



Maria Montessori's Classroom

c.1921



Lee Montessori Classroom

2018

Grow With Us

Annual Report

School Year 2018-19



<p>Bonnie Beste Board Chair</p> <p>Chris Pencikowski Executive Director</p>	<p>Brookland Campus 3025 4th St NE Washington, DC 20017</p> <p>(202) 779-9740</p>	<p>East End Campus 2015 Martin Luther King Jr. Ave SE Washington, DC 20020</p> <p>(202) 996-6700</p>
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MESSAGE FROM LEADERSHIP

Dear Lee Montessori Families and Stakeholders,

School Year 2018-19 represented the end of the beginning – the last year in which we only operated one school; the last year without serving students all the way from PreK3 through 6th grade. The launch of our East End campus made it an especially exciting year. We spent the year finding a building, hiring amazing teachers, creating our Montessori “children’s houses”, and so much more – all while operating our Brookland campus in the same high-quality manner as our first four years.

By adding a second campus, we will be able to provide more students with this same, high-quality education. Further, by opening in Historic Anacostia – a historically underserved neighborhood – we will be able to offer our program to families that would either (a) never hear about Montessori or (b) travel across Washington, DC for the program they want. In fact, Lee Montessori’s East End campus is the first Montessori school – public or private – to open East of the Anacostia River.

As we reflect back on School Year 2018-19, we are extremely proud of this expansion, as well as:

1. We maintained our **Tier 1** status and **Full AMI-USA Recognition** at our Brookland Campus;
2. We successfully completed all planning work for our East End campus;
3. We expanded enrollment by approximately 20% from the previous year; and
4. Key student-level outcomes increased, particularly in the areas of teacher-student interactions (CLASS) and English Language Arts growth (PARCC).

You will read more about our performance in these areas later on in this report, but these outcomes only show one small part of our overall picture. As a community, Lee Montessori also celebrates the growth of each individual child; the ongoing support from our strong, vibrant, and generous families; and the promise that we inspire more children every year.

At the same time, we also continue to focus on our areas of growth. In particular, our entire team is frustrated by the persistent gaps in achievement between our African American and White students, and we have committed to several strategies to follow through on our commitment to eliminate this gap. In particular, we are confident that the following strategies will support this work:

1. **Holding a Mirror to Ourselves.** Working under the belief that “sunlight is the best disinfectant,” we are embarking on several strategies aimed at increasing internal and external transparency. This includes creating several key positions (Chief of Staff, Director of Equity & Engagement, and Data and Compliance Manager) that will focus on increasing the extent to which we hold ourselves accountable for achieving these outcomes. In addition, and for the first time, we will hold open meetings of our Board of Directors, with the goal of ensuring that our families are holding us accountable, too.
2. **Improving Academic Interventions.** In previous years, we have implemented whole-school strategies aimed at narrowing our within-school achievement gaps (e.g., Child Study, DRA). In the coming year, we will continue to develop our intervention strategy, while layering on a commitment to using data to monitor students’ progress to and beyond academic proficiency and social-emotional literacy.

However, we will do these things while not sacrificing what have become the hallmarks of a Lee Montessori education: Children will continue to have fun and get their hands dirty; we will support their growth and development in many ways – some of which can’t be measured by a test. We are confident that we have made significant progress toward achieving our shared mission, and will continue to do our best to ensure that every child, family, and staff member feels that they are truly part of the Lee Montessori community and that we support each other as we progress through life.

On behalf of the Lee Montessori Board and Staff, we want to thank everyone that helped make 2018-19 another successful one for the children we serve. We’re looking forward to another great year!

Sincerely,



Chris Pencikowski
Executive Director



Bonnie Beste
Board Chair

TABLE OF CONTENTS

MESSAGE FROM LEADERSHIP	2
MISSION & PURPOSE	4
GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS	5
Assessments & Accountability	5
ORGANIZATIONAL PERFORMANCE	7
Student Enrollment	7
School Curriculum and Culture	7
Professional Development	8
SCHOOL LEADERSHIP	8
Board of Directors	8
Network Leadership for School Year 2019-20	9
Campus Leadership for School Year 2019-20	9
Staff Qualifications	9
FINANCE	9
PARENT & COMMUNITY ENGAGEMENT	10
KEY PRIORITIES FOR SCHOOL YEAR 2019-20	11
A Strong Start to our East End Campus	11
Supporting the Creation of a Citywide Montessori Middle/High School	11
Closing the Achievement Gap	11
Improve Equity & Anti-Bias/Anti-Racist Practices	12
SUPPORT FROM OUTSIDE GROUPS	12
DONORS	12
APPENDIX	13
SY2018-19 Campus Data Report	13
Staff Roster for 2018-19	14
Staffing Projections, 2017-2027	15

MISSION & PURPOSE

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.

Theory of Action: If we implement high-fidelity Montessori in a community that is racially and socioeconomically diverse, then each child we serve will be empowered to transform both their community and society.

Lee Montessori's theory of action is steeped in two beliefs that should not be controversial:

1. Children – regardless of race, ethnicity, family socioeconomic status, or other attributes – learn best in integrated schools.
2. The adventure of development is one that every child embarks on and requires enormous support – academic, social, and emotional – to thrive.

Educational Focus

Maria Montessori's model, which was designed to serve children from low-income families, is our overall framework for our school community. This starts with the belief that all children benefit from an individualized, constructivist-based curriculum.

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. Movement and cognition are closely entwined, and movement can enhance thinking and learning;
2. Learning and well-being are improved when people have a sense of control over their lives;
3. People learn better when they are interested in what they are learning;
4. 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. Collaborative arrangements can be very conducive to learning;
6. Learning situated in a meaningful context is often deeper and richer than learning in abstract contexts;
7. Particular forms of adult interaction are associated with more optimal child outcomes; and
8. 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.

Lee Montessori classrooms have common characteristics: they are carefully prepared environments filled with beautiful and organized materials; children are in multi-age groupings with at least a 3-year age span, and children are all working at different levels with materials.

Commitment to Equity

While, for generations, the Montessori model was relegated to upper-income, predominantly White communities, it has always been the commitment of the Lee Montessori Board and staff to expand access to Montessori to communities that would not otherwise have access to it. The main strategy for doing this is to create a free, public school. This means that we must comply with a host of regulatory, testing, and other requirements – a challenge we view as critical to expanding Montessori not just in Washington, DC, but to our part in a national movement. As Lee Montessori continues to grow over the coming years, we will do so in a manner that is responsive to and recognizes the needs of everyone we serve – especially those who have long-endured the legacy of White Supremacy.

GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

Assessments of Student/Classroom Performance

The teachers and administrators at Lee Montessori use a computerized record-keeping system to monitor each student's academic growth and to record their observations. Students are then assessed throughout the year using various assessment methods including formative and summative, both formal and informal. Formative assessments are those that provide teachers with the information needed to adjust individual and group lessons while they are happening. Summative assessments are used to determine a student's knowledge base. Standardized assessments are required by the District of Columbia and the DC Public Charter School Board's Performance Management Framework.

Students at Lee Montessori PCS participate in the following assessments:

Domain(s)	Assessment	Grade(s)	Frequency
Literacy, Math, Social-Emotional	TS Gold	PK3 & PK4	Fall, Winter, Spring
Literacy	DRA3™	K-6	Fall, Winter, Spring
Math & Literacy	NWEA MAP	K-6 for Math	Fall, Winter, Spring
		1-6 for Literacy	Fall, Winter, Spring
Math & English Language Arts	PARCC	3-6	Spring
Executive Functions	MEFS	PK3-6	Fall, Winter, Spring
Classroom Environment	CLASS	PK3-K	Spring

Assessments & Accountability

To meet the requirements of the DC Public Charter School Board, as well as to better inform our instruction and practice, Lee Montessori utilizes various methods of assessing our organizational performance and student outcomes. We are thrilled that, for the second straight year, we earned enough points on the DCPCSB's Performance Management Framework (PMF) to again qualify for Tier 1 status -- the highest tier for Charter schools in Washington, DC.

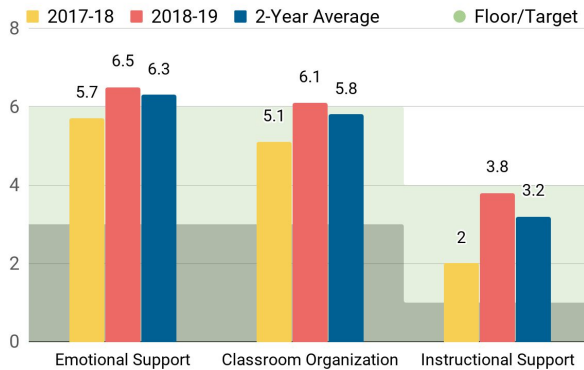
Lee Montessori's PMF Scores for 2018-19

Assessment	Measure	Rate	Points Earned	Points Available
PARCC	English Language Arts - Growth	76	8.8	8.75
	Math - Growth	49.5	4.3	8.75
	English Language Arts - 3+	51.6	3.9	7.5
	English Language Arts - 4+	25.8	2.2	5
	Math 3+	46.7	3.5	7.5
	Math 4+	26.7	2.1	5
	English Language Arts 4+ (Grade 3)	16.7	1.4	5
In-seat Attendance		95.1	9	9
Reenrollment		86.4	7	9
CLASS	Emotional Support	6.3	4	4
	Classroom Organization	5.8	3.4	4
	Instructional Support	3.2	2.4	4
TS GOLD	PK Pre-Literacy	90.6	n/a	0
	PK Math	94.1	n/a	0
	PK Social Emotional Learning	85.9	n/a	0
NWEA MAP	K-2 Literacy	55.3	n/a	0
	K-2 Math	41	n/a	0
Total			51.9	77.5 (67%)

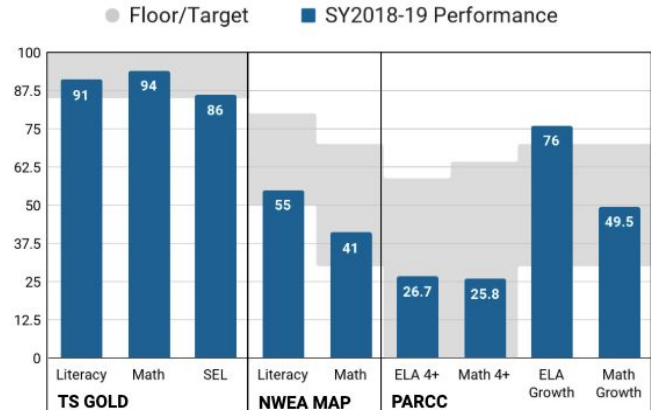
Academic Assessments

In School Year 2018-19, we were, for the first time, held accountable for all of the measures by which our long-term performance will be measured. And, while our performance earned us Tier 1 status, it is clear that there is significant room for growth – growth that is required if we are to fully achieve our mission.

Performance on CLASS

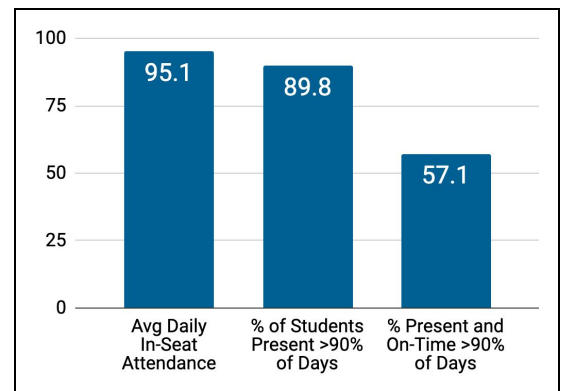


Performance on Standardized Academic Assessments



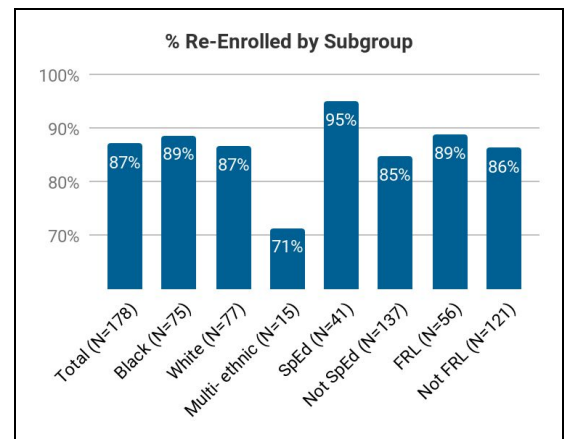
Attendance

In-seat attendance was slightly higher than the previous year and significantly higher than two years ago. Following the 2016-17 school year, school administrators made a request of families: “Raise your game and start bringing your students to school every day.” Parents followed through on this request and dramatically improved in-seat attendance. Our next push will be to increase the rate at which students are both present and on-time -- while 92% of students are consistently present (>90%), only 58% meet that threshold when tardies are included -- including 15% that are late/absent more than 25% of the time. Knowing the link between attendance and academic and life-outcomes (for more, visit www.attendanceworks.org/research), it is critical that we do our best to encourage more families to have their children at school on time, every day.



Re-Enrollment

The rate at which students re-enroll at a Montessori school is of critical importance, given the importance of prior learning. Not having gone through Primary Montessori creates a host of challenges, which is why many Montessori schools do not add any students after Kindergarten. While Lee Montessori does “backfill” students in Primary and Elementary, we also endeavor to re-enroll as many students as possible. Further, while not 100% representative, re-enrollment is an indicator of family satisfaction -- large numbers of families leaving is likely an indicator of low satisfaction. In School Year 2018-19, approximately 86% of students re-enrolled from the previous year. This earned us 7 out of 9 available points on the Performance Management Framework but is lower than several peer schools, whose re-enrollment rates typically exceed 90%. In the current year and in years to come, we will work with staff and families to improve the ways in which we engage and retain families.

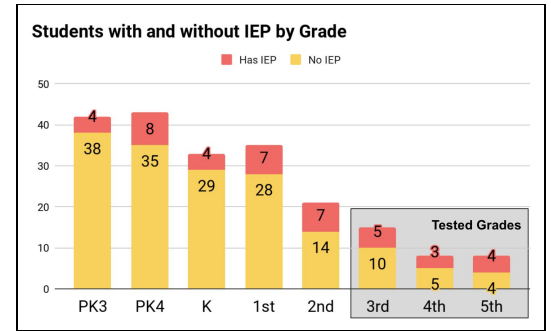


Special Education

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.

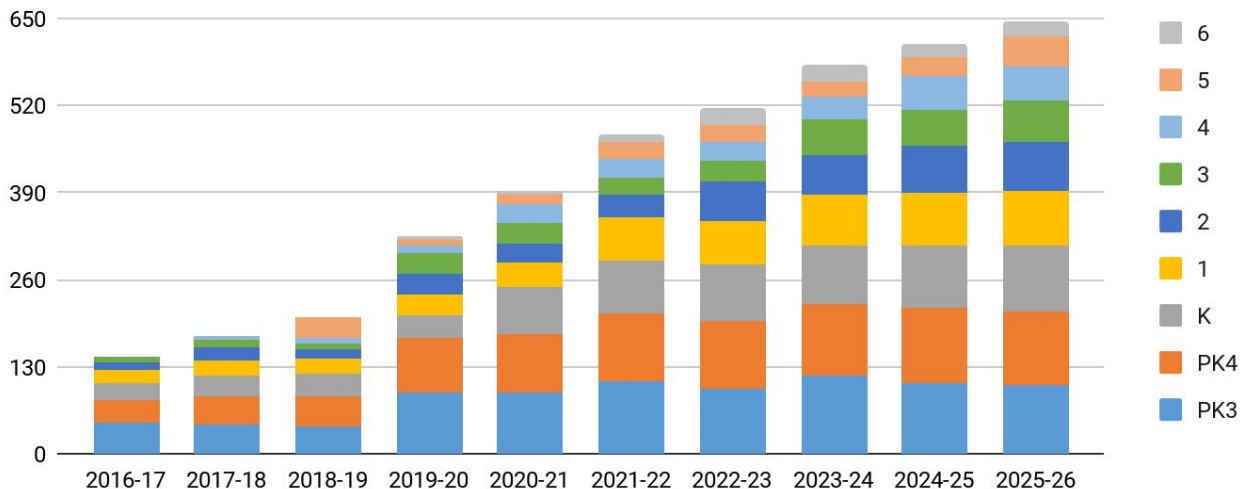


ORGANIZATIONAL PERFORMANCE

Student Enrollment

Our enrollment in School Year 2018-19 was up by nearly 20%, going to 201, nearly 60% of whom were in Primary (PK3-K) classrooms. A significant percentage of these students transferred to us from another school.

Enrollment Projections, 2016 through 2025



Total	144	177	205	324	392	476	516	582	612	646
Ceiling	145	178	211	332	395	476	521	582	612	646

School Curriculum and Culture

Central to the Montessori curriculum, and 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 their own active decisions regarding their 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 their 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 their own education. Because the Montessori teacher is highly trained, they 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. The teacher 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 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 close 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 strives to adhere to this sentiment by building a strong sense of community through a strong peace curriculum. Through grace and courtesy lessons each child is 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. Peaceful Conflict Resolution

The elements of peace education are 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 demonstrate higher academic learning in a peaceful environment.

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, 2019, we implemented a series of Professional Development activities, including:

- Montessori pedagogy;
- School-Wide Strategies for Implementing Response to Intervention/ Child Study;
- Embracing Equity
- Assessment using Teaching Strategies GOLD
- Assessment using MAP and DRA;
- 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:

- EdFuel Professional Learning Communities
- Parents Amplifying Voices in Education - Family Engagement Strategies
- The Management Center School Leaders Training

Through these and future trainings, our full staff will develop a better understanding of 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*¹
- Eric Bethel, Vice-Chair
- Lorraine Madala, Treasurer
- Bonnie Beste, Secretary
- Djahna Akinyemi, Parent*
- Marimba Johnson Bright*
- Kelly Smith, Parent*
- Chris Pencikowski, Head of School (ex-officio)

¹ Ms. Fortune stepped down as Board Chair in August 2019 and assumed a role as Chief of Staff. At that time, Bonnie Beste assumed the role of Board Chair.

Network Leadership for School Year 2019-20

Chris Pencikowski Executive Director	Dominique Fortune Chief of Staff	Denise Miles Dir. of Student Support	Darien Nolin Managing Dir. of Operations	Betsy Romero Dir. of Equity & Engagement
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Campus Leadership for School Year 2019-20

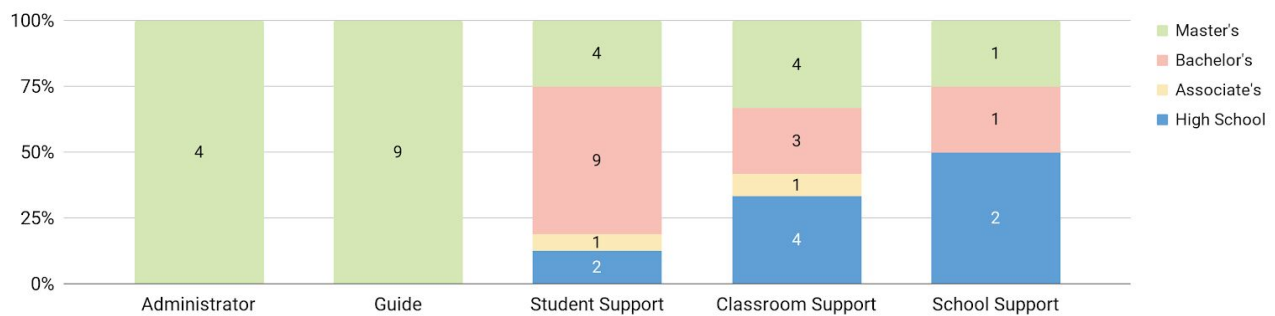
Brookland		
Megan Hubbard Head of School		
Karli Hurlebaus Asst Head of School	Bobby Johnson Dean of Students & Culture	Suzanne Holstein Student Coordinator

East End
Alex Brown Head of School
Rachel Kimboko Asst Head of School

Staff Qualifications

Based on [AMI-USA Recognition requirements](#), all Classroom Guides -- Primary and Elementary -- have completed an AMI Guide Training Course. Further, all Guides have a Master's degree in education. Beyond that, Lee Montessori seeks the most qualified staff available for each position.

Summary of Staff Qualifications
SY2018-19



FINANCE

Based on additional revenues related to the opening of our second campus, along with increases in spending related to salaries, benefits, and contracted special education services, Net Income was approximately \$17,000 (0.5%) lower than originally budgeted. Revenues exceeded expectations by 6.2% while Expenditures were approximately 6.7% higher than expected. At the end of the Fiscal Year, we had approximately \$980,000 in cash on hand - approximately 63 days of reserves.

Summary of Finances
FY2019 and FY2020

	FY2018-19 Revenues			FY2019-20
	Actual	Budget	Variance	
Revenues				
State and Local Revenue	4,141,296	4,066,919	74,377	6,605,124
Federal Revenue	237,750	172,384	65,366	506,397
Private Grants and Donations	209,644	109,544	100,100	498,000
Earned Fees	316,086	284,201	31,885	338,793
Donated Revenue	16,374	-	16,374	-
Total Revenue	4,921,150	4,633,048	288,102	7,948,314

	FY2018-19 Expenditures			FY2019-20
	Actual	Budget	Variance	
Expenses				
Salaries	2,501,281	2,386,074	(115,207)	4,198,355
Benefits and Taxes	628,605	587,424	(41,182)	905,406
Contracted Staff	2,067	3,221	1,154	5,144
Staff-Related Costs	32,126	45,018	12,892	76,738
Rent	685,230	688,486	3,256	1,080,471
Occupancy Service	3,241	-	(3,241)	39,963
Direct Student Expense	679,328	558,400	(120,928)	1,246,647
Office & Business Expense	301,503	259,729	(41,773)	367,575
Donated Expense	-	-	-	-
Contingency	-	-	-	-
Total Ordinary Expenses	4,833,381	4,528,352	(305,029)	7,920,299
Net Operating Income	87,769	104,696	(16,927)	28,015

	FY2018-19 Extraordinary Expenses			FY2019-20
	Actual	Budget	Variance	
Extraordinary Expenses				
Interest	-	-	-	-
Depreciation and Amortization	35,952	21,776	(14,175)	52,589
Total Extraordinary Expenses	35,952	21,776	(14,175)	52,589
Total Expenses	4,869,333	4,550,129	(319,204)	7,920,299
Net Income	51,817	82,919	(31,102)	28,015
Cash Flow Adjustments	(117,128)	172	(117,300)	55,989
Change in Cash	(65,311)	83,091	(148,402)	31,415

Fundraising Efforts

The Fiscal Year ending June 30, 2019 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 various online appeals to support our Specials programs. These funds also support various school initiatives not supported by public funding, especially the creation of our East End Campus.

Of particular note was a grant from the Trust for Learning, which enabled Lee Montessori staff to partner with our colleagues at Nalle Elementary School, a DCPS school. Through this program, Lee Montessori coaches observed in Nalle's Montessori classrooms, providing feedback and coaching supports, as well as providing the Principal with suggestions for improving and expanding Montessori at Nalle.

PARENT & COMMUNITY ENGAGEMENT

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. Some of the key activities in School Year 2018-19 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

Parent Education

A great deal of work was accomplished in 2018-19 around ensuring that parents 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, 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.

KEY PRIORITIES FOR SCHOOL YEAR 2019-20

A Strong Start to our East End Campus

With the approval and opening of our Ward 8 campus, a great deal of energy in School Year 2019-20 will be spent ensuring that it is off to a strong start – fully enrolled, with strong academic outcomes and high family satisfaction.

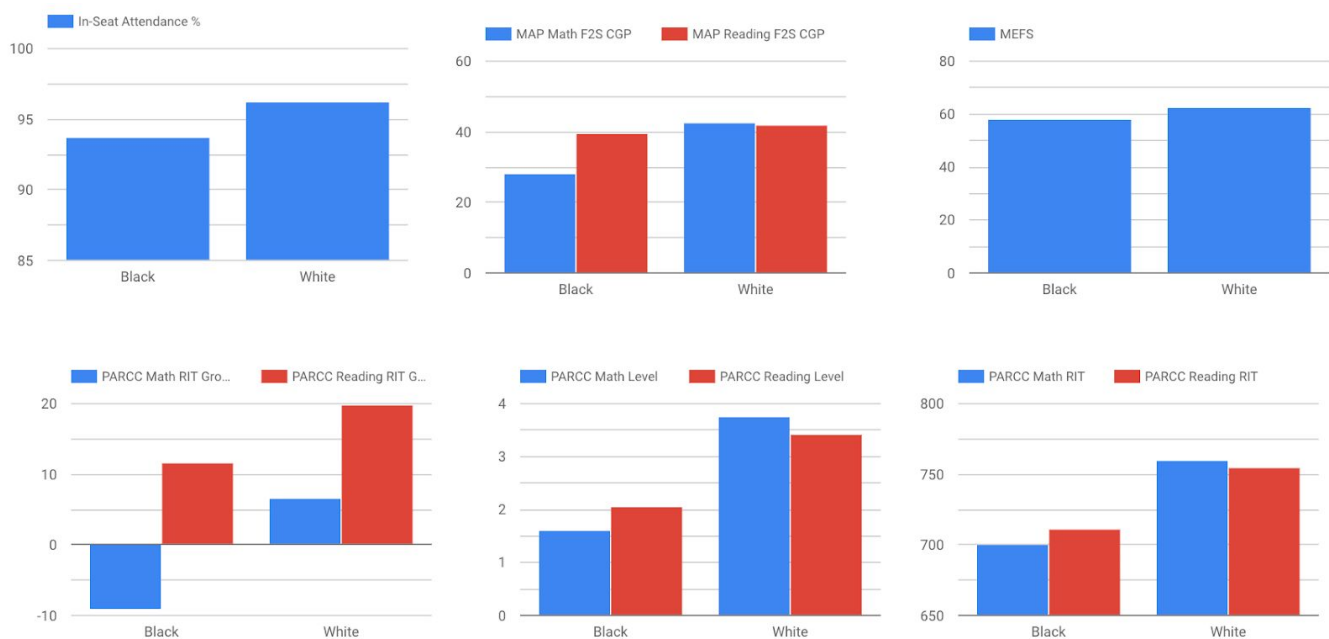
Supporting the Creation of a Citywide Montessori Middle/High School

With the DCPCSB approving the Sojourner Truth Montessori Public Charter School to open in Fall 2020, we are close to realizing a dream that has been in the works for years! We will work with the leadership at the Truth School to support their strong opening and ensuring that graduating Lee Montessori students make a smooth transition into their 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. Across each of our indicators – academic, social-emotional, and attendance – and across every grade we serve, we see gaps. Given this, we are taking significant steps, including an additional investment in our work on Child Study to drive up individual performance, working with teachers and families to improve daily attendance, and more.

Comparing Average Performance on Key 2018-19 Indicators² between Black and White Students



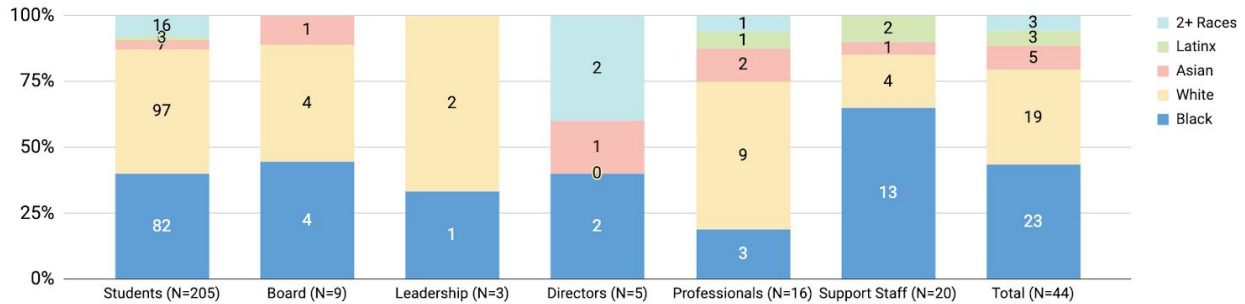
² MAP F2S CGP = NWEA MAP’s measure “Conditional Growth Percentile”

MEFS = Minnesota Executive Functioning Scale

RIT scores measure a student’s level of achievement in a particular subject - they mean that a student is about 50% likely to correctly answer an item calibrated at that RIT level (source: NWEA MAP)

Improve Equity & Anti-Bias/Anti-Racist Practices

Comparing Student & Staff Diversity at Lee Montessori



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. One of the key activities that we will accomplish in SY2019-20 is to establish an Equity Committee, consisting of Board Members, parents, teachers, other staff, and other key stakeholders, with goals including:

1. Creating an Anti-Bias / Anti-Racist Statement in order to define successful outcomes;
2. Analyzing interim and year-end data to monitor progress toward closing achievement gaps; and
3. Leveraging internal resources to close the achievement gap.

SUPPORT FROM OUTSIDE GROUPS

Lee Montessori partners with multiple national and local organizations to enrich our academic programs, extracurricular activities, and the student and family community experience. These partnerships and programs 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:

- Association Montessori Internationale - USA
- Education Forward - DC
- Washington Montessori Institute
- National Center for Montessori in the Public Sector
- Friendly Design Co.

DONORS

We are extremely grateful to the following corporations, organizations, and individuals that donated to us in 2018-19.

\$50,000+	
Capital Impact Partners ● CityBridge Education	
\$10,000-\$49,999	5,000 - \$9,999
New Venture Fund / Trust for Learning	Building Hope ● Whitney & Jay Donaldson ● Samuel Freund & Megan Fowler
\$500 - \$4,999	
Abbott Klar Real Estate ● Shanze Ahmad ● American College of Trial Lawyers - South Carolina Chapter ● Lauren Baum ● Bonnie Beste ● Jesse Bricker ● Mason & Matt Carrington ● Allison L Clausen ● Color Me Mine ● Alysha Corbin ● Elizabeth R Crawford ● The Dabney Family ● Dynamic Network Solutions ● Rebekah Eagle ● Ed-Ops ● Susann & Shawn Edwards ● Tricia Ekenstam ● Bess Fox & Jeremy Dodger ● Nell Greenfieldboyce ● Robin Heider ● Sarah Doss Holby ● Lee Montessori Family Teacher Association ● Justin Lessek ● Lorraine Madala ● Nina & Brian Marshall ● Prince McLaughlin ● MCN Build ● NFP ● Molly Nizhnikov ● Chris Pencikowski ● The Piedmont Environmental & Educational Foundation, Inc. ● Virginia Reilly ● Jennifer Renner ● Kelly Smith ● Clara Smith & Mike Hubbard ● Studio 27 ● Megan Thyng ● Frances Walters ● Katie & Henry Wendel ● Preston & Catharine White Foundation ● Wise Investor Group	

APPENDIX

SY2018-19 Campus Data Report

Source	Data Point
PCSB	LEA Name: Lee Montessori PCS
PCSB	Campus Name: Lee Montessori PCS - Brookland
PCSB	Grades served: PK3--5
PCSB	Overall Audited Enrollment: 210

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	44	44	34	36	21	15	8	8	0

Source	Student Data Points
School	Total number of instructional days: 180 (PK3 students phase in at the beginning of the year)
PCSB	Suspension Rate: 0.5%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 95.1%*
PCSB	Average Daily Attendance:
PCSB	Midyear Withdrawals: 1.9% (4 students)*
PCSB	Midyear Entries: 0.5% (1 student)*
PCSB	Promotion Rate (LEA): 97.3%

Source	Faculty and Staff Data Points
School	Teacher Attrition Rate: 0% ³
School	Number of Teachers: ⁴ 8
School	Teacher Salary: 1. Average: \$60,192 2. Range -- Minimum: \$53,560 Maximum: \$68,289
School	Percent of Teachers with Master’s Degree in Education: 100%
School	Executive Salaries: Salaries of the five most highly-compensated individuals in the organization, if over \$100,000 for SY18-19. 1. Chris Pencikowski, \$131,934 2. Megan Hubbard, Principal -- \$115,000

³ Excludes one teacher that transferred from Brookland to East End campus

⁴ "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.

Staff Roster for 2018-19

Last Name	First Name	Title	Federal Role
Allen	Juanita	Food Service Coordinator	Other Support Staff
Bailey	Alicia	Social Worker	Sped Support Staff, Social Worker
Bean	Tabitha	Classroom Assistant	Student Support Staff
Bergner	Babbs	Paraprofessional	Teacher, Ungraded
Blomberg	Christina	Elementary Guide	Teacher, Elementary
Boler	Caprice	Paraprofessional	Paraprofessional - General Education
Bond-Poje	Heather	Elementary Guide	Teacher, Elementary
Collins	Sean	Classroom Assistant	Student Support Staff
Covington	Deonta	Paraprofessional	Paraprofessional - Special Education
D'cruz	Genevieve	Primary Guide	Teacher, Kindergarten
Denny	Allison	Elementary Guide	Teacher, Elementary
Edwards	Kimesha	Classroom Assistant	Paraprofessional - General Education
Fernandez	Cristina	Classroom Assistant	Paraprofessional - General Education
Ford	Jamila	Paraprofessional	Paraprofessional - Special Education
Fowler	Megan	Librarian	Librarian/Media Specialist
Goertner	Hallie	Primary Guide	Teacher, Pre-Kindergarten
Gonzalez	Elena	Classroom Assistant	Paraprofessional - General Education
Grant	Danielle	Special Education Technician	Paraprofessional - General Education
Green	Fatima	Paraprofessional	Paraprofessional - General Education
Guzman	Luis	Specials Teacher	Student Support Staff
Harmston	Rachel	Specials Teacher	Student Support Staff
Holstein	Suzanne	Special Education Coordinator	Teacher, Special Education
Hubbard	Megan	Principal	School Administrator - Principal/School Leader
Hurlebaus	Karli	Primary Guide	Teacher, Kindergarten
Isaza	Hamed	Elementary Guide	Teacher, Elementary
Johnson	Bobby	Special Education Technician	Paraprofessional - Special Education
Littlejohn	Cierra	Paraprofessional	Paraprofessional - General Education
Lopez	Deborah	Special Education Technician	Paraprofessional - Special Education
McKinney	Christina	Paraprofessional	Paraprofessional - Special Education
Nelson	Dionne	Paraprofessional	Paraprofessional - Special Education
Nolin	Darien	Director of Operations	LEA Administrative Support Staff
Oludimu	Funmilola	Primary Guide	Student Support Staff
Pencikowski	Chris	Head of School	LEA Administrators
Reid	Abigail	Specials Teacher	Student Support Staff
Reid	Myesha	Reading Specialist	Teacher, Ungraded
Rezaei	Neda	Special Education Technician	Paraprofessional - Special Education
Stewart	Anne	Special Education Teacher	Paraprofessional - Special Education
Subramanian	Chitra	Operations Manager	School Administrative Support Staff
Washington	MaryBeth	Special Education Teacher	Paraprofessional - Special Education
Webster	Ellie	Out-of-School-Time Coordinator	Other Support Staff
Wheeler	Malik	Operations Associate	School Administrative Support Staff
Whitby Jr	Alton	Special Education Technician	Paraprofessional - General Education
Young	Camille	Classroom Assistant	Student Support Staff
Zayac	Carlena	Primary Guide	Teacher, Pre-Kindergarten

Staffing Projections, 2017-2027

Summary	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
Total FTEs	29	36	77.5	83.0	97.0	106.5	118.5	124.5	130.5	135.5	138.5
Network Staffing	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
Executive Director	1	1	1	1	1	1	1	1	1	1	1
MD Operations	1	1	1	1	1	1	1	1	1	1	1
Director of OOST	0	0	0	1	1	1	1	1	1	1	1
Data Coordinator		0	1	1	1	1	1	1	1	1	1
MD for Curriculum & Instruction	0		0	0	0	1	1	1	1	1	1
Chief of Staff			1	1	1	1	1	1	1	1	1
Dir of Engagement & Equity			1	1	1	1	1	1	1	1	1
Dir of Student Support Services			1	1	1	1	1	1	1	1	1
Development Associate	0	0.5	0.5	0.5	0.5	0.5	1	1	1	1	1
Founding Principal			0	0	0	0	0	0	0	0	0
Total Network FTEs	2	2.5	6.5	7.5	7.5	8.5	9	9	9	9	9
Lee Brookland	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
Student Enrollment	177	211	236	262	281	292	297	297	297	297	297
Head of School	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Asst Head of School	1.0	0.3	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Student Support Coordinator			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teachers / Guides	7.0	8.0	10.0	10.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0
Specials Teachers		2.5	4.0	4.0	4.0	4.0	4.5	4.5	4.5	4.5	4.5
Floating Teachers			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teaching Assistants	7.0	8.0	10.0	10.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0
Floating Assistant			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Special Education Teachers	0.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
Social worker	1.0	1.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Child Study Lead	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Reading Specialist			1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0
Instructional Coach			2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Special Education parapro	2.5	3.5	4.0	4.5	4.5	5.0	5.0	5.0	5.0	5.0	5.0
Specialist (eg speech)	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Operations Manager	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Operations Associate			0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0
Receptionist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Food Service Coordinator	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Family Engagement Coordinator			0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0
OOST Site Manager			1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
OOST Site Coordinator	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Sped Tech	4.0	4.0	6.0	6.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0
Total Brookland FTEs	27.0	33.8	51.0	51.5	54.5	56.0	58.5	59.5	59.5	59.5	59.5
Lee East End	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
Student Enrollment	0	0	88	130	195	224	285	315	349	377	390
Head of School		0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Asst Head of School			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Student Support Coordinator			0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Teachers / Guides		0.0	4.0	5.0	7.0	8.0	10.0	11.0	12.0	14.0	14.0
Teaching Assistants		0.0	4.0	5.0	7.0	8.0	10.0	11.0	12.0	14.0	14.0
Floating Assistant		0.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0
Specials Teachers			1.0	1.0	2.0	2.0	3.0	3.0	4.0	4.0	5.0
Floating Teachers			0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	2.0
Special Education Teachers			0.5	0.5	1.0	1.0	1.0	1.0	2.0	2.0	2.0
Reading Specialist			0.0	0.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0
Instructional Coach			0.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0
Social worker			0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Child Study Lead			0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Special Education paraprofessional			0.5	0.5	1.0	2.0	3.0	4.0	5.0	6.0	6.0
Specialist (eg speech)			0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	2.0
Operations Manager			0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0
Operations Associate			1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0
Receptionist			0.5	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Food Service Coordinator			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
OOST Site Coordinator		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Family Engagement Coordinator			0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0
Sped Tech			3.0	4.0	5.0	6.0	7.0	8.0	8.0	8.0	8.0
Total East End FTEs			20.0	24.0	35.0	42.0	51.0	56.0	62.0	67.0	70.0