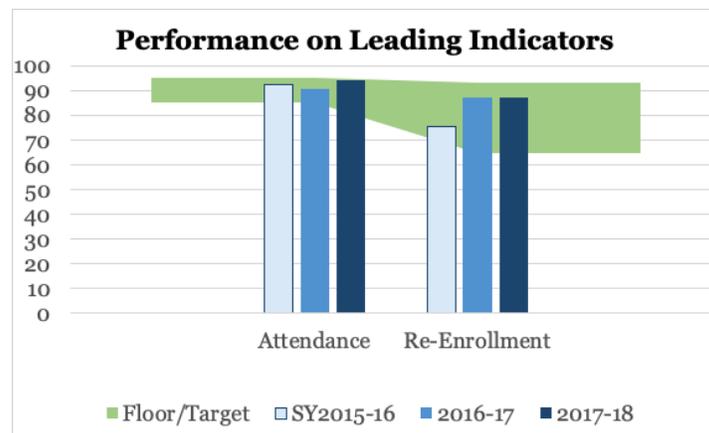
<sup>1</sup> Note to the Reader: In SY15-16, we administered the AIMSWeb assessments IN SY16-17 and SY17-18, we administered NWEA MAP.

NWEA - Math (Median Growth)	K-3	81	59.0	22.5	16.31	73%	10
NWEA - Reading (Median Growth)	1-3	52	61.0	22.5	17.44	78%	5.5
% Re-Enrolling	PK-4	178	87.2	9	7.27	81%	6.1
Average In-Seat Attendance	PK-4	178	94.3	9	8.37	93%	3.9
CLASS-Emotional Support	PK3-PK4	87	5.9	4	3.68	92%	-0.42
CLASS-Classroom Organization	PK3-PK4	87	5.3	4	2.16	54%	-0.69
CLASS-Instructional Support	PK3-PK4	87	2.2	4	0.36	9%	-0.42
<b>Total</b>		178		90	<b>63.1</b>	<b>70.1%</b>	

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

### Leading Indicators

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



### Special Education Performance

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

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

### Organizational Performance

#### Student Enrollment

In School Year 2017-18, our enrollment was more than doubled from our founding year, going from 74 to 177. This included our founding year of Upper Elementary, where we had 4th Graders that will stay in that same class for three years, along with another two cohorts of subsequent students. We are waiting with anticipation for 2019-20, when we will have students in all the grades that we will serve and then graduate our first 6th graders. Until then, we will continue to serve students in mixed-age classrooms.

#### Lee Montessori PCS Enrollment Projections

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PK3	47	35	36	46	46	46	46
PK4	34	47	40	40	41	41	41

K	25	34	44	37	37	38	38
1	20	25	31	40	34	34	35
2	10	17	23	28	37	31	31
3	8	11	15	21	26	34	28
4		8	10	13	19	24	31
5			7	9	12	17	22
6				5	7	9	13
<b>Total</b>	<b>144</b>	<b>177</b>	<b>206</b>	<b>239</b>	<b>259</b>	<b>274</b>	<b>285</b>

## School Curriculum and Culture

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

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

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

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

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

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

## Professional Development

### Teacher Development

Professional development is an ongoing and vital part of Lee Montessori PCS’s long-term education plan. Our teachers and other instructional staff participate in wide-ranging professional development to guarantee they are in tune with the school’s curriculum and goals at all times. During the Fiscal Year ending June 30, 2018, we implemented a series of Professional Development activities, including:

- Montessori pedagogy;
- Assessment using MAP and DRA;

- School-Wide Strategies for Implementing Response to Intervention/ Child Study;
- Advancing Equity
- Assessment using Teaching Strategies GOLD
- Classroom Management;
- Cultural competency; and
- Utilizing Student Information Systems.

### Administrator Development

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

- Georgetown University: Executive Masters in Leadership
- Training in Getting Things Done

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

### School Leadership

#### Board of Directors

Board Members as of June 30, 2018 were as follows (\*DC Resident):

- Dominique Fortune, Chair\*
- Catharine Bellinger, Vice-Chair\*
- Lance Helming, Treasurer
- Kelly Smith, Secretary, Parent\*
- Djahna Akinyemi, Parent\*
- Eric Bethel
- Marimba Johnson Bright\*
- Chris Pencikowski, Head of School (ex-officio)

#### SCHOOL LEADERSHIP

Chris Pencikowski Head of School <a href="mailto:chris@">chris@</a>	Megan Hubbard Principal <a href="mailto:megan@">megan@</a>	Alex Brown Assistant Principal <a href="mailto:alex@">alex@</a>	Darien E. Nolin Director of Strategy & Operations <a href="mailto:darien@">darien@</a>
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#### TEACHING STAFF FOR SCHOOL YEAR 2018-19

As a fully AMI-USA recognized school for both Primary and Elementary, all Lead Guides have completed teacher preparation at an [AMI-affiliated institution](#) and have earned a Master's degree in Education.

#### Primary (Grades PK3-K)

Hallie Goertner Lead Guide, Maison des Enfants <a href="mailto:hgoertner@">hgoertner@</a>	Tabitha Bean Classroom Assistant, Maison des Enfants <a href="mailto:tbean@">tbean@</a>
Karli Hurlebaus Lead Guide, Jido Kan <a href="mailto:khurlebaus@">khurlebaus@</a>	Caprice Boler Assistant, Jido Kan <a href="mailto:cboler@">cboler@</a>
Genevieve D'Cruz Lead Guide, Nyumba ya Watoto <a href="mailto:gdcruz@">gdcruz@</a>	Lola Oludimu Transitioning Guide, Nyumba ya Watoto <a href="mailto:loludimu@">loludimu@</a>
Carlana Zayac Lead Guide, Barnens Hus <a href="mailto:czayac@">czayac@</a>	Camille Young Assistant, Barnens Hus <a href="mailto:cyoung@">cyoung@</a>

#### Elementary (Grades 1-5)

Hamed Isaza Lead Guide, Lower El <a href="mailto:hisaza@">hisaza@</a>	Cristina Fernandez Assistant, Lower El <a href="mailto:cfernandez@">cfernandez@</a>
Heather Bond-Poje Lead Guide, Lower El <a href="mailto:hpoje@">hpoje@</a>	Sean Collins Assistant, Lower El <a href="mailto:scollins@">scollins@</a>
Christina Blomberg Lead Guide, Lower El	Cierra Littlejohn Apprentice Guide, Lower El

<a href="mailto:cblomberg@">cblomberg@</a>	<a href="mailto:clittlejohn@">clittlejohn@</a>
Allison Denny Lead Guide, Upper El <a href="mailto:adenny@">adenny@</a>	Kimesha Edwards Assistant, Upper El <a href="mailto:kedwards@">kedwards@</a>

**Floating Classroom Staff**

Babbs Bergner Floating Guide <a href="mailto:bbergner@">bbergner@</a>	Fatima Green Floating Assistant <a href="mailto:fgreen@">fgreen@</a>
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**STUDENT SUPPORT STAFF**

Suzanne Holstein Student Support Coordinator <a href="mailto:suzanne@">suzanne@</a>	Rachel Kimboko Child Study Lead <a href="mailto:rachel@">rachel@</a>
Anne Stewart Special Education Teacher <a href="mailto:astewart@">astewart@</a>	Alicia Bailey School Social Worker <a href="mailto:alicia@">alicia@</a>
MaryBeth Washington Special Education Teacher <a href="mailto:mwashington@">mwashington@</a>	Marissa Zindell Social Worker <a href="mailto:marissa@">marissa@</a>
Myesha Reid Reading Specialist <a href="mailto:mreid@">mreid@</a>	Jamila Ford Special Education Assistant, Primary <a href="mailto:jford@">jford@</a>
Deborah Lopez Special Education Technician, Primary <a href="mailto:dlopez@">dlopez@</a>	Alton Whitby Jr. Special Education Technician, Lower El <a href="mailto:awhitby@">awhitby@</a>
Neda Rezaei Special Education Technician, Primary <a href="mailto:nrezaei@">nrezaei@</a>	Bobby Johnson Special Education Technician, Lower El <a href="mailto:bjohnson@">bjohnson@</a>
Danielle Grant Special Education Technician, Primary <a href="mailto:dgrant@">dgrant@</a>	Dionne Nelson Special Education Assistant, Lower El <a href="mailto:dnelson@">dnelson@</a>
Christina McKinney Special Education Assistant, Lower El <a href="mailto:cmckinney@">cmckinney@</a>	

**EXTRACURRICULARS & GENERAL SUPPORT**

Megan Fowler Librarian <a href="mailto:mfowler@">mfowler@</a>	Luis Guzman Physical Education <a href="mailto:lguzman@">lguzman@</a>	Rachel Harmston Garden Coordinator <a href="mailto:rharmston@">rharmston@</a>
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**ADMINISTRATIVE STAFF**

Chitra Subramian Operations Fellow <a href="mailto:chitra@">chitra@</a>	Ellie Webster Out-of-School-Time Coordinator <a href="mailto:ellie@">ellie@</a>	Juanita Allen Kitchen Administrator <a href="mailto:juanita@">juanita@</a>	Malik Wheeler Campus Business Manager <a href="mailto:malik@">malik@</a>
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**Staffing Projections for FYs 2014-2019**

	Actual					Budget	Projection		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Head of School	0.5	1	1	1	1	1	1	1	1
Principal	1	1	1	1	1	1	1	1	1
Assistant Principal					1	1	1	1	1
Child Study Lead					1	1	1	1	1
SPED Coordinator		1	1	1	1	1	1	1	1
Operations Fellow	1	1	1	1	1	1	1	1	1
Campus Business Manager		1	1	1	1	1	1	1	1
Lead Teachers		4	4	6	7	8	9	10	11

Classroom Assistants		3	5	6	8	10	11	12	13
Specials Teachers		0	0	0	0	1	2	2.5	3
Social Worker		0	0.5	1	1	1.5	1	1	1
SPED Assistants		3	4	5	6	10	10	11	12
Extracurricular Director		0.5	0	0	1	1	1	1	1
Dean of Students/ Family			0	0	0	0	0	1	1
Outreach Coordinator			0	0	0	0	1	1	1
Café Coordinator		1	1	1	1	1	1	1	1
<b>Total</b>		<b>2.5</b>	<b>16.5</b>	<b>19.5</b>	<b>24</b>	<b>31</b>	<b>39.5</b>	<b>43</b>	<b>51</b>

## Parent and Community Involvement

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

We are proud of the progress that we have made in better involving parents in both day-to-day and major events throughout the year. Given our steadily improving rates of both reenrollment and applications, it seems that families agree.

Some of the key activities in School Year 2017-18 included:

- Monthly Parent Education events (Literacy in Montessori, Back-to-School, etc.)
- A Silent Journey (a facilitated exploration of the Montessori environment)
- Equity Focus Groups
- Classroom-level events
- Home visits for new students

## Finance

### Overall Financial Performance

Based on unanticipated increases in per pupil funding, supplemental Special Education funding, and private donations, overall financial performance exceeded expectations, with Net Income approximately \$113k higher than originally budgeted. Expenditures were approximately 2.5% higher than expected, largely driven by higher-than-expected personnel and fundraising expenses.

At the end of the Fiscal Year, we had approximately \$916,000 in cash on hand - approximately 90 days of reserves.

	SY15-16 Actual	SY16-17 Actual	SY17-18 Actual	SY18-19 Budget
<b>Students</b>	104	145	178	211
<b>Revenue</b>				
State and Local Revenue	1,959,117	2,726,578	3,378,796	4,066,920
Federal Revenue	271,285	50,231	146,693	172,384
Private Grants and Donations	42,733	56,299	95,167	109,544
Earned Fees	126,325	135,329	211,311	284,201
Donated Revenue	200	18,282	23,361	-
<b>Total Revenue</b>	<b>2,399,660</b>	<b>2,986,719</b>	<b>3,855,328</b>	<b>4,633,048</b>
<b>Operating Expense</b>				
Salaries	953,764	1,343,871	1,815,238	2,386,074
Benefits and Taxes	243,797	297,719	464,808	587,424
Contracted Staff	75,305	52,255	64	3,221
Staff-Related Costs	7,933	18,766	39,760	45,018
Rent	251,573	452,980	573,457	688,486
Occupancy Service	2,982	1,847	750	-
Direct Student Expense	402,656	324,735	481,570	558,400
Office & Business Expense	163,626	196,689	251,859	259,729
Donated Expense	-	12,482	23,361	-
<b>Total Operating Expense</b>	<b>2,101,637</b>	<b>2,701,343</b>	<b>3,650,867</b>	<b>4,528,353</b>
<b>Net Operating Income</b>	<b>298,023</b>	<b>285,376</b>	<b>204,461</b>	<b>104,696</b>

## Fundraising Efforts

The Fiscal Year ending June 30, 2018 was our most successful year to date in raising funds from our families and other stakeholders. This was in large part due to the funds raised at our Annual Founders' Gala and activities related to Giving Tuesday, where we raised funds to purchase rain suits for every student at Lee Montessori. These funds also support various school initiatives not supported by public funding, including:

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

In addition, we are grateful for the two significant in-kind donations from Education Forward DC and from the DC's Department of Energy & Environment.



## Parent & Community Engagement

A great deal of work was accomplished in SY2017-18 around family engagement, with the school continuing to work with all families to ensure they are engaged, supported, and informed. Our work is built on our belief that family involvement is a key component for a comprehensive and rewarding Montessori student education. We feel that family engagement deeply impacts each student's development and achievement. We will encourage families to be actively engaged in their child's education. By communicating with families and by providing key information, our staff and family members worked together to create a place of learning and well-being, contributing to each child's social, emotional, and mental growth.

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

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

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

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

This year also marked a very strong year for our Family Teacher Association, which hosted successful fundraisers and other activities aimed at improving the quality of teaching and learning.

### Support from Outside Groups

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

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

### Key Priorities for Next Year

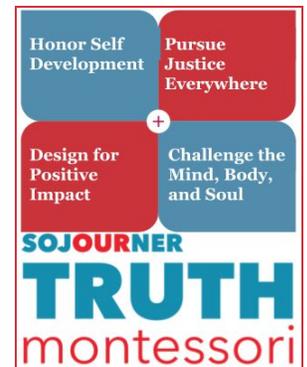
#### Gaining Approval for and Planning for a Second Campus

One of the key takeaways from our Strategic Planning process was to establish a goal of opening a second campus in Southeast Washington, DC (Ward 7 or Ward 8). The determining factors for this goal were:

1. Outcomes for students at Lee Montessori are strong and our academic model is sound;
2. There are over 4,500 PK3-4th grade students are enrolled in underperforming schools in Ward 7 and 8 and strong demand for Montessori;

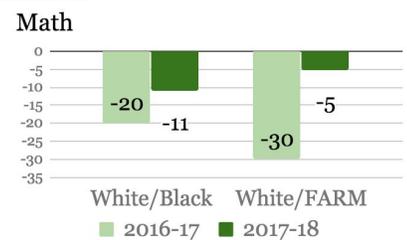
#### Supporting the Creation of a Citywide Montessori Middle/High School

Given our belief in the strength of the Montessori model, and the importance for *all* children, from birth through high school, to have a highly developmentally appropriate, child-centered education, as well as the significant demand from Lee Montessori families, we are working with several interested parties across Washington, DC to support the creation of a new school for grades 7-12. Together, the design team has created the following design principles, around which we will create a high-quality public school where all Lee Montessori students can enroll for middle and high school. In School Year 2017-18, the team hired a founding Principal, Justin Lessek, to lead the design of the school, tentatively named the Sojourner Truth Public Montessori Junior/Senior High School (the Truth School!).



#### Closing the Achievement Gap

Given the importance that the achievement gap plays in the overall opportunity gap, identifying and closing those gaps is of the utmost importance. In 2017-18, we predominately used NWEA MAP as the indicator of the size of the gaps. We made significant progress in Math, significantly closing the achievement gap, while overall scores improved. At the same time, however, the gap grew in reading. Given all of this, we are taking significant steps toward closing the achievement gap in Reading, through several activities, including an additional investment in our work on Child Study.

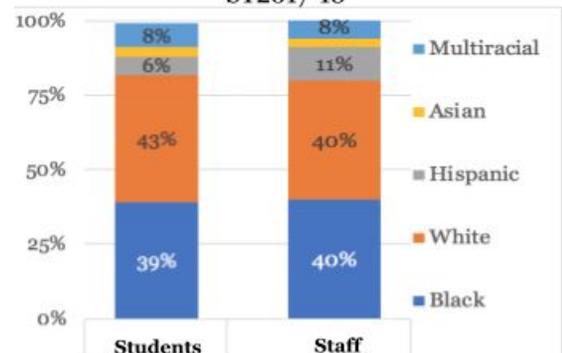


#### Improve Equity & Anti-Bias/Anti-Racist Practices

Lee Montessori is committed to supporting equity across the organization. This includes ensuring that our staff are both reflective of the students we serve and trained to implement in-classroom, anti-bias/anti-racist activities. This has manifested at our school in both insufficient numbers of teachers of Color, especially Black and Latinx teachers, and an overrepresentation of Black classroom Assistants. We are taking several steps to address this issue, including:

1. Establishing an Equity Taskforce
2. Establish Embracing Equity Cohort Program to:
  - a. Build a team at Lee with deeper understanding of

Race/Ethnicity of Students and Staff SY2017-18



- trauma and legacy of White Supremacy
  - b. Leverage members to spread positive sentiments about equity work
  - c. Ensure equity is reflective of the needs of the entire school community
  - d. Improve linkages between culturally sustainable pedagogy and Montessori
3. Continue our Lifelong Learner Fellowship, where qualified candidates spend a full academic year training to become a Montessori lead teacher.

**Appendix**

**SY 2017-18 Annual Report Campus Data Report**

Source	Data Point
PCSB	LEA Name: Lee Montessori PCS
PCSB	Campus Name: Lee Montessori PCS
PCSB	Grades served: PK3--4
PCSB	Overall Audited Enrollment: 177

**Enrollment by grade level according to OSSE’s Audited Enrollment Report**

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	44	43	29	24	18	12	7	0	0

**Student Data Points**

School	<b>Total number of instructional days: 182</b>
PCSB	<b>Suspension Rate: 0.0%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.00%</b>
PCSB	<b>In-Seat Attendance: 94.3%</b>
PCSB	<b>Midyear Withdrawals: 0.6% (1 student)*</b>
PCSB	<b>Midyear Entries: 0.6% (1 student)*</b>
PCSB	<b>Promotion Rate (LEA): 99.1%</b>
PCSB (SY16-17)	<b>College Acceptance Rates: Not Applicable</b>
PCSB (SY16-17)	<b>College Admission Test Scores: Not Applicable</b>
PCSB (SY16-17)	<b>Graduation Rates: Not Applicable</b>

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate: 0.0%</b>
School	<b>Number of Teachers: 7</b>
School	<b>Teacher Salary</b> 1. Average: \$58,226 2. Range -- Minimum: \$42,500 Maximum: \$68,289

**Donors**

We are extremely grateful to the individuals and organizations that donated to us in 2017-18. The following donated at least \$500.

Alexis Hartwick	Chiara & Lewis Dabney	Jen Bauer	Meghan Slipka	Sarah Havekost
Alysha Corbin	Dominique Fortune	Karma Home Designs	Michael Waidmann	South by Southwest
Ashley Jeffers	Donna Lewis Clothier	Kathy Epps	Piedmont Foundation	Stephanie & Mark Leahey
Building Hope	Emily Palmieri	Katie Wendel	Plane Jane Salon	Susan Gross
Byron Lutz & Robin Heider	Faye Hammersley	Laura and Tom Hinson	Red Frog Events	Clara Smith
Catherine Bellinger	Jacob Abbott	Megan Fowler	Sandra Bassanti	Whitney & Jay Donaldson
Lee Montessori Family Teacher Association				