

# Annual Report

Reflections on School Year 2021-2022



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# Annual Report Narrative

## Mission Statement

**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.

We strive to meet our mission through a variety of programs and methodologies including:

- Sharing our lessons learned with other schools
- Iterating upon our anti-bias anti-racist curriculum and integrating it with Social-Emotional Learning and Montessori Practices.
- Applying to offer the [Equity Preference](#) for the MySchool DC Lottery application for our “at-risk” prospective students. We are excited to announce that we will be offering this preference starting in the school year 2023-2024.
- Engaging our families as authentic partners in their child’s education
- Continuously improving on the ways our staff communicates and collaborates with each other

## Core Values



## School Program

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. We have an innovative approach to education that responds to families’ strong desire for an education model that is both highly effective and different from other programs in their community.

## Curriculum Design and Instructional Approach

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 the 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.

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

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 rewards 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 what 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.

Every Lee Montessori classroom shares these 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**

For generations, the Montessori model was only accessible to upper-income, predominantly White communities. However, 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 by providing a Montessori education within 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 as 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 impacts of systemic racism.

### **Family & Caregiver Engagement & Involvement**

Lee Montessori families have numerous occasions to be involved and stay engaged within our school community. We are very intentional in the opportunities we offer our families as a way to ensure they are gaining knowledge and building community with every event. Our main goals are to 1) Educate the whole family, and 2) Support families as lifelong educators and learners.

We plan year-round family education events that cover topics such as Montessori 101, student support topics, anti-bias, anti-racist curriculum, understanding their child's data, and more. We are committed to ensuring that we build a strong foundation yearly that ensures families are a part of their child's educational journey with us.

## Performance and Progress

### 2021-2022 Goals Summary

In School Year 2021-22, Lee Montessori served 423 students at our two campuses – a 36% increase over our Pre-COVID enrollment. Even with this significant increase in students, we were able to maintain or improve our overall student outcomes.

In April 2016, Lee Montessori PCS adopted as its goals and student academic achievement expectations the *Elect to Adopt the PMF as Goals Policy*. Due to the COVID-19 pandemic and accompanying challenges, PMF data for the past two years is not available.

Goal	20-21 Outcome	21-22 Outcome
The School Corporation will be deemed to have met its goals and academic achievement expectations if the school earns at least 40% of the possible PMF points in at least two of the most recent three years.	DCPCSB did not produce PMF scores for SY 20-21.	DCPCSB did not produce PMF scores for SY 21-22.

Let's Celebrate	Let's Keep Working	Needs Attention
<p><b>Strong Performance on Math / ELA assessments</b></p> <p><u>NWEA MAP</u></p> <ul style="list-style-type: none"> <li>Since 2017, average proficiency has consistently exceeded the national average in both Math and English Language Arts (ELA) while we tested 4 times as many students (39→168).</li> <li>Overall, the average Lee Montessori student was in the 64th percentile of performance in ELA and the 59th percentile in Math.</li> <li>The average Lee Montessori student's growth from Spring 2022 exceeded the national average in ELA (55%), while average Math growth was in the 48th percentile.</li> </ul> <p><u>PARCC</u></p>	<p><b>Attendance slowly returning to Pre-COVID levels</b></p> <p>Average Daily Attendance in 2021-22 (89.6%) was improved over SY2020-21(88.9%), but still below pre-COVID levels (95.1% in 2018-19)</p> <p><b>Social Emotional Literacy was strong, but long-term impacts of COVID are unclear</b></p> <p>In SY 2021-22, 90% of students met or exceeded expectations on the DESSA Mini, an "empirical, standardized social and emotional competence assessment."</p>	<p><b>Achievement among Black Students declined in ELA</b></p> <p><u>NWEA MAP</u></p> <p>While average proficiency among Black students in Spring 2022 was higher than pre-pandemic rates in Math, rates in ELA declined from 52% to 42%.</p> <p><b>Gaps in achievement are significant and persistent</b></p> <p><u>NWEA MAP</u></p> <p>Since 2017, there has been a persistent gap in scores between Black and White students.</p> <ul style="list-style-type: none"> <li>In Math, the gap in achievement has never been below 29 percentage points, while the gap was at 31 percentage points in Spring 2022</li> <li>In ELA, the gap is at its largest, at 37 percentage</li> </ul>

<ul style="list-style-type: none"> <li>Compared to previous results from 2019, 5% more students are scoring 4 or 5 on Math, while nearly 10% more are scoring 4 or 5 on ELA.</li> <li>32% of all students scored proficient on Math, compared to 21% citywide</li> <li>36% scored proficient in ELA, compared to 30% citywide</li> </ul>		<p>points.</p> <p><u>PARCC</u> While scores were significantly improved over 2019, 59% of White students were proficient in Math and/or ELA, compared to just 7% of Black students.</p>
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## 2021-2022 Goals Detail

**Goal 1: Academics and Student Success: Students will be engaged in high-quality learning activities, with activities focused on closing the achievement gap.**

Objective	Measure		21-22 Target	21-22 Outcome
Maintain strong school wide performance (NWEA MAP)	Math	Avg. Proficiency	65%	59%
		Avg. Growth	55%	48%
	English Language Arts	Avg. Proficiency	70%	64%
		Avg. Growth	65%	55%
	Average In-Seat Attendance		85%	89.9%
Close gaps in achievement by focusing efforts on students identified as "at risk"	Math -- At-Risk Students	Avg. Proficiency	New	27%
		Avg. Growth	New	27%
	English Language Arts -- At-Risk Students	Avg. Proficiency	New	29%
		Avg. Growth	New	18%
	Average In-Seat Attendance -- At-Risk Students		New	81.5%
Children who were among the bottom quartile of performance in the previous year will demonstrate significant improvements	# of Individual Learning Objectives (ILOs)		New	51
	% of ILOs accomplished		75%	65%

In SY21-22 we noticed the impact of the COVID-19 pandemic on our students' average proficiency and growth in both ELA and Math. While our overall performance approached our goals, we face significant gaps in growth and achievement between our students who are designated as at-risk or not at-risk. A bright spot this year was our average attendance, and we will continue to focus on attendance, given the strong correlation with academic achievement.

**Goal 2: Talent and Culture: Satisfied, high-performing staff will support the achievement of our academic goals.**

Objective	Measure	21-22 Target	21-22 Outcome
High levels of staff satisfaction	Employee Net Promoter Score ("How likely would you be to recommend Lee Montessori as a place to work?")	eNPS of 60+	20
	Staff indicating intent to return (by 3/1/22)	95%	90.6%
	Teachers returning for the upcoming Year (by 6/30/22)	100%	87.5%
Reduce staff turnover rate by attracting, selecting, rewarding, and retaining great people	Staff retention rate - % of high-performing staff retained	85%	Estimate: 92%
Staff are high-performing	% of teaching staff rated as high-performing on evaluations	90.0%	Estimate: 87%

In SY21-22 we continued our commitment to high-quality staff development, building internal career pathways and diversifying the population of Montessori teachers by sending three staff members of the global majority to Montessori teacher training. While completing their programs, all three staff members remained active as fellows at our campuses.

We also placed a new focus on employee satisfaction and wellness, and measured it using Employee Net Promoter Scores (eNPS). In our benchmarking year, we set an aggressive target of an eNPS of 60 and created a comprehensive staff wellness program. At year end, we achieved an eNPS of 20 which we will use to set targets for SY22-23.

**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.**

Objective	Measure	21-22 Target	21-22 Outcome
Revenues exceed Expenditures	% revenue exceeding expenditures	2.0%	4.5%
The Operations Team is effective at implementing systems designed to support the success of staff, students, and families	Staff Survey: Do you have the supplies and materials necessary to be successful in your role?	75%	85%
	Staff & Families: Do you know who to contact to address for all of your school operations needs/concerns?	90%	Not Surveyed in Spring
	Family Survey: Do you know how to access school resources (e.g., enrollment system, attendance, EXD, etc.)?	90%	

In SY21-22 the operations team tackled the challenges presented by the pandemic by implementing systems to more closely monitor health and safety equipment in addition to the standard inventory items. This allowed the proactive restocking of PPE, filters, cleaning supplies and disinfecting supplies. As a result, 85% of staff shared that they possessed the items they needed to be successful in their role.

**Goal 4: School Culture: Families and staff work in partnership to create high-quality education environments, improving the engagement of historically underserved student groups.**

Objective	Measure	21-22 Target	21-22 Outcome
High levels of family satisfaction and retention	Family Net Promoter Score (eNPS)	50	85%
	Re-Enrollment Rate (%)	Re-Enroll: 90%	87%
Increased racial and socioeconomic diversity among student populations historically under-represented in our school community	At-Risk enrollment %	17.5% (77)	19.3% (78)
	Latinx enrollment %	7.5% (28)	7% (30)
Families feel safe entering the building	% of families agreeing with statement "Lee Montessori represents/reflects a safe place for my child(ren)"	90%	80%

In SY21-22 we reengaged our families with in-person activities after two years of virtual offerings. Activities included family playdates, a book swap, and the Annual Gala, among others.

**Goal 5: Anti-Bias/Anti-Racism: We target our Operations and Academic approaches to eliminate the Opportunity Gap.**

Objective	21-22 Target	21-22 Outcome
Families and staff of color feeling safe entering the building	90%	92%
% of Black students and staff returning for School Year 2021-22	90%	91%
High levels of staff satisfaction, retention, and training for employees of color (eNPS)	90	5
Percent of families who rate our Anti-bias Anti-Racist curriculum 4+ out of 5	80%	60%

We created a comprehensive communication plan that ensures our families are getting the information necessary and in a timely manner in order to better understand our process in creating lessons and the research behind it.

**Looking Ahead**

During School Year 2021-2022, Lee Montessori's Board of Directors engaged the Lee Montessori Community to create a new 5-year Strategic Plan for 2022 through 2027; the board voted to approve the plan in October 2022. Given the persistence of educational inequities that were exacerbated by the COVID-19 Pandemic, our main focus over the next five years is to demonstrate improvements in academic performance among students who are Black, identified as at-risk, and/or have an Individual Education Plan (IEP).

**Unique Accomplishments**

**Academic Accomplishments**

- Brookland Campus
  - Our Brookland campus received re-accreditation for full Montessori recognition from the Association Montessori International (AMI) for our Primary and Elementary programs.
  - Upper Elementary students in our River Birch community were invited to perform the Gettysburg Address on the steps on the Lincoln Memorial as part of the 100th Anniversary of the Lincoln Memorial put on by Ford's Lincoln Oratory Festival.
- East End
  - The Classroom Assessment Scoring System (CLASS) observations were conducted at East End in March. Primary classroom teams were assessed on the components of emotional support, classroom observation, and instructional support. Overall, our primary classrooms scored the following: Emotional support- 6.07; Classroom Organization- 5.68; and Instructional support- 2.67. Research has shown that "threshold" scores of five or more in Emotional Support and Classroom Organization and three or more in Instructional Support are associated with better social and academic gains for children<sup>1</sup>.
  - According to the MAP data, out of the 36 East End's kindergarten students with valid growth scores, 61% of students performed at or above grade-level mean RIT in math. Out of the 21 1st grade students with valid growth scores, approximately, 48% of students performed at or above grade-level mean RIT in math and reading.

### Operational Accomplishments

- Provided three (3) free months of online therapy through BetterHelp to all staff as a part of a larger staff wellness strategy. By year end, 50% of staff were active users. The Brookland campus is home to our first Wellness Room, where staff can respond to their wellness needs during the workday.
- We re-introduced our in-person Extended Day programming and offered activities such as Washington Ballet, foreign language, chess, and leadership development for students with high participation from students at both campuses.

### Mission-aligned Accomplishments

- Our Director of Equity and Engagement presented at the AMS Conference 2022 *"Let's Delve More Deeply into the 'Anti-Bias' Work of Our Anti-Bias Anti-Racist Journey."*
- We continued to further our anti-bias anti-racist curriculum and developed new frameworks for integrating it with Social-Emotional Learning. This resulted in a new framework, specific to Lee Montessori's commitments to Anti-Bias Anti-Racism, socio-emotional learning, and Montessori educational approaches.
- We applied to offer the [Equity Preference](#) for the MySchool DC Lottery application for our "at-risk" prospective students. We are excited to announce that we will be offering this preference starting in school year 2023-2024.

### List of Donors

\$5,000+
• CityBridge Education • Amazon • Philip L. Graham Fund • Henry Wendel & Katie Wendel • John Burke
\$1,000 - \$4,999
• Marina Jenkins • Digital Promise • Catharine Bellinger • Charles Schwab • Studio 27 Architecture • Tri Pointe Homes • Jesse Bricker • Brad Jenkins • Clara Smith • Colin Armentor • Hans Allen • Sarah Doss Holby • Megan Thyne • Megan Hubbard • Sam Chawkat • Kendra Mells • Christopher Thomas • Jen Bauer • Kelly Smith • Megan

<sup>1</sup> Burchinal, Vandergrift, Pianta, & Mashburn, 2010

Fowler • Lauren Baum • Bonnie Beste • Chiara Dabney • Susan Edwards • David Endom • Anjelina Keating  
• Stephanie Leahey • Robert Pulciani • Jason Salisbury • Dan Theisen • Ty Voyles • Meghan Slipka

**\$500 - \$999**

• Giorgi Gordeziani • Karin Moller • Susan Banks • Barbara McLaughlin • David Greenfield Boyce • Kevin  
Jennings-McMahon • Brenda Jennings-McMahon • Danielle Carnival • Amy McConnel • Elizabeth Laird • Katherine  
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• Jennifer Gervasi • Jen Girdish • Laura Hinson • Justin Lessek • Allison Maudlin • Leonard Pace • Sabra Loewus  
• Michael Phelan • Joan Saenz •

# Data Report

## Brookland Data Report

### School Year (SY) 2021-22 Annual Report: Campus Data Report

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: 266

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	44	37	30	41	32	38	26	14	4

### Student Data Points

School	<b>Total number of instructional days: 178</b> Number of instructional days, not including holidays or professional development days, for the majority of the school.
PCSB	<b>Suspension Rate:</b> 0.4%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 92.4%
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 2.6% (7 students)*
PCSB	<b>Midyear Entries:</b> 0.4% (1 students)*
PCSB	<b>Promotion Rate (LEA):</b> 98.4%

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 42%
School	<b>Number of Teachers:</b> 12 "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.
School	<b>Teacher Salary:</b> Average: \$67,606 Range -- Minimum: \$61,617                      Maximum: \$79,500.00
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22: <ul style="list-style-type: none"> <li>Pencikowski, Chris \$ 150,000</li> <li>Hubbard, Megan \$ 135,000</li> <li>Hart, Erin \$ 125,000</li> <li>Crawford, Ebony \$ 120,000</li> </ul>

#### \*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, 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

## East End Data Report

### School Year (SY) 2021-22 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Lee Montessori PCS
PCSB	Campus Name: Lee Montessori PCS - East End
PCSB	Grades served: PK3-1
PCSB	Overall Audited Enrollment: 161

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	45	52	41	23	0	0	0	0	0

#### Student Data Points

School	<b>Total number of instructional days: 178</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate: 0.0%</b>
PCSB	<b>Expulsion Rate: 0.0%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.0%</b>
PCSB	<b>In-Seat Attendance: 83.2%</b>
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: 10.6% (17 students)*</b>
PCSB	<b>Midyear Entries: 1.2% (2 students)*</b>
PCSB	<b>Promotion Rate (LEA): 98.9%</b>

#### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 14%</b>
School	<b>Number of Teachers: 7</b> "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.
School	<b>Teacher Salary:</b> Average: \$ \$67,604 Range -- Minimum: \$61,617                      Maximum: \$80,673
School	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22: <ul style="list-style-type: none"> <li>Pencikowski, Chris \$ 150,000</li> <li>Hubbard, Megan \$ 135,000</li> <li>Hart, Erin \$ 125,000</li> <li>Crawford, Ebony \$ 120,000</li> </ul>

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- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, 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

## Appendices

### Staff Roster for School Year 2021-22

#### Brookland

Name	Role
Alani, Wasan	Primary Assistant
Alexander, Rashawn	Extended Day Site Coordinator
Allen, Juanita	Food Services Manager
Arant, Kristen	Specials Teacher (Art, Music, PE)
Banks, Donna	Dedicated Aide
Bell, Miracle	Extended Day Instructor
Blomberg, Christina	Lower Elementary Guide
Boler, Caprice	Primary Assistant
Bond-Poje, Heather	Lower Elementary Guide
Button, Eliza	Substitute Teacher
Clark, Jasmine	Dedicated Aide
Covington, Deonta	Elementary Assistant
Denny, Allison	Upper Elementary Guide
Edwards, Kimesha	Elementary Interventionist
Ford, Jamila	SpEd Tech 1
Fowler, Megan	Library/Media Specialist
Garner, Shelley	Dedicated Aide
Golden, Lavonda	Primary Assistant
Gonzalez, Hinmerelys	Primary Assistant
Green, Fatima	Primary Guide
Guitunga, Cesar	Lower Elementary Guide
Gurevitch, Melissa	Garden Coordinator
Guzman, Luis	Specials Teacher (Art, Music, PE)
Hubbard, Megan	Head of School
James, Erica	Extended Day Instructor
Johnson, Niya	SpEd Tech 2
Kimboko, Mia	Primary Interventionist
Littlejohn, Cierra	Lower Elementary Guide

Lopez, Deborah	SpEd Tech 2
McCutchen, Montell	Substitute
McKinney, Christina	Elementary Assistant
Miller, Tammie	SpEd Tech 1
Moreno, Briana	Art/Extended Day Teacher
Nelson, Dionne	Elementary Assistant
Oates, Tykeshia	Floater Assistant
Oludimu, Funmilola	Primary Guide
Proffitt, Emily	Assistant Head of School
Reid, Myesha	Reading Specialist
Shepherd, Destiny	Extended Day Instructor
Spurgeon, Kiara	Elementary Assistant
Stewart, Anne	Special Education Teacher
Stewart, Jasmine	SpEd Tech 2
Tarver, Demond	Dedicated Aide
Toney, Maya	Elementary Assistant
Wallis, Rene	Special Education Teacher
Wang, Juan	Primary Guide
Washington, MaryBeth	Elementary Coach
Woerner, Breanna	School Social Worker

### East End

Abate, Emily	Floater Assistant
Adams, Roy	Specials Teacher (Art, Music, PE)
Andrews, Nija	Extended Day Instructor
Arey, Kameron	Physical Education/Extended Day Teacher
Barlow, Kendra	Elementary Assistant
Barnwell, Tenesha	Primary Assistant
Beach, Irene	Extended Day Lead Teacher
Black, Allison	Primary Guide
Buffaloe, Chaundra	Special Education Technician
Crawford, Ebony	Head of School
Dabney, Asia	Primary Assistant
Darden, Yachica	Extended Day Site Coordinator

DeChavez, Grace	Reading Specialist
Gaye, Shawntee	Dedicated Aide
Goertner, Hallie	Primary Guide
Harmon, Bernard	Dedicated Aide
Harris, James	SpEd Tech 2
Hurlebaus, Karli	Assistant Head of School
Jackson, Dion	Community Wellness Coordinator
Logan, Leiara	Primary Assistant
Massey, Shaquita	Elementary Assistant
Mejia-Menendez, Steve	Primary Guide
Millard, Kendra	Primary Assistant
Patterson, Rayshard	Math Interventionist
Ross, Sarah	School Social Worker
Russell, Nikki	School Nurse
Singleton-Nelson, Kennisha	Registered Behavioral Technician - ABA Classroom Assistant
Smith, Krishaun	Lower Elementary Guide
Steinberg, Joel	Lower Elementary Guide
Stewart, DeShonna	Dedicated Aide
Thomas, Lenora	Extended Day Instructor
Torres Lopez, Leticia	Primary Guide
Woolery, Desiree	Special Education Teacher

## Network

Camborda, Camila	Director of Communications & Outreach
Glascoe, Anesia	Extended Day Instructor
Hart, Erin	Managing Director of Talent and Operations
Harvey, Amber	Extended Day Instructor
Holstein, Suzanne	Special Education Coordinator
McComas, Joshua	Deputy Director of Operations
Miles, Denise	Director of Student Support
Mueller, Katherine	Speech-Language Pathologist
Pajibo, Imani	Extended Day Instructor
Pencikowski, Chris	Executive Director

Peterson, Milan	Extended Day Instructor
Romero, Betsy	Director of Equity & Engagement
Subramanian, Chitra	Human Resources Manager
Tun, Sue	Operations Manager
Watts, Cecile	Extended Day Instructor
White, Kathleen	Out of School Time Programs Manager
Whren, Herbert	Data & Compliance Manager
Childs, Debbie	Operations Coordinator
Ellerbe, Shawanna	Operations Coordinator

## 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.

## Board Roster

Name, Position	DC Resident	Parent	Member in SY20-21	Member in SY21-22	Board Responsibilities
Catharine Bellinger, Chair	Yes	No	Yes	Yes	Governance Committee Chair
Eric Bethel, Vice-Chair	No	No	Yes	Yes	Equity & Outreach Committee Co-Chair
Lorraine Madala, Treasurer	No	No	Yes	Yes	Committee Chair - Finance Committee
Katie Wendel, Secretary	Yes	Yes	No	Yes	
Bonnie Beste	No	No	Yes	Yes	Equity & Outreach Committee Chair
Rob Pulciani	No	No	Yes	Yes	Strategic Planning Committee Chair
Sarah Morgan	Yes	Yes	No	Yes	Committee Chair - Academics Committee
Jessica Milton	Yes	No	No	Yes	
Chris Pencikowski, Ex Officio	No	No	Yes	Yes	

## Financial Statement

Lee Montessori ended SY 2021-22 with a positive net operating income of \$388,495. This was significantly below our budgeted of \$650,000. The shortfall was based on revenues that were 7% lower (\$800,000) lower than our budget. The most significant part of this revenue shortfall was related to Federal Revenues. In developing our budget, we had been advised by the DC government to expect approximately \$600,000 in COVID-related funding (ESSER III), but instead received only \$211,000. Other revenue shortfalls were related to a modest, 3% shortfall in enrollment. In response to this enrollment shortfall we adjusted expenditures, eliminating approximately \$380,000 in spending during the year. At the end of the Fiscal Year, we had approximately \$1.7 million in cash on hand - which translates to approximately 56 days of reserves.

### Budget for Fiscal Year ending June 30, 2023

We project a net cash increase of \$454,966 in FY23.

#### Revenues

	FY2022 Actual <sup>2</sup>	FY2023 Budget
State and Local Revenue	\$9,095,328	\$11,128,765
Federal Revenue	\$1,255,114	\$319,207
Private Grants / Donations	\$220,974	\$340,206
Earned Fees	\$291,010	\$421,779
<b>Total Revenues</b>	<b>\$10,862,426</b>	<b>\$12,209,957</b>

#### Expenditures

Salaries	\$5,449,842	\$6,396,508
Benefits and Taxes	\$1,391,874	\$1,456,865
Contracted Staff	\$5,973	\$50,000
Staff-Related Costs	\$132,453	\$91,964
Rent	\$1,079,768	\$1,197,933
Occupancy Service	\$335,603	\$254,225
Direct Student Expense	\$1,345,163	\$1,119,836
Office & Business Expense	\$733,256	\$682,662
<b>Total Operating Expense</b>	<b>\$10,473,931</b>	<b>\$11,249,993</b>
Depreciation and Amortization	\$287,501	\$690,362
Interest	\$290,390	\$1,594,094
<b>Total Expenses</b>	<b>\$11,051,822</b>	<b>\$13,534,449</b>

#### Cash Flow Adjustments

Add Depreciation	\$287,501	\$690,362
Operating Fixed Assets	-\$64,225	-\$98,817
Buildings	-\$11,000,000	-\$9,605,400
Other Operating Activities	-\$163,909	\$136,108
Financing Activities	\$1,480,972	\$0
Per-Pupil Adjustments		\$0
Suspense		\$0
Facilities Project Adjustments	\$9,325,408	\$10,657,205
Equity		\$0
<b>Total Cash Flow Adjustments</b>	<b>-\$134,253</b>	<b>\$1,779,459</b>
<b>Change in Cash</b>	<b>-\$323,649</b>	<b>\$454,967</b>

<sup>2</sup> Unaudited results for the fiscal year ending June 30, 2022