

# LAMB PCS

## ANNUAL REPORT

### 2015 – 2016



**Latin American Montessori Bilingual Public Charter School**

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Respectfully Submitted  
Barrie Lynn Tapia, Board Chair  
September 6, 2016

Board of Zoning Adjustment  
District of Columbia  
CASE NO.19581  
EXHIBIT NO.105

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## **I. School Description**

### **A. Mission Statement**

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

### **B. School Program**

#### **1. Grade and age levels served**

In 2015 – 2016, LAMB served 374 students in PK3 through 5<sup>th</sup> grade, ages 3 through 12.

#### **2. Summary of curriculum design and instructional approach**

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

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

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

Based on the Montessori model, LAMB classes are organized into multi-age groupings: Primary (PK3 to Kindergarten), Lower Elementary (1<sup>st</sup> to 3<sup>rd</sup> grades) and Upper Elementary (4<sup>th</sup> to 5<sup>th</sup> grades). Traditionally, students remain in the same classroom for three years and have the experience of being the youngest, the middle, and the oldest within the group.

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

***“The greatest sign of success for a teacher... is to be able to say, ‘The children are now working as if I did not exist.’”***

***—Maria Montessori***

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

The Montessori cultural curriculum (science and social studies) forms the basis of the elementary curriculum with language arts and mathematics covered in integrated, interdisciplinary units of study. LAMB believes that the elementary years are a period when students learn how to learn. The students have a limitless imagination and great energy for

memorizing facts. Students exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy. Montessori elementary classrooms are research and project focused with an emphasis on taking field trips, conducting experiments, and bringing in guest presenters who can provide students with “real world” experiences beyond what they can read about in a book or online.

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

LAMB is a destination school attracting families from all eight wards of the City with triple digit waiting lists for the past seven years. LAMB marries the two educational pedagogies. LAMB students experience a two way immersion program in which their individual needs are met through English and Spanish instruction in a Montessori environment. The students' native languages, English or Spanish, are enriched by their acquisition of a second language. LAMB

| LAMB students live in all 8 wards of the City: |                             |                                 |
|--|-----------------------------|---------------------------------|
| City Wards                                     | Number of Students per Ward | Percentage of Students per Ward |
| Ward 1   | 47                          | 13%                             |
| Ward 2   | 8                           | 2%                              |
| Ward 3   | 15                          | 4%                              |
| Ward 4   | 188                         | 50%                             |
| Ward 5   | 74                          | 20%                             |
| Ward 6   | 23                          | 6%                              |
| Ward 7   | 11                          | 3%                              |
| Ward 8   | 8                           | 2%                              |
| Total Students                                 | 374                         | 100%                            |

successfully integrates the Montessori educational philosophy and the best practices for bilingual instruction: developing and further enriching the students' native language skills through acquiring a second language. For nearly one hundred years Maria Montessori's educational techniques have been successfully used in dual language schools throughout Europe, Africa, and Asia, it is only intuitive that this internationally proven educational method could and does prove successful in the United States with our ELLs.

Local public charter and traditional schools and private Montessori schools are direct competitors of LAMB. Since LAMB began, three additional Montessori schools have been authorized: Shining Stars in 2010, Lee Montessori in 2014, and Breakthrough Montessori in 2015. There are currently 118 public charters schools operated by 65 nonprofits in Washington, DC. However the other public traditional and charter schools do not offer a bilingual Montessori program. There are a few schools which offer bilingual programs, but none that are immersion and Montessori programs.

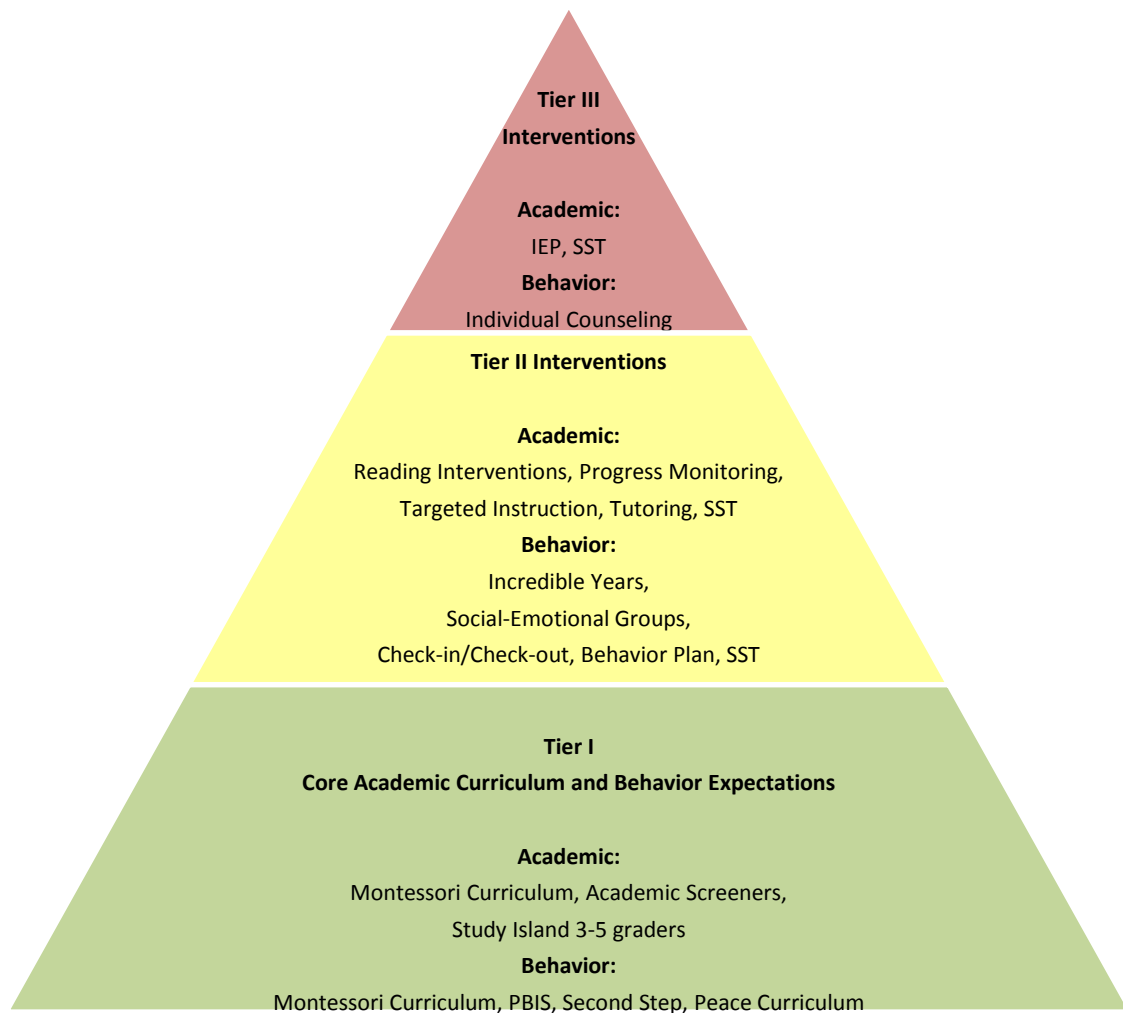
Even with its competitors, LAMB is the only accredited, dual language immersion Montessori public charter school in the District of Columbia and one of a few nationwide. LAMB welcomes new Montessori providers as the need is great and far too much for anyone institution. LAMB is: (1) free to District residents; (2) bilingual; (3) Montessori; (4) diverse student population; (5) stable leadership, including highly qualified governance body, excellent administrators and teachers; (6) safe welcoming environment; and (7) assessed as a Tier I school four years in a row; i.e. quality school with quality programs and positive outcomes.

### **Response to Intervention**

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

Tier I is the foundation of LAMB's educational philosophy. LAMB primarily utilizes Montessori education, the Peace Curriculum, dual language model and Positive Behavior Intervention Supports to promote the academic and behavioral success of students. However, some

students may need additional support. Tier II and Tier III interventions provide students with research and teacher-based interventions. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST may consist of teachers, parents, administrators, service providers, and support staff that collaborate to develop an intervention plan to improve the academic performance and social competency of students. Parents and/or teachers can make an SST referral. Students receiving Tier III interventions must have a SST or an Individualized Education Plan.



**The Student Support Team (SST)**

The SST Team coordinates services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention. The SST assesses student academic and behavioral needs,

identifies goals, strategies, and intervention, and evaluates the effectiveness of interventions and the need to continue or close the case. Students can be referred to the SST process by parents and/or teachers.

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

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

### **Positive Behavior Intervention System (PBIS)**

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

**P**alabras Positivas (Positive Words)

**A**ciones de Respeto (Respectful Actions)

**Z**ona de Aprendizaje (Learning Zone)

### **3. Description of key mission-related programs**

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

LAMB's goal is that students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade. Research on second language



acquisition indicates that it takes 5-7 years for a child to develop proficiency in academic language equivalent to that of a native speaker.<sup>1</sup> With bi-literacy as a goal, students must enroll in the school at 3 or 4 years old in order to continue through the elementary program. These additional years in our bilingual program ensure that LAMB students are fully bilingual before transitioning to middle school programs. For English language learners, this means that they will have the opportunity to exit “ELL” status before they transition to middle school. Many exit by third grade. Mission-related goals focus on developing oral reading fluency in Spanish and English and comprehension skills in both languages.

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

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

***“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”***

***—Martin Luther King, Jr.***

All students can be peace ambassadors. From the moment students arrive at LAMB (at age 3 or 4), they are fully immersed in our school-wide peace culture which is represented by the PAZ matrix presented during our first peace ceremony of the year. During our peace

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

ceremonies, each classroom has the opportunity to showcase their work and teach the broader LAMB community about important issues such as recycling, the importance of numbers, the galaxies, etc.

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

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

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

LAMB has an open door policy and administrators are present at arrival and dismissal times to greet parents and students. Rarely are administrative office doors closed and students have informal conversations with the principal, assistant principal and executive director daily. Students often suggest special projects, field trips or simply share their likes and dislikes about

any and everything from a particular item on the school lunch menu to requesting more physical education equipment. The multi-age span of the classrooms also reinforces civic responsibility with older students serving as role models and caring for younger students.

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

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

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

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

##### ***Parent Volunteers***

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

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

### ***Parent Education***

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

### ***Student Presentations and Special Events***

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

### ***Classroom Observations***

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

### ***Parent-Teacher Communication***

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

- Telephone Calls

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

- E-mails

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

- Teacher Inbox/Folders

Parents' notes, questions, concerns, or other information that parents feel is important for the teachers to know may be placed in the teacher's folder located at the classroom entrance.

Teachers review the folders daily. In the event that a significant change occurs in a child's life, we ask parents to consider informing their child(ren)'s teacher as soon as possible so that we can be supportive of the child.

- Parent-Teacher Conferences

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

- Student Folders

Each community has student folders that parents/guardians should check daily.

Classroom/teacher notes, snack schedules, and student work is placed in the student folders.

In addition to these parent/teacher communication tools, the school has other ways of communicating with parents, including:

- School Bulletin: Sent out each week via email, and hard copies of the bulletin are available at the front desk of each facility. The bulletin contains important dates as well as news relevant to the entire school, such as reminders, fundraisers and special events.

- Montessori Compass (<http://montessoricompass.com>): Used to share progress reports, attendance reports, and photos with parents. Montessori Compass is also used for messaging between parents and teachers.
- One Call Now: Used to send out emergency and timely messages such as the School Bulletin or school closures or delays, via email and/or phone.
- Facebook (<http://www.facebook.com/lambpcs>) and Twitter (<https://twitter.com/lambpcs>): used to share the latest news and pictures.
- ELD Newsletters: LAMB's Extended Learning Day (ELD) program creates monthly newsletters which are distributed to program participants via email or hard copy, and are also available in the ELD section of LAMB's website.
- Parent Listserv: LAMB parents can also sign up for the parent listserv, an online community for parents to communicate with each other.

### ***Parent Teacher Organization (PTO)***

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

The PTO participates in and helps organize Back-to-School Nights, fundraising events, library assistance, classroom parents, back-to-school picnic, teacher appreciation lunch, end-of-the-year party, and special events. Fundraisers this year included weekly popcorn sales, Holiday Tree & Wreath Sale and Winter Festival, and the Arriba Campaign. In addition, the PTO helps facilitate communication between parents and the school.

## **C. School Staff Characteristics**

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

Diane Cottman, MAT, Executive Director

Cristina Encinas, MA, Principal

Ernest Yombo, MS, Assistant Principal

Richard Ertzinger, BS, Chief Financial Officer

Noemi Perez-Molina Jefferies, BA, Special Education Coordinator

Teresa Aspinwall and Kioma Alfred, Parent Liaisons  
 Susana Silva-Canales, BA and Martin Roth, MA, Instructional Coordinators  
 Cristian Gajardo, Director of Information Technology  
 Anna Marie Yombo, Human Resources/Special Projects Coordinator

**2. Number of teachers**

LAMB has thirty-nine teachers, including classroom, special education, music, art, and physical education. The average elementary class size is 22 students with two teachers and primary classes average 29 students. The majority of staff is highly qualified (PRAXIS II and/or HOUSSE) as defined by NCLB. Sixty-two percent of LAMB’s staff is under the age of 40-years-old. Staff is 77% Latino and 23% non-Latino. Staff self-identifies as 37% Caucasian, 16% African-American, 8% Multiracial, and 3% American Indian. Thirty-six percent of staff do not identify with any racial category.

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

**Salary Range and Average Salary for Teachers and Administrators**

**Teachers**

|         |                                  |
|---------|----------------------------------|
| Average | \$ 54,427                        |
| Range   | Min: \$ 32,441<br>Max: \$ 82,500 |

**School Administration**

|         |                                   |
|---------|-----------------------------------|
| Average | \$ 79,002                         |
| Range   | Min: \$ 56,817<br>Max: \$ 110,068 |

LAMB has experienced little staff turnover with a staff attrition rate of 7%. Six teachers transitioned from LAMB at the end of the school year: one re-located overseas and the others pursued teaching and administrative positions at public and private schools.

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

**D. Student Characteristics**

**1. Student enrollment by grade level**

LAMB serves 374 students pre-school through fifth grade. LAMB only enrolls at 3- and 4-years-old. Any student attrition can only be filled with early learners. There is no testing and/or pre-selection of any kind. LAMB relies on a lottery system to fill vacancies as there are more applicants than available slots.

| <b>Grade level</b> | <b>Number of Students</b> |
|--------------------|---------------------------|
| PK-3               | 63                        |
| PK-4               | 54                        |
| KG                 | 58                        |
| 1                  | 57                        |
| 2                  | 49                        |
| 3                  | 42                        |
| 4                  | 25                        |
| 5                  | 26                        |
|                    |                           |
| Whole School       | 374                       |

**2. Student re-enrollment rate/demographics**

LAMB serves 374 students from pre-school to fifth grade. They are Latino (51%), African-American (22%), Caucasian (55%), American Indian (15%), Asian (1%), Multi-racial (15%), Special Needs (10%), Low Income (25%), Homeless (6%), English Language Learners (40%), and Early Childhood Learners (47%). The majority are Ward 4 residents (50%), followed by



Ward 5 (20%), Ward 1 (13%), Ward 6 (6%), Ward 3 (4%), Ward 7 (3%), Ward 8 (2%) and Ward 2 (2%). District residency is a requirement for LAMB enrollment. Students live in apartments, single-family homes, doubled up housing and some have temporary living arrangements. Their families are equally diverse as their housing with two moms and single moms, grandparents, children of divorce, children whose parents are in the armed services and others who are grieving the loss of a parent. Their needs are as varied as the demographics imply and yet they thrive in the Montessori classroom, a world of choice, where the mantra is “follow the child.”

### 3. Attendance

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| In-seat Attendance Rate, whole school | 93.64%                              |
| Chronically Absent Rate, whole school | 10% truant (10+ unexcused absences) |

### 4. Student discipline data

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

### E. Finance

LAMB’s fiscal year is July 1 – June 30. The annual approved revised Budget for school year 2015-2016 included \$7,882,330 in Revenues and \$7,394,924 in Expenses, which resulted in an anticipated surplus of \$487,406. Unaudited Expenses amounted to \$7,194,188 (exclusive of the change in the interest rate swap value) resulting in a savings of \$200,736 due to an

administrative position being unfilled and substantial savings from continuing with our high deductible health plan.

Unaudited Revenues in the amount of \$7,731,969 were \$150,361 less than projected as a result of a lower amount of grants than anticipated as well as less income than anticipated from lunch payments. LAMB families were able to raise at least \$100,000 for the second year in a row. As a result of more savings in expenses than the lower amount of revenues projected, LAMB ended the fiscal year with a surplus from activities of \$537,781 (exclusive of the change in the interest rate swap value) which was \$50,375 more than projected. This surplus and other factors enabled LAMB's cash position to increase \$758,591 from the prior year.

LAMB conducts an annual independent audit by Kendall, Prebola and Jones, CPAs. Appendixes C and D contain copies of LAMB's 2015-2016 unaudited year-end financial statements and the approved budget for 2016-2017.

**F. Facilities**

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

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

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

|          | <b>Missouri Avenue Facility</b><br>(permanent) | <b>South Dakota Avenue Facility</b><br>(incubator site) |
|----------|--|---|
| Location | 1375 Missouri Avenue NW<br>Ward 4              | 1800 Perry Street NE<br>Ward 5                          |

| Own/Lease                | Own  | Lease   |
|--------------------------|--|---|
| Size – square footage    | 21,755   | 22,000  |
| Outdoor play space       | Yes  | Yes   |
| Teacher to Student Ratio | 2:24   | 2:25  |
| # classrooms             | 3 primary<br>4 lower elementary  | 3 primary<br>3 lower elementary<br>2 upper elementary |
| # of Students            | 169  | 205   |
| # of Classroom teachers  | 14<br>1.5 special education teachers   | 16<br>3.5 special education teachers                  |
| Administrators           | 4  | 3   |
| Specialists              | special education coordinator, bilingual speech-language pathologist, bilingual occupational therapist, music teacher, art teachers, bilingual counselor, bilingual psychologist |   |
| Senior administrators    | Executive Director, Principal, Chief Financial Officer   |   |
| Extended day             | Yes  | Yes   |

## II. School Performance

### A. Performance and Progress

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

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

LAMB anticipates that it will be rated highly for SY 2015-2016 based on its Early Childhood Performance Indicators and PARCC Test results. The PCSB most recent School Performance Report is attached (Appendix E).

### **Assessments**

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

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

***“Every student can learn, just not on the same day or in the same way.”***

***- George Evans***

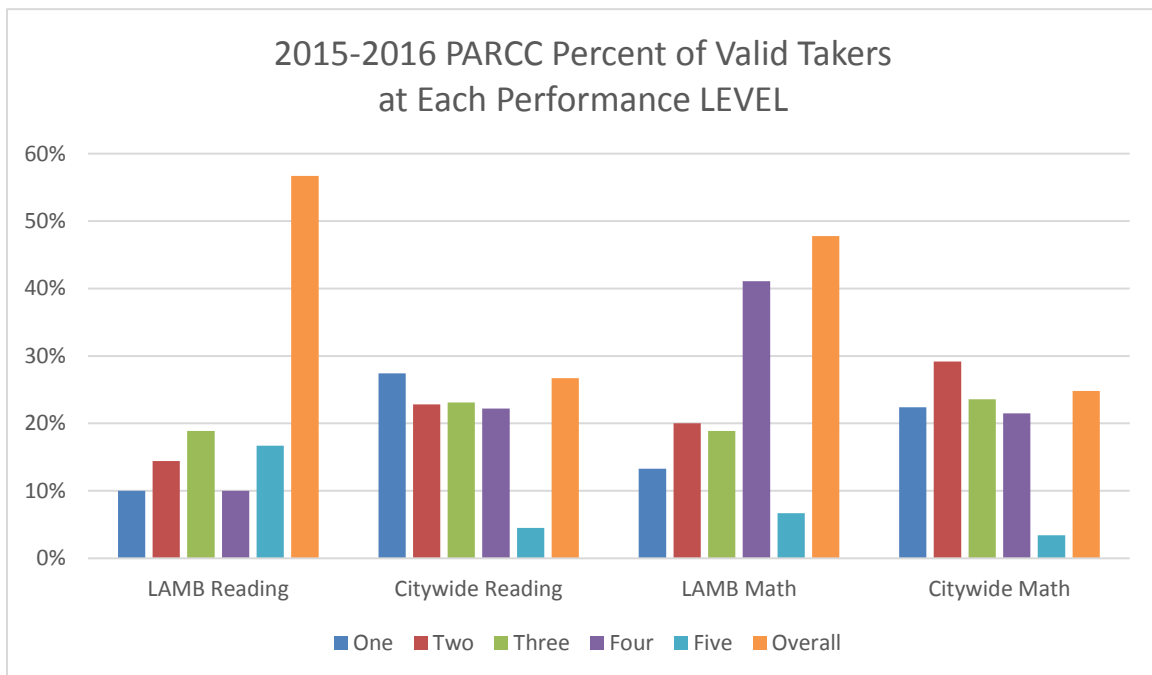
The Montessori mathematics curriculum relies heavily on the use of manipulative math materials for students ages Pre-School through Kindergarten to develop conceptual understanding in the following areas:

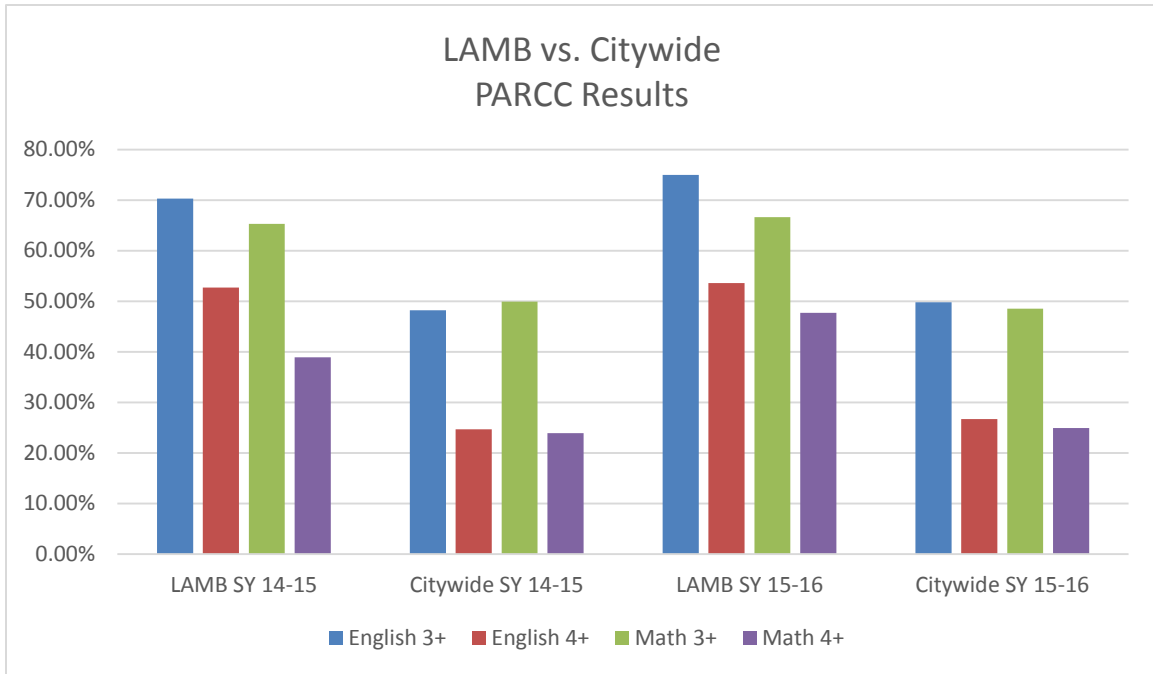
- Numbers 0-10
- Decimal System – 1, 10, 100, 1000
- Numbers 11-100
- Mathematical Operations
- Memorization of Math Facts
- Time
- Money
- Fractions

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

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

The most recent standardized test data available is the Partnership for Assessment of Readiness for College and Careers (PARCC). It is the high stakes test mandated and managed by the Office of the State Superintendent of Education (OSSE). The PARCC annual tests are available in English language arts/literacy and mathematics for grades 3-8 and high school. The assessments are supposed to serve as an “educational GPS system,” assessing students’ current performance, and pointing the way to what students need to learn by graduation so they are ready for college and/or a career.





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

**B. Goals and Academic Achievement Expectations and Early Childhood Assessments**

The School Reform Act requires that public charter schools report on progress towards goals every year in their annual reports. Following are LAMB’s goals and progress status. LAMB met all of its goals.

| LAMB PCS - Goals and Academic Achievement Expectations   | Goal met or unmet | Progress toward goals  |
|--|-------------------|--|
| 1. Teach curriculum based in Montessori philosophy of education in English and Spanish language. | Goal Met          | LAMB PCS met this goal. The school has met both aspects of this goal – 180 days, it teaches a curriculum based in Montessori philosophy, and it teaches its curriculum in English and Spanish at all levels. |

|   |                 |  |
|---|-----------------|--|
| <p>2. Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.</p> | <p>Goal Met</p> | <p>LAMB PCS met this goal. Per PARCC results, LAMB’s math proficiency rates in grades 3-5 have been greater than the state averages. Students showed growth in math skills greater than their peers. Students K-2<sup>nd</sup> grade averaged 57% with kindergarteners scoring 72%, 1<sup>st</sup> graders at 58% and 2<sup>nd</sup> graders struggling with 42%. The EasyCBM data suggests that there is a plateau at 2<sup>nd</sup> grade which is borne out in the PARCC data. Qualitative evidence also supports the school meeting this goal.</p> |
| <p>3. Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and -writing, and reading and writing skills development.</p>             | <p>Goal Met</p> | <p>LAMB PCS met this goal. The school met the majority of its Early Childhood Targets, which were part of this goal. The overall DIBELS score was 67% benchmark (DIBELS Kinder is 78% is low-risk, 1<sup>st</sup> grade 71% and 2<sup>nd</sup> grade 53%) Third through fifth graders showed consistently higher scores with an overall PARCC score of 56.7% (4+) and/or 75.6% (3+) English language arts proficiency rate significantly outperforming many of their peers citywide.</p>   |
| <p>4. Teach developmentally appropriate science concepts, pre-school through third grade.</p>   | <p>Goal Met</p> | <p>LAMB PCS met this goal. A review of the LAMB’s Compass records, as well as qualitative evidence, supports that the school is teaching developmentally appropriate science concepts. School records demonstrate that teachers are planning instruction around science concepts in all</p>  |

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|  |          | grades, and students are practicing, improving, and mastering these concepts. LAMB held a Science Fair working in collaboration with the National Institute of Health; has robotics in its extended learning day program, and has participated and placed in the regional STEM competition, Destination Imagination, for the last 3 years. |
| 5. Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy. | Goal Met | LAMB PCS met this goal. Per Middle States Accreditation Draft Report, teacher evaluations, student report cards and review of Compass documents demonstrate that LAMB is teaching the use of Montessori sensorial materials.   |
| 6. Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.   | Goal Met | LAMB PCS met this goal, based on review of its Classroom Assessment Scoring System ("CLASS") scores, findings from LAMB's Middle State Review which included focus groups, PTO meetings and full staff meetings which were used to solicit stakeholder input.  |
| 7. Teach concentration, independence and small motor skills as well as specific task mastery.  | Goal Met | LAMB PCS met this goal. Middle State and review of Compass documents demonstrate that the school is teaching concentration, independence, small motor skills, and specific task mastery.   |
| 8. Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.                                      | Goal Met | LAMB PCS met this goal. Integrated technology includes, wide use of chrome books, smart boards, Alexandria software for checking books in and out of the   |



|   |                 |   |
|---|-----------------|---|
|   |                 | <p>library. In addition, LAMB utilizes technology such as Study Island (interventions during and after school), on-line typing at typing.com, coding curriculum at code.org, and Wowzer (PARRC preparation), global mapping software in geography and social studies, specialty software in special education for speech and occupational therapy, use of dropcam to stream activities such as LAMB peace ceremonies and special meetings/PTO discussions to enable parents/families who are unable to physically be on site to participate.</p>  |
| <p>9. Present materials in areas of social studies, history of the universe, and geography.</p> | <p>Goal Met</p> | <p>LAMB PCS met this goal, based on Middle States review of the school's records. Middle States' review of lesson plans, student records, and parent, student, and teacher dialogues demonstrate that students are being taught and evaluated on social studies, history of the universe and geography topics. Lesson plans and student report cards contain content area covered, such as Government, Geography, and Ancient Civilizations. Lessons include out-of-class field trips to the Native American Museum, Great Falls, the Capitol Visitor's Center, Embassies, and various art galleries.</p> |
| <p>10. Present a variety of activities in arts and crafts.</p>                                  | <p>Goal Met</p> | <p>LAMB PCS met this goal. LAMB a dedicated music teacher and two art teachers who serve all grades.</p>  |

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|  |          | There are many opportunities for students to participate in the arts through its core curriculum. Arts, music and dance are also integral to student presentations during peace ceremonies, at parent workshops, and holiday celebrations.   |
| 11. Teach independence and self-direction in an atmosphere of free choice.             | Goal Met | LAMB PCS met this goal. The Visiting Team for Accreditation by the Middle States Association of Colleges and Schools was on-site at LAMB 4/24-4/27/2016 observed evidence in LAMB's Excellence by Design self-study and accreditation protocol, Compass and during the review team's visit that the school was teaching students independence and self-direction in an environment that allows students to be in control of their learning experience, citing examples "we applaud you for the degree of autonomy the teachers also students in their classrooms," planning, hosting and performing at school-wide monthly Peace Ceremonies, student classroom charts of lessons, and Destination Imagination (a Regional STEM competition in which students must solve a problem and present their solution to a panel of judges), to name a few. |
| 12. Students kindergarten through sixth grade will maintain high levels of attendance. | Goal Met | LAMB PCS met this goal. The school has met all early childhood attendance Accountability Targets since 2010-11, and its third  |

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|  |           | through fifth grade attendance has been at or above the charter school average. LAMB does not offer sixth grade.   |
| <p>13. Parents will show satisfaction with LAMB.</p> <p>14. Students will show satisfaction with LAMB.</p> | Goals Met | LAMB PCS met these goals LAMB, and the PTO conducted multiple surveys, focus groups and stakeholder assessments throughout the year, including accreditation review by Middle States. For example parents whose children were enrolled in the extended learning day program rated the school (82% responded in English and 18% in Spanish); 97% of parents either strongly agreed or agreed that extra-curricular activities at LAMB meet their needs; overall there was a high level of satisfaction with activities that enhance students' academic achievement and social development (95.5%) |
| 15. Students will demonstrate social emotional competency through Second Step instruction.                 | Goal Met  | LAMB PCS met this goal. Developing students' social-emotional competencies is a primary focus of LAMB PCS. Students are regularly instructed using Second Step, a social-emotional curriculum produced by the Committee of Children, a nonprofit organization that "promotes social-emotional learning and the prevention of bullying, child abuse and youth violence through education." LAMB also scored very high in CLASS. Out of 7 points, LAMB scored 6.14 % for emotional   |

|  |  |  |
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|  |  | <p>support, which includes positive climate, teacher sensitivity in regards for student perspective. The threshold for quality is 5.</p> |
|--|--|--|

**C. Lessons Learned and Actions Taken**

**LAMB stays connected to its graduates:** LAMB graduates, those who completed a full PK3 or PK4 to 5<sup>th</sup> grade course of study at LAMB are strong academicians, critical thinkers and peace ambassadors. They love learning and they are thriving in their new academic homes. After thirteen years, LAMB has had 79 graduates. Some of them now attend local independent schools including Edmund Burke, Sidwell Friends, Jesuit School for Boys, Washington School for Girls, San Miguel School, and Washington Waldorf School. The remaining graduates either moved out of state or attend DC public schools, including DC International, Oyster-Adams, Basis, Alice Deal, Capital City, E.L. Haynes, Duke Ellington, Wilson, and Washington Latin. There are also a handful of students who made early transfers to secure middle school slots at other institutions: private and public, chartered and traditional. The foundation they gained at LAMB is a core building block for their future studies and they are sought after because of their achievements and potential.

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

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

**Sharing best practices:** LAMB uses Professional Learning Communities (PLC) which is a form of teacher led professional development, or peer to peer learning. PLCs are teachers organized in teams, much like

departments. For example, the English-language dominant primary teachers met bi-monthly, reviewed student performance data and curriculum, and planned lessons around specific monthly themes.

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

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

#### **D. Unique Accomplishments**

PCSB's board voted unanimously in favor of approving LAMB's charter amendment request for an **enrollment ceiling increase** beginning in SY 2016-2017. LAMB was authorized to serve up to 437 students in school year 2016-17, with a maximum enrollment of 602 students by school year 2022-23. The enrollment ceiling increase request is in response to demand; LAMB is a highly sought-after program with historical waitlists ranging between 500 and 800 students. LAMB will sublease additional space on the second floor of Perry Street Prep on South Dakota Avenue, which will include additional classrooms, offices, closets, and restrooms. By acquiring more space, LAMB will be able to provide more DC students the opportunity to attend a high-quality Montessori bilingual public charter school.

LAMB renewed our accreditation with the **Middle States Association of Colleges and Schools**. This process required staff to work as a team with various stakeholders (teachers, parents, and community members) to create an action plan for the future. The Middle States Association accreditation team visited LAMB April 24-27, 2016.

LAMB was featured in **El Tiempo Latino newspaper** in an article written by Scott Pearson, Executive Director of the DC Public Charter School Board. <http://eltiempolatino.com/.../exito-para-estudiantes-hispanos/>

Ward 4 Councilmember Brandon Todd and ANC Commissioner Karrye Braxton joined us for our **RiverSmart Ribbon Cutting Ceremony**. The ceremony was followed by various volunteer opportunities including planting flowers and vegetables in the new planting beds, painting picnic tables, organizing a bilingual library, and cleaning the field next to the school.

LAMB holds monthly **Peace Ceremonies** at each facility, a time for all students to gather together and share what they have been learning with the entire school community as well as with families and friends. Presenting communities alternate monthly, with Primary communities one month and Elementary communities the following month. In addition, ELD participants present at each ceremony, and LAMB uses a dropcam to enable parents, particularly those who are unable to be physically present to view the ceremonies.

LAMB students were featured in a **news segment on ABC 7 News** showing how they are learning to build and program robots, and ultimately, compete in robotics competitions locally and nationally. <http://wjla.com/features/harris-heroes/harriss-heroes-metro-warriors-stem-program-sparks-interest-in-science-and-technology>

Thanks to a generous sponsorship from a LAMB parent, LAMB was once again able to partner with **Teatro de la Luna** to bring an in-house theatrical production. Students were treated to a wonderful magic show with bilingual Magician Juan Estrella from Ecuador, a master of close-up magic, escapism and illusion.

LAMB Principal Cristina Encinas participated in a panel on Capitol Hill hosted by the **National Alliance for Public Charter Schools** about the impact of charter schools on Hispanic education outcomes.

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

**Girls on the Run** returned for its 5<sup>th</sup> season at LAMB. Students completed a curriculum that encourages positive emotional, social, mental and physical development. Through the course of the season girls trained and ended the program with a 5k run in Anacostia Park.

A **Catholic University nursing student** spent a semester interning at LAMB. She shared her experience with the world via video. <http://www.cua.edu/news/spotlight/spanish-health-care.html>

As part of a **Peace Dove Giving Project**, LAMB collected books, clothing and toys for LAMB families who may not have otherwise received or been able to afford them. Donated items include winter clothing, shoes, games, balls, musical instruments, gift cards, and arts and crafts supplies. Thanks to the generosity of Operation Warm, LAMB students received more than fifty brand new winter coats.

Through the generous donations of LAMB families and friends, fifty **Thanksgiving Dinners** were bought and distributed to families in need. Recipient families were surprised and grateful for the turkey and various side dishes. Meals were purchased from the SHARE Food Network.

Once again, the **DC United Soccer Club** and LAMB partnered to keep children fit. Students participated in this after school program three days a week, and learned not only soccer skills, but also teamwork, nutrition education, and mentoring.

LAMB held its 4<sup>th</sup> annual LAMB **Winter Festival and Holiday Tree Sale** in December. The festive event run by the PTO included a bake sale, hot chocolate and apple cider, kids' crafts and more. We had a great turn-out, sold lots of items, enjoyed the bake sale/drinks, and the kids had a ball playing and making crafts.

LAMB was profiled in the DC Public Charter School Board's latest report "**Quality Education has Positive Effects on Hispanic Public Charter School Students.**"

<http://www.dcpsb.org/.../files/2015%20Hispanic%20Report.pdf>

LAMB students participated in a **Destination Imagination Tournament** in February. LAMB students competed in three challenges: Pace of Change, a technical challenge; In Plain Sight, a scientific challenge; and Get a Clue, a fine arts challenge. Many staff, parents, grandparents, and alumni turned out to show their support. LAMB had three teams compete this year and all teams won -- one first place, two second place, and recognition for DI spirit.

The **¡Arriba! Campaign** took place for ten days in March 2016. This campaign was the single, *major* parent fundraiser of the school year, and it raised more than \$10,000 with 100% family participation. Participation from all families was an important goal of the ¡Arriba! Campaign, and donations of any level were welcomed. High participation and giving levels reflected an involved community of parents and a commitment to LAMB and its future.

In the **student lottery**, LAMB received more than 900 applications for enrollment for school year 2016-2017.

The **International Day of Dance** in May, sponsored by the Extended Learning Day (ELD) Program and the Parent Teacher Organization (PTO) featured dances from all over the world. Dancing was followed by an international food court and outside carnival games.

Upper elementary teacher Sarah Tupper was awarded the **Most Outstanding Teacher of the Year Award** at the STARS Tribute 2016 Awards Ceremony presented by the DC Association of Chartered Public Schools. And primary teacher Alexandra Torres Guerrero was nominated for **The Washington Post Teacher of the Year Award**.

To celebrate the amazing people that contribute to the success of students at public charter schools, the Public Charter School Board (PCSB) invited school leaders and staff to give a shout out to some of the people that help make their school a great place during **Random Acts of Kindness Week**. A variety of LAMB staff, teachers, parents, and students were published in the PCSB newsletter.

LAMB students, parents, and staff participated in "**Muscles not Motors**" (**Walk or Bike to School Day**) in May. So many families got to school on wheels or feet! There were delicious and nutritious breakfast foods available for all those who self-propelled to school. For those that live far from school, or had no safe route for biking, some travelled part way on bus/car/metro and walked the last few blocks. Several parents even organized walking and/or biking caravans from their neighborhoods.

Elementary students from both facilities hosted their second annual **Science Fair** in May. Students displayed and presented a variety of individual science projects. Fellow students, families, and friend were invited to enjoy all the projects that the students had worked so hard on for the previous two months.

LAMB student Diego Ford won first place win in the K-2nd grade category in the 2016 **National Cherry Blossom Festival Youth Art Contest**. His artwork, along with that of other students, was on display in the Pepco Edison Place Gallery. LAMB alumni Jillian Jackson and Samuel Bautista had their work exhibited at the DC Commission on the Arts and Humanities as part of **The Legacy Continues**, Duke Ellington School of the Arts' 2016 Underclassmen exhibit.



LAMB offered **CHISPA & Padres Comprometidos** parent classes for six weeks, with the goal of increasing the engagement of children and their families with science and local science resources. CHISPA, (Children Investigating Science with Parents and Afterschool) is a national network of science museums and afterschool programs affiliated with ASPIRA and the National Council of La Raza (NCLR) working together to build stronger communities and increase the engagement of children and their families with science and local science resources. Through this program we brought hands-on science activities to our elementary students in the after school ELD program. Padres Comprometidos is a parent education program that provides parents with tools they need to be advocates for their children's education, with a special focus on science. The bilingual classes were followed by a final evening for graduation and celebration for the parents and their families.

The Montessori model allows children to learn in one community for three years. This preparation allows the child to master key tasks in preparation for the next academic level. At LAMB, Kindergarten and third grade students may move to another floor and/or facility in the fall. Once teachers determine a child is ready, the process of moving up can begin. Each child visits a new community on the **Moving Up Days**. Children who have worked in Primary communities are prepared to move into the Lower Elementary communities, and the Lower Elementary students transition into Upper Elementary communities with little or no difficulty.

LAMB continued its partnership with **M.O.M.I.E's TLC (Mentors of Minorities in Education's Total Learning Cis-Tem)** to bring the Children's Gallery of Black History exhibit to the school. The gallery is an interactive historical exhibit focusing on the lives of "Great People" - both past and present. For a second year, LAMB worked with M.O.M.I.E's to bring this exhibit into the classroom by presenting a 30-40 minute class where elementary students studied a different Great Person each month.

In partnership with the National Council of La Raza and the National Museum of Natural History Museum, LAMB held **CHISPA Family Day** at the museum. This event was an extension to our ELD science program for students in grades 3-5. Special activities for LAMB parents and families included an ocean-themed magic show and jewelry-making station; scientist talks on everything from sea squirts to the origins of Latin American languages; and fun hands-on activities to explore the natural world. At Get Caught Engineering, kids were able to create a durable bird's nest, build a structure that can survive a tornado, design a fantasy flower, and construct a spider web.

LAMB staff participated in a two-day intensive workshop about **Positive Discipline** in the Montessori Classroom. They learned how to develop a consistent, respectful, and research based approach to classroom discipline that is fully aligned with the Montessori principles. A similar workshop was presented to parents to explain how to create an environment where young people learn to become responsible, respectful and resourceful members of their communities.

LAMB held our second annual fundraising **Book Fair at Politics and Prose**, a local independent bookstore, in September. LAMB's principal read a book in the reading nook, parents volunteered at the information table, and friends and families purchased books for the school and for their personal collections. LAMB received 20 percent of the book sales as well as more than 75 donated books for classrooms and libraries. In addition to the book fair, neighborhood restaurant Comet Ping Pong gave LAMB 15% of their lunch sales that day.

The theme for parent workshops in February was **Montessori Math - Reaching Abstraction for Testing**. The informative and interactive plenary session included three components: presentation of the school-wide math data; reconciling Montessori math method with testing; and sharing resources that support child's math learning at home.

To increase opportunities for parent participation, the **Parent Teacher Organization (PTO)** held informational sessions before each Peace Ceremony, and held quarterly business meetings in the evening at alternating facilities. The pre-Peace Ceremony meetings involved a short informational presentation by PTO leadership and a question and answer opportunity for parents. The change in meeting times dramatically increased active parent participation in the PTO. The PTO supported various events and fundraisers throughout the year, including ¡Arriba!, International Day, Fall Festival, Back to School Night, Winter Festival & Holiday Tree Sale, and Staff/Teacher Appreciation Lunches.

The **SLAMS (Spanish, Literature, Arts, Math, and Science) Summer Program** ran for four weeks over the summer, and was open to all LAMB students (Pre-K through rising 5th graders) interested in improving their Spanish through high-quality literature, science projects, and extended lessons with Montessori materials. The program took place at our Missouri Avenue facility.

Energetic students participated in the **Freshman Service Experience - American University** by spending two days volunteering at LAMB. They helped paint, sort library books, prepare classroom materials, and whatever else was asked of them.

LAMB staff and parents participated in the **2016 EdFEST** in December at the DC Armory. In addition to learning about LAMB and other DC public schools, visitors enjoyed youth arts and cultural performances and science demonstrations, participated in workshops, and enjoyed fun activities for the kids.

#### D. List of Donors

The following individuals, foundations, corporations, and organizations supported LAMB with gifts of \$500 or more between July 1, 2015 and June 30, 2016.

|                        |                             |
|------------------------|-----------------------------|
| Alejandra Goyenechea   | Leah Karrer                 |
| Amelia Silva           | Lori Searcy                 |
| Andrea Badillo         | Maisha Cryor                |
| Angela Lauvray         | Maria Aspinwall             |
| Ann Lefert             | Maria Teresa Kumar          |
| Anonymous              | Mariana Orloff              |
| Audrey Pasipanodya     | Mario Trubiano              |
| C. Chroust             | Marta Urquilla              |
| Cordell Olive          | Melissa Delrios             |
| Cory Brown Veizaga     | Micah Bump                  |
| Dan Goodman            | Michael Hulsey              |
| Darryl Clay            | Michael Scherer             |
| Deborah Saxon          | Mya Ford                    |
| Dionne Wright          | Oladele Dosunmu             |
| Dominique Taylor       | Pablo Saelzer               |
| Ellen Harms            | Patrick Corbus              |
| Evangelina Elizondo    | Patrick Herald              |
| Francisco Ceballos     | PTO                         |
| Garnet Hanly           | REMCO                       |
| Glenda L Bunce         | Renata Ko                   |
| Helen Alexander-Fettus | Robert & Evelyn Wrin        |
| Isadora Moyer          | Robert & Jennifer Zahradnik |
| Jennifer Carrier       | Robert Baldwin              |
| Jenny Russell          | Robert Duncan               |
| Jocelyn Richgels       | Sally Anderson              |
| Julie Daza             | Sam Chaltain                |
| Karen Bridgett         | Scott Simpson               |
| Karrer, Madeline       | Susana Echeverria           |
| Kate Krizan            | Suzanne Ehlers              |
| Katherine Cain         | Theodore Goldman            |
| Katherine Faust        | Tracy Goodman               |
| Kusai Merchant         | Tyson Shenefield            |
| L. Royster             | William Ecenbarger          |
| Lauren Wheeler         | Ziad Haddad                 |

III. SY 2015-16 Annual Report Campus Data Report

| Source | Data Point   |
|--------|--|
| PCSB   | LEA Name: Latin American Montessori Bilingual PCS    |
| PCSB   | Campus Name: Latin American Montessori Bilingual PCS |
| PCSB   | Grades served: PK3-5                                 |
| PCSB   | Overall Audited Enrollment: 374                      |

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

| Grade                | PK3 | PK4 | KG | 1  | 2  | 3  | 4           | 5     | 6     |
|----------------------|-----|-----|----|----|----|----|-------------|-------|-------|
| <b>Student Count</b> | 63  | 54  | 58 | 57 | 49 | 42 | 25          | 26    | 0     |
| Grade                | 7   | 8   | 9  | 10 | 11 | 12 | Alternative | Adult | SPED* |
| <b>Student Count</b> | 0   | 0   | 0  | 0  | 0  | 0  | 0           | 0     | 0     |

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

| STUDENT DATA POINTS           |   |
|-------------------------------|---|
| School                        | <b>Total number of instructional days:</b> 180<br>Number of instructional days, not including holidays or professional development days, for the majority of the school.  |
| PCSB                          | <b>Suspension Rate:</b> 0.0%  |
| PCSB                          | <b>Expulsion Rate:</b> 0.0%   |
| PCSB                          | <b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0%   |
| PCSB                          | <b>Average Daily Attendance:</b><br>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> 3   |
| PCSB                          | <b>Midyear Entries:</b> 1   |
| PCSB                          | <b>Promotion Rate:</b> 99.3%  |
| PCSB                          | <b>College Acceptance Rates:</b> Not applicable   |
| PCSB                          | <b>College Admission Test Scores:</b> Not applicable  |
| PCSB                          | <b>Graduation Rates:</b> Not applicable   |
| FACULTY AND STAFF DATA POINTS |   |
| School                        | <b>Teacher Attrition Rate:</b> 15%  |
| School                        | <b>Number of Teachers:</b> 39<br>“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><br>1. Average: \$54,427<br>2. Range -- Minimum: \$32,441 Maximum: \$82,500  |

## APPENDIX A

### Staff Roster

| First Name        | Last Name        | SY15-16 Position              | Dates of Employment     |
|-------------------|------------------|-------------------------------|-------------------------|
| Paola             | Acuna            | PE Teacher                    | 2013-Present            |
| Juan              | Alfaro           | ELD Instructor                | 2013-Present            |
| Kioma             | Alfred           | Parent Liaison                | 2011-Present            |
| Teresa            | Aspinwall        | Safe Schools/Parent Liaison   | 2006-Present            |
| Laura             | Baglietto        | Elementary Teacher            | 2015-2016               |
| Deyanira          | Bautista         | Counselor                     | 2011-Present            |
| Mauricio          | Bautista         | Day Porter                    | 2011-Present            |
| Alba              | Beltran          | Primary Teacher Assistant     | 2003-Present            |
| Kate              | Cain             | Music Teacher                 | 2012-Present            |
| Maureen           | Capillo          | Elementary Teacher            | 2013-Present            |
| Veronica          | Carrasco         | Primary Teacher               | 2011-Present            |
| Maria             | Carvajal         | Elementary Teacher            | 2013-Present            |
| Ivannia           | Castillo-Roman   | Special Education Teacher     | 2009-Present            |
| Elis              | Cecchetti        | Primary Teacher               | 2013-Present            |
| Ronald            | Chacon           | Art Teacher & ELD Coordinator | 2014-Present            |
| Esperanza         | Contreras        | Instructional Aide            | 2014-2016               |
| Yeison            | Cordoba-Hurtado  | Administrative Assistant      | 2012-Present            |
| Diane             | Cottman          | Executive Director            | 2003-Present            |
| Deirdre           | Coyoy            | Special Education Teacher     | 2013-Present            |
| Anamigdy          | Cruz             | Instructional Aide            | 2014-Present            |
| Eduardo           | Cuesta           | Elementary Teacher            | 2014-Present            |
| Leeann            | Danley           | Special Education Teacher     | 2014-Present            |
| Iashira           | De la Rosa       | Administrative Assistant      | 2014-Present            |
| Margarita         | Diaz             | Math Specialist               | 2005-2012; 2015-Present |
| Cristina          | Encinas          | Principal                     | 2003-Present            |
| Dick              | Ertzinger        | Controller                    | 2009-Present            |
| Mya               | Ford             | Occupational Therapist        | 2012-Present            |
| Martha (Sakeenah) | Franzen          | Elementary Teacher            | 2013-Present            |
| Kepa              | Freeman          | Special Education Teacher     | 2012-2016               |
| Cristian          | Gajardo          | IT Director                   | 2013-Present            |
| Brian             | Garcia           | Educational Aide              | 2014-2015; 2016-Present |
| Manuel (Manolo)   | Garcia Fernandez | Elementary Teacher            | 2013-Present            |
| Ali (Rico)        | Harris           | Educational Aide              | 2014-Present            |
| Barbara           | Hart             | Special Education Teacher     | 2015-2016               |
| Maria Helena      | Herrera          | Primary Teacher               | 2015-Present            |

|                 |                 |                               |                         |
|-----------------|-----------------|-------------------------------|-------------------------|
| Bellenia        | Huamani         | Elementary Teacher            | 2013-Present            |
| Allison         | Jones           | Elementary Teacher            | 2009-2016               |
| Patricia        | Linares         | Primary Teacher               | 2012-Present            |
| Claudia         | Luna            | Primary Teacher               | 2003-Present            |
| Marta del Pilar | Lynch           | Intervention Coordinator      | 2014-Present            |
| Laura           | Martinez-Garcia | Elementary Teacher            | 2007-Present            |
| Kathryn (Katey) | McCarthy        | Primary Teacher               | 2013-2016               |
| Patricia        | Medina          | Elementary Teacher            | 2015-Present            |
| Itzel           | Mejia-Menendez  | Primary Teacher               | 2011-Present            |
| Steve           | Menendez        | Elementary Teacher            | 2011-Present            |
| Lorena          | Molina          | Elementary Teacher            | 2014-Present            |
| Marsy           | Montano         | Primary Teacher Assistant     | 2008-Present            |
| Ana Rebeca      | Mo-Salazar      | Administrative Assistant      | 2003-Present            |
| Adriana         | Mota Rodriguez  | Accounting Assistant          | 2016-Present            |
| Rosario         | Paredes         | Counselor                     | 2010-Present            |
| Wendy           | Pena            | ELD Instructor                | 2014-Present            |
| Marta           | Perez           | Art Teacher                   | 2012-Present            |
| Noemi           | Perez           | Special Education Coordinator | 2014-Present            |
| Jasmine         | Pettus          | ELD Instructor                | 2015-Present            |
| Iana            | Phillips        | Elementary Teacher            | 2015-Present            |
| Wendy           | Ramirez         | Educational Aide              | 2012-Present            |
| Lauraluz        | Reyes Alvarado  | Elementary Teacher            | 2013-Present            |
| Mayra           | Rivera          | ELD Instructor                | 2013-Present            |
| Sindy           | Rodriguez       | Primary Teacher Assistant     | 2013-Present            |
| Betsy           | Romero          | Administrative Assistant      | 2011-Present            |
| Glenda Yesenia  | Romero          | Educational Aide              | 2013-Present            |
| Wendy           | Romero          | Educational Aide              | 2013-Present            |
| Concepcion      | Roque           | ELD Instructor                | 2015-Present            |
| Maria Luisa     | Rossel          | Elementary Teacher            | 2007-Present            |
| Martin          | Roth            | Instructional Coordinator     | 2014-Present            |
| Genesis         | Sanchez         | ELD Instructor                | 2015-Present            |
| Susana          | Silva-Canales   | Instructional Coordinator     | 2005-Present            |
| Joel            | Steinberg       | Elementary Teacher            | 2007-Present            |
| Carolann        | Stephens        | Elementary Teacher            | 2013-2014; 2015-Present |
| Marcela         | Tampe           | Primary Teacher               | 2011-Present            |
| Alexandra       | Torres Guerrero | Primary Teacher               | 2011-Present            |
| Sarah           | Tupper          | Elementary Teacher            | 2012-Present            |
| Maria           | Unda            | Paraprofessional              | 2011-Present            |
| Maria           | Valle           | Educational Aide              | 2011-Present            |
| Alejandra       | Velasquez       | ELD Instructor                | 2014-Present            |
| Angie           | Villegas        | ELD Instructor                | 2014-Present            |

|            |          |                                 |              |
|------------|----------|---------------------------------|--------------|
| Jasmine    | Williams | Reading Specialist              | 2009-2016    |
| Anna Marie | Yombo    | HR/Special Projects Coordinator | 2012-Present |
| Ernest     | Yombo    | Assistant Principal             | 2013-Present |
| Ana Maria  | Zegarra  | Speech-Language Pathologist     | 2014-Present |
| Nargi      | Zelaya   | Educational Aide                | 2015-Present |

93% of classroom teachers have a Bachelor's Degree  
48% have a Master's Degree



## **APPENDIX B**

### **Board Roster**

#### **Chair**

Barrie Lynn Tapia, MSW, JD  
Legal Consultant  
Residence: Washington, DC

#### **Treasurer**

Paul Leleck  
Chief Financial Officer, Building Hope  
Residence: Rockville, MD

#### **Secretary**

Tracy Goodman, Esq.  
Director, The Health Access Project, The Children's Law Center  
Residence: Washington, DC  
LAMB Parent

Bill Ecenbarger, Esq.  
Principal, Solo-Practitioner. Law Office of Bill Ecenbarger, Esq.  
Residence: Washington, DC  
LAMB Parent

Oladele Dosunmu, CPA  
President. OGDOSUNMU CPA  
Residence: Bowie, MD

Kendall Ladd  
Donor Relations Manager, Sitar Arts Center  
Residence: Washington, DC

Tim Lee  
Individual Gifts Manager, 50CAN  
Residence: Washington, DC

## APPENDIX C

### Unaudited Year-End 2014-2015 Financial Statement

**LAMB PCS**  
**Statement of Financial Position**  
**as of June 30, 2016**  
(Unaudited)

#### ASSETS

##### Current Assets

|                                |                     |
|--------------------------------|---------------------|
| Checking/Savings               |                     |
| Bank of America                | 251,470             |
| Capital One                    | 1,005,743           |
| City First                     | 306,316             |
| Industrial Bank - Checking a/c | 2,000               |
| Industrial Bank - Repo a/c     | 557,182             |
| M&T Bank - Checking            | 867,418             |
| United Bank                    | 210,888             |
| Total Checking/Savings         | <u>3,201,017</u>    |
| Accounts Receivable            |                     |
| Accounts Receivable            | 2,292               |
| Promises Receivable            | 12,646              |
| Total Accounts Receivable      | <u>14,938</u>       |
| Other Current Assets           |                     |
| Grants receivable              | 182,091             |
| Prepaid expenses               | 58,624              |
| Total Other Current Assets     | <u>240,715</u>      |
| <b>Total Current Assets</b>    | <b>\$ 3,456,670</b> |

##### Fixed Assets

|                               |                     |
|-------------------------------|---------------------|
| Land                          | 721,000             |
| Building - Military Rd School | 9,398,518           |
| Furniture and equipment       | 440,218             |
| Accumulated depreciation      | <u>(2,260,734)</u>  |
| <b>Total Fixed Assets</b>     | <b>\$ 8,299,002</b> |

##### Other Assets

|                           |         |
|---------------------------|---------|
| M&T Bank - Collateral A/C | 203,938 |
| Deferred Financing Costs  | 59,100  |

|                           |                      |
|---------------------------|----------------------|
| Deposits                  | 53,556               |
| <b>Total Other Assets</b> | <b>\$ 316,594</b>    |
| <br>                      |                      |
| <b>TOTAL ASSETS</b>       | <b>\$ 12,072,266</b> |

## LIABILITIES & EQUITY

### Liabilities

#### Current Liabilities

|                                    |         |
|------------------------------------|---------|
| Accounts Payable                   |         |
| Accounts Payable                   | 79,777  |
| Credit Card - Bank of America      | 17,654  |
| Total Accounts Payable             | 97,431  |
| Other Current Liabilities          |         |
| Accrued interest payable           | 3,521   |
| Deferred Revenues                  | 72,536  |
| P/R related w/h and accruals       |         |
| Accrued annual leave               | 73,246  |
| Accrued FICA expense               | 36,050  |
| Accrued retirement expense         | 72,885  |
| Accrued salaries payable           | 501,907 |
| Other payroll w/h                  | 10,096  |
| Total P/R related w/h and accruals | 694,184 |
| Total Other Current Liabilities    | 770,241 |
| Total Current Liabilities          | 867,672 |

#### Long Term Liabilities

|                             |           |
|-----------------------------|-----------|
| Loan payable - M&T          | 5,381,984 |
| Interest Rate Swap          | 302,523   |
| Total Long Term Liabilities | 5,684,507 |

**Total Liabilities** **\$ 6,552,179**

### Equity

|                     |                     |
|---------------------|---------------------|
| Net Assets          | 5,116,687           |
| Net Income          | 403,400             |
| <b>Total Equity</b> | <b>\$ 5,520,087</b> |

TOTAL LIABILITIES & EQUITY

\$ 12,072,266

**LAMB PCS**  
**Statement of Activities**  
**For Year Ended June 30, 2016**  
(Unaudited)

|  | <b>Actual</b>       |
|--|---------------------|
| <b>REVENUES</b>                        |                     |
| DCPS - per pupil payments              | 6,587,220           |
| DC Government grants                   | 16,497              |
| Federal grants                         | 307,726             |
| Foundation grants                      | 22,950              |
| Nat'l School Lunch                     | 55,764              |
| Contributions                          | 139,538             |
| Interest income                        | 8,765               |
| E-Rate revenue                         | 4,414               |
| Student activity fees                  | 18,736              |
| Extended Learning Day/Summer Programs  | 570,359             |
| <b>Total Revenue</b>                   | <b>\$ 7,731,969</b> |
| <b>EXPENSES</b>                        |                     |
| <b>PERSONNEL SALARIES AND BENEFITS</b> |                     |
| Salaries                               |                     |
| Principal/Executive Salaries           | 364,197             |
| Teacher Salaries                       | 1,525,945           |
| Teacher Aides Salaries                 | 112,143             |
| Special Education Salaries             | 421,832             |
| Other Professional Salaries            | 850,376             |
| Clerical Salaries                      | 224,780             |
| Food Service Staff                     | 12,297              |
| Business Operation Salaries            | 69,911              |
| Support Staff                          | 378,353             |
| <b>Total Salaries</b>                  | <b>3,959,834</b>    |
| Payroll Taxes/Fees                     |                     |
| FICA                                   | 284,699             |
| Unemployment expense                   | 25,585              |

|  |                          |
|--|--------------------------|
| <b>Total Payroll Taxes/Fees</b>              | 310,284                  |
| Employee Benefits                            |                          |
| Health insurance                             | 300,254                  |
| Workers' comp. insurance                     | 15,208                   |
| Retirement expense                           | 137,545                  |
| Staff Development Costs                      | 30,114                   |
| Bonuses                                      | 21,424                   |
| Fringe benefits - De Minimus                 | 7,619                    |
| <b>Total Employee Benefits</b>               | <u>512,164</u>           |
| <b>TOTAL PERSONNEL SALARIES AND BENEFITS</b> | <b>\$ 4,782,282</b>      |
| <b>DIRECT STUDENT EXPENSE</b>                |                          |
| Educational Furniture/Equipment              | 20,643                   |
| Educational materials                        | 47,163                   |
| Testing materials                            | 6,210                    |
| Educational supplies                         | 36,001                   |
| Special Education materials                  | 2,278                    |
| Educational subscriptions                    | 15,382                   |
| Special education                            | 55,885                   |
| Student activity expense                     | 41,498                   |
| Tutoring                                     | 4,050                    |
| Food purchases                               | 20,791                   |
| Student food                                 | 224,076                  |
| Consultants - Other                          | 51,805                   |
| <b>TOTAL DIRECT STUDENT EXPENSE</b>          | <u><b>\$ 525,782</b></u> |
| <b>OCCUPANCY EXPENSES</b>                    |                          |
| Rent - South Dakota                          | 634,172                  |
| Depreciation - Occupancy                     | 242,589                  |
| Insurance - building                         | 15,711                   |
| Interest expense                             | 262,047                  |
| Loan expense amortization                    | 14,775                   |
| Janitorial Salaries                          | 31,411                   |
| Janitorial services & supplies               | 59,362                   |
| Repairs & maintenance                        | 44,254                   |
| Utilities - Water                            | 10,903                   |
| Utilities - Gas                              | 3,431                    |
| Utilities - Electricity                      | 46,048                   |
| Grounds maintenance                          | 12,147                   |
| Pest control                                 | 1,500                    |

|                                 |                     |
|---------------------------------|---------------------|
| Security                        | 15,092              |
| Trash removal                   | 3,763               |
| <b>TOTAL OCCUPANCY EXPENSES</b> | <b>\$ 1,397,205</b> |
| <b>OFFICE EXPENSES</b>          |                     |
| Accounting costs                | 88,680              |
| Auditing                        | 24,900              |
| Advertising & Marketing         | 2,158               |
| Background Checks               | 1,850               |
| Depreciation - General Office   | 64,467              |
| Furniture & equipment           | 6,120               |
| Office supplies                 | 9,757               |
| Copier maintenance              | 13,950              |
| Copying supplies                | 3,684               |
| Printing                        | 981                 |
| Postage & delivery              | 1,170               |
| Payroll processing              | 13,695              |
| Telephone                       | 11,221              |
| <b>TOTAL OFFICE EXPENSES</b>    | <b>\$ 242,633</b>   |
| <b>GENERAL EXPENSES</b>         |                     |
| DCI Contribution                | 75,000              |
| Administrative fee (DCPS)       | 78,999              |
| Bank and service fees           | 13,584              |
| Board expenses                  | 385                 |
| Corporate Filings/Registrations | 5,483               |
| Donations                       | 500                 |
| Dues & subscriptions            | 14,558              |
| Fundraising expenses            | 12,880              |
| Insurance - liability           | 13,919              |
| Legal fees                      | 9,693               |
| Meeting expenses                | 0                   |
| Miscellaneous expense           | 6,732               |
| Travel                          | 14,553              |
| Interest Rate Swap Value Change | 134,381             |
| <b>TOTAL GENERAL EXPENSES</b>   | <b>\$ 380,667</b>   |
| <b>TOTAL EXPENSES</b>           | <b>\$ 7,328,569</b> |
| <b>NET INCOME</b>               | <b>\$ 403,400</b>   |

## APPENDIX D

### Approved 2015-2016 Budget

#### LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL BUDGET

Fiscal Year 2016-17

#### INCOME

|  |                     |
|--|---------------------|
| Per Pupil Charter Payments             | 6,326,944           |
| Facilities                             | 1,318,328           |
| Federal Entitlements / Grants/NSLP     | 274,500             |
| DC Grants                              | 8,500               |
| Income From Private Grants / Donations | 72,000              |
| Contributions                          | 140,000             |
| National School Lunch                  | 96,251              |
| Interest Income                        | 10,000              |
| Student Activity Fees                  | 20,000              |
| E-Rate revenue                         | 5,600               |
| Before/After School/Summer             | 574,000             |
| <b>TOTAL REVENUES:</b>                 | <b>\$ 8,846,123</b> |

#### EXPENSES

##### *Personnel Salaries and Benefits*

|                         |           |
|-------------------------|-----------|
| Instructional Salaries  | 3,491,411 |
| Administrative Salaries | 1,017,536 |
| Payroll Taxes/Fees      | 425,314   |
| Employee Benefits       | 535,996   |
| Support Staff           | 405,667   |
| Staff Development       | 55,000    |

**Subtotal Personnel Costs: 5,930,924**

##### *Direct Student Costs*

|                                  |         |
|----------------------------------|---------|
| Special Education                | 55,000  |
| Tutoring                         | 10,000  |
| Educational materials & supplies | 145,000 |
| Educational materials startup    | 75,000  |
| Student activity expense         | 35,000  |
| Food purchases                   | 277,000 |
| Consultants - other              | 52,500  |

**Subtotal Direct Student Costs: 649,500**

##### *Occupancy Expenses*

|              |         |
|--------------|---------|
| Rent         | 813,672 |
| Depreciation | 240,400 |

|                                |         |
|--------------------------------|---------|
| Insurance - building           | 17,600  |
| Interest expense               | 265,775 |
| Repairs & Maintenance          | 63,000  |
| Utilities                      | 68,000  |
| Janitorial services & supplies | 70,000  |
| Security                       | 17,000  |
| Trash removal                  | 4,200   |
| Grounds maintenance            | 7,500   |
| Pest control                   | 2,000   |

**Subtotal Occupancy Expenses: 1,569,147**

***Office Expenses***

|                               |         |
|-------------------------------|---------|
| Office supplies               | 10,000  |
| Furniture & equipment         | 20,000  |
| Depreciation - General Office | 86,500  |
| Telephone                     | 19,000  |
| Accounting/Audit              | 120,000 |
| Printing & copying            | 21,000  |
| Postage & delivery            | 1,200   |
| Advertising                   | 2,500   |
| Background checks             | 3,500   |
| Payroll processing            | 14,400  |

**Subtotal Office Expenses: 298,100**

***General Expenses***

|                                |        |
|--------------------------------|--------|
| Administrative fee             | 88,694 |
| Bank charges                   | 12,000 |
| Board expenses                 | 800    |
| Corp Filing/Registrations      | 2,000  |
| Donations                      | 5,000  |
| Dues & subscriptions           | 33,000 |
| Fundraising expenses/Donations | 14,000 |
| Insurance - liability          | 15,700 |
| Legal fees                     | 25,000 |
| Marketing & Promotion          | 13,500 |
| Miscellaneous expense          | 500    |
| Meeting expenses               | 1,000  |
| Travel                         | 15,000 |

**Subtotal General Expenses: 226,194**

**TOTAL EXPENSES: \$ 8,673,865**

**INCOME EXCESS (DEFICIENCY): \$ 172,258**



# APPENDIX E – School Performance Report

School Performance Report

## 2015

**WARD**  
**4**

1800 Perry Street NE  
1375 Missouri Avenue NW  
Washington, DC 20011

## Latin American Montessori Bilingual PCS

202-525-5105  
202-726-6200  
www.lambpcs.org

**TIER SCORES**

| Year | Score | Percentage |
|------|-------|------------|
| 2011 | 1     | 84.4%      |
| 2012 | 1     | 77.6%      |
| 2013 | 1     | 80.5%      |
| 2014 | 1     | 75.0%      |
| 2015 | N/A*  | N/A*       |

### School Profile (2015-16)

|  |  |   |
|--|--|---|
| <p><b>Board Chair</b><br/>Barrie Lynn Tapia</p> <p><b>Principal</b><br/>Cristina Encinas</p> | <p><b>Executive Director</b><br/>Diane Cottman</p> <p><b>First School Year</b><br/>2003-04</p> | <p><b>Grades Served</b><br/>Is part of the PK-12 DCI network.</p> <p> <span style="color: orange;">●</span> Current Grades    <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> Future Grades         </p> <p> <span style="color: orange;">●</span> PK3   <span style="color: orange;">●</span> PK4   <span style="color: orange;">●</span> K   <span style="color: orange;">●</span> 1<br/> <span style="color: orange;">●</span> 2   <span style="color: orange;">●</span> 3   <span style="color: orange;">●</span> 4   <span style="color: orange;">●</span> 5<br/> <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> 6   <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> 7   <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> 8   <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> 9<br/> <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> 10   <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> 11   <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> 12   <span style="color: orange; border: 1px dashed orange; border-radius: 50%; padding: 2px;"> </span> Adult Ed         </p> |
|--|--|---|

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

|  |   |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |
|--|---|--|------|---|-------|---|-------|---|------|--|------|--|-------|---|------|--|
| <p><b>Total Enrollment</b><br/>342</p>                                 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><span style="color: green;">■</span> Asian</td> <td style="text-align: right;">0.6%</td> </tr> <tr> <td><span style="color: green;">■</span> Black Non-Hispanic</td> <td style="text-align: right;">15.8%</td> </tr> <tr> <td><span style="color: purple;">■</span> Hispanic / Latino</td> <td style="text-align: right;">51.2%</td> </tr> <tr> <td><span style="color: blue;">■</span> Native American / Alaska Native</td> <td style="text-align: right;">0.0%</td> </tr> <tr> <td><span style="color: teal;">■</span> Pacific Islander / Native Hawaiian</td> <td style="text-align: right;">0.0%</td> </tr> <tr> <td><span style="color: orange;">■</span> White Non-Hispanic</td> <td style="text-align: right;">26.3%</td> </tr> <tr> <td><span style="color: yellow;">■</span> Multiracial</td> <td style="text-align: right;">6.1%</td> </tr> </table> | <span style="color: green;">■</span> Asian | 0.6% | <span style="color: green;">■</span> Black Non-Hispanic | 15.8% | <span style="color: purple;">■</span> Hispanic / Latino | 51.2% | <span style="color: blue;">■</span> Native American / Alaska Native | 0.0% | <span style="color: teal;">■</span> Pacific Islander / Native Hawaiian | 0.0% | <span style="color: orange;">■</span> White Non-Hispanic | 26.3% | <span style="color: yellow;">■</span> Multiracial | 6.1% | <p><b>English Language Learner</b><br/>37.7%</p> <p><b>Economically Disadvantaged</b><br/>24.0%</p> <p><b>Special Education</b><br/>12.3%</p> <p><b>At-Risk Population</b><br/>12.6%</p> |
| <span style="color: green;">■</span> Asian                             | 0.6%  |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |
| <span style="color: green;">■</span> Black Non-Hispanic                | 15.8%   |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |
| <span style="color: purple;">■</span> Hispanic / Latino                | 51.2%   |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |
| <span style="color: blue;">■</span> Native American / Alaska Native    | 0.0%  |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |
| <span style="color: teal;">■</span> Pacific Islander / Native Hawaiian | 0.0%  |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |
| <span style="color: orange;">■</span> White Non-Hispanic               | 26.3%   |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |
| <span style="color: yellow;">■</span> Multiracial                      | 6.1%  |  |      |   |       |   |       |   |      |  |      |  |       |   |      |  |

### A Note from the School

Latin American Montessori Bilingual (LAMB) PCS embraces the Montessori philosophy that every child is a natural learner. We combine Montessori with language immersion to create an educational environment with the goal of bi-literacy in English and Spanish. Science, social studies, math, language, art, music, movement, character, and community development are all integrated within a holistic learning process. At monthly Peace Ceremonies, students present projects and performances to the community to demonstrate the connection between their academic learning and their concept of themselves as “peace ambassadors.” LAMB’s reach goes far beyond its school walls with outdoor learning, camping, nature walks, and field trips. At LAMB, students excel academically while demonstrating respect for self, others, and the environment.

# Latin American Montessori Bilingual PCS

## 2015 School Performance Report

(2014–15)

### Grades Measured: PK3–5



#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Latin American Montessori Bilingual PCS

## 2015 School Performance Report

(2014–15)

### Grades Measured: PK3–5



#### Early Childhood Student Outcomes on School-Selected Assessments

|   |  |
|---|--|
| <p><b>PK Pre-Literacy: Bracken School Readines Assessment</b></p> <p>Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year</p>                |  |
| <p><b>PK Math: Bracken School Readines Assessment</b></p> <p>Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year</p>                        |  |
| <p><b>K-2 Reading: Indicadores Dinámicos del Éxito en la Lectura® (IDEL)</b></p> <p>Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year</p> |  |
| <p><b>K-2 Math: Easy Curriculum-Based Measures (easyCBM™)</b></p> <p>Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year</p>                |  |

**APPENDIX F**

**Accreditation Report - DRAFT**

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**



# **EXCELLENCE BY DESIGN**

**A Report of the Visiting Team for Accreditation  
by the Middle States Association of Colleges and  
Schools**

**Latin American Montessori Bilingual Public  
Charter School  
Washington, DC**

**April 24- April 27, 2016**

**Cristina Encinas  
PRINCIPAL**

**Michelle D'Antonio**

# CHAIR OF THE VISITING TEAM

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# INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 125 years, the Association has provided leadership in educational quality and school improvement for its member schools in the United States and around the world.

The school that is the subject of this report selected the *Excellence by Design (ExBD)* self-study and accreditation protocol. *ExBD* is an accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol, developed by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS), links various planning and school growth and improvement efforts. *Excellence by Design* leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, *Excellence by Design* is a future-oriented and visionary process. In addition, the protocol provides for a *continuous* review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of the institution.

The purpose of *Excellence by Design* is to provide a framework and process to guide the school's efforts to achieve excellence in student performance and to achieve accreditation by the Middle States Association.

*Excellence by Design* also provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that this framework will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.



Most importantly, this framework intends to develop in the school community of stakeholders an understanding that the school is part of a larger community of learners and that this community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

To be accredited through the *Excellence by Design* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of representatives from the school's community stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision making.

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold. First, the Team determines whether the school meets the 12 Standards for Accreditation. Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Excellence by Design* protocol. Third, the Team reviews the content of the school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

## **NOTE TO THE READERS OF THIS REPORT**

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

# **ORGANIZATION FOR GROWTH AND IMPROVEMENT**

## **Introduction**

A sound planning ethic and planning process are every bit as critical to achieving a school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great

activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of an organization's context and culture, it should be visionary in describing what an organization wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When an institution seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and maintaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts at least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the plan for growth and improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

## **Leadership for Growth and Improvement**

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. Strategic planning experts have long held that champions are extremely important to the success of planning for growth and improvement in any organization. Because the a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- the planning process is important for the future of the school and its students, and
- they will provide the leadership, resources, and support needed to make the process and the plan successful.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of it parent organization. They, too, must “champion the cause.”

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as “equals among equals” by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a “top down” manner. However, if the goal is to identify a mission and plan to achieve it that is “owned” by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

## **A. Internal Coordinators**

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the school’s planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team.
- Prepare for the Mid-Term report
- Provide the energy, enthusiasm, and expertise to move the process forward.

### **The Visiting Team observed:**

- The planning team and internal coordinators had a variety of expertise areas and number of years with LAMB PCS.

- Meetings were weekly and agendas and minutes were designed to address specific objectives and keep each phase moving forward.
- Focus groups, PTO meetings, and full staff meetings were used to solicit stakeholder input.

**The Visiting Team recommends:**

- Coordinators create a team to continue the momentum forward to meet strategic plan goals.

## **B. The Planning Team**

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission
- Develop a set of beliefs to serve as the ethical code for the institution
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans
- Conduct a periodic review of the progress being made to achieving the objectives

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, the school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture of the school and the work of the school. In most cases, this will require a concerted effort and the opening to examination of how the institution thinks about institutional growth and improvement and who is responsible to lead it.

**The Visiting Team observed:**

- The planning team was diverse, including parents of alumni, varied levels of current students and a parent who is also a staff member. Staff members, specialists, and administration were also on the team.
- Gender, race, ethnicity, socio-economic backgrounds and educational backgrounds were also representative of the school community.
- Meetings were held monthly to identify deliverables for the next meeting.
- A plan for rotating membership and continued function for 7 years has been established.

**The Visiting Team recommends:**

- Using the baseline data collected, a planned, systematic collection of data to assess progress should be created.
- A timeline of data collection and assessment should be created in order to facilitate the progress of the strategic plan.

### **C. Role of the School’s Leadership and Governance**

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. Because a goal of the self-study and accreditation process is to develop a vision and a plan to achieve it that is accepted and supported by the entire community of the school, the school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

**The Visiting Team observed:**

- Personnel support was given in terms of time and expertise. Administrative assistants, HR personnel, IT personnel, Heads of Departments and the executive director provided information and expertise in collecting data and feedback.
- Board members were involved and supportive of the quest for accreditation and appreciative of the work involved.

**The Visiting Team recommends:**

- The Board receives continued updates on the progress of the strategic goals.
- The Board members have a greater involvement and ownership in the creation and implementation of the strategic plan.

## D. The Plan for Institutionalizing a Planning Ethic

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the intended growth. An effective planning ethic addresses the essential question: "Does the school and its community of stakeholders have the capacity, the will, and the systematic structures and processes required to develop and implement its plan and achieve its objectives?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of the school's context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. Successful planning for growth and improvement has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When a school seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and sustaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique mission, beliefs, profile of graduates, and student and organizational performance goals. It requires that all of its processes are vision-driven. And it requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of how their students perform but are striving constantly to improve the levels of performance. The setting of and striving to achieve challenging growth objectives should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its objectives based on the results received from implementing those plans. As part of the accreditation process, the school must review the results of its efforts periodically and open its processes and results willingly to review by its peers in the Middle States Association.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of both the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the objectives and the plans to achieve them.

A planning ethic that provides significant roles for the stakeholders of the school also has the effect of sharing among the stakeholders responsibility for the success of any planning for growth and improvement. *Excellence by Design* builds such roles and responsibilities into the self-study and planning processes. Therefore, if implemented faithfully, *Excellence by Design* can provide the school with the vehicle it needs to build sustainability into its planning for growth and improvement, because ownership of and responsibility for the success of the planning process and the plan for growth and improvement no longer rest with one person (the head of the school) but with all of the school's stakeholders.

#### **The Visiting Team observed:**

- Monthly meetings of the planning team to monitor performance indicators will provide continued direction for the school.
- The focus on stakeholder input, transparency and accountability.
- A workshop is planned to celebrate the school's success and address frequently asked questions in addition to the presentation of the Accreditation Team's findings.
- The plan to allow parents access to the self-study report and synopsis will continue to provide transparency and understanding.

#### **The Visiting Team recommends:**

- Setting specific dates for the review of core documents and data to ensure the continued progress of the strategic plan.

### **E. The Plan for Communication and Awareness**

An important factor in increasing the likelihood that a school will achieve the goals it has set in its Plan for Growth and Improvement is to ensure broad ownership of the planning process and the Plan for Growth and Improvement across the entire school and its stakeholder community. This is accomplished by ensuring broad based knowledge and

understanding of and support for the school's performance objectives and the plans to achieve them.

Therefore, an important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining from the members of the school's stakeholder community input and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

**The Visiting Team observed:**

- LAMB PCS will continue to conduct focus group meetings with parents, instructional staff and partners to evaluate the overall effectiveness of the operation and direction of the school.
- The progress of the school will be measured by continued assessment of data.

**The Visiting Team recommends:**

- Create a forum to update all stakeholders on a regular basis of the progress being made toward the strategic plan and the academic goals created in the self-study.

**F. The Plan for Periodic Reviews of the Plan for Growth and Improvement**

In order to institutionalize a planning ethic, continuous growth and improvement in student and organizational performance must become a way of life within the school. It must be an ongoing, dynamic, and "evergreen" process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.



Consequently, *it should be anticipated, and it should be expected* that implementing the activities of the action plans and gathering the results of the assessments used to measure the student and organizational performance objectives will indicate there is a need to revise the action plans regularly based on what is working and what is not.

Therefore, the *Excellence by Design* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

**The Visiting Team observed:**

- The DC Public Charter School Board, LAMB’s Board of Directors, the Leadership and instructional teams, parents and students will be involved in the monitoring of the academic, non-academic and organizational goals.

**The Visiting Team recommends:**

- Creating a schedule of meetings to review and analyze progress toward goals.
- Disseminate the information to stakeholders on progress in a consistent manner and method.

**THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES**

**Recommended Monitoring Issues:**

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s accreditation.

| Requirement of the Protocol | Recommended Action |
|-----------------------------|--------------------|
| NONE                        |                    |
|                             |                    |

|  |  |
|--|--|
|  |  |
|  |  |

## **THE PROFILE OF THE SCHOOL**

The Profile of the School describes the school and the context in which the school exists and does its work. It presents a portrait of the school’s community(ies) and the “distinctive personality” and the unique characteristics of the school. The Profile presents contextual information that establishes a “developmental snapshot” of where the school is in its efforts to achieve its Mission and to ensure the highest levels of student performance.

The Profile of the School includes information and data that describe the school and the context in which the school exists. The Profile also helps the school and its community of stakeholders understand the school’s Mission, and describes the opportunities for and challenges to the school as it seeks to achieve its Mission. The Profile includes descriptions of the:

- Community, its schools, and its traditions;
- History of the school;
- Social and economic characteristics of the community, its constituencies, and its schools;
- Climate for teaching and learning in the school;
- Number and qualifications of the professional and support staffs; and,
- Number and characteristics of the student population

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the

Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

# THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF THE SCHOOL

## Observations

**In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Profile of the School and how the Profile defines the school and its priorities for improving student performance.**

- LAMB was founded by the Latin American Youth Center, an acclaimed non-profit organization in the District of Columbia that has a thirty-year history and a dynamic reputation for providing services to DC's children, youth and families. LAMB is its own 501 (c) (3).
- LAMB began with the simple premise that all children can learn and deserve a school that support, nurtures, and transforms their natural curiosity and eagerness into knowledge.
- The Military Road School stands on the footprint of a Civil War barracks and one of the first public schools for freed African American children in the nation, and was closed in 1954 due to the end of segregation.
- Today the school building is owned by the Latin American Montessori Bilingual Public Charter School (LAMB), founded in 2001 as a 501 (c) (3) nonprofit and led by the school's administrative team Diane Cottman, Executive Director and Cristina Encinas, Principal.
- In addition to renovating the historic, original building, LAMB added a new wing in 2010 for administrative offices, additional classrooms, a community room and two special education work areas.
- The school currently serves 374 children in preschool through 5<sup>th</sup> grade and is at maximum capacity. Children are accepted at ages 3 and 4 only. Children are chosen by lottery and currently LAMB has a waitlist of over 900.
- LAMB's multicultural population - 35% English Language Learners, 21% Black, and 49% Hispanic/Latino, 24% Caucasian allow students to learn from one another and celebrate the excitement of diversity.
- LAMB was accepted into the Catalogue for Philanthropy for 2014-15 as representative of one of the best small nonprofits in the D.C. area. We were previously in the Catalogue for years 2007-2011.
- In 2014, LAMB achieved Tier 1 status for a fourth straight year based on the DC Public Charter School Board (PCSB) rankings. This Tier 1 ranking, which indicates high standards of performance, is based on the 2014 results of the Performance Management Framework (PMF), PCSB's annual tool for assessing and monitoring charter school performance.
- Based on the information gathered from the 2010 census, it was very clear the drastic change of the city population. DC is one of the few cities where growth is being driven by an influx of whites, rather than by Latinos, Asians, or immigrants.

- Montessori and Bilingual education attracts many young professional families who are looking for alternative education that equip their children to our increasingly global society.
- LAMB has been awarded space at Walter Reed, and two schools LAMB and the DC International School, a newly created middle/high school of which LAMB is a founding member, are scheduled to open at Walter Reed in the Fall of 2017.
- LAMB plans to raise its enrollment ceiling and submitted a charter amendment to increase its ceiling to 600 to 650 students with gradual, steady growth. LAMB further recognizes with triple digit waitlists annually, it can never accommodate all of the families who apply for admission.
- LAMB has a budget of \$7.5 million, is financially responsible and complies with all applicable federal and local regulations.

## Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of the School to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- Continue to find ways to inform and engage the Latino community in the lottery application process to continue to encourage diversity in the student body.
- Continue to seek alternatives to maintain a healthy balance and create a truly multicultural environment where all children benefit from each other.
- Continue to look at future according to the needs of our large pool of lottery applicants and the need to provide a space that is suitable and comprehensive to house all of our students in either one building or three buildings, including Walter Reed, where LAMB will be sharing space with DC International (The middle high school created by a consortium of charter school with a bilingual program) that we are part of it.
- Look into capacity, healthy growth and re-consider options looking into the limited available space for charter schools in the District of Columbia.
- Continue to maintain the enrollment procedures of only allowing PreK-3 and PreK-4 students in order to maintain the integrity of both the bilingual and Montessori programs.
- In the event kindergartens would be accepted for enrollment, providing a full-day full-summer transition program in which students are exposed to only the Spanish language and Montessori lessons or consider a stand-alone kindergarten classroom that focuses on Spanish language and Montessori lessons and procedures.
- Continue to monitor the achievement gap among subgroups of students and research strategies to implement in order to decrease the gap.

- Be certain to insure that the growth plan is well thought-out and manageable, with input from administration, staff, parents, and direction from the Board of Directors, taking into consideration best practices in terms of school grade level alignment in different buildings and schedules of administration, specialists and support staff.

## **PROFILE OF STUDENT PERFORMANCE**

The Profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments. The Profile includes:

- Data for standardized academic assessments.
- Data for school-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.
- Data for state academic assessments, if applicable.

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

- The school needs these data to determine if it is making progress toward achieving its mission;
- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

## **THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF STUDENT PERFORMANCE**

### **Observations**

**In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Profile of Student Performance and how the profile defines the school and its priorities for improving student performance.**

- 59% of students in grade 4 met or exceeded expectations in English Language Arts/ Literacy on the PARCC in comparison to 26% of DC students.
- 41% of students in grade 4 met or exceeded expectations in Mathematics as compared to 28% of DC students.
- 48% of students in grade 3 met or exceeded expectations in English Language Arts/ Literacy on the PARCC in comparison to 25% of DC students.
- 33% of students in grade 3 met or exceeded expectations in Mathematics as compared to 30% of DC students.
- LAMB is a high performing school, achieving a tier 1 status on the Performance Management Framework.
- The DIBELS Literacy Indicator shows that 79% of kindergarten students have satisfactorily met basic literacy skills. 66% of first grade students and 56% of second grade students met basic literacy skills for their grade level.
- Using the IDEL Spanish Literacy Indicator, 95% of kindergarten students, 71% of first grade students, and 72% of second grade students showed attainment of basic Spanish literacy skills.
- On the EasyCBM in mathematics, 55% of Kindergarten students attained basic math skills expected at that level; 59% of first graders; 44% of second graders; 67% of third graders; 66% of fourth graders; and 94% of fifth graders.

## **Recommendations**

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of Student Performance to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- Create a more holistic mechanism, such as a school smartphone application, to share information with parents as it relates to data so that they can better understand and support their children's educational goals.
- Implement informational training sessions to assist parents and students in understanding the different assessments given by the school and how to interpret the assessment as specifically related to the child.
- Provide more professional development for staff on how to utilize data in planning for instruction.

- Continue to evaluate data to discover trends and patterns of student performance.

## **THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES**

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

### **A. MISSION**

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists), and its means (how, in broad terms, it will achieve its purposes).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's mission.



**The school's Mission is:**

To create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish.

**What is the aim or purpose of the school as stated in the Mission?**

- To create a bilingual school environment that enables students to learn in a self-directed manner.

**What is the means the school will use to accomplish it Mission?**

- The school will use the Montessori philosophy and pedagogy to provide children with an environment of academic excellence that celebrates their cultures and languages and leaves no question about their value as a human being.

**To what extent do the school's stakeholders know, understand, and support the school's Mission?**

- The school's Mission is shared on all official LAMB documents, brochures, and webpage.
- All meetings are begun with the mission of the school, including back to school night, and parent meetings.
- Staff, parents and students are not fully aware of the mission of the school.

**B. BELIEFS**

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

**The school's Beliefs are:**

|  |
|--|
| <p><b>Core Beliefs assist us by:</b> Providing a framework for how we treat one another at work. Providing a framework for how we see and value our children. Helping us make sense of our working life and how we fit in the big picture. Providing a framework for achieving the vision and increasing the effectiveness of the organization.</p>  |
| <p>We believe that the following Montessori core beliefs are true, including but not limited to: a) All children have “absorbent” minds; b) all children pass through “sensitive” periods; c) all children want to learn; d) all children learn through play/work; e) all children pass through stages of development; and f) all children want to be independent in multi age classrooms.</p> |
| <p>We maintain “prepared classroom environments,” consistent with Maria Montessori’s concept of facilitating maximum independent learning and exploration by the child.</p>  |
| <p>We provide frequent opportunities for children to think critically, make appropriate choices, and grow in their ability to express themselves in creative ways.</p>   |
| <p>We support the development of children in a respectful and loving environment, so they can learn to overcome challenges and reach their fullest potential.</p>  |
| <p>We strive to maintain a balanced language population to support students’ cognitive development in English and Spanish.</p>   |
| <p>We foster children’s self-esteem by encouraging self-directed work, thus promoting autonomy and allowing children to become caring, cooperative and involved community members.</p>   |
| <p>We value peace by encouraging open, direct, and honest communication that respects all members of the community.</p>  |
| <p>We value the involvement of parents in school life and provide opportunities to strengthen families through parent workshops and other activities.</p>  |
| <p>We value cultural flexibility and openness to be able to reach each child through different means, respecting each family and child's uniqueness.</p>   |

We believe that we are responsible stewardship of public funds.

We believe that we are guardians of the earth and that we are responsible for maintaining an environmentally healthy facility and fostering environmental consciousness in our students.

**To what degree do the school's Beliefs meet the criteria of the *Excellence by Design* protocol? If they do not meet the criteria, explain why.**

The school's Beliefs meet the criteria of the Excellence by Design protocol.

**How well do the school's Beliefs represent what the Team heard from the school's stakeholders?**

The Beliefs represent what the Team heard from the school's stakeholders. Parents, students and staff members reaffirmed the Belief statements in both words and actions.

**To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?**

The stakeholders were well aware of the school's Beliefs of core values, were able to verbalize the message of the Beliefs and support the values of the school. It is evident that the school lives the Beliefs, but the actual Belief statements are not communicated well in writing with the stakeholders.

## **C. PROFILE OF GRADUATES**

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.

- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

**The school's Profile of Graduates is:**

### **PROFILE OF GRADUATES**

Global Citizenship (social emotional):

- LAMB graduates will be **critical and creative students** who address global social, economic, and environmental conditions and create solutions for the future.
- LAMB students will have a strong drive for **innovation** and **social equity**.
- LAMB students will be **fluent and bi-literate** with an appreciation of **culture and diversity**.
- Our students will practice a holistic worldview that promotes **self-insight and engagement**.
- LAMB graduates will **practice eco-friendly living** and actively **advocate environmental issues** concerning sustainability.
- LAMB graduates will distinguish themselves due to their **commitment to their community, respectful disposition, flexibility, and level of consciousness**.
- LAMB graduates will be accountable to family, school, community, and the world by upholding their **responsibility to service learning and community enrichment**.

## Academic Excellence & Personal Responsibility

- LAMB graduates will demonstrate an **excitement for learning, intellectual independence**, and will be **internally motivated** and **reflective** in their academic pursuits.
- Our graduates will be equipped with the necessary skills to **reach their fullest potential** and to **perform at the highest levels**.
- Whether in social studies, science or the arts, our students will be equipped and empowered to **express ideas and make connections** across content areas.
- They will be fluent in **technological skills** in order to maximize the exchange of ideas and to use it to their advantage and to the benefit of the greater world.
- Our students will demonstrate an appreciation for the gift of life by **living healthy** and **taking care of themselves** through nutrition, exercise, balance and body awareness.
- Our students will cultivate **self-expression, self-confidence, self-discipline**, and **creativity**.
- When children leave LAMB they will have developed a level of **emotional intelligence** that will allow them to **promote peace**.

### To what degree does the Profile of Graduates express:

- What the school expects its graduates to know?
- What the school expects its graduates to do with what they know?
- What qualities or characteristics the school expects its graduates to demonstrate?

The Profile of Graduates represents what LAMB PCS expects its students to know and become at the conclusion of their educational journey at LAMB PCS. The students are expected to embrace the characteristics throughout their lives.

### To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?

Various stakeholder groups were involved in the creation of the Profile of Graduates, or contributed feedback regarding the drafted document. These individuals were representatives of staff, students, and administrators. The document should be

distributed to all stakeholder groups.

## **THE VISITING TEAM’S RECOMMENDATIONS—FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES**

### **THE VISITING TEAM’S RECOMMENDATIONS:**

In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- Post the mission, belief statements and profile of graduates throughout the school building and classrooms to reaffirm the purpose and expectations of the school.
- Review the mission, belief statements and profile of graduates to assess any necessary changes due to the growth and additions to the school, and revise as needed.
- Refer to the profile of graduates when reviewing staff evaluations and how staff performance effects student attainment of the profile descriptors.
- Reflect on community service activities, curriculum, and processes to align with the profile of graduates.

### **THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES:**

In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

| <b>Requirement of the Protocol</b> | <b>Action Recommended</b> |
|------------------------------------|---------------------------|
| NONE                               |                           |
|                                    |                           |
|                                    |                           |

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**THE VISITING TEAM'S RECOMMENDED STIPULATIONS:**

In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school’s accreditation.

| Requirement of the Protocol | Action Recommended |
|-----------------------------|--------------------|
| NONE                        |                    |
|                             |                    |
|                             |                    |
|                             |                    |

**THE PROFILE OF ORGANIZATIONAL CAPACITY**

The Profile of Organizational Capacity provides information and data that portray the school’s capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school’s adherence to the Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school’s strengths and areas in need of improvement.

The Profile also provides those responsible for developing the school’s Plan for Growth and Improvement with a good understanding of the current status of the school.

**Standards for Accreditation for Schools**

- Standard 1: Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning

- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Organization and Staff
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources

## MISSION STANDARD FOR ACCREDITATION

**The Standard:** The school has a clearly written and actively implemented statement of mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence                              | Visiting Team |
|---------------------------------------|---------------|
| Data from Observations and Interviews | X             |



|  |   |
|--|---|
| The school's mission   | X |
| Samples of publications that communicate the mission to the school's community of stakeholders | X |
| Marketing, recruitment, and admissions materials   | X |
| Address of the school's website  | X |
| Policies related to the mission  | X |
|  |   |
|  |   |

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The mission is posted on the website, in the handbook, and on official documents.
- The mission is communicated at meetings for parents and staff members.
- The mission embraces the importance of bi-literacy.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The mission is true to the Montessori philosophy of education.

**Recommendations**

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard

and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

**The Visiting Team recommends:**

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Post the mission, belief statements and profile of graduates throughout the school building and classrooms to reaffirm the purpose and expectations of the school.</li> <li>• Review the mission, belief statements and profile of graduates to assess any necessary changes due to the growth and additions to the school, and revise as needed.</li> <li>• Ensure staff, parent, administration and board involvement in the review and, if necessary, revision of the mission.</li> </ul> |
|---|

**Recommended Monitoring Issues:**

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
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|     |  |                    |
|     |  |                    |

**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
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|     |  |                    |

**GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION**

**The Standard:** The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

| Evidence   | Visiting Team |
|--|---------------|
| Data from Observations and Interviews  | X             |
| Job descriptions for the head of the institution and other key administrative personnel                                      | X             |
| Appraisal tool and/or description of the process used to appraise the performance of the head of the institution             | X             |
| Chart of lines of authority/responsibilities   | X             |
| Policies related to governance and leadership  | X             |
| Certificate in good standing from the DC Department of Consumer and Regulatory Affairs Corporations Division dated 1/27/2015 | X             |
|  |               |
|  |               |
| <b>For independent, non-public, and proprietary institutions only</b>  |               |
| Names, addresses, and organizational position of the institution's owners  |               |
| Names, address, affiliation of the members of the board of governance  |               |
|  |               |
|  |               |

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The Board Member and Executive Director discussed the parallel Strategic Planning Process done by Compass.
- Two issues were discussed related to the board as two areas of growth: Communication between parents and board; On-going issues related to facility needs.
- The Executive Director was the only identified board contact on the planning team.
- The Assistant Principal and Executive Director were in attendance during the meeting with the Board interviews.
- The board member present expressed a concern that the Executive Director is an extremely knowledgeable leader and has kept the school running well for many years, but a succession plan may be needed to help with leadership continuity.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Executive Director and Principal's length of service since the inception of the school has provided a long-standing term of leadership and guidance.

## **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The Board and Executive Director develop a plan for succession.
- The Board and School hold the yearly public board meeting in the Fall or Spring and publicize on the school's website, as well inviting the parents through support of the PTO at the Peace Meetings.
- Consider adding more public meetings to assist with communication between the Board and all stakeholders, along with forums on a specific focus such as finance, planning, as well as on the process of becoming a board member.
- Update existing job descriptions in conjunction of a review of the entire leadership team.

- Governance and leadership policies should be listed in the staff handbook.

### Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |

### Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
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|     |  |                    |
|     |  |                    |

## SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

**The Standard:** The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence  | Visiting Team |
|---|---------------|
| Data from Observations and Interviews           | X             |
| Strategic and/or long-range plan                | X             |
| Development/institutional advancement plan      |               |
| Enrollment plan                                 | X             |
| Policies related to school improvement planning |               |
|   |               |
|   |               |

## **C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

### **Observations**

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- A strategic plan was created over a 2-year period using Compass, a contracted company.
- Data is used to create plans to address future needs.
- Plans for technology, finances, facilities, staffing, curriculum review, and student enrollment plans have been created and a review schedule is in place.
- Stakeholder input was included.
- Basic information was communicated to stakeholders.
- The administration responds to inquiries regarding planning.
- The expansion is supported by the LAMB community and the District of Columbia, in the form of the lease of the Walter Reed building.
- The increase of the enrollment ceiling is being evaluated by the DC Charter Association.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Planning for the continued growth and expansion of the number of students.
- Assessing availability of building options to house an increase in student enrollment.
- Continued planning to meet the mission of the school, and share it with a diverse and growing population.

### **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**



**The Visiting Team recommends:**

- Increasing levels of stakeholder feedback and involvement in future planning.
- Increasing the amount of communication in regards to strategic planning, fundraising, expansion planning, programming and classroom changes and decisions.
- Continuing to monitor the input of stakeholders by creating a timeline of opportunities for feedback and reviewing the collected information.
- Being proactive with appropriate sharing of information in a timely manner to reduce rumors and speculation.
- Consider all implications of plans for increased enrollment and additional facilities including staff scheduling and programming best practices and student dynamics in program levels assigned to each building.

**Recommended Monitoring Issues:**

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |

**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |
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**FINANCES STANDARD FOR ACCREDITATION**

**The Standard:** Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school’s operations.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

| Evidence | Visiting Team |
|----------|---------------|
|          |               |

|   |    |
|---|----|
| Data from Observations and Interviews   | X  |
| Current operating budget (for main campus and each branch campus)   | X  |
| Certified external audit letter conducted within the last two years (for main campus and each branch)   |    |
| Student tuition and fee schedule (if applicable)  | NA |
| Long-range financial plan   | X  |
| Schedule of student tuition and fees (for non-public and proprietary institutions)  |    |
| Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation | X  |
| List of grants and other funding sources obtained in the last calendar year   | X  |
| Publications provided to students outlining students' financial obligations   | X  |
| Summary of the institution's insurance coverage (for main campus and each branch)   | X  |
| Policies related to finances, financial aid, and refunds  | X  |
|   |    |
|   |    |

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Combined operating budget: \$7,882,330: Missouri Campus \$3,556, 068; South Dakota Campus \$4,320,663
- The school is in a good financial position with 5-6 months of cash reserves. In addition, a long-range financial plan is in place from the current year of 2015-16 until 2020-21.
- The on-site Chief Financial Officer provides on-going support to the school working closely with the Executive Director.
- Over 16 additional funding sources/grants were obtained.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- School growth both in numbers of students and additional facility space has been carefully and systematic planned in order to maintain the quality of the current program.
- The school has 5-6 months operating costs of cash in hand.

## **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Continue the fiscal diligence that has served the school so well over the past years.
- Continue to include finances in the planning process with the addition of the third campus.

## **Recommended Monitoring Issues:**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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**FACILITIES STANDARD FOR ACCREDITATION**

**The Standard:** School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

| Evidence                              | Visiting Team |
|---------------------------------------|---------------|
| Data from Observations and Interviews | X             |
| Floor plan of facilities              | X             |
| Long-range facilities plan            | X             |
| Maintenance/repair schedules          | X             |
| Plans for any facilities improvements | X             |
| Policies related to facilities        | X             |
|                                       |               |
|                                       |               |

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

### **The Visiting Team observed that:**

- The Health Clinic staff member is the point person for repairs, temperate regulation, and germ management to the property management company at the South Dakota campus.
- Maintenance repairs are scheduled as needed during holiday or other breaks.
- Before the summer break begins, a list of needs is provided to the Property Management Company.
- The Executive Director expressed that long-term planning for facility usage is compounded by the school's goal to grow and is a major focus of the board's discussions/meetings.
- Safety/evacuation plans are present in the classrooms.
- The school provides administrative offices.
- Conference spaces are at both sites, including the ability to Skype, and use other forms of electronic meeting technologies.
- In most classrooms, there is additional space to provide teachers additional storage and a small office area. Students have restroom access in the classrooms.
- Both sites have multi-purpose rooms that are used for food service, music, PE classes as well as large gathering spaces for various student activities.
- A health clinic is housed at the South Dakota building where a staff member dispenses medication, locked cabinets and does basic first aid for students.
- School property is stored throughout the buildings both in the classroom and in the hallways. Hallway storage is done as to not effect the flow for students and staff.
- The property management company maintains service records for the HVAC units control air systems.
- Traffic flow is sufficient to provide sufficient space within and throughout the facilities.
- The Porter has a long history with the school. He is in charge of the regular maintenance, cleaning, painting, and working with an outside contractor for larger repairs.
- The HVAC temperature controls are monitored. An outside contractor handles the filters and HVAC units.
- At the Missouri site, there is extra care in maintaining proper heating and cooling between the original, older section of the building and the new addition.
- The school provided a Certificate of Occupancy.
- The school provided a facilities plan showing both historical references, current sites as well as future planning for expansion.
- The facilities at both sites (South Dakota and Missouri) are well maintained and provide a bright, clean and comfortable learning space for the students.
- The two sites present scheduling challenges for staff that are shared between sites. (i.e. Special Education providers, Administration).

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The current sites are very well maintained. Classrooms are very clean, organized, large and accommodate the necessary requirements needed for the Montessori Classroom.

### **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- As the school plans to grow in enrollment, the Board and administration should consider finding a site(s) or creating a plan that helps to minimize the impact to staff time and scheduling.

### **Recommended Monitoring Issues:**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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## Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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## SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

**The Standard:** The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation |
|---|--|

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|--|--|
|  | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |
|--|--|

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

| Evidence  | Visiting Team |
|---|---------------|
| Data from Observations and Interviews   | X             |
| Organizational chart for the school and school system   | X             |
| List of members of the professional and support staffs  | X             |
| Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff |               |
| Contracts (e.g. union, collective bargaining agreements)  |               |
| Results of any climate survey   | X             |
| Instruments used for evaluating the performance of the staff  | X             |
| Professional development plan   | X             |
| Policies related to school climate and organization   | X             |
|   |               |
|   |               |

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

### **The Visiting Team observed that:**

- Staff, students and parents' convey the mission statement when answering questions during interviews and while being observed throughout the school day.
- Instructional and Student Services coordinators discussed how they provide leadership for staff delivering instruction to students using level-appropriate Montessori curriculum, dual-language program guidelines, and intervention services.
- The parent and employee handbooks contain descriptions of: staff, parent and student codes of conduct, and appropriate venues for grievance, behavior management and consequences.
- Job descriptions, performance appraisals and observations are foundations for periodic teacher discussions with instructional coordinators and the decisions related to professional development themes for the entire staff and to meet individual professional goals.
- Over the past few years a Leadership Team was developed to give faculty the opportunity to have a voice in developing, reviewing, and evaluating policies and procedures with administration.
- Students and parents expressed appreciation for two teachers in each class, dual language model, Montessori curriculum and diverse culture of the school.
- Staff and parents agreed that there was a warm and family-like atmosphere at LAMB.
- Primary classrooms had large group sizes and parents voiced concern about outcomes of the teacher to child ratios.
- Staff noted that they had ample administrators to provide an array of support services needed to deliver instruction to students.

### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Interviewers' responses affirmed the tight-knit community of dedicated staff, students and parents who seek future opportunities to exercise and exemplify the mission and vision of the school.
- Highly qualified Instructional and Student Services coordinators discussed how they provide leadership for staff delivering instruction to students using level-appropriate Montessori curriculum, dual-language program guidelines, and intervention services.

## **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard**

and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

**The Visiting Team recommends:**

- Publicize LAMB's mission, core values, and codes of conduct creatively and strategically throughout both campuses.
- Provide staff with a formal grievance procedure.
- Strengthen screening and training of volunteers and additional substitutes.
- Research a peer observation system to strengthen staff development and collegiality.

**Recommended Monitoring Issues:**

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
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## HEALTH AND SAFETY STANDARD FOR ACCREDITATION

**The Standard:** A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence   | Visiting Team |
|--|---------------|
| Data from Observations and Interviews                | X             |
| Emergency and crisis plans                           | X             |
| Records of most recent health and safety inspections | X             |

|  |   |
|--|---|
| Record of emergency drills                       | X |
| Emergency Procedures section of Faculty Handbook | X |
|  |   |
|  |   |

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- Fire drills at both campuses incorporated orderly exiting, well-supervised student groups, familiar procedures; emergency books and fanny packs, walkies-talkies, and a clear chain of command.
- Handbooks and packets have detailed emergency plans.
- Designated storage areas house resources for student instruction and classrooms are clear of clutter.
- Medication is in locked cabinets and administered by administration.
- Coordinators noted that attendance is taken and different practices to maintain awareness of students' leaving class with intervention staff are in place at each campus.
- Teachers have access to student assessment records and receive guidance on how to interpret and use data to direct instruction.
- Upper elementary students have access to growth in Lexil level.
- Health education is part of the Montessori curriculum and three year cycle of units of study.
- Doors connecting the Dakota facility with the adjoining building had alarms and could be locked if needed.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The use of the visitor sign-in sheet to identify that all individuals were out of the building during fire drills.
- The constant and consistent presence of a staff member in the crosswalk to ensure student safety during fire drills.
- The use of walkie-talkies to communicate effectively during fire drills.
- There are several security systems in place that ensure the safety of the community members; manned main entrances and door lock, intercom and video surveillance system.

## Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Research and adopt a health education curriculum that is aligned with Common Core and spans the levels and grades served at LAMB.
- Hiring a part or full-time nurse to support daily needs and the oversight of student and staff medical files, administration of medicine and ongoing training in CPR, FA and medical administration.
- Increase the number of staff trained in CPR, FA and medical administration.
- Strategically place hand washing and universal precaution procedure signage for students, staff, families and visitors to follow.
- Be certain that entrances and gates are secured at all times.
- Review the safety issues/procedures and possible precautionary equipment regarding open windows.

## Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
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**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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**EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION**

**The Standard:** An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.



**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

| Evidence  | Visiting Team |
|---|---------------|
| Data from Observations and Interviews   | X             |
| Program of studies or other overview of the components of the educational program | X             |
| Scope and sequence charts   | X             |
| Written curriculum guides for each component of the educational program           | X             |
| Master schedule   | X             |
| Policies related to educational program   | X             |
|   |               |
|   |               |

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The teachers follow a Montessori curriculum that is aligned to Montessori Compass, a web-based program that tracks the children’s aptitudes, and is aligned with the Common Core Standards.
- A scope and sequence document has been created by the educational coordinators to streamline student skills, the contents of the program, and the expected outcomes.
- The educational program provides instruction in the basic subject areas, and in art, music, and physical education.
- LAMB is a bilingual charter school, the instruction is in both languages. The subjects of science and geometry are taught in Spanish, while math and cultural studies are taught in English.
- The students have laptops available to work on when in their classroom since they will require that knowledge for the standardized tests.
- The different cultural backgrounds of the students and staff, provide a rich cultural diversity which provides support for students’ cognitive development in English and Spanish.
- The program integrates the social, emotional, physical, cognitive and language development of the children.
- The transition of the students from preschool to elementary is a smooth one, due to the sense of community between the children, teachers, coordinators and parents.
- Student learning objectives are individualized, and great care is taken to identify and help students who may have learning issues or who are not progressing at an acceptable rate.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- LAMB provides an opportunity for students to become bilingual who may not have the ability in their homes.
- LAMB provides a rich Montessori experience and allows for individual choice in learning activities.
- LAMB had deliberately designed instruction to maximize the impact of the dual language program.

- LAMB is committed to training teachers in Montessori procedures and pedagogy in order to ensure that the curriculum is effectively delivered by sending all lead teachers to Montessori training and incorporating continued experiences into the professional development plans of the faculty.

## Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

### The Visiting Team recommends:

- Consider researching and adding a formal health curriculum.
- Consider researching and adding a formal technology curriculum.
- Consider aligning Montessori integration of AMI and AMS practices, and develop commonly held beliefs and best practices for each level to provide consistency throughout the curriculum areas.
- Consider creating a character education program based on PAZ.

## Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
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## Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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## ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

**The Standard:** The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

## B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence   | Visiting Team |
|--|---------------|
| Data from Observations and Interviews                          | X             |
| Example of student transcript                                  | X             |
| Example student report card                                    | X             |
| Reports of the results of assessments administered to students | X             |
| Policies related to assessment of student learning             | X             |
|  |               |
|  |               |

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

#### The Visiting Team observed that:

- Leadership, faculty and special support teachers use various programs to record and aggregate individual student data that is driven by observations, instruction and formal assessments.
- Staff use Montessori Compass to record daily lessons and observations that are accessible to administration and parents.
- LAMB staff use assessment tools; DIBELS, easyCBM Math, and formative assessments; personal learning plans, portfolios and lesson plans, that align with core curriculum and instruction.
- Assessment of student intervention needs determines the frequency and content of direct instruction.

- The Special Service coordinator works closely with teachers, instructional coordinators and intervention specialists to determine a student's needs through formal and formative assessments to create a plan and make recommendations to staff and families.
- The parent handbook presents assessment policies and practices to families.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- LAMB has a highly qualified team that oversees the assessment and resulting instruction for students who benefit from intervention.
- Leadership and faculty use comprehensive systems to record, collect and compare data yielded from assessment tools and formative assessments.

## **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Leadership and faculty collect and review feedback from parents and staff that is related to streamlining the reports parents receive through Montessori Compass.
- Faculty use the data in Montessori Compass when conferencing with parents in order to facilitate parent understanding of the program and the data it conveys.

## **Recommended Monitoring Issues:**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

| No. | Requirement of the Standard or Indicator | Recommended Action |
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**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
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|     | NONE                                     |                    |
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**STUDENT SERVICES STANDARD FOR ACCREDITATION**

**The Standard:** The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

## B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence  | Visiting Team |
|---|---------------|
| Data from Observations and Interviews   | X             |
| Guidance and counseling plan  | X             |
| Examples of student schedules   | X             |
| Results of follow-up studies of graduates   | X             |
| Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education | X             |
| Admissions criteria (if applicable)   | X             |
|   |               |
|   |               |

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.



### **The Visiting Team observed that:**

- The SST works cohesively to create an individualized plan for students who are in need.
- The school provides occupational therapy, physical therapy, a speech and language pathologist, a psychologist, special education teacher, and a social emotional behavior therapist.
- Student services are initiated by the classroom teacher, who refers the child to the team for assessment.
- IEP meetings are conducted before, during or after school in order to accommodate family and staff schedules.
- Documents are translated and meetings are conducted in English and Spanish.
- LAMB uses Facebook to stay connected to alumni as well as ongoing parent communications to continue the close relationships that were started at LAMB.
- Alumni return to the school to participate in community service activities.
- There is an alumni bulletin that features alumni and what they are doing now.
- There is an orientation program for new families.
- Parent workshops are conducted throughout the year on child development.
- All transportation to and from school is through parent pick up and drop off or public transportation.
- Field trip transportation is by walking or public transportation, although sometimes busses are contracted if feasible.
- Lunches are contracted and delivered by an outside company, and students eat in the cafeteria.
- LAMB provides a 360 meeting to give parents information about transitioning to the next school and the options that are available.

### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- A well-versed group of specialists is on staff to meet the specialized need of students.
- LAMB contracts out for psychological testing and other services to the MECCA Group so they are able to provide additional services to students and families.

### **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Create a list of resources for parents and students in areas of need such as guidance services.
- Research the possibility of a Spanish Early Intervention program.
- Provide in-house academic psychological assessments instead of contracting that service.
- Allow for a choice of entrees for student lunches to help address allergies, student choice, and parental health preferences.

**Recommended Monitoring Issues:**

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |

**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |

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## STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

**The Standard:** A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence   | Visiting Team |
|--|---------------|
| Data from Observations and Interviews  | X             |
| Samples of student publications—e.g., yearbook, student newspaper, literary magazine | X             |

|   |   |
|---|---|
| Budget for all athletic activities  | X |
| Budget for all non-athletic activities  | X |
| Policies on academic eligibility  | X |
| Policies related to student life and student activities   | X |
| <b>For boarding schools</b>   |   |
| Description of <ul style="list-style-type: none"> <li>• Programs to develop healthy relationships with adults</li> <li>• Plan for continuous and responsible supervision by responsible adults</li> </ul> |   |
| Descriptions of <ol style="list-style-type: none"> <li>1. Provisions for student privacy</li> <li>2. Recreational programs</li> <li>3. Provisions for religious practice</li> </ol>                       |   |
|   |   |
|   |   |

**C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

**The Visiting Team observed that:**

- Learning about respect and appreciation for diverse cultures, responsibility, cooperation and self-direction are part of the Montessori methodology. Students seemed to be concentrated on their own work.
- The classrooms are well organized and clean. They have the materials required for this methodology of learning, and the environment is quiet and relaxed.
- The families are involved in the students’ learning. They participate in the activities and are active members of the school community.

- The school recognizes student accomplishments in ways that agree with the Montessori approach. They also acknowledge student behavior and work ethic during peace ceremonies.
- The relationship among staff, volunteers and students is caring and cordial.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The leadership opportunities provided by the student presentations in the peace ceremony allow for students to increase self-confidence and work on public speaking skills.

## **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Provide more help and training to the teachers.
- Provide additional opportunities for both staff and students to be leaders in the whole school community.
- Improve the communication concerning professional development for everyone in the school.

## **Recommended Monitoring Issues:**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |

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**Recommended Stipulations:**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
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**INFORMATION RESOURCES STANDARD FOR ACCREDITATION**

**The Standard:** Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

|   |  |
|---|--|
| X | It is the Visiting Team's assessment is that the school <b>MEETS</b> this Standard for Accreditation   |
|   | It is the Visiting Team's assessment is that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

## B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence   | Visiting Team |
|--|---------------|
| Data from Observations and Interviews                    | X             |
| The information resources and technology plan(s)         | X             |
| Budget for information resources and technology          |               |
| Information skills curriculum                            |               |
| Inventory of information resources                       | X             |
| Inventory of information technology equipment            | X             |
| Policies related to information resources and technology | X             |
|  |               |
|  |               |

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

### **The Visiting Team observed that:**

- There are designated areas for hardcover and paperback resources.
- Resources are in Spanish and English and reflect age-appropriate, culturally responsive themes and topics.
- Classrooms display quality books in Spanish and English.
- LAMB doesn't have a librarian, but parent volunteers participate in a read aloud program they sign up for with their child's teacher.
- There is a written policy on responsible use of technology at LAMB.
- Smart Boards and laptops are used thoughtfully in classrooms to support instruction and practice.
- Teachers asked for more financial resources to be allocated to increase the school's acquisition of information resources and technology to support the bilingual program.

### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The use and availability of smart boards in each classroom and community areas of the school.
- The use of a virtual meeting process to allow staff members from each building to participate in meetings via webcams/monitor to reduce the need for travel.
- The use of technology to allow parents who could not attend school performances and events to watch a live stream of the performance.
- The use of walkie-talkies to communicate “all clear” and concerns during fire drills and dismissal.

## **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team recommends:**

- Research and invest in the hiring of a media specialist that will plan for and implement a media catalogue and acquisition plan.
- Allocate fundraising dollars to initiatives that include strengthening the school's collection of information resources and technology.



### Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |

### Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|     | NONE                                     |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |
|     |  |                    |

# THE PLAN FOR GROWTH AND IMPROVEMENT

## Introduction

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
- One or more assessments for each objective
- Baseline data for at least one assessment for each objective
- Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

## A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there area of our organization's capacity the must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its mission and its performance/capacity objectives. Action plans provide detailed descriptions of the

specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the “doing” part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school’s Plan for Growth and Improvement according to the criteria for effective action plans.

### A.1. Objective #1

|   |  |
|---|--|
| X | This is a student performance objective      |
|   | This is an organizational capacity objective |

|  |           |         |  |
|--|-----------|---------|--|
| By the year 2023, 3rd Grade Students will demonstrate improved reading scores as measured by the SRI reading comprehension assessment. |           |         |  |
| Baseline:  | 2015-2016 | 63%-64% |  |
| Target:  | 2016-2017 | 64%-65% |  |
|  | 2017-2018 | 65%-66% |  |
|  | 2018-2019 | 66%-67% |  |
|  | 2019-2020 | 67%-68% |  |
|  | 2020-2021 | 68%-69% |  |
|  | 2021-2022 | 69%-70% |  |

|  | YES | NO |
|--|-----|----|
| <b>Is the objective:</b>   |     |    |
| Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students? | X   |    |

|  |   |  |
|--|---|--|
| Reflective of the school's mission, and supportive of the strategic plan of the larger organization?                               | X |  |
| <b>Does the objective:</b>   |   |  |
| Include baseline data, and are they logically organized and presented in an easily understood format?                              | X |  |
| Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance? | X |  |
| <b>Does the school:</b>  |   |  |
| Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?      | X |  |
| Have an effective and efficient way to gather data to assess the progress of the objective?  | X |  |
| Is the objective reasonable and achievable?  | X |  |

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

|   |
|---|
| • |
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## **A.2. Action Plan for Objective #1:**

**In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.**

| <b>Does this action plan:</b>   | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| Include strategies/action steps that are comprehensive in scope?  | X          |           |
| Include a logical sequence of strategies and/or action steps?   | X          |           |
| Outline clearly and in detail the action steps to be taken in the first two to three years of the plan? | X          |           |
| Include enough activities to ensure that the objective will be achieved?                                | X          |           |

|  |   |  |
|--|---|--|
| Address as many aspects of the institution's programs, activities, and services as appropriate?  | X |  |
| Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?   | X |  |
| Identify the resources required to implement the action steps?   | X |  |
| Identify the persons/groups responsible for implementing each action step?   | X |  |
| Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?  | X |  |
| Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?  | X |  |
| Establish reasonable timelines for implementing the action steps?  | X |  |
| Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan? | X |  |

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

|   |
|---|
| • |
|---|

**A.3. Objective #2:**

|   |  |
|---|--|
| X | This is a student performance objective      |
|   | This is an organizational capacity objective |

By the year 2017, 65% of all K-2nd grade students will meet or exceed proficiency in math as evidenced by the easy CBM internal assessment.

|  | YES | NO |
|--|-----|----|
| <b>Is the objective:</b>   |     |    |
| Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students? | X   |    |
| Reflective of the school's mission, and supportive of the strategic plan of the larger organization?   | X   |    |
| <b>Does the objective:</b>   |     |    |
| Include baseline data, and are they logically organized and presented in an easily understood format?  | X   |    |
| Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?   | X   |    |
| <b>Does the school:</b>  |     |    |
| Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?  | X   |    |
| Have an effective and efficient way to gather data to assess the progress of the objective?  | X   |    |
| Is the objective reasonable and achievable?  | X   |    |

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- 

#### **A.4. Action Plan for Objective #2:**

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

| Does this action plan:   | YES | NO |
|--|-----|----|
| Include strategies/action steps that are comprehensive in scope?   | X   |    |
| Include a logical sequence of strategies and/or action steps?  | X   |    |
| Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?  | X   |    |
| Include enough activities to ensure that the objective will be achieved?   | X   |    |
| Address as many aspects of the institution's programs, activities, and services as appropriate?  | X   |    |
| Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?   | X   |    |
| Identify the resources required to implement the action steps?   | X   |    |
| Identify the persons/groups responsible for implementing each action step?   | X   |    |
| Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?  | X   |    |
| Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?  | X   |    |
| Establish reasonable timelines for implementing the action steps?  | X   |    |
| Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan? | X   |    |

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

|   |
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**A.5. Objective #3:**

|   |  |
|---|--|
|   | This is a student performance objective      |
| X | This is an organizational capacity objective |

By the Year 2023, LAMB PCS will improve the quality of its communication with all stakeholders to improve transparency, accountability, and effectiveness as measured by:

a) increase in the total number of presentations and or open Board meetings within a school year by 50%:

Baseline: 2015-2016 1 Open Board Meeting + presentation  
 Target: 2 per year

|           |            |
|-----------|------------|
| 2016-2017 | 3 per year |
| 2017-2018 | 4 per year |
| 2018-2019 | 5 per year |
| 2019-2020 | 6 per year |
| 2020-2021 | 7 per year |
| 2022-2023 | 8 per year |

b) increase in the percentage of staff satisfaction as it relates to communication with the Leadership team by 25%:

Baseline: 2015-2016 67.3%  
 Target: 2022-2023: 84.125%

|           |        |
|-----------|--------|
| 2016-2017 | 70.1%  |
| 2017-2018 | 72.9%  |
| 2018-2019 | 75.7 % |
| 2019-2020 | 78.5 % |
| 2020-2021 | 81.3 % |
| 2022-2023 | 84.1%  |

|                          |     |    |
|--------------------------|-----|----|
|                          | YES | NO |
| <b>Is the objective:</b> |     |    |

|  |   |   |
|--|---|---|
| Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students? |   | X |
| Reflective of the school's mission, and supportive of the strategic plan of the larger organization?   | X |   |
| <b>Does the objective:</b>   |   |   |
| Include baseline data, and are they logically organized and presented in an easily understood format?  | X |   |
| Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?   | X |   |
| <b>Does the school:</b>  |   |   |
| Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?  | X |   |
| Have an effective and efficient way to gather data to assess the progress of the objective?  | X |   |
| Is the objective reasonable and achievable?  | X |   |

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- This is an organizational goal that will impact the culture and governance of the school, but is not directly impacted by student performance.

**A.6. Action Plan for Objective #3:**

**In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.**

| <b>Does this action plan:</b>                                    | <b>YES</b> | <b>NO</b> |
|--|------------|-----------|
| Include strategies/action steps that are comprehensive in scope? | X          |           |
| Include a logical sequence of strategies and/or action steps?    | X          |           |

|  |   |   |
|--|---|---|
| Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?  | X |   |
| Include enough activities to ensure that the objective will be achieved?   | X |   |
| Address as many aspects of the institution's programs, activities, and services as appropriate?  | X |   |
| Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?   | X |   |
| Identify the resources required to implement the action steps?   | X |   |
| Identify the persons/groups responsible for implementing each action step?   |   | X |
| Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?  |   | X |
| Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?  | X |   |
| Establish reasonable timelines for implementing the action steps?  | X |   |
| Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan? | X |   |

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

- Assign person responsible for distributing the survey to staff and collecting/evaluating the results.
- Publish the Board of Director meeting minutes on the website, in both English and Spanish.

**B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

### The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

| Requirement of the Protocol   | Met | Not Met |
|---|-----|---------|
| Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance. | X   |         |
| <ul style="list-style-type: none"> <li>One or more assessments for each objective</li> </ul>  | X   |         |
| <ul style="list-style-type: none"> <li>Baseline data for at least one assessment for each objective</li> </ul>  | X   |         |
| <ul style="list-style-type: none"> <li>Technical approval of the objectives</li> </ul>  | X   |         |
| Comprehensive action plans for each objective   | X   |         |
| Plan for regular monitoring and review of the Plan (at least once annually)   | X   |         |

### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.

- The planning team used the available baseline data to create goals that align with identified areas of needed improvement.

### Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- |  |
|--|
| <ul style="list-style-type: none"> <li>Assigning a person responsible for the implementation of the plan.</li> </ul> |
|--|

**Recommended Monitoring Issues:**

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

| Requirement of the Protocol | Action Recommended |
|-----------------------------|--------------------|
| NONE                        |                    |
|                             |                    |
|                             |                    |
|                             |                    |
|                             |                    |
|                             |                    |

**Recommended Stipulations:**

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Protocol | Action Recommended |
|-----|-----------------------------|--------------------|
|     |                             |                    |

|  |      |  |
|--|------|--|
|  | NONE |  |
|  |      |  |
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## ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school’s community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

### ACCREDITATION

An “Accredited” institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

## NEXT STEPS

As Latin American Montessori Bilingual Public Charter School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**

When the Middle States Association grants accreditation to a school using the *Excellence by Design* protocol, it does so with the understanding that the school will make a good faith effort to imp

- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Reaccreditation**

At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.





## A. SUMMARY AND CLOSURE

### LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

#### ORAL REPORT

Good afternoon. I am Michelle D’Antonio, chair of the Middle States Validation Team to Latin American Montessori Bilingual Public Charter School. The other members of the Team and I are pleased to see so many members of the school community present to hear our report. We will leave LAMB at the end of this report feeling that we have had a full and rich experience in your school. We appreciate the warm reception we have received and the candor with which you have shared your deepest concerns and greatest wishes.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately six to eight weeks.

At the conclusion of this oral report, we will leave your school. We will not entertain any questions or enter into any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank publicly the other members of our Team for their service to you and to the Middle States Association—Leanne Alexandrini, Tom Scheid, and Maria Moreno. This was an outstanding team of educators. I do not know if you are aware of this, but these educators are all volunteers who have given their own professional and personal time to provide this service to you. The team members were strangers to each other before they came together here on Sunday afternoon. They have worked hard day and night to conduct as thorough of an evaluation of your school as is possible. It is a tribute to their professionalism and expertise that they were able to coalesce as a team so quickly and to produce such fine work in service to your school. I believe you owe them your thanks for their service to your school.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing and your plans for the future. Therefore, we came here with several purposes.

First, we were charged with ensuring that Latin American Montessori Bilingual Public Charter School meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—*Excellence by Design*—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. In addition, your school was asked to develop one or more organizational growth objectives. The expectation is that, after the team leaves, you will faithfully implement your improvement plan over the next seven years and make a good faith effort to achieve the goals you set.

In addition to being the evaluators, we came as your “critical friends.” What I mean by this is that we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived.

Let me begin the substance of this report by sharing with you what we have determined to be the strengths of your school.

We asked nearly all of the groups with whom we met to identify what they see as the primary strengths of your school. The responses can be summarized by the word “community.” Many schools talk about being a community of learners, but LAMB is an exemplar of such a community.

From the moment we entered the school, we saw and heard that this is a special place. The two campuses give the feel of each being a relatively small school, but one that is vibrant with activity. We are in awe of the level of student, staff, and community participation in the life of this school.

We are impressed by the degree to which your students involve themselves in their learning, taking initiative and responsibility. We applaud you for the degree of autonomy the teachers allow students in their classrooms. Students embrace both Spanish and English, and the use of each language is a natural part of their interactions throughout the day.

We are also impressed by the uniformity with which the parents and community members with whom we spoke support the work of LAMB. We were told by the school’s administrators that this community supports its school and the parent

organization helps to provide whatever is necessary to make sure the children and teachers have what they need.

This degree of support can be seen in the fact that your Ariba Fund has 100% participation and has raised over \$100,000. It can be seen in the fact that your students and staff participate in their bimonthly peace ceremony, celebrating the talents of the students and sharing them with the parents and community.

Because of the bilingual aspect of your school and because of your Montessori philosophy of encouraging students to make choices and be a decision maker in their education, you have created a very special and enviable situation for your students. You are growing young people who have been allowed to pursue all their interests and to enjoy a wonderful experience while in school. I think we can honestly say that you are growing young Renaissance women and men in this school.

We heard from your students and parents that a strength of your school is the level of caring and concern the teachers have for their students. Your students told us that they have strong relationships with their teachers. They told us that they love LAMB and can't believe that students in other schools are told what they have to learn without getting to choose.

We want to applaud you for the degree to which you have taken the name of the protocol, Excellence By Design, to heart. The thought and planning that you are putting into the next phases of your growth is exemplary. The systematic approach you are taking to the increase in enrollment and addition of another campus will allow for the success of the implementation, and ensure that the sense of community, class sizes, administrative structure, and staff schedules are taken into consideration. In addition, LAMB is in a good financial position with 5-6 months financial reserves and long range fiscal planning is in place to maintain stability.

When we came to your school, we assumed that you not only wanted to hear from us about the strengths of your school but about the areas in need of improvement and the challenges we see you must address, as well. Therefore, we also asked most of the groups with which we met to identify the areas of the school most in need of improvement and the challenges the school faces in achieving its mission.

Most of these areas and challenges will not come as surprises to you.

We heard from nearly every stakeholder group that they view communication as an area for improvement, but also that they have seen improvement throughout the past two years. We have found that there is a great deal of information disseminated to staff and parents, but there is not a central place or method that

is used. Creating a smartphone app or another method of communication that is the central hub for school, classroom, board and PTO communication will allow for a streamlined method of keeping up to date.

Staff and parents also expressed a concern that transparency in all areas is needed to increase support of school initiatives and goals. Open board meetings, publishing of board minutes, discussions regarding future planning and finances were areas in which additional information was requested in order to address rumors and create support rather than questions.

In addition, we recommend that you encourage a shared sense of purpose by promoting LAMB's guiding documents to all stakeholders. Publishing LAMB's Mission, Core Values, Codes of Conduct, and Profile of Graduates throughout the buildings reinforces the values and expectations of the school and keeps it current and present in the minds of the students and staff, as well as communicating these guiding principles with parents and visitors of the school.

We heard that LAMB is also planning to creatively address the administrators' schedules. We were told that this is purposeful so that maximum resources can be dedicated to teaching and learning in the classrooms, and so that administration is knowledgeable of both buildings' students and staff. While we as a Team appreciate and support the decision to avoid excessive administrative staffing, we would be remiss if we did not share with you our concerns about the limitations of the administrative staffing on the schools presently. Primary among our concerns about this matter is the effect it has on teacher and student support throughout each school, as well as continuity of how procedures and policies are handled.

The last issue we wish to present to you in this brief report is not necessarily an area for improvement but, instead, is a caution we wish to offer.

We have heard from nearly everyone with whom we met that the students of this school are achieving academically at or above the level the District of Columbia schools. And, in fact, your achievement scores on such standardized testing bears this out. The caution we offer is not to let your satisfaction with the academic achievement of your students erode into complacency. You should aim not only to maintain the current level of achievement but also to raise the bar every time your students meet the standards you have set for them.

Now, let me move to the accreditation decision we will make to the Commission on Secondary Schools.

As I stated earlier, part of the decision regarding whether to recommend re-accreditation of LAMB is based on whether you meet the 12 standards for accreditation. These standards address every aspect of the programs, services, and resources you provide for your student. They also

address the school's capacity to provide an appropriate education based on the standards and expectations of your community.

We concluded that LAMB meets all 12 of the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether LAMB meets the requirements of the *Excellence by Design* protocol. These requirements are summarized in the following commitments you must make to be accredited:

- You must commit to plan strategically with a specific emphasis on improving student performance in the areas you identified to be priorities for your students.
- You must commit yourselves to establishing a culture of being accountable for your students' performance.
- You must be committed to involving a broad spectrum of your school's stakeholders in defining a vision for your school, in developing the means to get closer to that vision, and in designing and implementing action plans to achieve that vision. This is not to be an exercise for the education professionals only. It is expected that this will be a strategic plan literally owned by the entire school community and for which the entire community will be held accountable.

With regard to these requirements, we found that LAMB has a school improvement plan focused on improving student performance, and action plans to achieve the objectives. We also found almost universal agreement regarding the areas of student performance on which your objectives focus. We also found the plan for increased communication across all stakeholder groups to be well thought out and strategically focused.

Ladies and gentleman, these are some of the major themes and findings that will be included in our written report. We offer them in the spirit of being your "critical friends" and with the desire that they will help you as you work toward achieving your mission.

Now, we get to the part you all have been waiting for. This Validation Team will recommend to the Middle States Commission on Secondary Schools that Latin

American Bilingual Montessori Public Charter School be re-accredited for seven years.

As we take our leave, the members of the Validation Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. Our experience here as been a rich and rewarding one.

Many thanks especially go to Dr. Diane Cottman and Ms. Christina Encinas, and Ms. Marta del Pilar Lynch, Ms. Anna Marie Wrin Yombo , for their hard work in preparing your school for our visit, for organizing our visit, and for being so accommodating and responsive to our requests and needs.

We leave you with this thought. We are convinced that the good people of your school and school community care deeply about and seek the best for your children. We are also convinced that, when men and women of good will come together for the sake of their children, mountains can be crossed, rivers can be bridged, differences can be healed, and obstacles can be overcome. The people that constitute LAMB have confirmed this belief for us. You have a really good school. Our challenge to you now is to make it into a great school.

We wish you the success in all your endeavors.

Thank you and goodbye.

## VISITING TEAM ROSTER

| Role              | Name               | School/Organization                   |
|-------------------|--------------------|---------------------------------------|
| Chair of the Team | Michelle D'Antonio | Montessori Academy of Chambersburg    |
|                   |                    |                                       |
| Team Member       | Leanne Alexandrini | Montessori Country Day School         |
| Team Member       | Tom Scheid         | Independence Charter School           |
| Team Member       | Maria Moreno       | Princeton Academy of the Sacred Heart |