



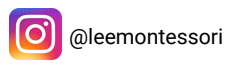
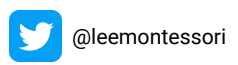
# Annual Report

Reflections on School Year 2020-2021



<b>Catharine Bellinger</b> Board Chair  <b>Chris Pencikowski</b> Executive Director	<b>Brookland Campus</b> 3025 4th Street NE Washington, DC 20017  (202) 779-9740	<b>East End Campus</b> 2345 R Street SE Washington, DC 20020  (202) 996-6700
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## Message from **LEE**dership

Dear Lee Montessori Community,

The introduction to School Year 2020-2021 could be summed up by simply saying “COVID.” The global impact of the COVID-19 pandemic pervaded everything we did at Lee Montessori last year – it dominated our teaching, our learning, our operations, our highs and our lows. There were a number of successes to celebrate, but they all begin with, “In spite of COVID...”

With this in mind, I would like to share a few personal reflections on last year, all looking through the lens of our work to make SY 2021-2022 better for our students, families, and staff.

<b>In spite of COVID...</b>	We increased our overall enrollment by more than 20%.
<b>In spite of COVID...</b>	We saw significant improvements in both Reading and Mathematics <sup>1</sup>
<b>In spite of COVID...</b>	89% of children in grades K-5 demonstrated typical or high social skills
<b>In spite of COVID...</b>	We retained 88% of staff -- including 92% of lead teachers
<b>In spite of COVID...</b>	We increased our Days of Cash on hand by more than 20%.
<b>In spite of COVID...</b>	We rolled out curricula to support both Social-Emotional Literacy (SEL) and Anti-Bias / Anti-Racism (ABAR)

For School Year 2021-2022, we will work to build on these successes and to ensure excellence across the board. Our goals for this year are:

- 1. Academics and Student Success:** Students will engage in high-quality learning activities that lead to appropriate academic growth and mitigate the academic and social-emotional impact of COVID-19.
- 2. Talent and Culture:** Satisfied, high-performing staff will support the achievement of our academic goals.
- 3. Finance, Operations, and Organizational Sustainability:** We will build a strong and sustainable organization for the short- and long-term by continuously improving the systems and processes necessary to recruit and retain families and high-performing staff.
- 4. Family Engagement:** We will work in partnership with our families, to achieve high levels of satisfaction and engagement, and improve the enrollment of historically under-served student groups.
- 5. Anti-Bias / Anti-Racism:** We will target our Operations and Academic approaches to eliminate the Opportunity Gap.

As always, this work would not be possible without the support of an amazing, graceful community of families and staff. We're all in this together -- and we will continue to succeed by coming together and supporting each other. Thank you in advance for the role you play each and every day in support of our mission and our students!

Sincerely,



Chris Pencikowski  
Executive Director

<sup>1</sup> Performance on the NWEA MAP, comparing Spring 2019 to Spring 2021.



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## Mission & Purpose

**Lee Montessori exists to create a more just, liberated world.** We are a diverse, interconnected community that redefines high-quality education by pairing Montessori with Anti-Bias/ Anti-Racist practices. We create a joyful learning environment where children and families flourish, and can show up as their authentic selves.

### Educational Focus

Lee Montessori operates two of only six public Montessori schools in the District of Columbia, including the only public school in Washington, DC to be recognized for officially meeting the rigorous standards required by the Association Montessori Internationale (AMI-USA) for ages 3-12. Our East End campus is the only Montessori School - public or private - located East of the Anacostia River. Our innovative approach responds to families' strong desire for an education model that is both highly effective and different from other programs in their community.

Overall, the public Montessori model itself disrupts the conventional educational model. A teacher's role is less about imparting information, and more about guiding children to desire and absorb knowledge. There is also an increased focus on children's independence and self-motivation, cognitive skills, and social-emotional growth. In more concrete terms, we help children understand both freedom and discipline. Children are given the freedom to act in their environment and exercise their will. However, they are also taught the necessity of self-control and how their own freedom must be managed in relationship to the full community. As such, they are taught how to navigate their independence within the small world of their classroom.

A commitment to basic human rights also drives the Montessori values of education for peace and social justice. By creating respectful, inclusive classrooms, celebrating diversity in all its forms, crossing cultural boundaries, and modeling engaged citizenry, Montessori educators who are committed to social justice nurture students who will transform the world.

Lee Montessori's commitment to a truly diverse student body also addresses the troubling history of Montessori classrooms being exclusive to privileged, affluent, and predominantly White families. Our commitment to bringing this high-quality model to students in under-represented communities distinguishes us from the other public Montessori schools in Washington, DC. In 2020-21, our Brookland campus' student demographics were 55% White, 33% Black, 6% Multi-Racial, 5% Latinx, 5% Asian, and 1% American Indian. Our East End campus' student demographics were 68% Black, 30% White, and 2% other. This integration is particularly unique in Ward 8, where 97% of public school students are Black. At both campuses, approximately 20% of our students receive special education services.

Given a comparably high percentage of students receiving special education services, our child-centered Student Support efforts are truly unique compared to other public schools. If a child is not succeeding or is engaging in disruptive behavior patterns, we don't assume that something is "wrong" with the child. Instead, we understand that "behavior is communication," seek to understand the biggest obstacles that hamper the student's learning, and then take the necessary steps to remove those obstacles. We work to intervene as early in a child's life as possible and engage with the family in a robust way. As a result, this is a more solutions-oriented process, and never a one-size-fits-all approach. For example, an autistic child with less intrinsic motivation may need more external reinforcement. A child who can't read may need more practice with their letter sounds, or may need to be assessed for dyslexia. We may discover that a pre-kindergarten child who is overly aggressive is frequently triggered when someone is too close to them. Instead of repeatedly separating the child to a quiet corner, they need to be taught to say, "you're too close to me. I need my space." The result is a remarkable environment where all children receive high-quality support, removing any stigma of being identified as having a disability.

Lastly, we integrate social-emotional learning and an Anti-Bias, Anti-Racist program, combined with a supportive foundation of positive discipline and restorative justice practices. With this holistic approach, our schools don't simply single out student behaviors, but also examine the impacts of staff behaviors, pedagogical choices, and school policies. In this way, we use a whole-school approach to help children understand themselves and their role in the community. We then give them the tools to help them collaborate with adults on solutions and repair a harm they may have committed. In a punitive discipline system, punishments often interrupt a student's education and lead to further bad behavior. In a restorative justice system, offenders must take responsibility for their actions, while receiving opportunities for dialogue, participatory problem solving, and relationship-building. As a result, the individual's bond to the community is strengthened.

### Core Values



## Academics & Student Success Goals and Expectations

In School Year 2021-22, ensuring the safety of our staff and families will continue to be of paramount importance, while we will also focus on the academic and social-emotional recovery of the children we serve. Our efforts to ensure safety and to support recovery will be accomplished through an adherence to our Community Core Values.

**Equity.** It is clear that COVID-19 had an outsized impact on low-income communities, and on historically underserved communities.<sup>2</sup> This is compounded by the generational impact of White Supremacy. Operating in this reality, we will endeavor to ensure that supports for students are provided equitably – this means that some students will receive more services or materials than others. This may be in the areas of intervention strategies, supplies, face-time with Guides, and other ways that we support students.

**Bravery.** We will make unpopular decisions this year. There is no way to balance the safety and development of our students, when being out of the classroom is inherently detrimental to child development and exposing students, staff, and families to the risk of contracting COVID-19 could be disastrous. With this in mind, Lee Montessori will make the best decisions we can with the information we have available. We will also work to ensure that these decisions are communicated promptly and clearly to all stakeholders.

**Grace.** We will strive to treat children, families, and staff with the utmost grace during this crisis. Teachers and staff understand the difficulties that changes in schedules and strategies have on children and families, and will be flexible as families learn how to best thrive under the current circumstances. In exchange, we hope that families will extend grace to school staff and other families as well.

**Growth.** We will design programs with the goal of maximizing students' growth – academic, physical, developmental, and social-emotional. This will include designing day-to-day work that focuses on growth while also monitoring student progress throughout the year using various assessment strategies.

**Joy.** Ensuring that children, families, and staff remain active and engaged in day-to-day activities and work is critical, and will not be successful unless we design our programs and supports to be enjoyable and manageable.

### Goals

Goal	Measure	21-22 Target	
Students meet annual growth targets on MAP	Math	Avg. Proficiency (NWEA MAP)	65%
		Median Growth (NWEA MAP)	55%
	ELA	Avg. Proficiency (NWEA MAP)	70%
		Median Growth (NWEA MAP)	65%
Students receive consistent support and engagement from a trusted adult	Average In-Seat Attendance		85%
	Staff indicating intent to return (by 3/1/22)		95%
	Teachers returning for the upcoming Year (by 6/30/22)		100%
Students from subgroups where there is an achievement gap are making substantial progress	% of Student Learning Objectives (SLOs) accomplished		75%

### Assessments

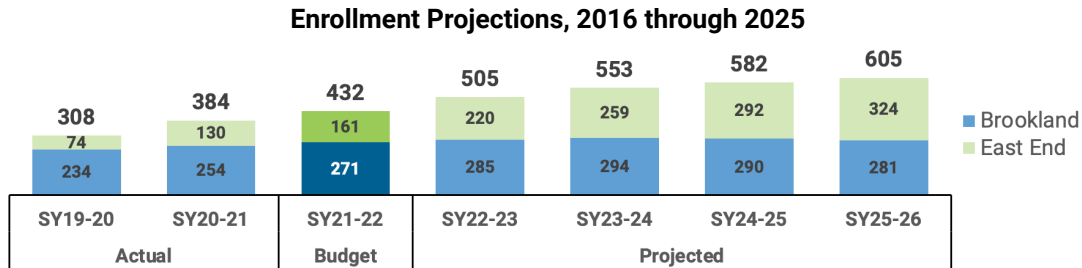
Domain(s)	Assessment	Goal for 2021-22	Grade(s)	Frequency
Literacy, Math, Social-Emotional	Teaching Strategies Gold	90% of students will meet or exceed publisher expectations for grade level	PK3, PK4	October, Feb, May
Literacy	<a href="#">DRA3™</a>	75% of students will be on our above grade level	K	October, Feb, June
Math & Literacy	<a href="#">NWEA MAP</a>	<ul style="list-style-type: none"> <li>55% of students will meet their growth goals in math</li> <li>60% of students will meet their growth goals in literacy</li> </ul>	<ul style="list-style-type: none"> <li>K-6 for Math</li> <li>1-6 for Literacy</li> </ul>	September, Jan, May
Social Emotional	DESSA	Improve students' socioemotional skills	K-6	September, Jan, May
Classroom Environment	<a href="#">DERS</a>	Improve Child/adult behaviors and environmental attributes associated with positive developmental outcomes	PK3-6	December, April

<sup>2</sup> For more, see [What a 2005 Earthquake in Pakistan Can Teach American Educators About Learning Loss After a Disaster](#).

# Organizational Performance

## Student Enrollment

Our enrollment in School Year 2019-20 increased by more than 50% compared to the previous year. This includes the 75 students at our new East End Campus and more students at our Brookland campus, as that site continues to enroll students in higher grades.



## School Curriculum and Culture

The development of student leadership skills in classroom environments and school-wide is central to the Montessori curriculum, and core to the culture at Lee Montessori. 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 any classroom at the school without overwhelming current students.

Over the last 100 years, the Montessori method has proven effective in boosting student achievement and increasing learning. Through teacher observations and documentation, 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 the student's responsibility 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 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 will demonstrate higher academic learning in a peaceful environment.



## Professional Development

### Teacher Development

Professional development is an ongoing and vital part of Lee Montessori'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, 2021, we implemented a series of Professional Development activities, including:

- Montessori pedagogy;
- Best Practices in virtual and hybrid learning
- Anti-Bias / Anti-Racism Curriculum Development
- Assessment during virtual learning
- SeeSaw Training for virtual portfolios
- Gender Inclusive and Respectful Environments from Gender Spectrum
- Positive Discipline in the Montessori Environment
- Tiers of Behavior Support; and
- Implementation of a school-wide social emotional learning curriculum

### Administrator Development

Recognizing the importance of Professional Development at all levels, Lee Montessori conducted various activities aimed at improving skills. Some of the activities that staff engaged in included:

- National Center for Montessori in the Public Sector (NCMPS)
  - Coaching Training
  - Child Study Training
- Association Montessori International (AMI)
  - The Virtual Montessori Experience Conference
  - Montessori Core Principles Training
- Lee Montessori Leadership Training
- Gender Inclusive Schools (Gender Spectrum)
- CityBridge Design Fellowship

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 and upholding our core values.



# Lee Montessori Leadership for School Year 2021-2022

## Board of Directors

Name, Position	DC Resident	Parent	Member in SY20-21	Member in SY21-22
Catharine Bellinger, Chair	Yes	No	Yes	Yes
Eric Bethel, Vice-Chair	No	No	Yes	Yes
Lorraine Madala, Treasurer	No	No	Yes	Yes
Katie Wendel, Secretary	Yes	Yes	No	Yes
Bonnie Beste	No	No	Yes	Yes
Marimba Johnson-Bright	Yes	No	Yes	No
Brian McClure	Yes	Yes	Yes	No
Rob Pulciani	No	No	Yes	Yes
Chris Pencikowski, Ex Officio	No	No	Yes	Yes

## Network Leadership

- Chris Pencikowski, Executive Director
- Erin Rowsey, Managing Director of Talent & Operations
- Denise Miles, Director of Student Support
- Betsy Romero, Director of Equity & Engagement

## Campus Leadership

Brookland	East End
<ul style="list-style-type: none"> <li>• Megan Hubbard, Head of School</li> <li>• Emily Proffitt, Assistant Head of School</li> <li>• MaryBeth Washington, Elementary Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Ebony Crawford, Head of School</li> <li>• Karli Hurlebaus, Assistant Head of School</li> </ul>

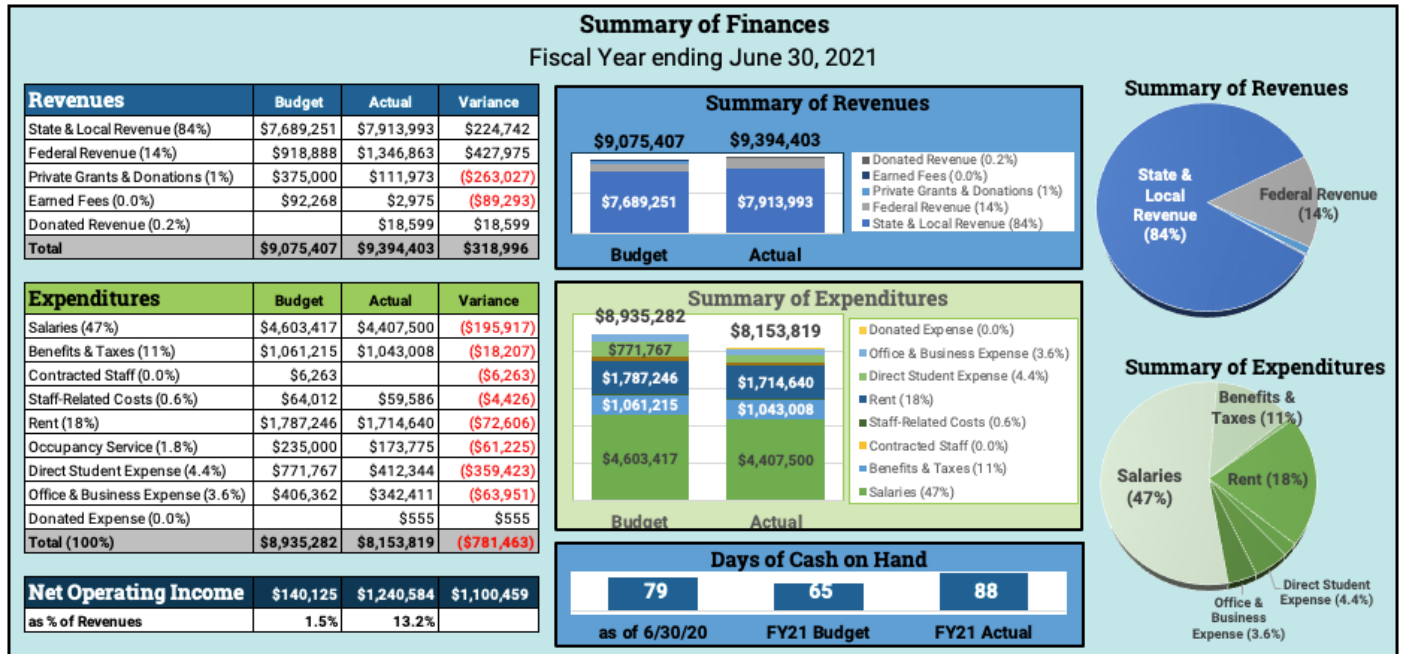
## Staff Qualifications

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.



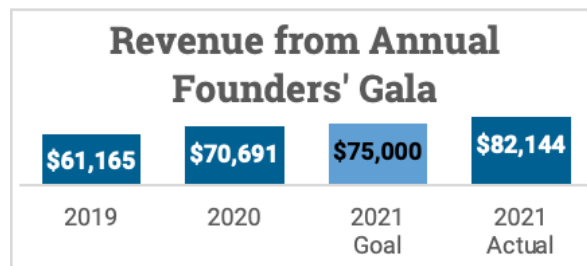
# Finance

Given the ever-changing landscape based on the impact of the COVID-19 pandemic, planning for both revenues and expenditures proved exceptionally difficult. State & federal COVID-relief grants, somewhat offset by reduction in anticipated private revenues, led to revenues exceeding our budget by 3.5%. Simultaneously, expenditures wound up significantly lower than initial projections, driven by lower total occupancy expenses, and reduced student expenses such as food service fees and contracted instruction fees and contracted Special Education services. At the end of the Fiscal Year, we had approximately \$2.1 million in cash on hand - which translates to approximately 79 days of reserves.



## Fundraising Efforts

The Fiscal Year ending June 30, 2020 proved significantly more difficult than prior years in terms of funds raised from competitive grants, families, supporters, and corporations. While our Annual Founders Gala proved more successful than any prior year – our community came together to contribute \$82,144 – a 1/3 increase over our last in-person gala in 2019.





## Family & Community Engagement

At Lee Montessori, we recognize that children's learning is improved when their families are more involved with their education. In July 2019, Lee Montessori hired Betsy Romero as our Director of Equity and Engagement to ensure strong family engagement at both campuses. We work hard to help our families understand the Montessori method, provide tips and support to promote Montessori-style learning at home, and build a strong sense of community among our diverse families. These efforts are crucial to meeting all of our academic and environmental outcomes.

Historically, we have faced an ongoing challenge in meeting our attendance targets. This is especially the case with our 3- and 4-year old students, likely a result of families not taking attendance seriously given that preschool is not compulsory in the District of Columbia. This culminated in SY 2020-2021, where, given the impacts of COVID-19, attendance was even lower than in previous school years. Going forward, our teachers, social workers, and school leaders will work together to ensure that our most vulnerable families receive the connection and support they need.

In order to foster community among our families, we hosted a variety of meet-and-greet events and organized family education nights throughout the year to demonstrate how their children are learning in a Montessori classroom. We also facilitated the growth of the school's Family-Teacher Association and organized multiple events that bring families of both campuses together. Moving all interactions to virtual platforms makes community-building more challenging, but not impossible. Open houses and other events moved to Zoom and Google Meet in order to maintain community connections. Our traditional visits to the homes of new students in the fall will also likely take place over a virtual platform. However, whole-school and whole-classroom playdates cannot take place at this time.

### Lee Family University

The Lee Family University's purpose is to continue to provide our families with learning opportunities that will help them support their children at home. It also provides opportunities for continued learning about topics that are important, intentional and relevant to parenting, Anti-Bias, Anti-Racist (ABAR) education and practice, Montessori, Special Education, and Family/Student Supports. We also assist families with learning and navigating virtual platforms via First Friday's meetings -- a beginning of the month touchpoint with leadership to discuss topics that are of interest to our Lee families.

#### Family University Goals

1. Educate the Whole Family
2. Support families as life-long educators and learners

The role of Lee Montessori is to educate and support students and families with a two-generation approach. This includes family information sessions covering Montessori practice, social emotional learning (SEL), general information and best practices, family resource sessions focusing on self-care, and ABAR curriculum information sessions.

### Family Teacher Associations

The Family Teacher Associations at Lee Montessori support our two campuses. Each FTA is led by a group of parents elected to serve each year. The FTA works closely with school staff to support the Lee community and to coordinate events and fundraisers. The FTA plays an integral role in maintaining the connection between the school and families. Throughout our history, the FTAs have had incredible success with fundraisers and events including Giving Tuesday, Scholastic book fairs, the Fall Festival, and the Holiday Fair.

## Anti-Bias / Anti-Racist Practices

The Montessori approach to education embodies the principles of anti-bias and anti-racism in all aspects of the philosophy and curriculum. Since our founding, Lee Montessori has been committed to working to increase opportunities and to improve conditions for historically underserved and/or marginalized children, families, and communities. In 2019, we made this commitment explicit in our mission -- work we see as a logical extension of the values Lee embraces and exemplifies.

Lee Montessori commits to our schools serving as a tool for eliminating injustice in our society. We are committed to being a partner that seeks to build meaningful relationships within the communities we currently serve and beyond.

### How the Lee Montessori Community will Contribute to Transforming Society



1. **Transform ourselves** (individual identity formation)
2. **Transform our school culture** (policies)
3. **Transform our community** (local advocacy)
4. **Transform our country, society, and world** (social action - Black Lives Matter, immigration issues, environmental justice, etc.)

### Our Commitments to Students and Families

Lee Montessori's educational approach is based on educational equity, the principles of social justice, and to providing educational experiences in which all students reach their full potential as lifelong learners. With this in mind, we center equity in all of our decision-making, practices, and policies to ensure that we are providing our students with the tools they need to be successful stewards of society. We will provide learning opportunities for students and families to also do the work in parallel with us.

### Our Commitments to Staff

White Supremacy has contributed to multi-generational cycles of poverty and the rationing of educational opportunities largely based on xenophobia, racism, and sexism. In response, we will ensure that supports and resources -- especially continuous learning opportunities -- are distributed on an equitable basis. At Lee Montessori, we will strive to ensure that each individual feels valued, is recognized for their contribution, and is provided support to achieve their personal and professional goals.

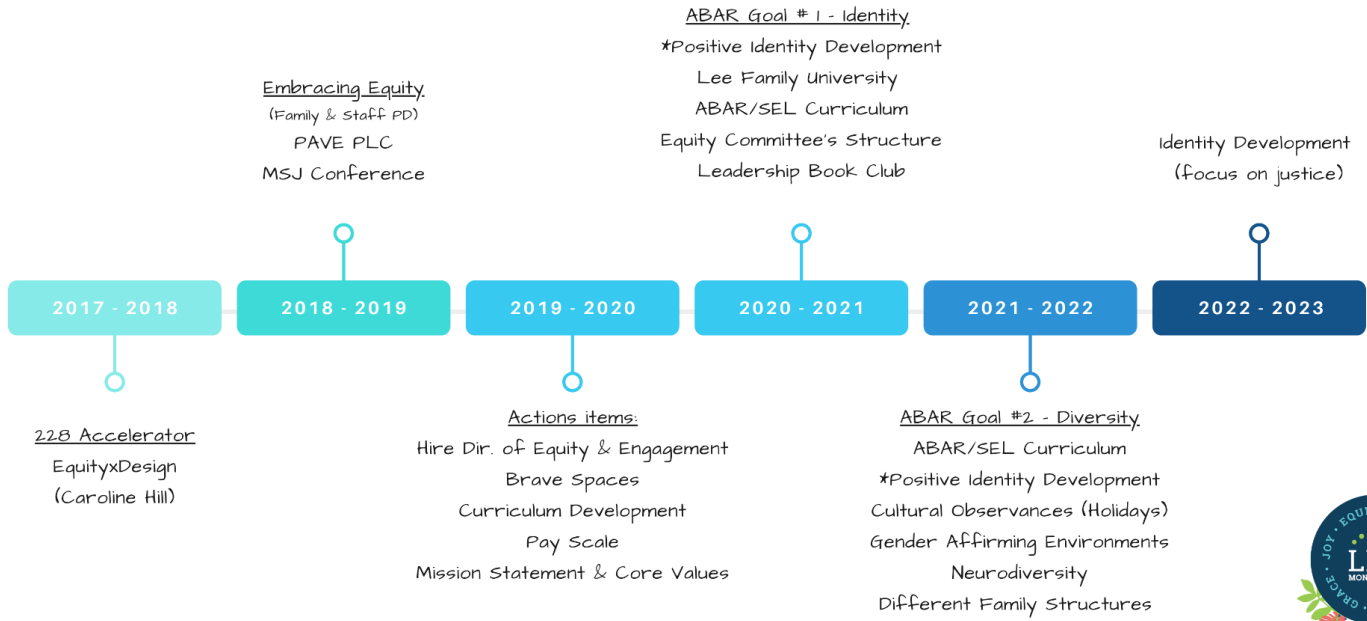
### Our Work in School Year 2021-2022

Beginning in 2020, Lee Montessori began conversations to create a Primary and Elementary curriculum. Our curriculum development committees undertook this incredibly important and timely initiative. The curriculum was originally designed for in-person learning and was then modified for virtual learning. The curriculum is also intended to slowly progress through the year beginning in PreK-3, with clear through-lines, similar to how children learn sensorially whilst also learning practical life. Everything is taught with a connectedness in a scheduled progression at the developmentally appropriate level; following Dr. Montessori's four stages of development as our foundation.

This year, we will be focusing on our second goal, Diversity, where we will guide our students in expressing comfort and joy with human diversity, having accurate language for human differences, and building deep, caring human connections.

We will engage our school community in learning environments that celebrate, embrace, and value the diversity of our community as a whole. Children will learn not just about themselves -- or just about others -- but will be given the opportunity to see the work of self and the work with others as an integral part of their development and in finding their place in the world. Diversity in and out of the classroom will continue to grow, so it's essential we prepare students to adapt to an evolving world and embrace those different from themselves.

## Our Journey toward becoming an ABAR Committed Organization



## Key Priorities for School Year 2020-21

Given our experience over the past year, we feel confident that our organization is working towards achieving our mission and are designing programs to improve our effectiveness. Our commitment to high-quality, high-fidelity Montessori, along with our work to develop anti-bias / anti-racist programs for students and staff, are central to this work and both of which we believe are of the highest quality.

To ensure that we continue our focus on continuous improvement, we have established the following goals to ensure that we are creating environments where children, families, and staff flourish.

### Goal 1. Academics and Student Success

Students will be engaged in high-quality learning activities that both lead to appropriate academic growth and mitigate the academic and social-emotional impact of COVID-19.

A.	Students meet annual growth targets on NWEA MAP	Math <ul style="list-style-type: none"> <li>• Average Proficiency: 65%</li> <li>• Average Growth: 55%</li> </ul>	English Language Arts <ul style="list-style-type: none"> <li>• Average Proficiency: 70%</li> <li>• Average Growth: 65%</li> </ul>
B.	Students receive consistent support and engagement from a trusted adult	<ul style="list-style-type: none"> <li>• Average In-Seat Attendance: 85%</li> <li>• Staff indicating intent to return (by 3/1/22): 95%</li> <li>• Teachers returning for the upcoming Year (by 6/30/22): 100%</li> </ul>	
C.	Students from subgroups where there is an achievement gap are making substantial progress	Accomplish 75% of Student Learning Objectives	

### Goal 2. Talent and Culture

Satisfied, high-performing staff will support the achievement of our academic goals.

A.	High levels of staff satisfaction	Employee Net Promoter Score ("How likely would you be to recommend Lee Montessori as a place to work?") exceeds 60
B.	Reduce staff turnover rate by attracting, selecting, rewarding, and retaining great people	Retain at least 85% of high-performing staff
C.	Staff are high performing	80% of teaching staff rated as high-performing on evaluations

### Goal 3. Finance, Operations, and Organizational Sustainability

We will build a strong and sustainable organization for the short- and long-term by continuously improving the systems and processes necessary to recruit and retain families and high-performing staff.

A.	Revenues exceed Expenditures	Revenues exceed expenditures by at least 2.0%	
B.	The Operations Team is effective at implementing systems designed to support the success of staff, students, and families	Staff: Do you have the supplies and materials necessary to be successful in your role?	<b>Target:</b> 75%
		Staff & Families: Do you know who to contact to address for all of your school operations needs/concerns?	<b>Target:</b> 90%
		Families: Do you know how to access school resources (e.g., enrollment system, attendance, EXD, etc.)?	<b>Target:</b> 90%

### Goal 4. Family Engagement:

We will work in partnership with our families, achieving high levels of satisfaction and engagement, and improve the enrollment of historically underserved student groups.

A.	High levels of family satisfaction and retention	<ul style="list-style-type: none"> <li>• Family Net Promoter Score (traditional NPS calculation) of at least 50</li> <li>• Re-Enrollment Rate exceeds 90%</li> </ul>
B.	Increased racial and socioeconomic diversity among student populations historically under-represented in our school community	<ul style="list-style-type: none"> <li>• At-Risk enrollment exceeds 17.5%</li> <li>• Latinx enrollment exceeds 5.5%</li> </ul>
C.	Families feel safe entering the building	At least 90% of families agreeing with statement "Lee Montessori represents/reflects a safe place for my child(ren)"

### Goal 5. Anti-Bias / Anti-Racism

We target our Operations and Academic approaches to eliminate the Opportunity Gap.

A.	At least 90% of families and staff of the <a href="#">Global Majority</a> feeling safe entering the building
B.	At least 90% of Black/Latinx students and staff returning for School Year 2021-22
C.	Net Performer Score for employees of the Global Majority exceeds 90
D.	At least 80% of candidate pools for senior positions identify as Black/Latinx for positions posted by 5/1/22
E.	At least 80% of families support the rollout of our Anti-bias Anti-Racist curriculum

## Support from Donors & 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
- National Center for Montessori in the Public Sector
- Washington Montessori Institute
- Public Montessori in Action

### Donors

We are extremely grateful to the following corporations, non-governmental organizations, and individuals that donated cash or in-kind contributions to Lee Montessori in 2020-21.

<b>\$5,000+</b>
Kathleen Wendel • Samuel J. Freund • Vanguard Charitable • AppleTree Institute
<b>\$1,000 - \$4,999</b>
Catharine Bellinger • Ashley and David Bohman • Dan Theisen • David Endom • Gina Riley • Jay Shepley • Jenny and Toby Weicker • Latonya Porterfield • Laura Hinson • Leonard Pace • Michael Hubbard • Kelly and Dan Smith • National Philanthropic Trust • Lee Montessori Family Teacher Association • Brian McClure • Giselle Green • Robin Heider • Aelita Brolis Girard • Robert Pulciani • Meghan Slipka • The Wendel Family • Tom Gordon • Stephanie and Mark Leahey • Susann Edwards • Jen Bauer • Michael Phelan • Nell Greenfield Boyce • The McBride Family • Alysha Corbin • Frances Walters • Rebekah Eagle • Hans Allen • MCN Build • Tri Pointe Homes • Marina Jenkins
<b>\$500 - \$999</b>
Abdul Karim Jr • Byron Lutz • Jabob Abbott • Julia Ames • Kome Odu • Liz Crawford • Mason and Matt Carrington • Monique Sullivan • Zach Pencikowski • Kaizen Karate • Thomas Porter • Leslie Jones • Sarah Holby • Jennifer Jones • Amazon • Walker Irving • Jesse Bricker • Cancun Cards • Jennifer Renner • Nona Karalashvili • Tech Painting • Chiara Dabney • Jenny Senff • Chris Pencikowski • Megan Thyng • Bonnie Beste

## APPENDIX

### SY2020-2021 Campus Data Report - Brookland Campus

Source	Data Point
PCSB	LEA Name: Lee Montessori PCS
PCSB	Campus Name: Lee Montessori PCS - Brookland
PCSB	Grades served: PK3-6
PCSB	Overall Audited Enrollment: 253

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	37	40	34	36	42	32	18	13	1

#### Student Data Points

School	<b>Total number of instructional days:</b> 181
PCSB	<b>Suspension Rate:</b> 0.0%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.0%
PCSB	<b>In-Seat Attendance:</b> 88.9% <sup>3</sup>
PCSB	<b>Midyear Withdrawals:</b> 2.4% (6 students) <sup>4</sup>
PCSB	<b>Midyear Entries:</b> 0.0% (0 students)
PCSB	<b>Promotion Rate (LEA):</b> 99.2%

#### Faculty and Staff Data Points

School	Teacher Attrition Rate: 8%		
School	Number of Teachers <sup>5</sup> : 17		
School	Teacher Salaries		
	Minimum: \$55,000	Average: \$64,733	Maximum: \$78,442
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21.		
	<ul style="list-style-type: none"> <li>Chris Pencikowski: \$138,513</li> <li>Dominique Fortune: \$124,800</li> </ul>	<ul style="list-style-type: none"> <li>Megan Hubbard: \$121,992</li> <li>Erin Rowsey: \$110,000</li> </ul>	

<sup>3</sup> The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

<sup>4</sup> Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

<sup>5</sup> "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.



## SY2020-2021 Campus Data Report - East End Campus

Source	Data Point
PCSB	LEA Name: Lee Montessori
PCSB	Campus Name: Lee Montessori - East End
PCSB	Grades served: PK3-PK4
PCSB	Overall Audited Enrollment: 75

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

Grade	PK3	PK4	KG
Student Count	50	50	22

### Student Data Points

School	Total number of instructional days: 181
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 73.1% <sup>6</sup>
PCSB <sup>7</sup>	Midyear Withdrawals: 3.2% (4 students)
PCSB	Midyear Entries: 0.8% (1 student)
PCSB	Promotion Rate (LEA): 99.2%

### Faculty and Staff Data Points

School	Teacher Attrition Rate: 0%		
School	Number of Teachers <sup>8</sup> : 5		
School	Teacher Salaries		
	Minimum: \$55,000	Average: \$64,733	Maximum: \$78,442
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21.		
	<ul style="list-style-type: none"> <li>Chris Pencikowski: \$138,513</li> <li>Dominique Fortune: \$124,800</li> </ul>	<ul style="list-style-type: none"> <li>Erin Rowsey: \$110,000</li> <li>Alex Brown: \$104,000</li> </ul>	

<sup>6</sup> The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

<sup>7</sup> Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

<sup>8</sup> "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 School Year 2021-22

Brookland Staff	Staff	
	Wasan Alani	Primary Assistant
	Juanita Allen	Food Services Manager
	Kristen Arant	Specials Teacher (Art)
	Donna Banks	Dedicated Aide
	Christina Blomberg	Lower Elementary Guide
	Caprice Boler	Primary Assistant
	Heather Bond-Poje	Lower Elementary Guide
	Hannah Bricker	Elementary Assistant
	Darrel Brown	Special Education Technician
	Amanda Buras	School Social Worker
	Debbie Childs	Operations Coordinator
	Jasmine Clark	Dedicated Aide
	Mariama Coker-Kallon	Elementary Assistant
	Deonta Covington	Elementary Assistant
	Allison Denny	Upper Elementary Guide
	Kimesha Edwards	Elementary Interventionist
	Jamila Ford	SpEd Tech 1
	Megan Fowler	Library/Media Specialist
	Lavonda Golden	Primary Assistant
	Hinmerelys Gonzalez	Primary Assistant
	Fatima Green	Primary Guide
	César Guitunga	Lower Elementary Guide
	Melissa Gurevitch	Specials Teacher (Gardening)
	Luis Guzman	Specials Teacher (PE)
	Megan Hubbard	Head of School
	Niya Johnson	SpEd Tech 2
	Mia Kimboko	Primary Interventionist
	Cierra Littlejohn	Lower Elementary Guide
Deborah Lopez	SpEd Tech 2	
Christina McKinney	Elementary Assistant	
Tammie Miller	SpEd Tech 1	
Briana Moreno	Specials Teacher (Art)	
Dionne Nelson	Elementary Assistant	
Tykeshia Oates	Floater Assistant	
Funmilola Oludimu	Primary Guide	
Emily Proffitt	Assistant Head of School	
Myesha Reid	Reading Specialist	
Kiara Spurgeon	Elementary Assistant	
Jasmine Stewart	Dedicated Aide	
Anne Stewart	Special Education Teacher	
Maya Toney	Dedicated Aide	
Rene Wallis	Special Education Teacher	
Juan Wang	Primary Guide	
MaryBeth Washington	Elementary Coach	
Alton Whitby Jr	SpEd Tech 2	
Breanna Woerner	School Social Worker	
Carlena Zayac	Primary Guide	

East End Staff	Staff	
	Emily Abate	Primary Assistant
	Roy Adams	Specials Teacher (Music)
	Kameron Arey	Specials Teacher (PE)
	Kendra Barlow	Elementary Assistant
	Tenesha Barnwell	Primary Assistant
	Allison Black	Primary Guide
	Ebony Crawford	Head of School
	Asia Dabney	Primary Assistant
	Grace DeChavez	Reading Specialist
	Shawanna Ellerbe	Operations Coordinator
	Hallie Goertner	Primary Guide
	Bernard Harmon	Dedicated Aide
	James Harris	SpEd Tech 2
	Amanda Hollick	Primary Guide
	Karli Hurlebaus	Assistant Head of School
	Hawanatu Kamara	SpEd Tech 2
	Shaquita Massey	Elementary Assistant
	Steve Mejia-Menendez	Primary Guide
	Kendra Millard	Dedicated Aide
	Alana Moffett	Floater Assistant
	Rayshard Patterson	Math Interventionist
	Sarah Ross	School Social Worker
	Nikki Russell	School Nurse
	Kennisha Singleton-Nelson	SpEd Tech 2
	Krishawn Smith	Primary Guide
	DeShonna Stewart	Dedicated Aide
	Shanay Taylor	Dedicated Aide
	Leticia Torres Lopez	Primary Guide
Julia Ugorji	Primary Assistant	
Desiree Woolery	Special Education Teacher	

Network Staff	Staff	
	Suzanne Holstein	Special Education Coordinator
	Joshua McComas	Deputy Director of Operations
	Denise Miles	Director of Student Support
	Katherine Mueller	Speech-Language Pathologist
	Chris Pencikowski	Executive Director
	Betsy Romero	Director of Equity & Engagement
	Erin Rowsey Hart	Managing Dir. of Talent & Operations
	Chitra Subramanian	Human Resources Manager
	Sue Tun	Operations Manager
	Kathleen White	Out of School Time Program Manager
Herbert Whren	Data & Compliance Manager	

## Staffing Projections, 2017-2027

Summary	Actual				Budget	Projected					
	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
Total Full-Time Equivalent Employees	29	36	77.25	76.75	93.5	285	294	290	281	274	274
Total Student Enrollment	177	210	308	378	438	505	553	582	605	621	630
Students per FTE	6.1	5.8	4.0	4.9	4.7	5.1	4.8	4.8	4.6	4.7	4.6

### Network Staffing

Position	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 of Talent & Operations	1	1	1	1	1	1	1	1	1	1	1
OOST Program Manager					1	1	1	1	1	1	1
Data Coordinator			1	1	1	1	1	1	1	1	1
MD for Curriculum & Instruction			0	0	0.5	1	1	1	1	1	1
Chief of Staff			1	1	0.5	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
Special Education Coordinator					1	1	1	1	1	1	1
Development Associate		0.5	0.5	0.5	0	0	1	1	1	1	1
Operations Managers			1	0	2	2	3	3	3	3	3
Founding Principal			0	0	0	0	2	0	2	0	2
Specialist (e.g., Speech)				1	1	1	1	1	1	1	1
<b>Total Network FTEs</b>	<b>2</b>	<b>2.5</b>	<b>7.5</b>	<b>7.5</b>	<b>11</b>	<b>12</b>	<b>16</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>16</b>

### Brookland Campus Staffing

Position	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
<b>Student Enrollment</b>	<b>177</b>	<b>211</b>	<b>236</b>	<b>252</b>	<b>268</b>	<b>220</b>	<b>259</b>	<b>292</b>	<b>324</b>	<b>347</b>	<b>356</b>
Head of School	1	1	1	1	1	1	1	1	1	1	1
Asst Head of School	1	0.3	1	1	1	1	1	1	1	1	1
Dean of Students & Culture			1	1	1	1	1	1	1	1	1
Student Support Coordinator			1	1	0	0	0	0	0	0	0
Teachers / Guides	7	8	10	10	10	11	11	11	11	11	11
Specials Teachers		2.5	4	3	4	4	4.5	4.5	4.5	4.5	4.5
Floating Teacher / Asst			0	0	1	1	1	1	1	1	1
Teaching Assistants	7	8	9.75	10	10	11	11	11	11	11	11
Floating Assistant			1	2	1	2	2	2	2	2	2
Special Education Teachers	0	1	2	2	2	3	3	3	3	3	3
Social worker	1	1.5	1	1	1.25	1	1	1	1	1	1
Child Study Lead	1	1	0	0	0	1	1	1	1	1	1
Academic Interventionist			3.75	2	2	1	2	2	2	2	2
Instructional Coach			1	1	1	2	2	2	2	2	2
Special Education parapro	2.5	3.5	4	4.5	4	5	5	5	5	5	5
Operations Manager	0.5	1	1	1	1	1	1	1	1	1	1
Campus Office Manager	1	1	1	1	1	1	1	1	1	1	1
Food Service Coordinator	1	1	1	1	1	1	1	1	1	1	1
Family Engagement Coordinator			0	0	0	0	1	1	1	1	1
OOST Site Manager			1	0	0.5	0.5	0	0	0	0	0
OOST Site Coordinator					0	0	1	1	1	1	1
Sped Tech	4	4	6	6	6	5	5	5	5	5	5
<b>Total Brookland FTEs</b>	<b>27</b>	<b>33.8</b>	<b>50.5</b>	<b>48.5</b>	<b>48.75</b>	<b>53.5</b>	<b>56.5</b>	<b>56.5</b>	<b>56.5</b>	<b>56.5</b>	<b>56.5</b>

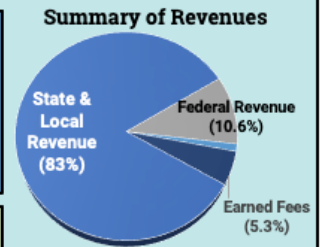
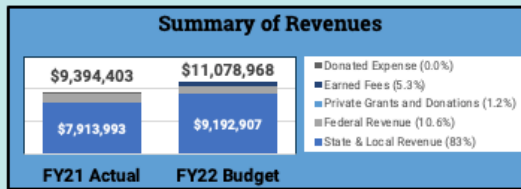
## East End Campus Staffing

Position	Actual				Budget	Projected					
	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
<b>Student Enrollment</b>			75	133	165	224	285	315	349	377	390
Head of School		0.5	1	1	1	1	1	1	1	1	1
Asst Head of School			1	1	1	1	1	1	1	1	1
Student Support Coordinator			0	0	0	0	1	1	1	1	1
Teachers / Guides			3.25	5	7	7	8	10	12	14	14
Teaching Assistants			4	5	7	7	8	10	12	14	14
Floating Assistant			1	0	1	1	1	2	2	2	2
Specials Teachers			1.5	2	1.75	2	3	3	4	4	5
Floating Teachers			0	0	0	1	1	1	1	1	2
Special Education Teachers			0	0	1	1	1	1	2	2	2
Academic Interventionist			0	1	2	2	2	2	3	3	3
Instructional Coach			0	0	0.5	1	2	2	2	2	2
Social worker			0.5	1	1.25	1	1	1	1	1	1
Child Study Lead			0	0	0	0	1	1	1	1	1
Special Education Parapro			0.5	0.5	5	2	3	4	5	6	6
Operations Manager			1	1	0	0	1	1	1	1	1
Campus Office Manager			0.5	1	1	1	1	1	1	1	1
Food Service Coordinator			1	0.25	0.25	1	1	1	1	1	1
OOST Site Coordinator			1	0	1	1	1	1	1	1	1
Family Engagement Coordinator							1	1	1	1	1
Sped Tech			3	2	3	4	4	5	5	5	6
<b>Total East End FTEs</b>		0.5	19.25	20.75	33.75	34	43	50	58	63	66

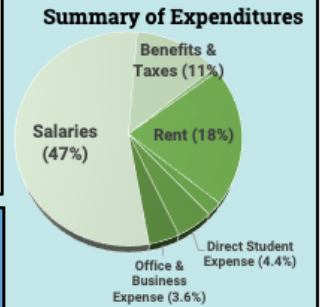
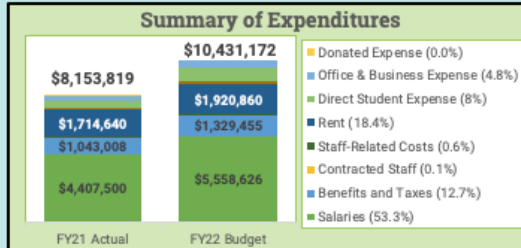
# Budget for the Fiscal Year Ending June 30, 2022

## Budget for the Fiscal Year Ending June 30, 2022

Revenues	FY21 Actual	FY22 Budget	Variance
State & Local Revenue (83%)	\$7,913,993	\$9,192,907	\$1,278,914
Federal Revenue (10.6%)	\$1,346,863	\$1,172,815	(\$174,048)
Private Grants and Donations (1.2%)	\$111,973	\$127,500	\$15,527
Earned Fees (5.3%)	\$2,975	\$585,746	\$582,771
Donated Expense (0.0%)	\$18,599		(\$18,599)
<b>Total</b>	<b>\$9,394,403</b>	<b>\$11,078,968</b>	<b>\$1,684,565</b>



Expenditures	FY21 Actual	FY22 Budget	Variance
Salaries (53.3%)	\$4,407,500	\$5,558,626	\$1,151,126
Benefits and Taxes (12.7%)	\$1,043,008	\$1,329,455	\$286,447
Contracted Staff (0.1%)		\$15,000	\$15,000
Staff-Related Costs (0.6%)	\$59,586	\$60,772	\$1,186
Rent (18.4%)	\$1,714,640	\$1,920,860	\$206,220
Occupancy Service (2%)	\$173,775	\$210,948	\$37,173
Direct Student Expense (8%)	\$412,344	\$830,532	\$418,188
Office & Business Expense (4.8%)	\$342,411	\$504,980	\$162,569
Donated Expense (0.0%)	\$555		
<b>Total (100%)</b>	<b>\$8,153,819</b>	<b>\$10,431,172</b>	<b>\$2,277,353</b>



Net Operating Income	\$1,240,584	\$647,796	(\$592,788)
as % of Revenues	13.2%	5.8%	

