Application to Establish a Public Charter School in the District of Columbia

Submitted by

Breakthrough Montessori Public Charter School

to the District of Columbia Public Charter School Board

March 6, 2015

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Applicant Information Sheet
New Charter School

Name of Proposed Charter School: Breakthrough Montessori Public Charter School
Name of Entity Applying for Charter Status in DC: Breakthrough Montessori Public Charter School

Contact Person: Keith Whitescarver
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Name of Person Authorized to Negotiate:
Must be member of local founding group and not serving as a consultant or affiliated with an educational service provider.

Authorized Signature: _Kurt Whitescarver_

Type of Application:
☑New School   ☐Conversion of Existing School: ☐ Public ☐ Private

If conversion, name of the school being converted: Click here to enter text.
Do you wish to retain the existing school site?   ☐ Yes   ☐ No

Proposed Start Date: Fall 2016 **Proposed Year One Budget:** $1,938,179

Requested Enrollment Ceiling[1]

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Total
Year 1	45	45															**90**
Year 2	45	45	45														**135**
Year 3	45	45	45	45													**180**
Year 4	45	45	45	45	45												**225**
Year 5	45	45	45	45	45	40											**270**
Year 6	45	45	45	45	45	40	38										**303**
Year 7	45	45	45	45	45	40	38	35									**338**
Year 8	45	45	45	45	45	40	38	35	30								**368**
Capacity: Year 9	45	45	45	45	45	40	38	35	30								**368**

Proposed Location of School, if known (address or area(s) of city): Ward 1

Name of Education Service Provider (ESP) (if applicable): Not Applicable

Names of Organizations Involved in Planning (if applicable): National Center for Montessori in the Public Sector, FOCUS, EdOps, Building Hope

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[1] This schedule of enrollment ceilings will be included in the proposed school's charter agreement. If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

Executive Summary

The mission of Breakthrough Montessori School is to provide families of Washington DC a fully-implemented, public, Montessori program designed to enable children to develop within themselves the power to shape their lives and the world around them. Breakthrough Montessori PCS will graduate students with the academic and social skills necessary to excel in their future schools, complete post-secondary education, and build rewarding careers and vocations.

The Breakthrough Montessori Model: Development, Prevention, Community
Grounded in the time-tested Montessori instructional model and fueled by a visionary commitment to early learning and robust family engagement, our model places students at the center and revolves around anticipating and responding to the needs of learners at every stage of the developmental continuum. Our focus on early support and intervention enables us to address learning challenges before they become disabilities, and our intensive approach to engaging families, along with the wider community, situates our school at the center of a robust network of support, connection, and life-long learning.

Montessori education identifies four stages of human Development, and prepares learning environments and curriculum content customized for each stage.
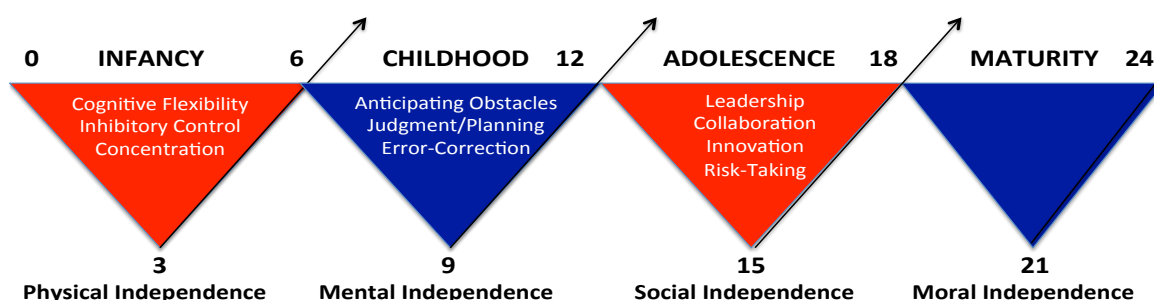
Breakthrough Montessori PCS will address the first two stages through a seamless program designed to foster core executive functions such as inhibitory control, cognitive flexibility, judgment, collaboration and leadership. Combining highly enriched, student-centered learning environments with clinical observation and systematic data management, the model is uniquely conceived to meet the needs of individual children at any moment in time.

Our approach to **Prevention** begins with significant investment in early childhood education, which will yield returns extending well beyond elementary years. Research confirms that offering an active, structured learning environment that is responsive to each child's interests and abilities not only produces superior results with regard to executive function and other cognitive performances, but will frequently reduce the need for special education services in the future. Core to our model is a commitment to early intervention aimed at identifying and resolving learning challenges before they turn into disabilities. Tiered instructional approaches such as *Response to Intervention* are grounded in systematic progress monitoring fueled by ongoing clinical/contextualized observation, instructional modifications, and collaborative problem solving for intervention.

Our multi-faceted commitment to **Community** begins with robust family engagement and extends to substantive partnerships with the civic, cultural, and educational agencies that surround the school. We aim for 100 percent family involvement in Breakthrough Montessori

PCS activities and will achieve this goal through a coordinated plan for ongoing, intensive engagement. Outreach will begin prior to enrollment, with open houses, information sessions, and community gatherings focused on Montessori education. Once enrolled, families will experience an extended orientation/induction program that cultivates a robust school/home partnership for the success of all our students. Through partnerships with civic and cultural organizations, Breakthrough Montessori PCS will also extend the learning environment to the rich cultural and educational community of our nation's capitol.

Serving All Learners Through Data-Informed Instruction & Continuous Improvement
Montessori instruction is, by design, entirely differentiated and individualized. Teachers use an array of specially designed, developmentally appropriate, concrete, learning materials that are sequenced progressively. Because instruction is tailored to the individual needs of students, the Montessori method is remarkably effective in addressing developmental challenges; indeed, many of the interventions used to support children who are not achieving stated performance standards are components of the Montessori method. We are committed to providing an inclusive learning community where every child develops his/her full potential and individual differences are embraced.

Assessment will drive instruction. Gathering and analyzing data from a variety of sources will be a foundational activity of our program. Ongoing observation and work sampling will be used to assess understanding and critical application of concepts, and the data provided by these tools and procedures will be analyzed, compared, and integrated.

Capacity, Collaboration and Sustainability
The school's charter, mission, and bylaws will be administered by its Board of Trustees. The Board, focusing its energies on governance, will hire, supervise, and evaluate the school Principal, and will delegate management of the school to the Executive Director and through him or her to the professional staff of the school.

The school's leadership team will be made up of three complementary positions that will report to the Executive Director: Director of Operations, Director of Curriculum and Instruction, and Director of Community Engagement. Together, the leadership team will supervise short- and long-term planning, make school-wide decisions, and assess the school's progress in meeting its mission, and strategic goals.

Anchored in strategic partnerships with the National Center for Montessori in the Public Sector (NCMPS), Lee Montessori Public Charter School (LMPCS) and the CityBridge Foundation, Breakthrough Montessori PCS has assembled a high-performing founding team comprised of experts in public Montessori practice, developmental learning, charter school implementation, and ambitious teacher preparation to guide the school through its planned 2016 launch. With strategic support from NCMPS and the CityBridge Foundation, planning has been ongoing since 2013 and our board, which has deep roots in the district, is committed to working collaboratively to improve the lives of all the city's children and families. Our key operational partner, Lee Montessori Public Charter School, will provide startup expertise and both schools expect the relationship to continue in a manner that will strengthen public Montessori in DC. Likewise, our sustainability efforts to continue to benefit from resources provided by NCMPS and CityBridge, as well as the expertise of teacher educators, university researchers, and digital technology developers, all of whom are close connections through our collective experience in the field.

A. Establishing the Need and Identifying the Target Population

Breakthrough Montessori Public Charter School aims to be a standard setting, high-impact, fully implemented, public Montessori school that will transform the learning experiences of low-income children in Washington, D. C. With financial and technical support from Next Generation Learning Challenges and the CityBridge Foundation—as part of their Breakthrough Schools: D.C. initiative—and the on-the-ground experience of our partners, the National Center for Montessori in the Public Sector (NCMPS) and Lee Montessori Public Charter School (LMPCS), we are confident that our school will positively impact 90 families in our first year, expanding to 270 families by year five.

In addition to providing fully implemented public Montessori education to greater numbers of DC families, we are equally committed to closing the opportunity gap in the district. We aim to achieve this goal by making, by design, Breakthrough Montessori PCS a racially and economically diverse school. Our premise, built on a large body of research suggesting that socioeconomic and racial integration provide significant educational benefits for all students, is that schools that intentionally seek to reduce racial and economic isolation create powerful communities of choice, in which school structure and culture support rigor, relevance, and inclusivity for all. [1]

1. Target Population

The preferred location for our school is Ward 1. The ward has a sizable percentage of children with high needs and it contains neighborhoods that can provide a rich integrated experience. We would consider Wards 4 or 5 if a suitable building site cannot be found in Ward 1. These two additional wards are somewhat similar to Ward 1 in their demographic profile; they both have deeply diverse populations. We are casting a wider net beyond Ward 1 because our research into potential school sites has convinced us that, due to demand and cost, we should be flexible. Our partner during our incubation phase, Building Hope, has expressed a similar view with us.

The need for an additional high performing school in three of these locations is all too evident. For one, these three wards have too few seats in high performing schools relative to the number of children needing them.[2] *Quality Schools: Every Child, Every School, Every Neighborhood,* commissioned by the Office of the Deputy Mayor for Education of Washington, D.C., is an analysis of high performing schools and student population by geographic "cluster." The clusters were identified and ranked based on a ratio of availability seats in high performing schools to student population. Six of the top fifteen most underserved clusters for grades K-5 are located in these three wards, with each ward having at least one underserved cluster. Breakthrough Montessori PCS will address these service gaps by providing 270 new seats within its first five years of operation.

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[1] Institute on Metropolitan Opportunity (February 2015). Why Are the Twin Cities So Segregated? Accessed at

[2] IFF. (January 2012). *Quality Schools: Every Child, Every School, Every Neighborhood. An Analysis of School Location and Performance in Washington, DC.* Accessed at http://www.washingtonpost.com/r/2010-2019/WashingtonPost/2012/01/26/Education/Graphics/IFF_Final_Report.pdf.

Breakthrough Montessori Public Charter School

According to data from the 2014 lottery, the demand for public Montessori programs is so high that existing public Montessori schools have some of the District's most extensive school waiting lists. Capturing this fact is **Table 1** below.

School	Ward	Year Opened	Total Enrollment	14-15 Waiting List
Latin American Bilingual Montessori Charter School (LAMB)	4	2002	274	854
Shining Stars Montessori Academy	4	2011	124	206
Lee Montessori Charter School	5	2014	70	226
Capitol Hill Montessori (DCPS)	6	1990	224	348

Table 1: Public Montessori Demand by Ward[3]

Existing public Montessori programs in the District are very popular, yet it is evident that existing public Montessori schools do not have the capacity to serve all the families wishing to enroll in them.

No matter which of the three wards (1, 4 or 5) becomes the location of our school, we will find a target population that will be well served by the services and educational model that we plan to offer—one that places great emphasis on starting with young children to prevent problems before they start. All of the wards that we are targeting have an urgent need for additional spaces in a high quality preschool program.

In 2012 the Office of the State Superintendent of Education (OSSE) commissioned a report from Child Trends to assess family risk factors and the reach of early childhood programs.[4] Risk factors were considered to be such elements as percentage of children in poverty, percentage unemployed low infant birth weights, level of parental education, substantiated cases of abuse and neglect, and others. Each ward was then assigned a risk level based on data collected. Wards 1 and 4 were found to be Moderate Risk Wards, and Ward 5 was categorized as a High Risk Ward. The fact that 100% of the schools in Wards 1 and 5 are Title I schools and 82% of the schools in Ward 4 are Title 1 indicated further the need for high quality early learning, according to the study.

Student Outcomes
According to the most recent outcome data on D. C. school children, the 2014 District of Columbia Comprehensive Assessment System (DC CAS), 50 percent of students are reading at proficient or better and 54 percent are performing math at proficient or better. The Office of the State Superintendent Education (OSSE) touted these results for the "steady-if-slow progress" they revealed. The reality, however, is that there is still much work to be done, especially for

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[3] There are three other schools in the District that have small Montessori programs in a larger school. Those programs, though small, also have waiting lists.
[4] Moodie, S., Rothenberg, L, and Goldhagen, S. (2012). District of Columbia Early Childhood Risk and Reach Assessment. Accessed at
http://www.learndc.org/sites/default/files/Risk%20and%20Reach%20Report%202012%20FINAL.pdf.

those students living in poverty. In that subgroup nearly 60 percent are below proficient. It is critical that D.C. families, particularly those who are low-income, have greater access to high quality education to ensure that their children gain a solid foundation for school and life success.[5]

The data from fourth grade students in the three wards that we want to locate is more alarming. Wards 1 and 5 were well below the district average. Combined, less than 45 percent of students in the three wards were proficient in reading. Math proficiency for the three wards was marginally better but, well below an acceptable level of proficiency. The proficiency rates were 52%, 57%, and 41% for Wards 1, 4, and 5, respectively.[6]

Demographic Analysis
Ward 1 is one of the most diverse wards in the District (**Table 3**). Since one of our key enrollment aims is to decrease racial and economic isolation, we view this diversity already present as a positive element. On the other hand, we are well aware that the current charter and district Montessori programs tend to be overrepresented by middle class families. As we will explain in the recruiting and marketing section that follows, we have developed a robust strategy designed to reach our goal of a racially and economically diverse school.

	Race/Ethnicity					Low Income (FARM)
	Black	Hispanic / Latino	White	Asian	Other	
Ward 1	32%	20%	48%	4%	6%	75%
Ward 4	58%	18%	24%	1%	14%	82%
Ward 5	76%	6%	16%	1%	5%	87%

Table 3: 2012-2013 Selected Population Demographics, Wards 1, 4, 5

We also expect to enroll students coming from families facing intense stress. Unemployment and Food Insecurity and Food Hardship plagues the city, but these three features are especially intense in these wards. The wards have high percentages of families headed by single women. **Table 4** provides insight into the stressors in these wards.

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[5] Office of the State Superintendent of Education. (July 31, 2014). *2014 District of Columbia Comprehensive Assessment System Results (DC CAS)*. Accessed at http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2014%20DC%20CAS%20Result%20July%2031%202014...FINAL_.pdf.

[6] Hughes, S. A. (July 31, 2014). Student Test Scores Show Small Improvements, A Persistent Achievement Gap. *DCist*. Accessed at http://dcist.com/2014/07/student_test_scores_show_an_achieve.php.

Breakthrough Montessori Public Charter School

	Ward 1	Ward 4	Ward 5
Children living in poverty	22%	15%	27%
Unemployment rate	5.4%	7%	12.4%
TANF benefit recipients	18%	19%	28%
Single mother household	38%	33%	52%

Table 4: Selected Social Indicators by Ward[7]

As explained in Section B, our educational plan is designed to overcome these taxing familial and societal circumstances by providing early support and intervention to address learning challenges before they become disabilities. We have developed an intensive approach to engaging families, along with the wider community, that will place our school at the center of a robust network of support. Our model lends itself to accommodating and welcoming students with a wide range of personal and educational experiences. In fact, our intended population includes large numbers of children living with poverty and trauma.

We do so because we know the impact of poverty and high levels of stress and trauma on student learning. Poverty is well known to be a significant factor associated with poor educational outcomes. A recent Brookings study reported that only 48% of children living in poverty are ready for school at age five compared to 75% of children from moderate to high-income households. Single parenthood also exacerbates the opportunity gap, with impacts most noticeable in behavioral outcomes. The study authors concluded that high quality early learning offers the greatest promise for increasing the school readiness of children living in poverty.[8]

The Montessori model has been countering the negative effects of poverty and trauma for over 100 years, since the opening of the first school in the slums of Rome. Many of the contemporary core strategies recommended for use to improve reading in young children—a language enriched classroom, developing phonemic awareness activities, developmental writing, an integrated curriculum, and ongoing assessment—are central elements of the Montessori curriculum.[9] A 2006 study by Lillard and Else-Quest published in *Science* found that students in fully implemented public Montessori schools in inner cities significantly outperformed their non-Montessori peers in standardized tests of reading and math at the kindergarten level. And gains continued through elementary school. By the end of sixth grade, Montessori students wrote essays with more complex sentence structure and creativity, demonstrated more advanced levels of social cognition and executive control and higher levels of positive responses to social dilemmas than their non-Montessori peers.[10]

This latter finding is particularly relevant with regard to the educational focus of Breakthrough Montessori PCS (see below). A growing body of research confirms that so-called executive

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[7] DC KIDS COUNTs 2014 Ward Snapshots. Accessed at https://www.dcactionforchildren.org/kids-count/family-and-community

[8] Isaacs, J. B. (March 2012). *Starting School at a Disadvantage: The School Readiness of Poor Children*. Center on Children and Families at Brookings. Brookings Institution. http://www.brookings.edu/~/media/research/files/papers/2012/3/19%20school%20disadvantage%20isaacs/0319_school_disadvantage_isaacs.pdf.

[9] The Albert Shanker Institute. (2009). *Preschool Curriculum: What's in it for Children and Teachers?* Accessed at http://www.shankerinstitute.org/resource/preschool-curriculum-whats-it-children-and-teachers; Morrow, L. & Dougherty, S. (2011). Early literacy development: Merging perspectives that influence practice. *Journal of Reading Education, 36*(3), 5-11.

[10] Lillard, A. and N. Else-Quest. (2006). "The Early Years: Evaluating Montessori Education. Science 313:5795, pp. 1893-1894

functions (initiation and concentration, inhibitory control, working memory, and persistence) are the key building blocks of academic and lifelong success. Children in public Montessori schools score higher in these skills than children in non-Montessori public classrooms.[11]

Need for Breakthrough Montessori Public Charter School

Breakthrough Montessori PCS will address the needs of families in a relatively disadvantaged part of the city with a school that will open with preschool and pre-K and grow to serve students through third grade. BMPCS will provide the fully implemented Montessori program shown to counter the opportunity gap and educational challenges associated with poverty, stress, and trauma. The school will also address the shortage of preschool opportunities and elementary slots for area families while helping to meet the currently unmet demand for Montessori programs. Furthermore, Breakthrough is expected to attract families from throughout the school District struggling to find quality Montessori education.

As a school of choice, we are prepared to welcome all students admitted through the random lottery process; the public Montessori model provides clear avenues for working effectively with mixed populations.

2. Recruiting and Marketing

Five-Year Enrollment Model							
	Age 3 (PS)	**Age 4 (PK)**	**Age 5 (K)**	**Age 6 Grade 1**	**Age 7 Grade 2**	**Age 8 Grade 3**	**TOTAL**
2016	45	45					**90**
2017	45	45	45				**135**
2018	45	45	45	45			**180**
2019	45	45	45	45	45		**225**
2020	45	45	45	45	45	45	**270**

Table 5: Breakthrough Montessori PCS Enrollment Rollout

Our enrollment rollout (**Table 5**) reflects the significant investment in early childhood education we believe is necessary to yield returns that extend well beyond elementary years. We start with 3- and 4-year-olds and build out. Each year following launch we add a full complement of young children, backfilling as necessary, as families leave our school.

The five-year rollout ends at grade 3 with a total of 270 students. Our plan, though, is to continue to expand after year five. Once we have established a solid track record with our 3-9 year old program, we will seek a charter amendment to add additional grades, eventually going through middle school.

Prior Montessori experience is neither a prerequisite nor expected for students enrolling in Breakthrough Montessori PCS. Students will be accepted through the My School DC lottery process. As mandated by statute, there will no preferences given based on neighborhood in the

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[11] Tanner, C. K. (2008). Explaining relationships among student outcomes and the school's physical environment. *Journal of Advanced Academics, 19*(3), 444-471; Diamond, A. (2000). Close interrelation of motor development and cognitive development and the Cerebeullum and Prefontal Cortex. *Child Development*, 71(1), 44-56. Rathunde, K., "Understanding Optimal School Experience: Contributions From Montessori Education," *National Society for the Study of Education*, Volume 113, Issue 1, pp. 253-274.

lottery. Breakthrough Montessori PCS will admit students of any race, color, national or ethnic origin, religion, or sexual orientation and is committed to ensuring that all students enjoy the same rights, privileges, programs, and access to activities available at the school. BMPCS will not discriminate on the basis of race, color, national or ethnic origin, religion, or sexual orientation in any way.

Having a successful, high profile, recruiting and marketing campaign is essential if we are to create a school that is welcoming to all and reflects racial and economic diversity. Taking a look at two of the other charter Montessori schools provides a glimpse as to what could happen without a strong outreach program in the community where we locate.

Latin American Montessori Bilingual Public Charter School (LAMB) in Ward 4 (**Table 6**) offers one approach to obtaining a diverse population. By having Spanish as one of the two languages offered, LAMB successfully recruited an unusual demographic mix for D.C.—50 percent of students are Hispanic/Latino and the other 50% are closely divided between Blacks and Whites. What is lacking, though, is economic diversity. LAMB is overrepresented with children who are not enrolled in the Free and Reduced Lunch program. Likely this is due to the history of Montessori in the United States. That is, even though Montessori pedagogy was designed for disadvantaged, at-risk children, in out country middle class parents in independent schools have largely been its supporters.

LAMB is in an excellent location for its mission, offering a bilingual Montessori program. The District's Latino population has historically lived in the northwest quadrant of the city, primarily in Ward 1. There has been a major shift in in recent years from Ward 1 to Ward 4, primarily due to changes in the housing market and in city neighborhoods.[12]

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[12] Comey, J. and Associates (November 2009). *State of Latinos in the District*. Urban Institute. Accessed at http://www.urban.org/publications/412176.html; Izadi, E. (September 1, 2011). Why D.C.'s Latino Population is Up When It's Black Population is Down. Accessed at http://dcentric.wamu.org/2011/09/why-d-c-s-latino-population-is-up-when-its-black-population-is-down/.

Latin American Montessori Bilingual Public Charter School (LAMB)			
Ward & Neighborhood Cluster	**School Type**	**Total Enrollment**	**Low-Income (FRL)**
Ward 4, Cluster 17	DCPCS	320	27%
Black	**Hispanic / Latino**	**White**	**Asian**
22%	50%	24%	0.6%
Special Education	**Limited English Proficiency**		
10%	13%		
Proficiency or Above on State Assessment	**Growth on State Assessment**	**Daily Attendance**	
Reading / Math	Reading / Math	Elementary	
73% / 70%	66% / 67%	96%	
Early Childhood Literacy Goals	**Early Childhood Math Goals**	**Early Childhood Attendance**	
91%	91%	95%	

Table 6: Profile of LAMB Public Charter School

Shining Stars Montessori Academy Public Charter School (**Table 7**), also in Ward 4, provides a different portrait of diversity. Opening in 2012, the school has experienced instability in its school leadership and had to scramble at the last moment to find a school site for the current academic-year. Nevertheless, Shining Stars remains a popular choice with families, even with the uncertainty surrounding the school. It has a slightly larger number of families than LAMB in the Free and Reduced Lunch program (36 percent), although Shining Stars is still far below district norms. Due to its recent (2011) opening and it focus on early learning to start, outcome data are not readily available.

Shining Stars Montessori Academy PCS			
Ward & Neighborhood Cluster	**School Type**	**Total Enrollment**	**Low-Income (FRL)**
Ward 4, Cluster 19	DCPCS	124	36%
Black	**Hispanic / Latino**	**White**	**Asian**
37%	12%	35%	2%
Special Education	**Limited English Proficiency**		
11%	35%		

Proficiency or Above on State Assessment		Growth on State Assessment		Daily Attendance
Reading	Math	Reading	Math	Elementary
NA	NA	NA	NA	96%

Early Childhood Literacy Goals	Early Childhood Math Goals	Early Childhood Attendance
NA	NA	93%

Table 7: Profile of Shining Start Montessori Academy Public Charter School

Let us now compare Cleveland Elementary School, a non-Montessori PCS school located in our preferred location, Ward 1. Cleveland serves children from PK3-5th grade and has a dramatically different profile from the two charter Montessori schools previously examined. Here we find that the racial and ethnic makeup of the children in the school mimics neither the Ward nor the Cluster in which it is located (**Tables 8 and 9**).

Race/Ethnicity					
	Black	Hispanic / Latino	White	Asian	Other
Ward 1	32%	20%	48%	4%	6%
Cluster 2	31%	27%	31%	4%	7%

Table 8: Race and Ethnicity in Ward 1 and Cluster 2

White and Asian families have chosen not to send their children to Cleveland; the school has fewer than 10 children from those two groups. The school has a substantial Latino/Hispanic population, as one might expect in this cluster. The Black population is over twice the expected proportion based on neighborhood demographics. In addition, the percentage of children in the school with Limited English Proficiency is substantial (21%), although one might expect this to be even greater given the number of families who are recent immigrants in their attendance boundary.

Cleveland Elementary School			
Ward & Neighborhood Cluster	School Type	Total Enrollment	Low-Income (FRL)
Ward 1, Cluster 2	PCS	297	99%

Black	Hispanic / Latino	White	Asian
67%	29%	2%	0%

Special Education	Limited English Proficiency	
10%	21%	

Proficiency or Above on State Assessment		Growth on State Assessment		Daily Attendance
Reading	Math	Reading	Math	Elementary
72%	68	31	44	95%

Early Childhood Literacy Goals (DIBELS)	Early Childhood Literacy Goals (TRC)	Early Childhood Attendance
92%	89%	93%

Table 9: Profile of Cleveland Elementary School

The key takeaway from our analysis of these three schools, one in Ward 1 and two in Ward 4, is that there are no guarantees about the demographics that enroll in a school based on the neighborhood demographics. If we are to attain the diverse student population that we think essential, then a vigorous student recruitment campaign becomes an essential component of our school startup. A second takeaway is that if we are successful in locating in Ward 1, then it is highly likely that a substantial number of English Language Learners will enroll in Breakthrough Montessori PCS, and we must prepare accordingly.

Student Recruitment Plans

Due to the strength of the demand for Montessori education within D.C., Breakthrough Montessori PCS does not expect to compete for students with existing public Montessori programs. On the contrary, we envision cooperating with the other public Montessori programs to provide a more unified message that emphasizes both the academic and executive functions outcomes for students and provides a more robust portrait of the value of a Montessori education. Our goal is to have not only our school, but also all public Montessori programs in the District, be seen as a model of high quality public Montessori. To that end, we already have in place an agreement with Lee Montessori to partner with both us and the National Center for Montessori in the Public Sector in crafting a set of quality assurance and Montessori fidelity tools. We expect to build strong relationships with our other Montessori colleagues moving forward.

On a more technical level, we will participate in My School DC lottery system, following the dates and timeline created by that program. The Breakthrough team is confident that it will successfully fill its available seats with the aggressive campaign planned.

We aim to do more than simply meet our enrollment targets. Our commitment to serving high need families demands that we actively engage low-income families early and intensively on the benefits of Montessori education. As elaborated below, we will: a) reach out to Early Head Start programs; b) educate families about the Montessori approach through a series of high-interest and accessible events; c) reach out to churches and community groups with information and videos that highlight Montessori classrooms; and d) provide translated information as needed to reach families that do not speak or read English.

In addition to serving D.C. families already interested in sending children to Montessori programs, the Breakthrough team understands the need to engage families unfamiliar with Montessori education, particularly in order to serve high-needs families. The team's strategy will be to introduce Breakthrough Montessori PCS as an alternative to traditional scholastic programs offered throughout the city, and as a counterpart of schools such as LAMB, Lee, and Shining Stars Academy. We will reach out to potential families in the manner as outlined in our Community Outreach plan and will make multiple public appearances to discuss Montessori education as well as to host Montessori FAQ sessions.

Breakthrough Montessori Public Charter School

Breakthrough Montessori PCS will implement a comprehensive Community Outreach Plan designed to stimulate interest in the school by parents and other community members. The Breakthrough planning team has created posters, fact sheets, and brochures in English and Spanish (and other languages as needed) for distribution to parents and local organizations. Recipient organizations will include day care and Head Start Programs, afterschool programs, community groups, libraries, parent advocacy groups, local welfare service providers, churches, and early intervention providers.

The team will engage in an intensive recruitment campaign designed to (a) ensure that families of students with disabilities and ELLs know they are eligible to apply to Breakthrough, and (b) provide meaningful information about what they can expect if they become part of the Breakthrough Montessori PCS community. We will inform day care and Early Head Start and Head Start program directors of the support the school will provide for ELLs and students with special needs. We will also notify our list of Community Based Organizations already serving Special Ed or ELL students in the area, in addition to those serving Spanish speakers and Latin American immigrants. Members of the Breakthrough team will visit these organizations and leave brochures in English and in Spanish. All of the above activities will provide the initial contacts with institutions in which we will carry out ongoing recruitment activities.

Annual Breakthrough Montessori PCS recruitment efforts will include:

- Breakthrough Montessori PCS Postcard
- Interactive Web Site
- Use of social media in English and Spanish
- Information posted on Learn DC
- Brochures to pediatricians and public libraries in DC
- Public engagement through community organizations, local business partners, human service organizations, and municipal government.
- Open Houses
- Glass Classrooms

Ongoing Breakthrough Montessori PCS recruitment activities will include:

- Media Coverage and advertisements
- Community focus groups
- Heavy solicitation at daycare centers targeted to recruit incoming 3 and 4 year-olds
- Door to door canvassing
- Word of mouth through current community members
- Direct mailing to potential families
- Open house tours and program tours
- Posting and distribution of flyers and print media targeted neighborhoods

Ensuring school viability through enrollment
The Breakthrough team acknowledges that enrolling 90 children during the first year of operations is ambitious given the availability of public charter schools throughout the District. However, the significant wait lists for public Montessori programs suggest that BMPCS will receive far more applicants than it can admit. Indeed, only one of the most recent D.C. public charter recipients, Lee Montessori, was able to meet its enrollment goals during its first year. The Breakthrough team believes this outcome speaks to the strong demand for both Montessori and high quality early learning programs among D.C. families. Consequently, while we do not which to appear overconfident in meeting our enrollment target, we believe that we should focus less on ensuring a sufficient enrollment and focus more on receiving enough diverse and high-needs applicants to ensure a diverse and high-need school.

A key recruitment goal is enrolling a student population of which approximately 70% of students qualify for free or reduced lunch. We are aware that Montessori programs are popular among families with means. And, as demonstrated above, low-income students are underrepresented at LAMB PCS and Shining Stars Academy PCS. The Breakthrough leadership team, therefore, will use the knowledge base and connections of our Board, especially those with strong ties to the nonprofit community and to cultural institutions to make connections with our target population.

A fair and equitable open enrollment process
Breakthrough Montessori PCS will enroll students in each grade level through the My School DC lottery system and adhere to all of its requirements. Breakthrough Montessori PCS will grant preference in the enrollment process to the following:
- Siblings of an applicant accepted during the lottery process;
- Siblings of currently attending students; and
- Children of founding group members, up to 10% of enrollment or 20 students, whichever is less.

Students of any ability, race, color, national or ethnic origin, religion, or sexual orientation shall be admitted.

Timeline for family recruitment

January-June 2015	Reach out to local and national organizations to garner partnerships; begin hosting monthly community forums open to all community members; begin door-to-door solicitation and petition signing; secure partnerships.
June 2015	Complete design of print media and signage; begin distribution to local community, centers, day-cares centers, churches and libraries.
June – August 2015	Continue door-to-door solicitation using print media; continue monthly forums; begin to advertise in Metro facilities, in newspapers, on public radio stations and possibly public television.
September 2015 – February 2016	Work with community partners to continue distributing information.
January – March 2016	Applications accepted.
Late March 2016	Lottery held if needed; mail results to family.
April 2016	Mail confirmation/welcome packets to family.

May 2016	Enrollment confirmation and information forms from families due.
May-June 2016	Individual and group orientations scheduled.

Accommodating Future Growth
Breakthrough Montessori PCS plans to lease facilities for the first three to five years. The ideal situation would be to locate in a Building Hope incubator site because the rent is based on the number of students enrolled rather than market value of the square footage. Incubator rents include all maintenance and utility costs (except phone and internet), and Building Hope allows schools to retain 20% of the per student facilities allowance. Our budget projections show that with this arrangement Breakthrough Montessori PCS could have as much as $668,000 saved towards obtaining a permanent facility by the end of year three of operations.

If it is not feasible to locate in an incubator facility, Breakthrough Montessori PCS will adjust its budget projections, concentrate on smaller affordable locations initially, and utilize the full facilities allowance.

Once we have identified a permanent location, we will be working with Building Hope and OSSE on financing and credit enhancement. We will also actively seek grants to assist in building acquisition and/or renovations.

Facilities are not the only issue, though, when preparing for future growth. The school must develop a strategy for continually adding teachers. Our plans a homegrown talent pipeline for teachers and administrators are described below.

In addition, we will need to acquire a cash surplus to cover the expense of reduced class sizes in the first years of expanding into our lower elementary program. Montessori classrooms consist of three-year groupings. In year two, however, we will have students for only the first year of the second of the three-year cycles (ages 6-9). Our development campaign, described in Section C, will raise funds to cover this potential shortfall.

Enrollment Policy for Midyear and Non-Entry-Point Grades
Any student who is of appropriate age and grade level and is a resident of the District of Columbia will be eligible for admission to Breakthrough Montessori PCS through the MSDC lottery process. The only limitation to admission will be the number of slots available in a given grade level. Students will be allowed to enroll at any grade level for which they are eligible. Thus, when seats become available mid-year, Breakthrough will back-fill those seats either admitting waitlisted applicants according to lottery policy, or we will enable open enrollment in the absence of a waitlist.

When we lose students to attrition at the end of the school year, we plan to admit students from the lottery to take their place. Older students enrolling in Montessori without a Montessori background can find the new class challenge, initially. Our plan is to have supports (additional staff, an intensive orientation prior to the start of school, etc.) to alleviate the difficulty of the transition.

Teacher Recruitment Plans
We believe that student success is premised upon dedicated, talented teachers. Therefore, we are committed to recruiting and selecting highly qualified instructional staff. The BMPCS selection

model relies on various criteria to determine whether an applicant will be a strong candidate. All applicants must be approved by two BMPCS administrators/selectors before being hired.

The following criteria will be used to inform all hiring decisions:

1. Written Materials–Each applicant will provide the following:
   - Resume – including work experience activities and other distinctions
   - Personal Mission Statement as a part of the application process.
2. Phone Interview
   - Screen a potential applicant before deciding to continue the hiring process
3. Personal Interview & Tour
4. Sample Demonstration Lesson & Reflection (includes pre-conference and debrief)
5. Reference check–applicant will provide at least 2 professional references (including one from a Principal or previous supervisor)
6. On-Site Observation (Optional)
   - Selector(s) will come to observe the applicant in his or her current school (if applicable)
   - If an on-site observation is not possible then a video tape of a lesson may be requested
   - Selector(s) will come to observe the applicant in his or her current school (if applicable)
   - If an on-site observation is not possible then a videotape of a lesson may be requested.

B. Educational Plan

1. Mission and Philosophy

Mission
The mission of Breakthrough Montessori PCS is to provide families of Washington DC a fully-implemented, public, Montessori program for children between the ages of three and thirteen that enables them to develop within themselves the power to shape their lives and the world around them.

Philosophy
Maria Montessori's integrated vision of social reform, fueled by service to the child, animates all aspects of our program. From our intensive approach to engaging families, to the beautiful, developmentally appropriate learning environments we will create and maintain for all members of the community, we view education as an "aid to life" for learners of every age. We believe that the purpose of education is to realize human potential, which enables transformative outcomes for individuals, families, and communities. That vision will be made visible in graduates who demonstrate superior capacities for creativity, adaptability, leadership, and compassion.

A Breakthrough Approach to Montessori for All Families
Consistent with our identity as a Montessori school, a core premise of Breakthrough Montessori PCS is that all children will reach their full potential, both academically and socially, when given the opportunity to explore their interests actively with concrete, sequential materials within a carefully prepared environment. We are equally committed to an approach to schooling that reduces the opportunity gap. These commitments are evident in the design of a unique implementation model, which highlights key goals of Development, Prevention and Community within a fully implemented Montessori program.
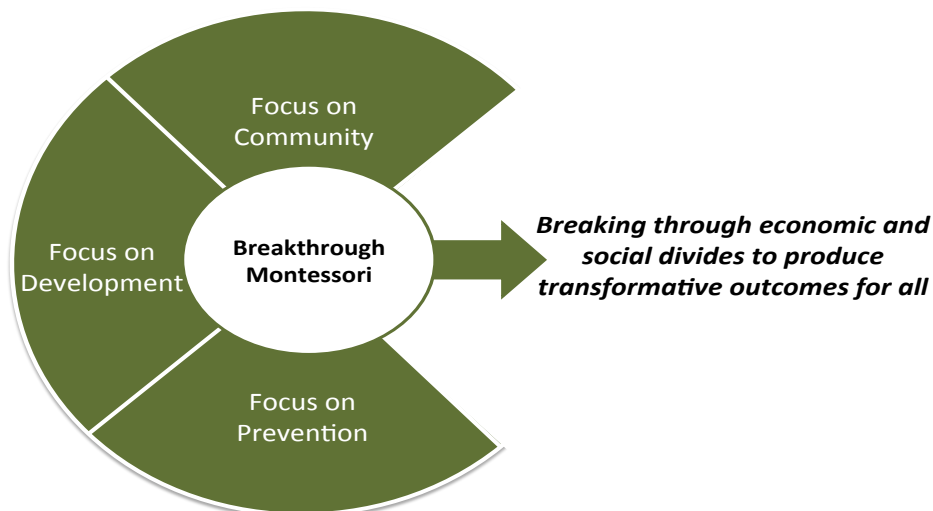

Figure 1: The Breakthrough Montessori Model

By highlighting and elaborating these three elements of high quality Montessori implementation, Breakthrough Montessori PCS will make a model of education long enjoyed by families of

means accessible to exponentially more families in DC. Students with disabilities, English language learners, and, indeed, all children at Breakthrough Montessori PCS, will receive individualized attention from teams of educators who are engaged in ongoing assessment of their progress and needs. By emphasizing and systematizing highly deliberate approaches to family supports, early intervention, and community engagement, Breakthrough Montessori PCS links the time-tested, research-based instructional methods of Montessori with cutting-edge approaches to reducing the opportunity gap.

Educational Focus

The concepts of the Montessori approach to education are elegantly simple but based on sophisticated understandings of the relationship between human development, learning, and the environment. After studying children in numerous countries and from different cultures and backgrounds, Maria Montessori concluded that the human mind is constructed to organize and learn from the environment. She developed the Montessori method centered on a prepared learning environment designed to facilitate development.

The following non-negotiable standards for fully implemented Montessori classrooms ensure that implementation is consistent with the Montessori mission and philosophy guiding Breakthrough Montessori PCS:

- Each classroom includes one Montessori trained teacher at the appropriate age level
- Each classroom features a mixed, three-year age group (3-6 year-olds or 6-9 year-olds)
- Each classroom has an appropriate number of children to ensure social development
- Each class is driven by a three-hour uninterrupted work period in the morning and a 2-3 hour work period in the afternoon
- Each classroom has a complete set of Montessori materials (see Section H for a listing of materials)

Data from other public Montessori programs show that when fully implemented in a high quality program, the Montessori curriculum prepares students to perform as well as or better than their local peers. (See **Table 10** below).

	Grade 3		Grade 4		Grade 5		Grade 6	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Milwaukee, WI								
All Schools	16%	24%	14%	24%	15%	24%	13%	23%
Montessori Public Schools	36%	45%	28%	35%	28%	28%	26%	34%
Cincinanati, OH								
All Schools	75%	67%	74%	57%	59%	51%	73%	67%
Montessori Public Schools	85%	73%	84%	69%	70%	63%	84%	75%
Hartford, CT								
All Schools	51%	61%	42%	60%	39%	63%	64%	70%
Montessori Public Schools	93%	88%	94%	91%	92%	97%	NA	NA
Denver, CO								
All Schools	61%	59%	52%	58%	55%	52%	57%	52%
Montessori Public Schools	64%	56%	58%	68%	63%	62%	79%	42%
Dallas, TX								
All Schools	57%	61%	56%	63%	55%	62%	63%	63%
Montessori Public Schools	91%	80%	85%	71%	92%	89%	92%	90%
Chicago, IL								
All Schools	45%	42%	46%	51%	44%	50%	49%	52%
Montessori Public Schools	67%	55%	67%	69%	68%	68%	71%	66%

Table 10: Percentage of students scoring at or above proficient on State Mastery Tests[13]

Moreover, research on Montessori education demonstrates that programs that adhere to the implementation standards listed above produce superior outcomes for students.[14] Breakthrough Montessori PCS is committed to maintaining these standards in order to fulfill our mission and will do so through a rigorous quality assurance process (see *Assessments* on pages 21-23 for more on continuous improvement and quality assurance).

Montessori education is grounded in a highly elaborated theory of human development, first articulated by Maria Montessori in the early years of the 20th century and more recently validated by scientific research in cognitive psychology, neuroscience, and human development.[15] The core precepts of the theory include:

- The early years – birth to 6 – are an intense period of formative development with lasting cognitive, social, and emotional consequences.[16]
- All children pass through predictable stages of human development, with each successive stage calling for a particular type of learning experience.[17]

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[13] Data collected from the district and school report cards by National Center for Montessori in the Public Sector. Washington, D. C. did not report grade level data for Montessori schools in 2013-14. At the school level LAMB Montessori reported 71% Proficient or Above in Math and 73% Proficient or Above in Reading. Capital Hill Montessori Proficiency levels were 51% in Math and 73% in Reading. All scores except Math at Capital Hill were substantially above state averages. The Math schore at Capital Hill was not worse than the state average.

[14] Lillard, A. S. (2012). Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. *Journal of School Psychology.*

[15] Lillard, A. S. (2005). *Montessori: The science behind the genius*. New York, NY: Oxford University Press.

[16] Shonkoff, J., & Phillips, D. (2000). *From neurons to neighborhoods: The science of early childhood development*. New York, NY: National Academy Press.

[17] Bruner, J. (1960). *The Process of Education*. Cambridge: Harvard University Press; Piaget. J. (1972). *The Psychology of the Child*. New York: Basic Books; Vygotsky, L. S. (1978). *Mind in Society*. Cambridge: Harvard University Press.

- Every child is unique, with individual strengths and weaknesses, learning style, rate of learning and needs.[18]
- Freedom within limits harnesses the child's innate motivation to learn.[19]
- Young children learn best through experience and the use of concrete learning materials.[20]

Implemented together as a comprehensive methodology, these research-based principles form a foundation for motivated learning and high achievement, thus meeting our mission to produce graduates who are able to shape their lives and the world around them.

The Breakthrough Montessori Model: Development, Prevention, Community
The founders of Breakthrough Montessori PCS have placed particular emphasis on three elements of full Montessori implementation that are also recognized as best practice for serving vulnerable families.[21]

Development
Montessori education identifies four stages of physical, intellectual, social and emotional development, and prepares learning environments and curriculum content customized for each stage.
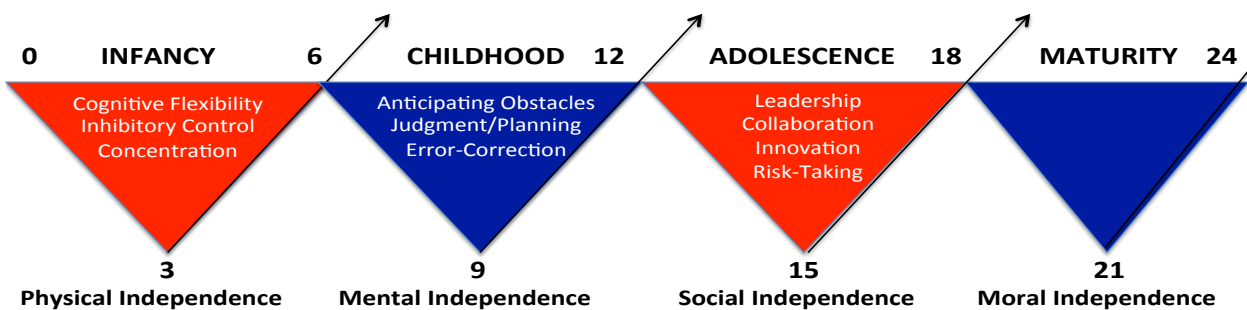

| 0 | INFANCY | 6 | CHILDHOOD | 12 | ADOLESCENCE | 18 | MATURITY | 24 |

Cognitive Flexibility
Inhibitory Control
Concentration

Anticipating Obstacles
Judgment/Planning
Error-Correction

Leadership
Collaboration
Innovation
Risk-Taking

| 3 | 9 | 15 | 21 |
| Physical Independence | Mental Independence | Social Independence | Moral Independence |

Figure 2: Four Planes of Human Development

Breakthrough Montessori PCS will address the first the first two stages through a continuous program designed to foster core executive functions such as inhibitory control, judgment, and

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[18] Gardner, H. *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books; Grant, J. (1993). Questions and answers about multiage programs. In D. Sumner (Ed.), *Multiage classrooms: The ungrading of America' schools* (pp. 17-19). Peterborough, NH: Society for Developmental Education.

[19] Deci, E. L., & Ryan, R. M. (1995). Human autonomy: The basis for true self-esteem. In M. H. Kernis (Ed.), *Efficacy, agency, and self-esteem* (pp. 31-49). New York: Plenum; Covington, M. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology, 51,* 171-200. Covington, M. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology, 51,* 171-200; Deci, E. M., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

[20] Covington, M. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology, 51,* 171-200; Diamond, A., (2000). Close interrelation of motor development and cognitive development and the cerebeullum and prefontal cortex. *Child Development*, 71(1), 44-56; Gentner, D. (2002). Psychology of mental models, In N. J. Smelser & P. B**.** Bates (Eds.), *International Encyclopedia of the Social and Behavioral Sciences* (pp. 9683-9687).

[21] Epstein, J. L. (November 2010). School/family/community partnerships: Caring for the children we share: When schools form partnerships with families and the community, the children benefit. these guidelines for building partnerships can make it happen. *Phi Delta Kappan*; Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest: A 15-year follow-up of low-income children in public schools. *Journal of the American Medical Association*, 285(18), 2339 – 2346.

planning and innovation. Combining highly enriched, student-centered learning environments with clinical observation and systematic data management, the model is uniquely conceived to meet the needs of individual children at any moment in time.

Prevention

Consistent with research demonstrating the intensity of brain development from birth to age six, Breakthrough Montessori PCS will make the most of this extremely fertile period for learning. The entry point for all students is age 3 or 4, which itself represents a significant upstream investment designed to address developmental challenges before they become disabilities. Additional investments revolve around ensuring that the school has all the resources needed to meet the needs of students presenting with challenges.

Careful attention to meeting the developmental needs of our youngest students will help each child develop the concentration, language, attention, organization, conceptual, and motor skills necessary to thrive in our program and beyond. Research confirms that offering an active, structured learning environment that is responsive to each child's interests and abilities not only produces superior results with regard to executive function and other cognitive performances, but will frequently reduce the need for special education services in the future.[22]

A core element of our model is a commitment to early intervention focused on both student and family needs (see below for more on family engagement). Tiered instructional approaches such as *Response to Intervention* are grounded in systematic progress monitoring fueled by ongoing clinical/contextualized observation, instructional modifications, and collaborative problem solving for intervention. A growing research base affirms the importance of non-cognitive skills such as persistence, adaptability, motivation, trustworthiness, and self-regulation for success in life.[23] Research further demonstrates that these social and emotional skills are among the most potent outcomes of Montessori education. For this reason, a wide variety of assessment procedures will be employed to measure outcomes for students and inform timely instructional decisions and support.[24]

Our support model will be enhanced by a cutting-edge, cloud-based data-management system designed to record and analyze student progress at the individual, school, and population levels. *Montessori Analytics*, a system already in development, will enable teachers to track individual student progress based on daily observations and results of wide-scope developmental assessments.

Community

Breakthrough Montessori PCS will be bound together in a multi-faceted commitment to community. That commitment begins with robust engagement with our families, is embodied in the way we prepare our learning environments, and extends to the civic, cultural, and educational communities that surround the school.

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[22] Diamond, A. (2010). The evidence base for improving school outcomes by addressing the whole child and by addressing skills and attitudes, not just content. *Early Education and Development*, *21*, 780-793: Cossentino, J. (2010). "Following all the Children: Early Intervention and Montessori," *Montessori Life*, 1-8.

[23] Heckman, J. J. and Y. Rubinstein. "The Importance of Noncognitive Skills: Lessons from the GED Testing Program." American Economic Review, 91(2), May 2001, 145–149; Heckman, James J. (2008). "Schools, Skills and Synapses," *Economic Inquiry*, 46(3): 289-324.

[24] Lillard, A.,and N. Else-Quest. (2006). "The Early Years: Evaluating Montessori Education. Science 313:5795, pp 1893-1894; Lillard, A. S. (2012). Preschool children's development in classic Montessori.

Breakthrough Montessori PCS will produce transformative outcomes for children by serving the entire family. We aim for 100 percent family involvement in Breakthrough Montessori PCS activities and will achieve this goal through a coordinated plan ongoing engagement. Outreach will begin prior to enrollment, with open houses, information sessions, and community gatherings focused on Montessori education. Once enrolled, families will experience an extended orientation/induction program designed to cultivate a robust school/home partnership focused on the success of all our students.

Along with "going out" experiences (mini field trips that are student planned and situate student learning in the community), which require students to develop expertise in navigating the world beyond the classroom, Breakthrough Montessori PCS will make the most of the rich cultural and educational community of our nation's capitol. We have secured commitments with local partners including the National Museum of Women in the Arts and the DC Central Kitchen. Through the support of these and others, the Breakthrough learning environment will extend to the entire city.

2. Goals and Student Academic Achievement Expectations

Breakthrough Montessori PCS will adopt the Public Charter School Board's Performance Management Framework (PMF) as our goals and we will supplement this with a mission-specific goal. Our school will go through third grade, so we will be using the PMF Early Childhood Guide.

Our choice of early childhood assessments to include in the PMF intentionally mirrors that of Lee Montessori Public Charter School (LMPCS). We plan to work collaboratively to monitor the effectiveness of the framework as it relates to the unique curricular and instructional elements of fully implemented Montessori education.

Selected Academic Assessments
Consistent with our aim to partner with LMPCS, we have selected the following assessments as part of the Early Childhood PMF:

- *Teaching Strategies' GOLD* assessment will be primary data collection tool for the students considered PreK-3 and Pre-K4, as it measures growth over time in seven dimensions: social-emotional, physical, cognitive, language, literacy, and mathematics. The assessment tool is user-friendly and captures a wealth of documentation and information about each individual child. In addition, the GOLD assessment is a bilingual tool and can offer teachers support in assessing ELL learners.

- *AIMSweb-TEN and TEL* will be our tool for assessing literacy and Mathematics progress and achievement for our grade K-2 students. This assessment tool is widely used in District of Columbia schools and can be used to assess children from grades K-8. LMPCS has found that this tool garners accurate and useful data to support fully implemented Montessori programming.

- *The Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments, along with any relative progress monitoring assessments as required by the District of Columbia, will serve as our achievement measure for all students beginning in grade 3.

Breakthrough Montessori Public Charter School

Mission-Specific Goals

Breakthrough Montessori PCS aims to fulfill its potential as a fully implemented public Montessori school. To that end, the school will engage in an annual evaluation based on the Essential Elements Rubric of Montessori in the Public Sector. The rubric rates schools in five domains: Montessori Adults, Montessori Learning Environments, Family Engagement, Leadership and Organizational Development, and Assessment.

The table below enumerates the entire battery of assessments constituting Breakthrough's Performance Measurement Framework, along with internal performance goals designed to ensure that Breakthrough Montessori PCS achieves a Tier 1 rating on the PMF.

	Grade	Assessment	Performance Goal
Progress Goals			
Literacy	PK	Creative Curriculum-Teaching Strategies GOLD	75 percent of PreK3 and PreK4 students will demonstrate an average of one year's growth in literacy by the spring checkpoint on the Teaching Strategies GOLD Assessment
	K,1,2	AIMSweb - TEL (K- LNF, 1-PSF & NWF), R-CBM (2)	75 percent of K-2 students will increase by the 55th percentile from the initial level at the start of the year per the ROI Growth Norms Tables.
Math	PK	Creative Curriculum-Teaching Strategies GOLD	75 percent of PreK3 and PreK4 students will demonstrate an average of one year's growth in math by the spring checkpoint on the Teaching Strategies GOLD Assessment.
	K,1,2	AIMSweb - TEN (all subtests) (K-1), M-CAP (2), M-COMP (1-2)	75% K-2 students will increase by the 55th percentile from the initial level at the start of the year per the ROI Growth Norms Tables.
Social Emotional	PK	Creative Curriculum-Teaching Strategies GOLD	75 percent of PreK3 and PreK4 students will demonstrate an average of one year's growth in literacy by the spring checkpoint on the Teaching Strategies GOLD Assessment
Achievement Goals			
Literacy	K	AIMSweb - TEL (K- LNF, 1-PSF & NWF)	75% of K -2 students will perform at Target levels on Spring administration of the assessments.
	1,2	AIMSweb - TEL (K- LNF, 1-PSF & NWF), R-CBM (2)	
Math	K	AIMSweb - TEN (all subtests) (K-1)	75% of K-2 students will perform at Target levels on the Spring administration of the assessments.
	1,2	AIMSweb - TEN (all subtests) (K-1), M-CAP (2), M-COMP (1-2)	
Teacher Interactions			
Classroom Quality	PK 3, 4	CLASS	Our classrooms will achieve the following average scores: Emotional Support: 6; Classroom Organization: 6; Instructional Support: 4
In Leading Indicators			
Attendance	PK	Average Daily Attendance	Annually, on average, prekindergarten-3 and prekindergarten-4 students will attend school

			90% of the days.
	K,1,2	Average Daily Attendance	Annually, on average, kindergarten-second grade students will attend school 92% of the days.
Re-Enrollment	**K,1,2**	Re-Enrollment Rate	Year-to-Year re-enrollment rates will exceed 85%.
Mission Specific Goals			
Fidelity	**School**	Essential Elements Rubric	Satisfactory across all domains

3. Curriculum

a. Student Learning Standards

Breakthrough Montessori PCS will adhere to international standards of fully implemented Montessori practice as articulated in two foundational documents. The first is *The Montessori National Curriculum*, developed through an international partnership between The Montessori Australia Foundation, The North American Montessori Teachers Association, and Association Montessori Internationale.[25] The second is the Montessori/Common Core Curriculum Maps developed by Lee Montessori Public Charter School.

As the summary table below demonstrates, the Montessori curriculum is designed to meet physical, intellectual, social, and emotional needs of children at progressive stages of maturity. Students who complete the fully implemented Montessori early childhood, elementary, and adolescent curricula will meet or exceed D.C. standards for language, math, science, social studies, and other subject areas. In addition, the Montessori Scope & Sequence has been aligned with the Common Core State Standards (CCSS) and we will rely on these alignments to ensure that the curriculum at Breakthrough is consistent with Common Core requirements. Lee Montessori Public Charter School (LMPCS) has completed a CCSS Alignment specifically customized to DCPCS standards (see Section H) and has generously agreed to share the document so that BMPCS and LMPCS may collaborate on using the tool for ongoing reflection, self-assessment, and continuous improvement.

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[25] Feez, S. and Miller, J., Eds. (2011). *Montessori National Curriculum*. Montessori Australia Foundation Limited.

Breakthrough Montessori Public Charter School

	Practical Life	Sensorial	Mathematics	Language	Cultural Studies Science, Geography, History	Aesthetic & Personal Development
PK1	Preliminary Exercises; pouring, carrying, polishing, Care of Person, Care of Indoor /Outdoor Environment, Grace & Courtesy	Visual, Auditory, Tactile, Olfactory, Gustatory Discrimination	Numbers to ten	Spoken Language – objects in the environment; Read-aloud; Sound Games, Mechanics of Writing &	Observing natural phenomena Planting & Watering	Drawing and painting Singing Musical Notation Visual Thinking Strategies
PK2	Sewing, Washing, folding, ironing cloths, preparing food, setting a table, passing objects, accepting and refusing,	Temperature, Olfactory, Constructive Triangles, Inscribed and Concentric figures, Bells, music signs and notes	Decimal System Linear Counting Memorization: Addition, Multiplication	Reading; Sound-letter Correspondence; Decoding; Hand Phonetic Object Game	Puzzle Maps Botany Cabinet (leaf shapes) Zoology vocabulary	
K	Making an introduction, How to apologize, walking gracefully so as not to disturb others	Chromatic sense, geometric forms (solid and cabinet material).	Skip Counting with Chains; Memorization Addition, Multiplication, Subtraction Division; Passage to Abstraction (small bead frame, division with racks & tubes, fractions, measurement)	Phonetic Reading, Phonograms, Word Study, Puzzle Words, Reading Classification, First Books; Function of Words; Parts of Speech; Word Study; Spelling	Land and Water Forms Classification (living, non-living, plant-animal) Time Culture/Country study	
1 2 3	Care of the environment – plants, animals; Table manners, serving and clearing, All of the above, plus mentoring of younger students Preparation for Going Out	**GEOMETRY & MEASUREMENT** Geometry: Congruent, Similar, Equivalent Angles, Lines, Polygons, Circles; Mass, Volume, Length	History of Math Counting Decimal System Operations Memorization Money Fractions Passage to Abstraction	History of Language Parts of Speech, Reading Analysis, , Grammar and Syntax, Composition; Research, Functional Writing Literature timelines, literature circles, speeches, discussion, debate, drama	Time; First Knowledge Natural History (timeline of life); Geography (physical and political); Nature of the Elements, Sun & Earth; Plant Kingdom; Animal Kingdom	Artist Study Elements of Design Principles of Design Choir; Band, Musical Theater Music Composition Visual Thinking Strategies
4 5 6	Care of environment Going Out Preparation for tests	**GEOMETRY & MEASUREMENT** History of Geometry History of Measurement Solid Geometry Plane Geometry Symmetry, Similarity, Congruence, Equivalence	Data & Statistics Percentage Fractions & Decimals Powers of Numbers Squaring & Cubing Algebra Relative Numbers	Literature timelines, literature circles, speeches, discussion, debate, drama Advanced study of style	Society & Civilization; Migration; Inquiry & Research Map Reading & Making; Work of Air, Atmosphere & Wind; Work of Water Economic Geography: Work of Humans Chemistry of the Plant Human Physiology Extended Research	All of the Above, plus: Small Ensembles Festival Opportunities
7 8 9	Occupations: Planting crops, chopping wood, milking cows, goats, etc Cooking and cleaning	Trigonometry	Algebra	**HUMANITIES** American Literature Literary Analysis Personal & Persuasive Essays Speeches	Environmental Science, Botany, Animal Biology History of Surrounding Location Mapping Surrounding Area	All of the above plus: Coffee Houses Poetry Slams

Breakthrough Montessori PCS PCS Public Charter School

Breakthrough Montessori PCS is seeking a charter to provide programs for early childhood (a 3-6) and early elementary (ages 6-9). Our long-term plan is to extend our program through uppe elementary (ages 9-12) and adolescence (ages 12-15) by means of a charter amendment once have established a strong track record.

Learning Standards Overview for the Early Childhood Grade Span (3-6 Year-Olds)
The early childhood (ages 3-6) curriculum includes standards for the following areas of study:
- Language (oral language, writing, reading)
- Mathematics
- Practical Life
- Sensorial
- Cultural Studies (includes science and social studies)

Three to six year-old children are sensorial explorers who need to manipulate concrete materials to understand ideas. Given their strong desire to acquire knowledge of their environment and to function independently, together with their sponge-like ability to learn through observing and practicing, the 3-6 year-old child is often said to be in the "absorbent mind" stage. Breakthrough Montessori PCS PCS's learning standards for early childhood classrooms will be consistent with the 3-6 year-old child's sensitivity to experiences involving language, order and movement.

Learning Standards Overview for the Elementary Grade Span (6-12 Year-Olds)
The integrated curriculum for elementary includes materials and activities in the following subject areas:
- Language arts (including phonics, spelling, grammar, sentence analysis, foreign language, creative and expository writing, and literature)
- Mathematics (arithmetic, algebra, and geometry)
- Science (natural sciences, physical sciences, and environmental sciences)
- Social sciences (history, civics, economics, anthropology, sociology, and geography)
- Aesthetic Development (music, drama, and visual arts)

As compared to the "absorbent mind" that characterizes children between 3 and 6, elementary children are oriented toward intellectual discovery, examining 'why' and 'how' questions. At this stage, the "reasoning mind" is emerging and is stimulated by Montessori's hands-on experiences that apply skills to a wide range of projects and activities, including:

- Classifying the world using knowledge systems derived from the educational disciplines
- Understanding time and change
- Building a sense of moral order
- Learning to think in abstractions.

b. Methods of Instruction

Drawing on more than one hundred years of experience and experimentation, Montessori educators identify stages of physical, intellectual, social and emotional development, and prepare learning environments and curriculum content suitable for each stage. This knowledge, combined with the teacher's ongoing clinical observation, enable Montessori teachers to design lessons that meet the needs of individual children in the Montessori environment at any moment in time. In this way the Montessori curriculum is matched to the readiness and interest of individual children, rather than expecting children to adapt themselves to the curriculum.

As the figure below illustrates, Montessori instruction entails a unique combination of student-centered and highly structured learning.
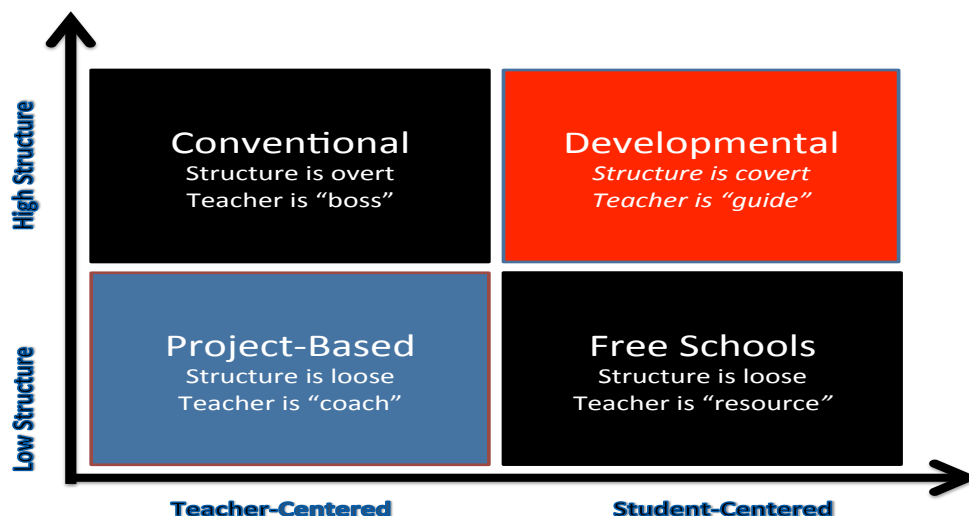

Figure 3: Matrix of Instructional Models

Where conventional approaches to education (those in the upper, left quadrant) feature a transmission approach to instruction, in which the teacher delivers content while students listen and respond to teacher directives, the Montessori – or Developmental – approach reframes the teachers' role from that of source of knowledge to guide. For many, the notion of education that can be both student-centered and highly structured is counter-intuitive. In Developmental approaches like Montessori, however, structure is achieved through the organization of the learning environment rather than the teacher's behavior. Within this frame, the teacher's key role shifts from delivering content to supporting student engagement within the prepared environment.

More specifically, Montessori teachers teach by: (a) preparing a learning environments that are filled with high-interest, developmentally appropriate learning opportunities, (b) serving as a dynamic link between individual students and the environment, and (b) protecting student engagement in their work.

Key Features of Montessori instructional practice at all levels include:

- **Child Study** All instruction in Montessori environments is based on ongoing, clinical observation of children.

- **Adult Modeling** The children learn how to use the Montessori materials by observing the teacher demonstrate their use in an exact and precise way. When the children use the materials in the way that shows they understand how to proceed, they are able, through their own work, to discover the concepts inherent in the materials. In this way the children construct their own knowledge and understanding.

- **Discovery-Based Learning** In all Montessori environments, the activities demonstrated or offered by the adult are open-ended. Children are then free to repeat any activity until mastery is achieved. Children younger than six usually repeat an activity over and over in the same manner until they reach the level of mastery that produces an inner satisfaction.

Children over the age of six usually repeat with plenty of variation and by augmenting the activity. This may result in a 'great work' that gives children of this age a feeling of great accomplishment and satisfaction.

A good illustration of the manner in which Montessori instructional methods serve children through an orientation that is both student-centered and highly structured is a practice known as the "three period lesson." Where, in most educational settings, "periods" refer to seat time or contact hours, within Montessori instructional practice, the term refers to any point in time in which a student is engaged in learning. These episodes of learning follow a distinctive pattern that begins with introduction or presentation by the teacher, follows with opportunities for the student to practice, and concludes with a demonstration of knowledge or mastery by the student.

LEVEL	Early Childhood (3-6)	Lower Elementary (6-9)	Upper Elementary (9-12)	Adolescent (12-15)
GOAL	*Nomenclature*	*Concept Formation*	*Conceptual Understanding*	*Understanding & Identity*
1st Period	**Name** "This is a dog"	**Introduction/Exploration** ▪ Getting acquainted with a concept ▪ Baseline Assessment		
2nd Period	**Recognize** "Where is the dog?"	**Guided Practice** ▪ Repetition – through multiple materials ▪ Staged project development		
3rd Period	**Recall** "What is this?"	**Exhibition/Demonstration of Mastery** ▪ Mastery of Materials ▪ Project/Paper ▪ Presentation ▪ Test		

Table 11: Three Periods of Learning

Moreover, these episodes achieve distinctive goals depending on the developmental level of the learner. For the early childhood student, the emphasis is on acquiring language and attaching language to concepts, and all three periods may take place in the course of a single lesson. As the child matures, concepts become more sophisticated, and the periods last longer. The second period, in particular, may last as long as necessary for the student to achieve mastery, at which point the student is ready to demonstrate mastery through a range of assessment formats.

Serving all Learners
Instruction in a Montessori classroom is entirely differentiated and individualized, and makes use of a vast array of specially designed developmentally appropriate concrete learning materials and lessons that are sequenced progressively. Instruction is tailored to the individual needs of students. Students are grouped according to skill level and receive small group instruction at their level. They receive assignments that vary in complexity according to their ability levels and/or learning styles. They are allowed to devote different amounts of time to achieve mastery of tasks. Such differentiation increases the effectiveness of instruction for individual children and promotes achievement dramatically. The most important aspect of the teacher's work becomes

that of gathering data and continuously assessing students' performance in order to make appropriate and timely instructional interventions that ensure that every child achieves academic success.

The outcomes for each age group are often considerably more advanced than their conventional grade level equivalent. The concrete experiences of the younger child lead to more abstract understanding when the student is able to make those connections. This scaffold approach builds upon each year through similarities in materials and lessons presented in a carefully planned sequence. A firm foundation in the Early Childhood classroom is critical to the future success of the Elementary age child and is what enhances successful achievement of this age group when being measured by local or state assessments.

Because of the individualized approach in the classrooms, students that need additional help with skills and concepts can be provided the extra time while those who are able to move at a quicker pace can do so. This creates a learning environment that can maximize human resources to also increase student achievement.

Montessori Methods for the Early Childhood Grade Span
Early Childhood Montessori classrooms have approximately 25 children from ages 3 to 6 years. A child enters the classroom on any given day and is greeted personally by the lead teacher and the assistant teacher.

The beginning of the school day is an integral part of the curriculum consisting of a 3-hour work period. During this period, children choose from close to 200 discrete Montessori materials in the classroom and may work with them for any length of time. The only restriction to choice are that a child must have already been introduced to the materials s/he wishes to use by the teacher in the form of a lesson, and the materials must not already be in use by another child. The child has the freedom to repeat use of the materials or to put them away when finished. This process of choosing work with various materials is repeated with many different materials throughout the period but moments of reflection are welcomed and encouraged as well. Also during the work cycle, the teacher is presenting lessons to individual children while others work. The teacher will have previously planned the lessons and presents them according to each child's mastery of previous material from the curriculum.

As indicated, Montessori materials are essential to the classroom, and manipulation of these materials satisfies the young child's developmental need to learn by doing. The materials inherently develop independence, concentration, and control of movement while instilling a love of work and the joy of learning. For further discussion of curricular materials and information about what materials are featured in fully implemented Montessori classrooms, see Section H.

Key features of Montessori instruction for 3-6 year-olds include the following:
- **Focus on Precision** Children observe the teacher demonstrate use of Montessori materials in an exact and precise way. The children are able to discover concepts inherent in the materials by working independently, and thereby construct their own knowledge and understanding.

- **Focus on One-on-One Instruction** For very young children (birth–age 6), most lessons are given to individuals. After the age of six, children who are ready for the same lesson are grouped together and most lessons are presented to small groups. In a multi-age setting this means that younger children have many opportunities to observe lessons presented to older

children and the follow-up work done by the older children after the lessons. By the time the younger children are ready for these lessons, they are already familiar with the materials and the activities.

▪ **Focus on Individual Self-Construction** At the early childhood level (ages 3-6), children tend to work alone as they construct themselves as individuals. When they begin to prefer working in a cooperative manner with other children, it is a sign that they are beginning to take on the characteristics of children ready for the classroom for six to nine year olds. From six to nine years of age children spend a great deal of time working together with others. It is a time when they are learning how to be part of a group and how to work as a team.

Montessori Methods for the Elementary Grade Span
The early childhood Montessori program is the foundation for learning at the elementary level. As such, the Montessori method principles of self-discovery through the freedoms of choice and time apply to children between the ages of 6 and 9 just as they do to 3-6 year olds. However, Maria Montessori understood that the educational program of the elementary child "is not a direct continuation of that which has gone before, though to be built on that basis". Within the first six years of life, the developing child has acquired the ability to walk, talk and get along in terms of his or her functional independence. But there is so much more to life, to being human, and the emerging elementary child is ready to throw open his or her reasoning mind in a quest for more knowledge.

The framework for the learning standards in the elementary Montessori program is referred to as "Cosmic Education." The term refers to an integrated program of humanities, science and Mathematics and the arts designed to respond to key questions that are relevant to the child between the ages of 6 and 12: Who am I, Where did I come from? What is my role in the Universe? This expansive, curriculum is grounded in the key activities of exploration, experimentation, and story telling.

In fact stories, known as the "Five Great Lessons" (The Story of the Creation of the Universe, The Story of Life, The Story of Humans, The Story of Language, and the Story of Signs and Symbols) ground the program. These stories are told each year in the Montessori elementary classroom and each acts as the unifying catalyst for further study throughout the subject areas. The "Great Lessons" provide a framework for thinking, communicating and exploring the student's universe.

As with all of the Montessori curricula, the disciplines are presented as interconnected fields of knowledge, and children are encouraged to think and wonder. In all areas of study, the work of the child is multifaceted and ongoing. He must review concepts studied by repeating activities and demonstrations. It is also important that the child explores concepts sensorially as well as through artistic work which allows for building images and reflection (i.e. drawing geometric designs, illustrating a report, making an historical timeline, etc.).

Distinctive features of Montessori instruction for 6-12 year-olds include the following:
▪ **Focus on Group Work and Collaboration** After the age of six children who are ready for the same lesson are grouped together and most lessons are presented to small groups. In a multi-age setting this means that younger children have many opportunities to observe lessons presented to older children and the follow-up work done by the older children after

the lessons. By the time the younger children are ready for these lessons, they are already familiar with the materials and the activities. In contrast to the younger child, who often prefers to work alone, after the age of 6, children spend a great deal of time working together with others. It is a time when they are learning how to be part of a group and how to work as a team.

- **Focus on "Great Work"** Children over the age of six usually repeat with plenty of variation and by augmenting the activity. They are supported as they select and pursue large, opened-ended projects, requiring exploration, experimentation, synthesis and presentation. This 'great work' gives children of this age a feeling of great accomplishment and satisfaction.

- **Focus on Self-Reflection and Ownership of Learning** From the age of six children in Montessori classrooms participate in regular individual conferences with the teacher. In these conferences the teacher helps children to develop their ability to evaluate their own work. The last question always asked at the end of an individual conference is: 'Is there a lesson you would like to have that we have not talked about?' In this way children are helped to take ownership of their own educational process.

English Language Learners
The Montessori system proves an ideal program for English Language Learners. At the early childhood level all presentations are made first without language. At the Elementary level, language and gesture are closely tied. The child may attend visually and observe the materials presented. After he/she is successful at perceiving and comprehending the sensory information that is part of the presentation, language is attached to the object, functions, and attributes connected with the concept.

"Three period lessons," (see above) take the child through the normal language development stages of Identity, Recognition and Recall. For each child, this process varies in length. This careful presentation of Identity-Recognition-Recall allows the ELL child to expand his/her vocabulary and expression and develop more precise communication. ELL students and families will be included in all Breakthrough Montessori PCS activities. We will have materials and literature that represent various backgrounds and cultures to help each child feel secure in our environment. Under the supervision of the Director of Curriculum & Instruction, teachers and staff will participate in professional development necessary to ensure their cultural sensitivity and to support children with limited English skills. Breakthrough Montessori PCS will follow all legal requirements regarding the provision of instruction and assessment for ELL students.

Students with Disabilities
We will use a tiered instructional approach in order to meet the specialized needs of any student demonstrating academic, social, or emotional challenges. Tier 1 will consist of high-quality core instruction in the general education classroom for all students. Tier 2 will consist of enhanced instruction for some students in small groups in their classroom. Tier 3 will consist of intensive instruction for few students in a pullout session with a content (most likely math or reading) specialist.

Children who enroll with developmental delays, language deficits, and any other learning challenge that threatens appropriate progress will be served through a rigorous support process that begins with basic classroom modifications, and may progress to more intensive interventions based on the child's needs.

The most common areas of weakness for children between the ages of three and 8 are: attention, order, organization, motor skills, perceptual confusions, oral language development, learning written symbols or patterns of language, or problems with the abstractions of math. The Montessori method allows diagnostic teaching in all of these areas. Children who are performing below age level when they enroll in our Montessori program may need the following classroom modifications:

- Teacher nearby for greater time periods during independent work
- Direct assistance with attention/focus/and concentration
- Structure for behavior
- Guidance in selecting and performing tasks
- Specific and direct oral language development
- Direct teaching of written language and/or math symbols
- Pre-writing and writing practice with a multi-sensorial technique
- Visual Picture System
- Limit choices
- Language presentations modified with specific techniques

Some modifications are naturally occurring components of the Montessori classroom. Supplemental programs such as sign language, visual picture systems, and Applied Behavioral Analysis may also be implemented to complement the curriculum and support each child in developing his/her full potential.

Breakthrough Montessori PCS will function in full accord with federal (IDEA), state, and local laws and regulations with regard to children with special needs. We are committed to providing an inclusive learning community where every child develops his/her full potential and individual differences are respected and embraced. We plan to provide fully for children identified with needs for special education and related services.

Students performing below the normal range will be referred to a program level instructional team led by the Director of Curriculum & Instruction for problem solving and intervention. After a reasonable amount of time and progress monitoring, if the interventions implemented by the grade level team are insufficient, the student's case will be referred to the building-level early intervention team (core instructional staff plus special education teachers and consulting clinicians) and further evaluated. At the direction of this team, an outline of potential areas where students may need evaluation (including hearing, vision, social emotional functioning, academics, general intelligence, communication, and motor skills, or that performance difficulties could stem from a disability will be developed. The student will then be referred to the appropriate staff members, such as the school social worker, educational psychologist or special education teacher, for a full case study.

Students with IEPs will receive services, accommodations, and modifications as specified in their IEP. Special education teacher(s) will work with the classroom teachers to provide the necessary accommodations and modifications. Special education students will be integrated into the mainstream classroom whenever appropriate; they will have the same access to the general education curriculum as their peers. Accommodations during standardized testing will be provided when appropriate, and mirror classroom accommodations will be provided as specified

in their IEP protocol. All school facilities will be ADA accessible, and students, regardless of physical and/or learning disability status, will participate in all school culture building activities.

Extended days during the school year (7:30 – 6:00 p.m.) will provide additional instructional time, as compared to traditional public schools, for students with disabilities as well as their peers.

Students Below Grade Level
Montessori education is centered on individualized attention and is designed to help all children reach their fullest potential at their own unique pace, including those considered to be working "below grade level." Using the tiered instruction approach discussed above, both primary and elementary students will receive the individual support and, if needed, IEP accommodations and services they require to successfully complete the Montessori program.

Students Above Grade Level
The mixed age, highly enriched environment is well equipped to meet the needs of accelerated learners. In addition to providing work that is well above grade level (chapter books, long division, musical notation for 5 year-olds; algebra, geometry, and advanced cultural study for elementary students), multiage grouping allows each child to find his or her own pace without feeling "ahead" or "behind" in relation to peers. This, in turn, allows accelerated learners to serve as helpers for other students and to remain in classes with other members of their age groups while still being academically and intellectually challenged.

The whole-child approach of the Montessori curriculum integrates the development of self-reliance, independence, and respectfulness with academic work. As the child matures, s/he begins to use his personal and social skills to inform and evaluate his own work through individual and group self-assessment. Students are respected as both unique and competent, with an innate desire to learn. They are empowered to direct their own learning within the structure of the curriculum, with the close guidance of the teacher, and with an understanding of their individual learning styles. Each student has an individual learning plan, the design of which s/he takes an increasingly active role in as s/he matures.

Inclusivity in Montessori
All students benefit from an inclusive education where students of varying abilities learn together. The unique characteristics of the Montessori educational program lend themselves to providing this inclusive environment. All students will be included in all day-to-day functions of the school as well as extra-curricular activities.

The instructional methods inherent in the Montessori approach are particularly appropriate for student populations with a wide range of learning styles and needs. Students who are at risk for academic failure are a diverse group of individuals with a diverse set of needs, and so there is probably no single strategy that can keep all of them in school until graduation. However, a combination of strategies can help many at risk students succeed and stay in school.[26] To attend to English Language Learners, at-risk students, and students with special needs, Ormrod recommends many strategies: differentiated instruction, individualized attention to each child, one-on-one and small group instruction, mixed-age groups, peer tutoring, extra time on-task,

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[26] Ormrod, J. (2006). *Educational Psychology Developing Learners*. New Jersey: Pearson Education.

repetition and re-teaching, using multiple modalities and multi- sensory lessons, and special concrete materials.

The Breakthrough Montessori PCS program will employ all of these strategies routinely with all students, not only with ELLs and students with special needs. Differentiated and personalized methods of instruction have the advantage of being able to identify the particular strengths of children with special needs and ELLs in Breakthrough Montessori PCS. These strengths are incorporated into the students' Individual plans in order to support development in other areas.

One-on-one and small group instruction are basic strategies for differentiation in the Montessori approach. Multiage grouping is also an integral part of the Montessori approach. It provides an inclusive environment where individual differences are accepted, peers give each other recognition and assistance, and peer tutoring and collaboration are encouraged. These classrooms preclude comparisons, accommodate uneven development, and easily accommodate support and interventions for children who need them. They encourage students to feel successful in school and therefore attain concepts of themselves as competent persons. The entirely differentiated bent of Montessori education permits children to proceed at their own rate for mastery and accommodate as much repetition as the child requires, the specially designed Montessori manipulative materials assist in the conceptualization of abstractions and in automating math operations, and the routine multi-sensory approach ensures all channels of information are employed to maximize learning in all areas.

Breakthrough Montessori PCS will routinely employ with all students other Montessori specific strategies that were originally designed to help children with disabilities. It will teach specific procedures/techniques for training attention, which help children focus on completing tasks and to learn perseverance and patience; a set procedure for selecting and performing all tasks, which aids in the development of executive function; and specific techniques for increasing gross-motor skill development, eye-hand coordination, and fine-motor skill facility. In general, all the aspects of the Montessori approach described here enhance the development of attention, order and organization, visual and auditory perception, oral language development, academic skills and the development of social skills.

c. Resources and Instructional Materials
Central to fully implemented Montessori education is a set of concrete, sequential learning materials, designed to enable students to move through a hierarchical and recursive course of study. All Breakthrough Montessori PCS classrooms will be fully equipped with Montessori materials and furnished according to international standards set forth by the Association Montessori Internationale (AMI). See Section H for a full list of required materials.

Montessori Scope & Sequence
BMPCS will follow the Montessori Scope & Sequence, which provides a detailed outline of all lessons, materials, and additional resources supporting instruction in each area of study.

English Language Arts

Early Childhood Grade Spans
In the Montessori early childhood language program all elements of spoken and written language are taught in an incremental, yet integrated, way. Key activities include songs, games, poems, stories and sets of classified picture cards. The multi-age grouping of children means younger

children have many opportunities to watch and listen to older children reading both story and factual books.

The first, indirect preparation for mastering written language begins with the *exercises of practical life* and the *exercises of the senses*. The *exercises of practical life* develop fine motor skills and the *exercises of the senses* prepare children to distinguish between the different sounds of the language and the different shapes of the letters.

When children first work with the letters of the alphabet, they use ***sandpaper letters*** as part of activities in which they simultaneously hear the sounds of the letters, and see and trace the shape of the letters. When children know enough letters, they are introduced to a ***movable alphabet*** made out of wooden or cardboard letters. Children use the letters to compose and write down their own words, phrases, sentences and finally stories. Because children are using their own language to compose with the *movable alphabet*, they may discover that they can read their own writing, especially when the *movable alphabet* work is accompanied by activities that provide children with structured opportunities for decoding practice. They soon transfer their skills to reading books, both to themselves and others. They are later introduced to word study materials and materials for exploring spelling patterns. To increase reading fluency and comprehension, children work with materials that draw their attention to the grammar patterns of the language.

All elements of the Montessori language program provide children with a platform for building self-confidence and using language creatively across a variety of modes of communication. Children also have the opportunity to enjoy a wide range of good quality and varied literature (fiction), as well as factual and reference books (non-fiction).

Elementary Grade Spans
Through the use of the prepared environment, elementary objectives with respect to language are to: use variety of phonetic skills/reading strategies to read unfamiliar words; read with increasing comprehension and fluency; develop and apply new vocabulary across the curriculum; develop fine motor control to write legibly; follow oral and written instructions; express oneself logically; engage in creative and factual writing activities; make connections with prior knowledge to understand new concepts; participate in group discussions or community meetings; work cooperatively in a small group.

Mathematics

Early Childhood Grade Spans
The study of mathematics is a reflection of the human tendencies for investigation and orientation, for order and classification, for reasoning and making judgments, and for calculating and measuring. For children ages 3-6, when first presented, mathematical concepts are embodied in concrete materials.

The base ten-number system is represented for children in concrete form using ***golden beads*** organized so they vary simultaneously in quantity, size, mass and geometric shape. Children are also given the corresponding symbol for each quantity. In this way, children experience relations between the hierarchies of the system in multiple ways. Using this material in active and enjoyable games, children learn to add, subtract, multiply and divide. This material supports the heightened sensitivity for number children tend to experience around the age of four.

Elementary Grade Spans)

Through the use of the prepared environment, elementary objectives with respect to mathematics are to: use Montessori materials to develop the concept of the four basic mathematical operations, including memorization of basic math facts and application to practical word problems; recognize and construct geometric figures; make connections with prior knowledge to understand new concepts; express oneself logically; research topics of interest; work cooperatively in a small group.

Science

Early Childhood Grade Spans
For the child between the ages and 3 and 6, scientific concepts and inquiry are embedded the Montessori program's Sensorial, Practical Life, and Cultural Studies areas. These objectives include: basic understandings of living and non-living beings, nomenclature relating to botany and zoology, and exploration of the natural world.

Elementary Grade Spans
Through the use of the prepared environment, elementary objectives with respect to the natural sciences are to: begin understanding of the relationship among all living things; understand fundamental concepts of geography and the physical sciences for the creation of simple reports; research topics of interest; engage in factual writing activities; make connections with prior knowledge to understand new concepts; express oneself logically; participate in group discussions; work cooperatively in a small group.

Social Studies

Early Childhood Grade Spans
For the child between the ages and 3 and 6, key concepts associated with the Social Studies are embedded the Montessori program's Sensorial, Practical Life, and Cultural Studies areas. These objectives include: understanding land and water forms (lakes and islands, etc.), basic nomenclature, and recognizing country flags; strengthening and refining learning through each of the five senses; stimulating natural curiosity; building concentration to complete tasks; increasing awareness of one's own abilities; increasing awareness of others and how to interact appropriately with them.

Elementary Grade Spans
Through the use of the prepared environment, elementary objectives with respect to social studies are to: understand fundamental concepts of geography for the creation of maps and simple reports; engage in factual writing activities; make connections with prior knowledge to understand new concepts; express oneself logically; participate in group discussions; work cooperatively in a small group.

Mission-Specific Disciplines

Practical Life
By way concrete experiences in the classroom's prepared environment, the learning objectives of the primary curriculum with respect to practical life include: developing coordination and refinement of movement; strengthening and refining learning through each of the five senses; stimulating natural curiosity; building concentration to complete tasks; increasing awareness of one's own abilities; increasing awareness of others and how to interact appropriately with them.

Sensorial
By way of concrete experiences in the classroom's prepared environment, the learning objectives of the primary curriculum with respect to sensorial studies include: strengthening and refining learning through each of the five senses; developing coordination and refinement of movement; stimulating natural curiosity; building concentration to complete tasks; increasing awareness of one's own abilities; increasing awareness of others and how to interact appropriately with them.

Visual Thinking Strategies
Visual Thinking Strategies (VTS) is a curriculum and instructional strategy aimed at enhancing communication and critical thinking skills through facilitated discussions of works of art. Building or core skills developed through the Early Childhood Sensorial and Language curricula, VTS offers a uniquely congenial approach to arts integration aimed toward the development of executive functions, social and emotional learning, as well as language skills. Breakthrough Montessori PCS will partner with colleagues at VTS and the National Museum of Women in the Arts to integrate VTS into BMPCS' arts integration and prevention models.

d. Assessing Learning

Wide Scope, Developmental Assessment
Consistent with our mission and educational philosophy, Breakthrough Montessori PCS will use a wide range of assessments to gain a dynamic understanding of the whole child. A growing research base affirms the importance of skills such as persistence, adaptability, motivation, and self-regulation for success in life[27] Research further demonstrates that these social, emotional and executive skills and are among the most potent outcomes of Montessori education.[28] For this reason, a wide variety of assessment tools will be employed to measure academic, social-emotional and executive function outcomes for students.

In addition to the assessments that comprise the Performance Management Framework (PMF), Breakthrough Montessori PCS will use the *Ages and Stages Questionnaire* as a universal screen for all entering students under the age of 6. The *National Institutes of Health (NIH) Cognitive Battery* will support assessment of student progress in the domains of Initiation & Concentration, Inhibitory Control, Working Memory, and the Flanker Inhibitory Control, Linguistic and Cultural Fluency, and Social Fluency and Emotional Flexibility.

Finally, we will track a range of indicators, including performance in receiving programs, high school graduation, SAT scores, college graduation, along with so-call "soft-skills" such as curiosity, empathy, persistence, and teamwork, through ongoing outreach to BMPCS alumni, families and receiving teachers. See appendix for examples of questionnaires used to survey alumni and receiving teachers.

The *Montessori Analytics* platform (see below) will integrate these wide-scope developmental assessments with more traditional measures of academic progress and achievement (see below). The results will enable us to produce a complete profile of each our students, which will provide a more complete basis upon which to (1) ensure that our academic performance goals are achieved and (2) assess the efficacy of our program.

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[27] Heckman & Rubinstein, 2001, Heckman, 2008.

[28] Lillard & Else-Quest, 2006; Lillard, 2012

Continuous Improvement and Montessori Analytics
Data collection and analysis will be at the heart of our efforts to both close the opportunity gap and to ensure continuous programmatic improvement. Data collection and analysis is a natural fit for Montessori. Observation and reflection, on both students and the learning materials available in a classroom for students to use, is a chief role of the Montessori teacher. At Breakthrough Montessori PCS PCS, this effort will be further developed to provide real-time as well as ongoing feedback on curriculum effectiveness - in Montessori terminology this is called "following the child."

At the core of the system is a cutting edge, cloud-based software system, *Montessori Analytics*, which, with support of Next Generation Learning Challenges and the CityBridge Foundation, is currently in development. *Montessori Analytics* will be an iPad app that makes it easy for teachers to record and analyze student progress.

The platform will enable teachers to track students' individualized learning plans, specifically targeting student progress on learning standards as well as intervention strategies employed as part of our *Response to Intervention* program. During lessons, teachers will formatively assess students and then input their assessment via touch screen rubrics. Data will then be stored in the students' learning profiles. Montessori lessons will be cross referenced with Common Core and other standards so teachers will be able to select lessons that address specific standards. Student progress through the standards as aligned with the Montessori curriculum will be tracked and coordinated. *Montessori Analytics* will support the core elements of fully implemented Montessori education: teachers' capacity to personalize learning based on individual student needs.

Assessments by Grade Level:

Grade	Universal Screens & Progress Monitoring	Achievement Tests	Cognitive & Social/Emotional Assessments
PK 3 & 4	▪ ASQ ▪ Montessori Developmental Check ▪ TS Gold		▪ TS GOLD ▪ NIH Cognitive Battery
K	▪ ASQ ▪ Montessori Developmental Check-list ▪ Transition Skills Check-list ▪ Primary Montessori Assessments	AIMSWeb	▪ NIH Cognitive Battery
1 & 2	▪ Montessori Developmental Check-list	AIMSWeb	▪ NIH Cognitive Battery
3	▪ Montessori Developmental Check-list	PARRC	▪ NIH Cognitive Battery

Table 12: Breakthrough Montessori PCS PCS Assessments

Reporting Student Progress:

Student Self-evaluations: Beginning at age 6, students maintain a record of their progress and will prepare a monthly self-evaluation to share in a meeting with the teachers for feedback, observations, and planning.

Portfolios of Student Work: Once per trimester, elementary students will go through their completed work and make selections for their portfolios. They will prepare a self-evaluation of their work: what was accomplished, what they enjoyed; what was most difficult; and what they would like to accomplish in the next three months.

Student/Parent/Teacher Conferences: Three times per year, parents, teachers and students will meet to review the children's portfolios, self-evaluations teacher observations and assessments. Collaboratively new goals for learning are launched. Teachers or parents may always request a conference at a mutually agreeable time.

Narrative Progress Reports: Three times per year, Montessori guides prepare a written narrative evaluation of the student's work, social development, and mastery of fundamental skills and suggestions for future growth. These reports are shared with families and placed in the students' cumulative file.

e. Vertical Alignment and Promotion Requirements
Continuity is a hallmark of the Montessori experience. Mixed age classrooms allow students to develop stable relationships with adults and peers over a three-year cycle. The stability enables both security and growth, as the child's role within the group evolves over time from being among the youngest to a community elder. Mixed age grouping also honors the unique pace at which each child develops, a process which does not always correspond to chronological age.

Because we appreciate the importance of continuity and consistency in healthy human development, BMPCS will take special care in supporting the child as he or she moves through several key transitions during her/his time at the school.

Entering Breakthrough Montessori PCS
The first transition takes place when the child leaves home to become a member of his or her first classroom. We assist families in establishing a trusting relationship with our teachers
In our first year, this will take place when children are age 3 or 4. In subsequent years, the primary point of entry will be age 3. Independent care of self (toileting, dressing, feeding) are signs of readiness for the Early Childhood program. We also look for signs of emerging independence and sense of order. Order is seen in the child's handling of classroom materials; independence is evident in the child's ability to separate from his or her parents and to choose work in the classroom.

Extended-Day/Afternoon Work
Midway through a child's time in the Early Childhood program, we anticipate a transition from the half-day to the extended day work. Prior to this point, very young children nap during the afternoon. To be ready for Afternoon Work, a child must have the stamina and maturity to work comfortably through a full school day. He or she must be able to take oral direction and regulate behavior in order to work harmoniously in a group.

Early Childhood/Elementary

Early Childhood students will be recommended to promotion to Lower Elementary based on the following criteria:

1. Observed Readiness for the <u>social/emotional</u> demands of the Elementary program, including:
    - Makes independent behavior choices on the basis of an understanding of what is appropriate and acceptable behavior.
    - Sense of responsibility towards fostering the well-being of the classroom community (fixing a mess, accepts group games)
    - Is respectful in interactions with other children.
    - Ability and willingness to share
    - A solid sense of self-worth (takes on responsibility, proud of contributions)
    - Deals well with transitions
    - Embraces new experiences demonstrating confidence in one's skills
    - Collaborates and compromises in group interactions
    - Spontaneously accepts the role of an elder in the community

2. Observed readiness for the <u>academic demands</u> of the Elementary program, which include:
    - Chooses appropriate work independently
    - Completes a work cycle independently
    - Attention to detail and care in the final product
    - Able to focus on projects that can take more than one day to complete
    - Enjoys and accepts new challenges with the ability to persevere in the face of difficulty

Consistent with best Montessori practice, we will rely on a variety of observational rubrics and assessments to support team deliberation regarding optimal placement of students. We will also promote fluidity between the program levels, where children may visit the upper classrooms for short periods of time to determine when they are ready to advance. In the same sense, we recognize that there are times when an older student may need to revisit a lower classroom be it for a behavioral intervention or for some academic help. In addition to the teacher recommendation and mastery of materials in the classroom, data from our continuing assessments will be taken into consideration for promotion.

4. Support for Learning

a. Planning Year

Planning Year Calendar:

	Started	Jun-Aug 2015	Sep-Nov	Dec-Feb 2016	Mar-May	Jun-Aug
Accountability						
Complete goals, academic and non-academic, and outcomes for years 1 through 5						
Create a complete accountability plan						
Research and purchase select hardware and software to manage student, staff and financial information and reporting requirements						
Continue to identify data collection needs and reporting tools						

Breakthrough Montessori Public Charter School

	Started	Jun-Aug 2015	Sep-Nov	Dec-Feb 2016	Mar-May	Jun-Aug
and requirements	X					
Research and purchase select software for student, staff and school assessments (Montessori and DC applicable)		X				
Create templates for student record forms				X	X	X
Create discipline policies, including suspension and expulsion				X	X	X
Admissions						
Determine application period	X					
Create student application	X					
Establish lottery procedure should the applications received exceed the number of seats available	X					
Establish deadline for applications	X					
Create confidentiality policy for student and staff records	X					
Accept student applications				X	X	
Determine registration policies	X					
Verify system for recording student attendance						
Hold lottery if needed and establish wait list				X	X	
Inform families of acceptance in writing and through telephone calls					X	X
Confirm acceptance and registration					X	X
Request student records, medical and academic					X	X
Notify families if they are moved off the wait list and inform them of registration procedure					X	X
Hold group orientations for incoming students and families					X	X
Hold individual teacher/student Montessori classroom orientation						X
Board of Trustees						
Create the Board of Trustees Policy and Procedures Manual	X	X	X			
Determine the strategy for transitioning founding Board members to the Board of Trustees, the governing body of the school			X			
Hold first annual Board of Trustees meeting				X		
Establish positions and committees of the Board of Trustees				X		
Hold a Board of Trustees retreat to further expand relationships and governance policies				X		
Complete all governance documents					X	
Accept applications and elect parent members						X
Development and Fundraising						
Apply for private, federal and corporate grants	X	X	X	X	X	X
Educational Plan						
Create curriculum (complete)	X					
Align Montessori curriculum with state standards (complete)	X					
Align curriculum with accountability and goals	X					
Complete Montessori Analytics						
Create professional development program for teachers and staff		X	X	X	X	
Create extracurricular programs and academic enrichment programs		X	X	X	X	
Administrative staff and contracted teachers attend Montessori specific professional development conferences		X	X	X	X	
Support staff attends Montessori training course		X	X	X	X	
Summer orientation for all employees						X
Facilities						
Visit incubator spaces through Building Hope	X					
Select school site		X	X			

Breakthrough Montessori Public Charter School

	Started	Jun-Aug 2015	Sep-Nov	Dec-Feb 2016	Mar-May	Jun-Aug
Finalize lease		X	X			
Renovations (plumbing, HVAC, windows, kitchen, classrooms, outdoor space) if required: . Secure financing through grant or loan . Create construction documents and select contractor . Create timeline for completion of renovations . Determine contingency plan if renovations are not completed by start of school (including staff training outside of facility)			X	X	X	
Complete inspections					X	X
Obtain Certificate of Occupancy					X	X
Hire custodial staff if not in an incubator site						X
Order furniture for classrooms, common and office spaces						X
Install technology						X
Teachers arrange classrooms						X
Building opens to the public						X
Financial						
Open school bank account (Completed)	X					
Acquire insurance policies		X	X			
Create financial management systems with EdOps		X	X			
Develop financial policies with EdOps		X	X			
Establish internal accounting and financial reporting systems		X	X			
Acquire proper software for financial management		X	X			
Develop budget and submit to the PCSB in June					X	X
Determine payroll system to be used					X	X
EdOps orients new staff on financial management procedures					X	X
Food Service						
Determine food service needs and obtain quotes from vendors; Contract with selected vendor					X	X
Determine any facilities changes needed to meet food service needs		X	X	X	X	
Governance						
Establish by-laws (completed)	X					
Write the Articles of Incorporation (Completed)	X					
Apply for 501c3 status (Completed)	X					
Determine instructional leadership team			X	X		
Create student and academic support team			X	X		
Health and Safety						
CPR and First Aide training for all staff						X
Food Safety and Sanitation for appropriate staff						X
Establish emergency plans and evacuation routes					X	X
Schedule fire drills					X	X
Legal						
Receive approval of charter		X				
Review Facilities Lease (immediately upon identification of facility)		X	X	X	X	
Sign contract with chartering agency		X				
Marketing						
Design and create marketing material for print media	X					
Develop a timeline for community outreach (completed)	X					
Develop partnerships with local and national entities	X					
Develop a website	X				X	

Breakthrough Montessori Public Charter School

	Started	Jun-Aug 2015	Sep-Nov	Dec-Feb 2016	Mar-May	Jun-Aug
Identify and train community volunteers	X	X	X	X	X	
Host community meetings	X	X	X	X	X	X
Develop plan for and begin staff recruitment (underway)	X	X	X	X	X	X
Distribute print media	X	X	X	X	X	X
Begin running adds for school in local papers and through local radio stations			X	X	X	X
Parent/Family Engagement						
Create school information packets		X	X	X	X	
Host and invite potential parents/families to community meetings		X	X	X	X	X
Create School Home Association		X	X	X	X	X
Personnel						
Determine salary scale	X	X	X			
Confirm or recruit/hire Head of School	X	X	X			
Write employment contract	X	X	X			
Write employee handbook	X	X	X			
Determine benefits package		X	X			
Finalize job description for administration (complete)	X					
Recruit/place administrators	X	X	X			
Determine Lead Teacher job description (complete)	X					
Recruit and interview Lead Teacher candidates			X	X	X	X
Determine support staff job descriptions			X	X		
Recruit and interview support staff (academic and non-academic)			X	X	X	X
Check references and run background check on potential hires			X	X	X	X
Hire Lead Teachers and support staff (academic and non-academic)			X	X	X	X
Create employee evaluation plan			X	X	X	
Develop timeline for teacher and staff professional development for year 1			X	X		
Create personnel files				X	X	X
Hold employee orientation						X
Distribute employee handbooks						X
Hold elections for staff representatives for committees as outlined in the Governance section						X
Procurement						
Establish policies and procedures				X	X	
Establish in-kind donation relationships			X	X	X	X
Determine needed furniture and teaching materials			X	X		
Order furniture and teaching materials				X	X	X
Outreach						
Begin door-to-door solicitation of support	X	X	X	X	X	X
Host monthly community forums		X	X	X	X	X
Establish and develop partnerships with community stakeholders	X	X	X	X	X	X
Determine with community leaders the needs of the community	X	X	X	X	X	X
Establish community outreach committees, with members of the Board, community and potential parents, and develop a plan to meet the community's needs		X	X	X	X	X
Implement above plan		X	X	X	X	X
Special Education						

	Started	Jun-Aug 2015	Sep-Nov	Dec-Feb 2016	Mar-May	Jun-Aug
Hire Special Education coordinator						
Create SpEd confidential record keeping process						
Determine referral process						
Develop SpEd program and service delivery approach (internal and external)						
Acquire student files including all IEPs from previous schools						
Identify students with IEPs						
Technology						
Develop technology plan						
Determine software and hardware needs						
Obtain quotes from vendors regarding hardware needs						
Setup database and infrastructure						
Train staff to use assessment hardware and software (e.g. iPads for GOLD assessments and Montessori Analytics)						

Anticipated Challenges

While the D.C. educational community offers significant benefits to operators wishing to offer high quality early childhood education, we are aware of the challenges of locating a new charter school within the District. Foremost is the challenge of locating a suitable campus to house the program. Available real estate is both scarce and expensive. We are fortunate to be collaborating with FOCUS and Building Hope to locate a suitable start-up space.

b. School Organization and Culture

Organization and Culture

The Breakthrough Montessori culture will be grounded in unrelenting attention to our three focus areas: Development, Prevention, and Community. From our intensive approach to engaging families, to the beautiful, developmentally appropriate learning environment we will create and maintain for all members of the community, we view education as an "aid to life" for learners of every age.

Core to the Breakthrough Montessori model is the belief that social, intellectual, emotional, and physical development are intertwined and we are committed to preparing learning environments, presenting lessons, and assessing learning in ways that honor this integrated view of human development. This commitment is the primary driver of our school culture.

Culture will be evident in:

- Stable classroom communities supported by mixed-age grouping, which provide ongoing opportunities for older children to model advanced learning and younger students to be mentored by their older peers
- Warm, trusting relationships between families and teachers, supported by three-year age spans and ongoing two-way communication between home and school
- Intensive emphasis on peaceful, productive relations and a supportive environment for all students in community that is inclusive of students with disabilities as well as those facing language barriers.

▪ A professional culture focused on continuous improvement and dynamic governance and transparent leadership

Our commitment to families will be further evident in our intensive support services – beginning prior to enrollment and extending throughout a family's association with the school. Beginning in Year 2, Breakthrough will employ a Director of Community Engagement to ensure that the school provides a welcoming, supportive and purposeful culture for all families.

Prior to the start of each school year, every Breakthrough Montessori PCS student and his/her family will be given a school Code of Ethics Handbook, in which the school's behavioral expectations and consequences for students and family members are delineated. The handbook will describe the school's discipline policy as well as the students' and families' rights and responsibilities. Each family will be required to return a signed copy of the Code of Ethics, confirming his or her understanding of the policies. These policies will be reviewed throughout the school year during Family Education Nights and Family/Teacher conferences. Expectations will include, but are not limited to, respect of self and the environment, inclusion and acceptance of all individuals, and responsibility for one's actions, including the acceptance of consequences if poor decisions have been made. In the event these expectations are not met, the teachers will first provide corrective actions while adhering to the Montessori method such as redirection, reminder of expectations and consequences, and limiting privileges for an appropriate amount of time.

Complaint Resolution Policy
The administration of Breakthrough Montessori PCS will have an open door policy that welcomes the suggestions and constructive criticism of parents, teachers, and students. Teachers will have the opportunity to provide anonymous feedback after all professional development events. In the first operational year, the Leadership Team will set a schedule of staff meetings where all staff, teaching and non-teaching, may bring concerns to the Executive Director, to be passed to the Board of Trustees if necessary. Parents will have input through the School Home Association as well as through the parent representatives on the Board of Trustees. In addition, parents may always bring concerns before the Head of School and the Board of Trustees. Upon expansion of Breakthrough Montessori PCS, it may also establish a Student Advisory Council in order to formally provide student perspectives and feedback to school leadership.

c. Safety, Order, and Student Discipline

Breakthrough Montessori PCS will be a peaceful community of families, students, and teachers. Within this frame, discipline is highly valued as the skill of self-regulation. When students have difficulty with their responsibilities, a series of actions may be taken depending on the significance of an inappropriate behavior. Each student incident is treated individually but the following staff responses may occur.

Breakthrough Montessori Public Charter School

School Discipline Policy

Less Serious

Behaviors	Consequences
Interfering in others' work Repeated failure to follow directions In ability to complete work assignments Inability to resolve conflict with peers	Student redirected by teacher Problem discussed with students Other ways of handling a situation brainstormed Short reflection time within the classroom Assigned seating near the teacher for a period of time Work contracts Logical consequences Parent note or phone call

More Serious

Behaviors	Consequences
Language that expresses disrespect for another person Violent behavior (e.g., hitting, kicking, biting, shoving, throwing objects at a person) Vandalism Violent role-playing, including pretend gunplay Repeated failure to follow instructions or community expectations	Removal from the classroom for a period of time Outside assistance from school personnel (Psychologist, Director, etc.) Parent conference Development of Action Plan for student, parent and teacher In-school suspension Out-of-school suspension Expulsion

Resolution Process for Unacceptable Behavior

The first instance of unacceptable behavior will be addressed by the adult staff member who witnessed it. The staff member will, first, intervene to stop the behavior, then, depending on the child's age, discuss with the child privately why the behavior is inappropriate and suggest strategies for preventing its recurrence. Parents will be notified by telephone and in writing of both the behavior and its resolution.

The second occurrence will be addressed by the witnessing adult and by the Executive Director and will result in immediate intervention up to and including a possible suspension from the School. The Principal, after meeting and consulting with the child's parents, will determine the consequence(s) for the offending behavior(s) in accordance with the Breakthrough Montessori PCS PCS Student Handbook (and local regulations and state law). A plan will be developed to respond appropriately to the negative behavior.

If steps to correct the behavior fail, appropriate disciplinary action up to and including suspension, expulsion or referral to law enforcement official will follow.

Due process will be followed for all disciplinary actions consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). The student will have the opportunity to present his/her version of events to the Executive Director in person. Before imposing a short-term suspension, the Executive Director shall immediately notify the parents or guardian in writing

that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the Executive Director. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the Executive Director.

The Executive Director's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Executive Director will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Executive Director, staff members involved with the incident, and the student with his/her parent(s) or guardian(s). The student shall have the right to be represented by counsel, question witnesses, and present evidence.

For a student whose behavior merits suspension or expulsion and who is either identified as a student with special needs under 20 USC §1400 et seq. or qualifies as a student suspected of having a disability under 34 CFR 300.534, the school will:
- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;
- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period.

Bullying
Bullying shall be defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
1. Causes physical or emotional harm to such student or damage to such student's property;
2. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. Creates a hostile environment at school for such student;
4. Infringes on the rights of such student at school; or
5. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion or referral to law enforcement officials.

d. Professional Development for Teachers, Administrators and Other Staff

Teacher Development
Although all the instructional materials are specified by the Montessori curriculum, the curriculum is still under constant scrutiny by teacher educators and Montessori curriculum specialists from around the world. The scientific protocol of observation, reflection, analysis, and improvement is embedded into the pedagogical approach. The network of Montessori practitioners and researchers convenes and shares educational and pedagogical findings through national and international publications, annual conferences, and international Congresses.

Reflecting this historical and international commitment to continuous improvement, built into the culture of Breakthrough Montessori PCS from the start is a program of intentional and constant teacher reflection, mentoring, and professional development. That process begins with pre-service Montessori teacher education.

In keeping with our mission and educational vision, all Breakthrough Montessori PCS teachers will hold Montessori credentials from accredited Montessori training centers. Training courses are provided according to age groupings: birth through age 3, Primary (ages 3-6), Elementary I (ages 6-9), and Elementary II (ages 9-12). Montessori training includes lecture/demonstration, workshops, guided practice, field experience, readings and written assignments, student teaching, and student completion of curriculum manuals, and oral and written examinations.

To ensure a professional culture of continuous instructional improvement and fidelity of Montessori implementation, Breakthrough will direct significant resources toward ongoing and embedded instructional coaching. Accordingly, Breakthrough Montessori PCS will employ a Montessori trained and experienced instructional coach to support teachers at each programmatic level (Primary/ages 3-6; and Elementary/ages 6-12).

Each teacher will receive individualized observation and coaching weekly over a 12 week time period each year. During the coaching cycle, the Director of Curriculum & Instruction will work side by side with the teacher in the classroom during one morning work period per week. A follow up discussion will take place between the two during the teacher's planning period on the same day. This time affords the opportunity to discuss the strength and weaknesses of the teacher and the classroom environment, any concerns with specific students and to determine the best possible practices the teacher can implement in the classroom.

Breakthrough Montessori Public Charter School

The Montessori Teacher Residency
We are committed to cultivating a viable talent pipeline to support increased access to fully implemented Montessori throughout the District. To that end Breakthrough Montessori PCS and Lee Montessori PCS will participate in the effort by the National Center for Montessori in the Public Sector to develop D. C. as a host site for the *Montessori Teacher Residency* (MTR).[29] Modeled after Urban Teacher Residencies, MTR focuses on job-embedded learning and ongoing mentoring and coaching. Through an intentionally woven network of trainers, experienced teachers, and school leaders, residents experience rigorous and relevant pre-service preparation as well as ongoing support as they move through the early years of their careers. MTR will produce (1) a pipeline of highly qualified teachers prepared specifically to serve high-need Montessori schools, (2) a mechanism for enabling master teachers to extend their growth, and as a result (3) a national community of public Montessori practice.

True scale in education requires both broad outreach and a laser-like focus on systemic improvement.[30] High quality Montessori training is a 2-year undertaking that includes extensive classroom apprenticeship. We are committed to working with NCMPS and others in the D.C. Montessori community to use Breakthrough Montessori PCS as a launching pad for Montessori educators and leaders throughout the country.

Administrator Development
As soon as the Breakthrough Montessori PCS leadership team is in place (by January 2016), the process of establishing a high-performing professional culture driven by the Breakthrough Montessori Model will begin. The onboarding process will include a blend of professional development, team building, and dynamic governance aimed toward ensuring shared understanding of and commitment to fully implemented Montessori. Core activities will include:
- A *Montessori Foundations* course offered by an Association Montessori Internationale (AMI) training center
- A workshop series on the *Essential Elements of Montessori in the Public Sector* offered by the National Center for Montessori in the Public Sector (NCMPS)
- Ongoing, facilitated information sharing with our colleagues at Lee Montessori Public Charter School and other local public Montessori programs.

Classroom Assistant Development
Breakthrough Montessori PCS expects each staff member to be well versed in the Montessori Method. Therefore, we will require and provide professional development for all classroom assistants. Prior to the start of the school year, each classroom aide will attend two-week training through Washington Montessori Institutes (WMI) (offered to all Montessori Assistant candidates in the DC and MD regions). This training will provide the fundamentals of Montessori theory and classroom practices. Each assistant will also be given the skill set he or she needs to successfully aid his or her classroom teacher on a day to day basis. That skill set will in every instance include supporting ELL students and those with special needs.

In addition to formal professional development, Breakthrough will implement a plan to include weekly collaborative meetings and observations and instruction by the Director of Curriculum &

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[29] Our other DC public Montessori colleagues also will be invited to participate.
[30] Cohen, D.K, Peurach, D.J, Glazer, J.L, Gates, K.E., Goldin, S. (2013). *Improvement by design: The promise of better schools.* Chicago: University of Chicago Press.

Instruction. These weekly meetings will take place each Wednesday afternoon, immediately following early dismissal. During weekly collaborative meetings the teachers will meet with other teachers at their grade level along with the Director of Curriculum & Instruction once per week to discuss ideas, concerns, etc. pertinent to the specific lessons being taught to individual children. Each teacher and his/her classroom assistant will also meet weekly to discuss and address specific classroom needs.

Developing a Recruitment Pipeline

In addition to the supports provided by *Teach Montessori* and the *Montessori Teacher Residency,* the Board of Trustees will develop a succession plan for the unexpected departure of key leadership staff. In the event the position of Executive Director should be vacant, the Director of Curriculum & Instruction or Operations may serve as interim Executive Director while a search is conducted for a replacement. Should the position of Director of Operations become vacant, the Executive Director may temporarily assume some of those duties until a replacement is hired. The Executive Director will also rely more heavily on the school's outsourced financial management consultants during this interim.

Breakthrough Montessori PCS's Executive Director will oversee the roll-out of a teacher and classroom assistant recruitment pipeline, to sustain the expected expansion of the school over time. Administrators of Breakthrough will be expected to support this essential function of the Executive Director.

e. Structure of the School Day and Year

Central to the Breakthrough Montessori Prevention model is extending time for learning. As such, the BMPCS 2016-2017 school year will consist of 200 academic school days for all students. We have also budgeted to support have an extended school day, from 7:30 am – 6:00pm for all students. The tentative weekly schedule is as follows:

Monday, Tuesday, Thursday, Friday Schedule
7:30 – 8:25 am	Arrival and Breakfast
8:25 – 8:30 am	Transition to work period
8:30 – 11:30 pm	Uninterrupted 3 hour morning block including a morning snack in class
11:30 – 11:35 am	Transition to Outdoor/Large Motor time
11:35 – 12:00 pm	Outdoor/Large Motor time
12:00 – 12:10 pm	Transition to classroom
12:10 – 12:50 pm	Lunch in classroom
12:50 – 1:00 pm	Transition to nap (3 and 4 year olds)
1:00 – 3:00 pm	Nap/Rest (3 and 4 year olds)
1:00 – 3:45 pm	Afternoon work period for children ages 5 and up
3:45 – 4:00 pm	Transition to Extended Day activities
4:00 – 6:00 pm	Extended Day

Wednesday Schedule
7:30 – 8:55 am	Early Morning Care and breakfast
8:55 – 9:00 am	Transition to work period
9:00 – 12:00 pm	Uninterrupted 3 hour morning block including a morning snack in class

12:00 – 12:05 pm	Transition to Outdoor/Large Motor time
12:05 – 12:50 pm	Outdoor/Large Motor time
12:50 – 12:55 pm	Transition to classroom
12:55 – 1:20 pm	Lunch in classroom
1:30 pm	Early Dismissal (Staff PD afternoon)
1:30 – 6:00 pm	After school care

August 2016

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Key Dates:

Aug 15 First Day
(Teachers)
Aug 22 First Day
(Students)
Jun 30 Last Day

No School:
Sept 5 Labor Day
Oct 10 Columbus Day
*Oct 28 Conferences
Nov 11 Veteran's Day
Nov 24-25 Thanksgiving
Dec19-30 Winter Break
Jan 16 MLK Jr. Day
Feb 20 President's Day
*Apr 7 Conferences
Apr 10-14 Spring Break
May 29 Memorial Day

*Tentative

Teacher Days = 222
Student Days = 215

Family Engagement Philosophy

Intensive family engagement is a cornerstone of the Breakthrough Montessori model. In contrast to many philosophies of family involvement focused on requiring, informing and monitoring interactions with parents, the BMPCS model emphasizes three key concepts: invitation, trust building, and consultation. The figure below illustrates the contrast.
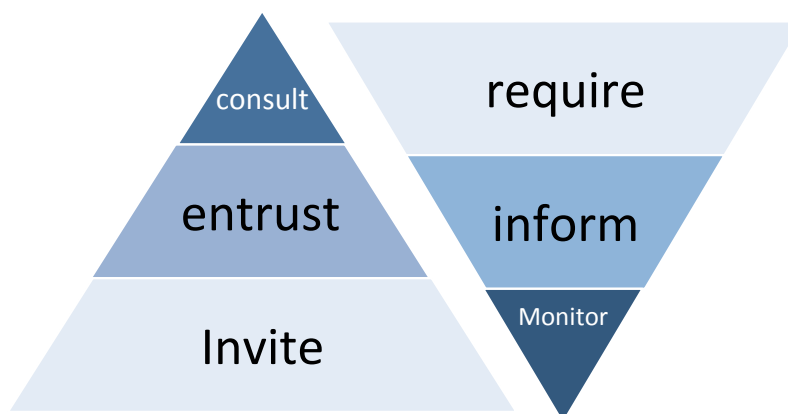

Figure 4: Family Engagement versus Involvement

Family engagement in Montessori schools helps parents align their children's experience at home with their experience in school and has a proven track record in other public Montessori programs (www.crossway-community.org, www.edcschool.org). We plan to draw on the lessons of successful programs in family engagement and by providing support and resources to our parents, more easily meeting the needs of our students. Breakthrough Montessori PCS believes that it will produce transformative outcomes for children by serving their families.

Planned Parent Programs and Initiatives

The school will hold family workshops in the evenings where school staff and family members will come together to discuss Montessori theory, the work their children are doing in the classroom, and strategies for continuing this work at home. In the first year we will focus mainly on the theory behind the materials so parents can expect to attend workshops on the topics of Practical Life, Sensorial, Language, and Mathematics. As our new families become more accustomed to the Montessori curriculum, we will incorporate other topics of interest to parents, such as Dr. Montessori's theories behind the human behavior, the four planes of development, and freedom and discipline.

We aim for 100% family involvement in Breakthrough Montessori PCS activities and will achieve this goal through a coordinated plan of ongoing and intensive engagement. Outreach to students' families will begin prior to enrollment, with open houses, information sessions, and community gatherings focused on Montessori education. Once enrolled, families will experience an extended orientation/induction program designed to cultivate a robust school/home partnership focused on the success of all our students. Thereafter, family workshops will take place monthly, and include both social and educational events.

Communication with Families

The partnership between Breakthrough and student families is grounded in frequent two-way communication, facilitated by language supports (included translated documents, interpretation

supports, and native-speaking staff), home visits, quarterly parent education programming, and community meals and celebrations. The school will provide monthly communication with parents through written newsletters, blogs, and updates and in-person meetings. We will measure the success of our programming through attendance at family activities (including parent-teacher conferences), evaluations of parent education programs, and an annual satisfaction survey.

Monthly communications will incorporate information for families about Breakthrough Montessori PCS's overall performance as a Public Charter School, for example as measured by the State Superintendent of Education's accountability index and the school's own annual report.

Non-English Speakers
Breakthrough Montessori PCS will ensure that all communications conducted with families is supported by multi-lingual staff members and translated documents and materials. No reports, bulletins, meetings, or programming for families will ever remain inaccessible to non-English speaking families or students.

Informing Families of their Rights
Prospective students will be admitted to Breakthrough Montessori PCS without regard to aptitude, achievement, ethnicity, nationality, gender, disability, language proficiency, sexual orientation, or any other basis prohibited by law. Admitted families wishing to enroll their children in Breakthrough Montessori PCS must complete an enrollment packet that documents proof of residency, current immunizations, special education status (if applicable), 504 service agreement (if applicable), a free and reduced lunch form (optional), and a home language survey.

Parents/Guardians may choose to withdraw their children from the school at any time. To the extent possible, the Head of School will seek to hold exit interviews with the parents/guardians of withdrawing students in order to gather as much information as possible regarding reasons behind the withdrawal. The data collected will be used to shape future school decisions.

g. Community Participation

Community Engagement
Community is one of the core components of the Breakthrough Montessori model. Breakthrough Montessori PCS will facilitate community both within itself and among its surrounding neighborhoods. The Breakthrough team recognizes that Montessori education and its success over the last 100 years is unknown to many perspective attendees and neighbors. Breakthrough will therefore work to promote the scholastic vision of Montessori generally and Breakthrough Montessori PCS in particular. Breakthrough will publicize its plans and activities throughout greater D.C., specifically targeting Wards 1 and 4 and 5 when possible.

Breakthrough Montessori PCS's comprehensive outreach plan features marketing that is designed not only to generate interest in the school on the part of prospective families, but to (1) generate awareness of Montessori education and Breakthrough by the community at large and (2) ensure that all outreach efforts or "touch points" offered by BMPCS constitute a meaningful experience for participants. Parents of very young children are eager to support their children's development and hungry for information on how best to do so. This knowledge, combined with the assumption that demand for Breakthrough programming is likely to exceed supply, informs

our aim to structure all outreach events as educational experiences, in which families may take away useful information about child development regardless of whether or not they eventually enroll in our program. We regard this commitment as core to our mission.

In order to invite community members to Breakthrough Montessori PCS information sessions and, where appropriate, Breakthrough family events, the school will make use of local media outlets, an active website, and community-wide mailings. The planning team has prepared posters, fact sheets and brochures in English and Spanish for distribution. The team will also be in touch with community-based organizations in the District that have an established and effective presence.

Community Partnerships
The following community partnerships are currently being developed and/or maintained by the Breakthrough Montessori PCS team:

Community Partner	Stage of Partnership	Role in Building School Capacity
National Center for Montessori in the Public Sector	Contract	School development, research, development of *Montessori Analytics*
Association Montessori Internationale-USA	Letter of Support	Montessori consulting, advocacy, and school accreditation
American Montessori Society	Letter of Support	Montessori Convening and Advocacy
Lee Montessori Public Charter School	Letter of Support	Local networking
City Bridge Foundation	Grant Awarded/Letter of Support	Resource development
Trust for Learning	Grant Awarded/ Letter of Support	Resource development
National Museum of Women in the Arts	Letter of Support	Arts Integration (Visual Thinking Strategies), Professional Development, Family Engagement
Visual Thinking Strategies	Letter of Support	Arts Integration and Professional Development

h. Extracurricular Activities

Early-Morning and Extended Day Programming
Breakthrough Montessori PCS's extracurricular activities will reflect the mission of school and stay true to its Montessori principles. Activities will be offered during early-morning and extended day periods and will provide academic, social, and cultural enrichment for students.

The early-morning care period will be offered every day that school is in session. There will be a small weekly fee to provide adequate staffing; however the fee will be scaled according to family income. Children will be able to arrive no earlier than 7:30 AM. Children will be grouped by mixed age-level (e.g. primary level, lower elementary level). During this period children will

be offered breakfast and Breakthrough plans to provide free breakfast to all children who arrive at any time before 8:45 AM. Once a child has eaten breakfast, he/she will have the option to participate in activities such as arts and crafts and group and individual reading. Children may also use this time to complete school assignments and projects with the help and guidance of the staff. Children will be under the supervision of designated early-morning staff members.

As the name implies, the extended day period will extend the structure, warmth, and discovery-based nature of the Montessori prepared environment into the late afternoon. While we will retain the core qualities of the prepared environment, and the program will be supervised by trained Montessori educators, emphasis will shift from the core work of the Montessori curriculum to more informal activities associated with practical life, arts integration, and other enrichment. Examples of appropriate extended day activities include: gardening, cooking, handwork, service projects, and outdoor play. All students will be offered a light, healthy snack.

Accessibility of Activities
Breakthrough Montessori PCS has budgeted to ensure that extended day and extended year opportunities are available to all members of the community at no cost. This strategic decision represents a significant upstream investment aimed toward maximizing the impact of our Early Childhood program, which we expect will allow us to address learning, behavioral and other developmental challenges before they turn into disabilities.

C. Business Plan

1. Planning and Establishment

Profile of Founding Group

Our founding team is comprised of experts in public Montessori school practice, developmental learning, charter school implementation, family engagement, minority and urban education, non-profit administration, school administration, educational assessment, and Montessori school design.

The following individuals are members of our founding group. The individuals in this group will transition into becoming members of the Board of Trustees. (See Section F) The National Center for Montessori in the Public Sector will continue to provide implementation assistance, professional development, and a set of assessment tools used for continuous improvement and measuring Montessori fidelity.

David C. Bagnoli, AIA, LEED AP BD+C, Executive Director, McGraw Bagnoli Architects PLLC, has twenty-two years experience in Architecture and Urban Design, including mixed-use commercial, residential, performing arts, academic and hospitality architecture. His firm, McGraw Bagnoli Architects in Washington, D.C., has set the standard for Montessori school design that supports deep learning, peaceful and purposeful social development, and vibrant communities of practice. Grounded in core principles of order, respect, and freedom within limits, Montessori environments are intentionally designed to foster concentration, collaboration and community. A graduate of the University of Pennsylvania and the University of Notre Dame, David has an active interest in academics, serving as visiting critic and guest lecturer at both the University of Pennsylvania and Catholic University.

Mike Curtin, Chief Executive Officer, DC Central Kitchen, joined DC Central Kitchen in 2004. Drawing on his experiences in the restaurant business, Mike has spent significant time expanding the Kitchen's revenue generating social enterprise initiatives. Under his leadership, DC Central Kitchen's Fresh Start Catering has expanded from traditional catering opportunities to include contracts to provide locally sourced, scratched-cooked meals to schools in DC. DC Central Kitchen's Nutrition Lab facility, funded and launched under Mike's leadership, has allowed DCCK to take on more contracts, rapidly increase investments in purchasing from local farms, and improve production efficiency. Due to its many social service programs, the Kitchen now employs over 130 people, approximately 40 percent of whom are graduates of the Kitchen's nationally recognized Culinary Job Training Program, and social enterprise now accounts for roughly 65 percent of their total operating budget.

Mike is a Chair Emeritus of the Restaurant Association Metropolitan Washington and a Board Member for The Common Market in Philadelphia. He also is on the Advisory Board of DC Greens and Catalyst Kitchens, the Leadership Council of DC Hunger Solutions, and an Advisory Board member for the Center for Health and the Global Environment at Harvard Medical School.

Breakthrough Montessori Public Charter School

Deborah Gaston, Director of Education and Digital Engagement, National Museum of Women in the Arts (NMWA), Washington, D.C., has been involved in non-profits and art education for the past fifteen years. Under her leadership the National Museum of Women in the Arts has a strong commitment to reaching and serving public schools in the District of Columbia and surrounding suburbs. NMWA's educational offerings are linked to DC Standards of Learning and are designed to foster students' visual literacy and language skills.

She helped design the Art, Books, and Creativity (ABC) arts integration curriculum used by the National Museum of Women in the Arts. This curriculum unites visual arts and language arts through the creation of artists' books, while also maintaining a specific focus on the cultural contributions of women artists. ABC promotes visual literacy and critical thinking by developing students' skills in observation, reflection, and arts creation. Deborah frequently presents public lectures and gallery talks and is an Instructor at Trinity Washington University, Washington, D.C.

Rachel Kimboko, Teacher, Capital Hill Montessori School, Washington, D.C., has been a public Montessori elementary teacher since 2010. In addition, Rachel has expertise in educational program design; management and evaluation; human and organizational development; curriculum and instructional design. Rachel received her BA from Dartmouth University, an M.Ed. from the Harvard Graduate School of Education, and received Montessori diplomas from the Washington Montessori Institute, Loyola College and Hershey Montessori Training Institute.

Chris Lohse, Vice President, Strategic Partnerships, Renaissance Learning, Washington, D.C., has 17 years experience in education in multiple roles. For the past four years he has worked in strategic development and government affairs with two of the country's leading test makers, Renaissance Learning and Pearson. Prior to that he worked for the Council of Chief State School Officers as a principal investigator on a number of large-scale studies of system effectiveness, managing multi-million dollar budgets and large teams of researchers.

Chris's skills in research and development first emerged in 2004 when he served as a research analyst for the Montana State Legislature. He went on to become the Director of Policy Research and Federal Liaison for the Montana Office of Public Instruction, followed by stints as Research Director for the National Caucus of Native American State Legislators and Director of Internal Research for Teach for America. He began his career as an award winning high school chemistry and physics teacher in Los Angeles. Chris has an M. Ed. from the Harvard Graduate School of Education and a B.S. from Willamette University.

Victoria-Maria MacDonald - Assistant Professor, Minority & Urban Education Program, University of Maryland, is a faculty member in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland College Park, and former Associate Professor of History and Philosophy of Education at Florida State University. She is serving as Director of Minority and Urban Education, a new, innovative unit at the University of Maryland that brings together faculty, students, and staff who are committed to improving opportunities and equity for children whose lives are marginalized at the intersections of race, linguistic diversity, gender, ethnicity, and social class. Applying a social justice framework, the group examines how broad social and political contexts impact urban teachers, students, families, and

communities in various settings and seek strategies for community empowerment and transformation.

Dr. MacDonald's research examines how historical legacies impact educational policy, access, and equity of contemporary Latino and African American students. Victoria-Maria is the author of numerous works including *Latino Education in the United States: A Narrated History, 1513-2000* and "From Visibility to Autonomy: Latinos and Higher Education in the U.S., 1965-2005" (Harvard Educational Review.) Most recently, she was invited to write "Demanding their Rights: The Latino Struggle for Educational Access and Equity" for the National Park Service's Latino Theme Essays. She received her degrees from Wellesley College with honors and Harvard University (M.Ed and Ed.D.) She also received a Spencer postdoctoral fellowship from the National Academy of Education.

Sara Suchman, Director of Implementation Assistance, National Center for Montessori in the Public Sector, is a founding associate of the National Center for Montessori in the Public Sector. She has been a K-12 teacher in both independent and public schools in the U.S. and abroad (Japan, Thailand and Mexico). She served as the Middle School Director and Assistant Principal at St. Matthew's Episcopal Day School in San Mateo, California, Director of Curriculum for the Exploration High School enrichment program at Yale University, and Director of the Cambridge-Harvard Summer Academy. She attended progressive and Montessori schools as a student.

Her doctoral and professional research examines how schools with educational pedagogies and methodologies that do not seemingly align with government-mandated standards and testing negotiate the tension between allegiance and fidelity to their educational programs and the need to comply with the external demands. She received a B.A. in Psychology from Williams College, an M.A.T. in ESL from the School for International Training, an M.B.A. from Stanford, and an Ed.D. from the Harvard Graduate School of Education.

Dr. Michael A. Turnbull, Program/Clinical Director, Community Counseling And Mentoring Services Inc., manages and provides supervision to ensure that ethical and effective service is provided to clients of Community Counseling and Mentoring Services, while adhering to program specific regulatory guidelines. Dr, Turner manages the outpatient mental health clinic providing psychological services to over 400 underserved children and adults; supervises clinical psychology pre-doctoral interns, licensed therapists, and managers staff, to ensure compliance with COMAR regulations.

Dr. Turnbull is also a parent of a student at Lee Montessori Public Charter School and will be acting as a parent liason between the two schools. Dr. Turnbull received his B.A and M.Div. from Howard University. He has a Ph.D. in Clinical Psychology from the American School of Professional Psychology.

*The following members of the founding group **will not** transition into becoming members of the Board of Trustees.*

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Jacqueline Cossentino, Senior Associate and Director of Research, National Center for Montessori in the Public Sector, has 26 years in education that have included roles as a middle and high school English teacher, an elementary school principal, a professional developer for schools, districts, and museums, a professor of educational leadership at the University of Maryland, and a Lecturer in Loyola Maryland's Montessori Studies program. Jackie's Montessori career began as a parent, and quickly evolved into researcher and administrator, as well as university professor. An ethnographer by training, since 2001 she has drawn from her direct experience as head of an independent Montessori school and principal of a large, urban public Montessori school to produce an internationally recognized body of scholarship on Montessori education. She serves on the boards of Montessori Northwest and the Montessori Charter Management Organization. She received a B.A. in History from Smith College and an M.Ed. and Ed.D. from the Harvard Graduate School of Education.

Keith Whitescarver, Director, National Center for Montessori in the Public Sector, is the Founding Director of the National Center for Montessori in the Public Sector. A nationally known social historian who has written extensively about the history of the Montessori movement, Keith previously served on the faculties of the College of William and Mary, Ohio University, Wellesley College, and Lesley University in teacher education, school leadership, and sociology. In addition, he taught social studies for ten years in public high schools in Atlanta. He received a B.A. in History from the University of Florida and an Ed.D. in History of Education from the Harvard Graduate School of Education.

Consultants from the National Center for Montessori in the Public Sector (NCMPS), In addition to the three individuals above, others at NCMPS were a key part of the development of our application. The work of the three-year-old organization revolves around the development and dissemination of information that can advance excellent Montessori education in the public sector. The Center is both a convener of a vibrant community of practice and a provider of effective support and solutions for practitioners. The core work areas of NCMPS are:

- *Advocacy*: Drawing attention to key issues affecting fully implemented Montessori in the public sector
- *Implementation Assistance*: Providing start-up, professional development, and quality assurance support for schools and districts
- *Research and Dissemination*: Collecting data, analyzing trends, and sharing results with the wider community
- *Convening and Networking*: Building a strong professional community of practice by convening and networking public sector Montessorians from around the country

Planning Process
The combination of the need for high quality early childhood education and the intensity of the local demand for fully-implemented Montessori programs has created the opportunity for Breakthrough Montessori PCS to substantially improve community and education outcomes for D.C. families. By expanding on the small but exceptional public Montessori schools currently available, Breakthrough will leverage and strengthen them, further laying a foundation for a network of Montessori schools across the District that offers the very best examples of public Montessori programming.

Planning for our charter school has been underway for the past 16 months. The impetus was a call for proposals by CityBridge and Next Generation Learning Challenges in the fall of 2013 for, "Breakthrough Schools: DC," a Washington, D.C.-based grant competition that supports educators and school leaders who are ready to design and launch new, whole-school learning models to better personalize learning for students. Key members of the founding team went through the proposal planning process led by the two organizations and developed a concept for an innovative approach to a comprehensive, fully-implemented, Montessori school. The concept was articulated in a successful proposal that was funded in the amount of $300,000 in April 2014. CityBridge released $100,000 to the Breakthrough Montessori team immediately to assist in supporting the planning process. The remainder will be awarded upon receipt of a charter.

The award has been of great value to us in developing our charter proposal. In addition to the money, CityBridge organized a series of workshops and meetings to assist us in thinking about what a breakthrough school looks like. The funds also enabled us to work with FOCUS and the support partners that they have provided, EdOps and Charter School Essentials.

The National Center for Montessori in the Public Sector has been an essential partner in developing the proposal. Their leadership team comprised of Keith Whitescarver, Director, Jacqueline Cossentino, Senior Associate and Director of Research, and Sara Suchman, Director of Implementation Assistance, were the originators of the core elements of this proposal for an exemplary Montessori school. Their knowledge is built on the experience of opening 10 schools, from Boston to Little Rock, in the past three years and in having NCMPS serve as a hub of knowledge for dozens of other public Montessori schools.

Once the charter is approved, NCMPS will continue to work with school administrators and the Board to facilitate a successful school opening. Sara Suchman will represent NCMPS on the Board of Trustees. On any Board decisions concerning the hiring of NCMPS for consulting or professional development, she will recuse herself. This has been made clear in the conflict of interest document.

Another essential partner has been the administrative team and board of Lee Montessori Public Charter School. As DCPCSB is aware, Lee Montessori opened this past fall. They met their goals for full enrollment with a substantial waiting list. Their opening year has been demanding at times, something all new schools experience, but their rollout has been a model for our school. NCMPS has visited and consulted with the Lee's Head of School and the Principal on numerous occasions. We have learned from their work, as they have generously shared their successes and their challenges. Lee has made a commitment (see their Letter of Support in Section I) to continue to share their expertise, and plans are being made that will allow the two schools to create a deep community of practice that will forward the work in both schools. Board member Michael Turnbull has a daughter who attends Lee Montessori.

We will work with Building Hope, through their incubation program, to find a suitable space for our school (See Section I). Board member David Bagnoli will be invaluable in evaluating possible sites and in determining renovation needs to make the selected site a showcase for high quality Montessori.

We will continue to work with EdOps for our back office financial needs, including bookkeeping, accounting, and human resources.

Board Member Dr. Turnbull's experience in clinical psychology and family trauma will prove to be invaluable as we contract with service organizations—occupational therapy, counseling services, and mental health services. He will also play a key role as we develop our family support services.

Creating a high performing professional team is a top priority. Informal recruiting is already underway, and as soon as we receive charter approval, we will launch a comprehensive, national campaign to place all key staff. We will begin with the immediate hiring of a Executive Director and a Director of Curriculum and Instruction. Assisting us in identifying talent is NCMPS, an organization with connections across the United States. The founding team and NCMPS have begun informal discussions with a number of potential candidates for leadership and teaching roles. We have been attending major national and international Montessori conferences, providing brochures and descriptions of the path-breaking school that we are developing. We will advertise on all of the US Montessori job boards and the web-based job sites Indeed and Idealist.

We also will be an early user of the *Teach Montessori*, a web-based recruitment portal that is currently in development but will go live within weeks (teach-montessori.org). This website is modeled after the Teach.org website and is expected to be the go-to site for those interested in working in Montessori schools.

Until key leaders are hired, Dr. Victoria-Maria MacDonald will serve as Breakthrough Montessori PCS's Director of Planning. For the past seven years Victoria-Maria has been a professor at the University of Maryland, College Park, serving as Coordinator of the Minority & Urban Education program. She is nationally recognized for her work in urban education and the Latino experience in the United States and frequently is invited to give talks to activists, practitioners, and academics. She has trained dozens of administrators who are currently working in public education in DC and has made deep connections to the public education community. Dr. MacDonald has passed the School Leaders Licensure Assessment and has an Administrator Services Credential. She has native fluency in Spanish. The National Center for Montessori in the Public Sector and the Administrative Team at Lee Montessori will provide advice or support to Dr. MacDonald as needed.

The Founding Group for BMPCS brings a wealth of expertise to the task of launching the new school. Members include an award winning architect, a leader in the nonprofit world of DC, a nationally recognized scholar of urban and minority education who has published an prize winning book on Latino education, an art educator with ties to the cultural and historical offerings of DC, a teacher at a public Montessori school in the District, an expert on educational assessment and policy, and a clinical psychologist with expertise in addressing the needs of people in distress who has witnessed the development of Lee Montessori first hand since his child in enrolled in the school.

Dr. Suchman will use her fundraising expertise accrued in the nonprofit world to find additional sources of private funding. In the past three years, Dr. Suchman has been a key component of a development team that has raised $1.4 million for NCMPS initiatives, including Teach Montessori and the Montessori Teacher Residency. She coauthored the Breakthrough Montessori Proposal that received $300,000 in startup funds for the school.

2. Governance and Management

Board of Trustees
The Board of Trustees (hereafter the Board) will administer the charter and bylaws of Breakthrough Montessori Public Charter School in a manner that fulfills the school's mission and philosophy.

In addition to the Founding Group, all of whom will transfer to the Board upon Charter approval, two parents/guardians of enrolled students will be elected to the Board within four months of the opening of the school. The President of the Parent Advisory Committee will fill one of these two seats, and the School/Home Association (SHA) will work with the Governance committee to nominate a parent for the other seat. The Board of Trustees will be fully seated by December of 2015.

Expectations for Board Members are high. It is expected that each Board Member will:
• Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori School
• Regularly prepare for and attend board and committee meetings
• Be prepared to contribute approximately 8-10 hours per month toward board service
• Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions
• Give an annual financial contribution and support capital campaigns at a level that is personally meaningful
• Understand and comply with the Board's Bylaws
• Prepare an annual Board Member development plan

The committee will present nominations for officers from the existing members, and the Board shall elect these officers at the annual meeting or a regular meeting designated for that purpose, except that officers will be appointed to fill vacancies as they occur. The Board may remove any officer or member without cause by a two-thirds majority vote of the Board.

The Board of Trustees will have final authority for the policy and operational decisions of the school in accordance with its Charter and the Charter School Law. The Board's structure is designed to focus its energies on governance including developing and implementing policies, supervision of the academic and non-academic operations of the school, compliance with fiduciary and legal requirements and financial oversight. The Board will hire, supervise, and evaluate the school Executive Director, and will delegate management of the school to the Executive Director and, through him or her, to the professional staff of the school.

Breakthrough Montessori Public Charter School

Board Organization
Breakthrough Montessori filed articles of incorporation under the D.C. Non-Profit Corporation Act. Its bylaws were officially approved. The number of Trustees on the board will consist of at least seven Trustees and will not exceed 15. The Board will maintain an odd number of Trustees. Board officers are president, vice president, secretary, and treasurer. A majority of Board members will be residents of the District of Columbia.

At a minimum, the Board will be composed of:
▪ One Breakthrough teacher, elected by a vote of the teachers and staff, excluding administrators
▪ Two parents
▪ Two representatives from the wider D.C. community
▪ The Executive Director, ex officio
▪ Two additional member who represents either the school community, the wider D.C. community, or the wider Montessori education community

The Executive Director will be an ex-officio member and other members of the leadership team will attend from time to time as requested by the Board. Staff members will be encouraged to attend meetings and the board will specifically require the Executive Director to inform members of the school staff about matters discussed by the Board that are related to their professional responsibilities. The Executive Director will also be required to seek feedback from staff members and report this to the board. In addition the board will periodically request presentations from members of the school staff on specific aspects of the school's program.

Terms
Trustees will be elected to three-year terms. No trustee shall serve more than two consecutive three-year terms without at least a one-year break. Officers will be elected yearly from the Trustees for a one-year term. A trustee may not serve more than three consecutive terms in the same office. The initial Board, however, will serve staggered terms consisting of one-third serving a one year term, one-third consisting of a two-year term, and one-third serving a three year term.
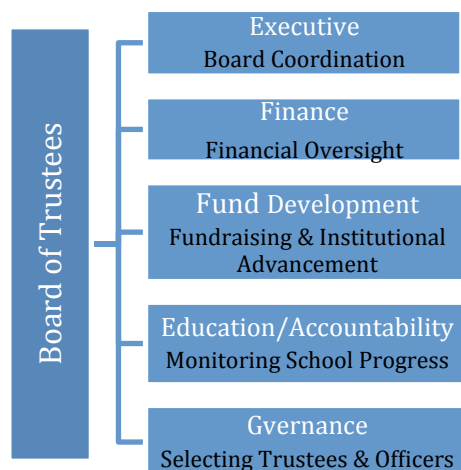
Committees
The Board will be organized to carry out its governance obligations effectively while delegating the day-to-day management of the school to the Executive Director and the leadership team. Most of its work will be done through its five standing committees. These are the Executive Committee, composed of the board officers, which is responsible for coordinating the work of the board, the Finance Committee which is responsible for financial oversight, the Education/Accountability Committee, which will carefully monitor the School's progress towards its academic and organizational goals, the Fund Development Committee which will have broad oversight of fundraising and the Governance Committee, which will nominate trustees and officers and will be responsible for ensuring the continuing effectiveness of the board through board education and evaluation.

As a committee of the whole, the Board will address issues pertaining to executive leadership, policy formation, and standing within the community. The Board will communicate on a monthly basis regarding these issues with both its members and the Executive Director. The

Board will meet monthly throughout the year in order to discuss any critical issues, preemptively address challenges, which might prevent goals from being met, and provide the Executive Director with needed support. This process continues throughout the school year, and it culminates with the Executive Director's annual review which addresses not only the extent to which annual goals are met, but also other aspects of job performance.

Committee chairpersons will develop a formal summary for presentation to the entire Board of Trustees during monthly meetings. The Executive Director will also provide reports to the Board during monthly meetings.

The Board's standing committees will assume responsibility for each of their assigned charges.

The Executive Committee will be composed of the four Board officers. This committee has the primary responsibility of ensuring that Breakthrough Montessori's Executive Director has strategic guidance and consistently works towards serving the school's mission. This is achieved by establishing annual goals for the Executive Director, who is then formally evaluated on an annual basis. These goals are intended to further the school's mission, and they are both administrative and academic in scope. The Executive Director, in turn, charges the school's Leadership Team to carry out their parts in meeting these goals, with the Executive Director providing the guidance, support, and leadership needed throughout the school year in order to bring these goals to fruition.

The Governance Committee will be charged with recruiting and recommending new Board members. The Governance Committee, in consultation with other Board members, the Executive Director, the SHA, Charter Board partners, community partners, and other interested parties, will work to identify and recruit potential board members who meet the following qualifications:

- A steadfast commitment to the educational standards of fully implemented Montessori.
- Personal beliefs and professional skillsets that will support effective governance including: commitment to the importance of providing quality public education for children of all races and socio-economic backgrounds; an understanding of the Board's accountability for acting as an effective and vigilant steward of public funds; the ability

to assess the effectiveness of the Executive Director's educational and fiscal management of the school and a willingness to replace the Executive Director if necessary; a commitment to keep the needs of the community in mind at all times and to positively represent the school to the community; experience in education, business, management, finance, law, governance, fundraising, or real estate; a willingness to accept and support the decisions made in accordance with the by-laws.

- A commitment to giving time, energy, and resources to support and strengthen the school.

The committee will present nominations for Officers from the existing Trustees and the Board shall elect these Officers at the Annual Meeting or a Regular meeting designated for that purpose except that Officers will be appointed to fill vacancies as they occur. The Board may remove any officer or Trustee without cause by a two-thirds majority vote of the Board.

The Finance Committee will ensure that Breakthrough Montessori's resources are managed effectively, including presenting the annual budget, monitoring budget implementation, recommending financial management and personnel policies, and supporting an annual audit.

The Fund Development Committee will work closely with the Leadership Team (see below) to cultivate additional resources necessary to support the long-term viability of the school.

The Education/Accountability Committee will develop and oversee an annual review of the school's educational program

Removal Procedures
A Board member may be removed from office at any time by a two-thirds vote of the Board.

Meeting Schedule
The board of trustees is committed to open board meetings with public participation. The board will meet monthly at the school facility as provided in the Bylaws. They will post the schedule, agenda and minutes of each meeting including any meeting of subcommittees.

Decisions and Minutes
All meetings will be open to the public. Minutes of each meeting will be available on request to the school not later than ten days after each meeting. The meetings will be publicized as follows:
- The board will establish an annual meeting calendar with the time and place of each meeting. The calendar will be included in the parent handbook each year and will be posted on the school's website. The handbook and website will also include a notice stating that the minutes of each meeting will be available on request.
- A notice of each meeting will be posted prominently at the school and on the school website.

The Board of Trustees has the standard and duty of care to protect the interests of Breakthrough Montessori when entering into a transaction or arrangement that might benefit the private interest of a member of the Board or might result in a possible excess benefit transaction. The Board is bound by applicable state and federal laws governing conflict of interest applicable to nonprofit

organizations. The Board has a formal Conflict of Interest policy, which is attached to this application and can also be found in Article VIII of the bylaws.

Under this policy, each member of the Board annually signs a statement disclosing any conflicts or potential conflicts and affirming that he/she
a. has received a copy of the conflict of interest policy;
b. has read and understands the policy;
c. agrees to comply with the policy; and
d. understands that Breakthrough Montessori is a charitable organization and in order to maintain its federal tax exemption must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

These forms will be kept on file at the school.

Board of Trustees Relationship with School Constituencies
Board's Relationship to Teachers and Administrators:
The Board will hire and supervise the Executive Director to ensure that he or she is executing the mission of the school according to its charter and meeting or exceeding performance levels. The Executive Director is responsible for the day-to-day decision-making related to the school-level operations. Under the Executive Director's direction, school-level staff will work closely with the Board's standing committees; for example the Director of Operations will be working closely with the Board Treasurer and the Finance Committee.

Board's Relationship to Parents
All parents will be welcomed and encouraged to nominate themselves or other parents to serve on the Board in order to ensure an expansive and diverse group of parents has the opportunity to serve on the Board. Breakthrough Montessori Public Charter School values and will solicit the input of its entire parent population. Representatives from the School/Home Association will meet regularly with both the Executive Director and members of the Board. The Board of Trustees will also serve as the final appeal for parents who are dissatisfied from a school-level decision.

Board's Relationship to Students
As observation of the students and their work is one of the key tenets of the Montessori philosophy, members of the Board of Trustees will be expected to visit and observe classes on a regular basis. Board members will also be invited to special events hosted by the school. Board members will also be invited to share with groups of students a special interest or skill they might have, such as gardening, music, athletics, or arts and crafts.

Breakthrough Montessori Public Charter School

Board of Trustees Succession Planning
Breakthrough Montessori views succession as "not a one-time event, but an ongoing practice focused on defining an organization's strategic vision, identifying the leadership skills necessary to carry out that vision, and recruiting talented individuals who have or who can develop those skills."[31]

At least once each academic year, the Board will review their current membership, identify their collective strengths and skills, and note skills or expertise that is insufficiently present. The Oversight Committee will use this information to identify and seek, as needed, new Board members.

Any vacancy on the Board can be filled by a majority vote of the Trustees in accordance with the by-laws. Should the office of President become vacant, the Vice President will become President for the unexpired portion of the term. Should the office of Vice President, Secretary or Treasurer become vacant, the President shall appoint an interim officer to serve until the next meeting of the Board. The Governance committee will generally look to the standing committees for nominees to fill vacant offices, i.e. look to the Finance Committee to fill a vacancy in the office Treasurer.

Staff Succession
The Board of Trustees will develop a succession plan for the unexpected departure of key management staff. In the event the position of Executive Director should be vacant, the Director of Operations could serve as interim Executive Director while a search is conducted for a new Executive Director. Should the position of Director of Operations become vacant, the Executive Director could temporarily assume some of those duties until a replacement is hired. The Executive Director will also rely more heavily on the school's outsourced financial management consultants during this interim.

Board of Trustees Accountability for Management
The Board of Trustees will be responsible for the recruitment, hiring, and retention of the Head of School. As such, the Board will conduct an annual performance evaluation of the Head of School using a rubric developed by the Board during the planning year. Areas of evaluation will include, but are not limited to, academic growth of students, fiscal responsibility in the day-to-day operations of the school, and the meeting of student enrollment and retention goals.

Rules and Policies

Powers and Duties
As a committee of the whole, the Board will address issues pertaining to executive leadership, policy formation, and standing within the community. The Board will communicate on a monthly basis regarding these issues with both its members and the Executive Director. The Board will meet monthly throughout the year in order to discuss any critical issues, preemptively address challenges, which might prevent goals from being met, and provide the Executive Director with needed support. This process continues throughout the school year, and it

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[31] Tom Adams. *The NonProfit Leadership Transition and Development Guide*. Jossey –Bass. 2010.

culminates with the Executive Director's annual review which addresses not only the extent to which annual goals are met, but also other aspects of job performance.

The Board of Trustees will have final authority for the policy and operational decisions of the school in accordance with the School Reform Act. The Executive Director will be hired by and will report to the council and will be accountable to the council for the overall management and day-to-day operation of the school, including both the educational program and the operations of the school.

Conflicts of Interest
In accordance with the bylaws, if a conflict-of-interest is disclosed by a member of the Board, it will be reviewed by the Board in that member's absence or by a Conflicts Committee should one be appointed. If the Board determines that a conflict of interest exists, the member disclosing the conflict shall recuse him/herself from voting on the matter at hand.

Breakthrough Montessori's Code of Ethics is located in Section G of the application.

Administrative Structure
The Montessori model recognizes the importance of teamwork, the need for a community of practice, and the value of heterogeneous groupings. This belief will be reflected throughout the school, whether in classrooms or offices. To this end, the school's leadership team will be made up of three complementary leadership positions beyond the Executive Director. These positions require very different skill sets:

Executive Director
The Executive Director will be responsible for the operational performance of Breakthrough Montessori. The ED will report to the Board of Trustees and will be responsible for the day-to-day operations of the school. In addition, the Executive Director will be the public face of the school, interacting with local officials, visitors touring our exemplary school, and parents. The Executive Director will be deeply involved in student assessment and related data analysis. The ED will be the point person in developing a district wide community of practice for the public Montessori community. The Executive Director will meet on a monthly basis with leadership of the School/Home Association.

Director of Curriculum and Instruction
The Director of Curriculum and Instruction focuses on day-to-day implementation of the curriculum and will serve as a pedagogical coach, working with teachers formally and informally to improve instructional practice and adherence to the Montessori curriculum. This individual will collaboratively work with her/his public Montessori counterparts in the District and the National Center for Montessori in the Public Sector to develop professional development opportunities for the entire public Montessori community of DC.

Director of Operations
The Director of Operations oversees the school's finances, facilities, compliance, human resources, and day-to-day operations. She/he will work with the Executive Director and the Board or designated committee to implement strong financial management for the school.

Director of Community Engagement
The Director of Community Engagement serves in two critical yet related capacities. S/he will work with the Board to manage the school's fundraising, grant writing, and development activities. In addition, s/he will be responsible for interfacing with the community, including the School Home Association, and establishing partnerships with local community-based organizations.

The leadership team will report to the Executive Director. The team will meet regularly to assess the school's progress in meeting its mission, vision, and strategic goals. Further, they will engage in short- and long-term planning and make school-wide decisions accordingly.

Additional Advice
In addition to the Board of Trustees and the Leadership Team, two additional advisory groups will support Breakthrough Montessori Public Charter School:
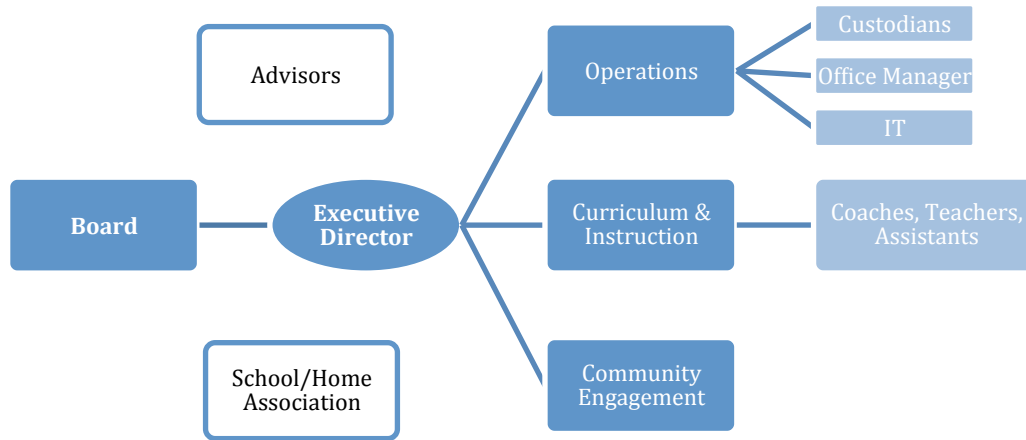
School/Home Association
The School/Home Association (SHA) will be composed of existing parents/guardians and school staff. The purpose of SHA is to promote robust, reciprocal connections between the families and the School. The SHA will meet quarterly. The President of the SHA will hold a seat on the Board of Trustees, providing information and serving as a conduit to the SHA. The leadership of the SHA will meet monthly with the Executive Director to share information and to have input into decision making.

Advisors
A panel of advisors, selected by the BMPCS Leadership Team will provide ad hoc advice and counsel to the Executive Director and Board on matters related to Montessori pedagogy, local, state, and federal education policy, institutional advancement, and community engagement.

Breakthrough Montessori Public Charter School

Organization Chart

Organization chart showing: Board connected to Executive Director. Advisors and School/Home Association also connected. Executive Director branches to Operations (which connects to Custodians, Office Manager, IT), Curriculum & Instruction (which connects to Coaches, Teachers, Assistants), and Community Engagement.

3. Finance

Anticipated Per Pupil Allocation

	Planning Year	Year 1	Year 2
Student Enrollment			
Preschool		90	90
Pre-Kindergarten		0	0
Kindergarten		0	45
First Grade		0	0
Second Grade		0	0
Total Number of Students		90	135
% students receiving special education services		5%	5%
% students who are English Language Learners (ELLs)		10%	10%
Per Pupil Allocations			
UPSFF		$919,919	$1,366,750
Facilities Allowance		$210,000	$309,000
Per Pupil Revenue			
Total Per Pupil Allocation		$846,731	$1,238,781
Total Facilities Allowance		$210,000	$309,000
Total Special Education Funding		$43,286	$55,731
Total ELL Funding		$29,901	$43,998
Total Summer School funding		$0	$28,240
Total Per Pupil Charter Payments		$1,129,919	$1,675,750
Other Public Revenue			
National School Lunch Program		$20,659	$31,899
Healthy Schools Act Program		$1,502	$2,349
E-Rate Program		$0	$5,253
Total Other Public Revenue	$0	$22,161	$39,501

Breakthrough Montessori Public Charter School

Additional Expected Resources
Breakthrough Montessori Public Charter School will seek funding from a variety of additional sources. First an application will be made to the Charter Schools Program Dissemination Grant (Title V, Part B) offered by the Office of the State School Superintendent. Private Revenues are expected to be a significant source of revenues. Once charter approval is obtained, the CityBridge Foundation will release to BMPCS $200,000 to support startup year operations. BMPCS will also apply to the Walton Family Foundation Public Charter Startup Program, currently funded up to $220,000. Lastly, the Charter School Growth Fund has contacted the founding team, and they urged us to remain in contact with them through the charter application process and suggested that we talk further about possible financial assistance once we received charter authorization. While we will work to have private revenues be a significant source of revenues, for budgeting purposes we are only budgeting a small $10K annual allowance for private grant wins that have not already been secured.

Contingency Plans
In the event that our income projections change dramatically due to lower than expected per pupil allocation, or should the payment be delayed, we will consider the following options:

• We will look at classroom composition and size and maximize each classroom allowing us to have fewer staff members.
• We will examine our staffing model and consider delaying or eliminating those positions without impacting the core instructional staff, therefore looking at non-teaching staff first.
• Breakthrough Montessori Public Charter School will aim to establish a reserve fund during the planning year through private donations. We will also follow conservative budgeting practices with the aim of generating small operating surpluses that will build the cash position of the school and help us weather unexpected shocks.
• We will access our established line of credit to help us weather any resulting short-term cash flow challenges.

Our current five-year budget was designed with the priorities of high quality programming and financial sustainability in mind. This includes hiring additional staff each year to meet the student enrollment goal as the grades served expands through lower elementary. As our student population grows, so will our student needs, and our budget reflects the addition of staff members for expanded educational programming (i.e. additional prevention and support staff) and student and family outreach (i.e. hiring of a Director of Community Engagement in Year 2.)

We have planned for a minimum cash surplus in the first five years of operations to build up a reserve to protect against unforeseen costs and to prepare ourselves to finance the move to a permanent facility in a future year.

Our primary financial goal for the first five years is to provide adequate resources for strong fully implemented Montessori program. A second goal is to build a reserve to support the long-term sustainability of the school. Related to goal two is our third goal—build a reserve that can be used to support ultimate long-term facilities acquisition.

Breakthrough Montessori Public Charter School

Fundraising Plans
Breakthrough Montessori has already embarked on private sector fundraising, and is the recipient of a Next Generation Learning Challenges planning grant. Upon charter approval, an additional $200,000 will be released to support the launch of the school. In addition, we will employ an innovative, grassroots fundraising strategy that will incorporate the vast body of strong supporters of Montessori education in the D.C. metro area.

Montessori educators, parents, and graduates are very often dedicated to the experiential and self-directed Montessori method, and believe that it has had a huge impact on the lives of pupils, their children, and even themselves. Usually their experience has been in the private sector, but they view Montessori as an educational approach that should serve all children. It is not unusual for a donor to provide significant support to a public program. A Montessori charter group in Bridgeport, CT, for example, raised $125,000 for the startup phase alone.

Building on this knowledge, we expect our Board to undertake a significant development effort. It should be especially fruitful due to the large presence of Montessori in the independent school world in the DC metro area as there are at least 135 Montessori schools in the District and the surrounding counties of Virginia and Maryland.[32]

Beyond that, mid-sized and large foundations have begun to notice Montessori largely through the outreach efforts of the National Center for Montessori in the Public Sector and The Trust for Learning (trustforlearning.org), a collaborative fund that gives voice and support to Montessori, and through recent research that confirms the educational basis of Montessori.

The National Center for Montessori in the Public Sector has been assisting the Breakthrough Montessori founding team in developing a comprehensive fundraising plan, which will rely both on the community connections of the founding group and the strength of the funding community in the DC area for K-3 educational programs. We will continue to analyze the foundation landscape, and will approach at least 10, likely more, corporate and private foundations for initial conversations before August 2013. A sampling of foundations with potential or demonstrated interest include:

- CityBridge Foundation
- Walton Family Foundation
- Trust for Learning
- Harold Simmons Foundation
- Commonweal Foundation
- Lumina Foundation
- Bill and Melinda Gates Foundation
- Capital One Foundation
- Charter School Growth Fund

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[32] 2013-14 USA Montessori Census. Accessed at http://montessoricensus.org

Breakthrough Montessori Public Charter School

Funding the Planning Year
During the planning year we are projecting $415,000 in revenues - $205K of which is from Title V-b Planning & Program Design funding and $200,000 in private grants and donations that have already been secured. Most of the expense items are based on comparable data from other D.C. charter school planning year budgets and EdOps' experience.

We understand that as a new charter school with minimal reserves, our cash flow will be limited during the Planning Year. To help with this, the school will seek to establish a $25,000 line of credit with a bank to help cover the low-cash periods during the year (and into Operating Year 1, as well).

Upon charter approval, the Breakthrough Montessori will apply for a start-up grant from the Walton Family Foundation, a strong supporter of the charter movement in D.C. that has provided such funds to other new charters in recent years. Based on this recent history, the typical funding amount is $220,000. If Breakthrough Montessori can secure this amount from Walton, then it will move forward and/or increase certain key expenditures and otherwise adjust its Planning Year budget accordingly. However, in order to maintain the conservative budget framework in this application, we will not assume receipt of this funding.

Anticipated Financial Outlays

EXPENSES		
	Personnel Salaries and Benefits	
15	Principal/Executive Salary	Year 1 Principal / Head of School = $110,000 2% annual increases
16	Classroom Teachers Salaries	Year 1 Total Teachers Salaries = $365,000 • 5 Lead teachers = $60,000 per teacher (average salary) • 1 Special Education teacher = $65,000 Add 2 Lead teachers each year Add 0.5 Special Education teacher in Yr 3 and Yr 5 Add 0.5 PE teacher in Yr 2, Yr 4 2% annual increases
17	Teacher Aides	Year 1 Total Teacher Aides Salaries = $175,000 • 5 Assistant teachers/Paraprofessionals = $35,000 per (avg salary) Add 3 Assistant teachers/Paraprofessionals in Yr 2, add 2 every year after 2% annual increases
18	Other Education Professionals Salaries	Year 1 = 1 Director of Curriculum, Data & Assessment @ $90,000 Year 2 = 1 Instructional Coach @ $70,000 2% annual increases
19	Business/Operations Salaries	Year 1 = 1 Director of Operations @ $70,000 2% annual increases

20	Clerical Salaries	Year 1 = 1 Admin Assistant / Receptionist @ $40,000 Year 2 = add 1 more Admin Assistant Year 5 = add 1 more Admin Assistant 2% annual increases
21	Custodial Salaries	$0 in all years Custodial support will be contracted to a 3rd party (assumed Building Hope incubator space).
22	Other Staff Salaries	Year 1 = $0 Year 2 = 1 Food Service Manager @ $35,251 Year 2 = 1 Director of Community Engagement @ $61,200 2 % annual increases
23	Employee Benefits	3% match for retirement plan contributions, 75% participation Health plan assumed at 100% employer contribution for single plans and 50% contribution for spouse and family coverage; $3,000 per FTE per year Life & disability insurance ~$500 per FTE Workers' comp = 0.55% of salaries Payroll taxes – FICA 7.65% of salaries, DC unemployment 2.9% of first $9,000 in salary for each employee
24	Contracted Staff	Various consultants, i.e. curriculum, assessment, PD = $30,000 in Year 1 Increase by student growth index
25	Staff Development Costs	$1,250 per staff member for professional development $200 per staff member for meals, events & awards $100 per new staff member for background checks $10,000 per year for staff recruiting
27	Total Personnel Costs	$1,065,060 in Year 1, $1,670,551 in Year 2 (Sum of lines 15 thru 25)
29	Direct Student Costs	
30	Textbooks	$50 per student. Includes curricular materials.
31	Student Supplies and Materials	$25,000 per new classroom for Montessori materials (i.e. Montessori Outlet, Nienhuis, Gonzagarredi) 10% replacement rate per year $50/student for basic daily uniforms
32	Library and Media Center Materials	$25 per student
33	Computers and Materials (cap ex)	$1,100 per new teacher for laptops (i.e. MacBook Airs) 10% replacement rate per year, w 4-year full replacement cycle
34	Other Instructional Equipment	$0 assumed
35	Furniture and Classroom Supplies (cap ex)	$25,000 per new classroom (i.e. Community Playthings) 10% replacement rate per year

36	Student Assessment Materials	$25 per student
37	Contracted Student Services	$40,000 in Year 1. Contracted Special Education services to supplement in-house Special Ed teachers capacity by offering PT/OT services. Increase by student growth index each year.
38	Miscellaneous Student Expenses	Student recruiting = $15,000 in Yr 1, increase by inflation Generic/other student expenses = $5K in Yr 1, increase by inflation
40	Total Direct Student Costs	$280,100 in Year 1, $227,720 in Year 2 (Sum of lines 30 thru 38)
42	Occupancy Expenses	
43	Rent	Assuming a Building Hope incubator space. Rent is charged at 80% of each year's per pupil facilities allotment.
44	Mortgage Principal Payments	None
45	Mortgage Interest Payments	None
46	Building Maintenance and Repairs	Covered by Building Hope incubator
47	Renovation/Lease hold Improve. (cap ex)	$10,000 per year for minor improvements
48	Utilities	Covered by Building Hope incubator
49	Janitorial Supplies	Covered by Building Hope incubator
50	Equipment Rental and Maintenance	None
51	Contracted Building Services	Covered by Building Hope incubator
53	Total Occupancy Expenses	$231,184 in Year 1, $341,776 in Year 2. (Sum of lines 43 thru 51)
55	Office Expenses	
56	Office Supplies and Materials	Assumed at $150 per student
57	Office Furnishings and Equipment (cap ex)	$500 per new staff member for desk, chair, cabinet, shelving $1,100 per new non-teacher for laptops (i.e. MacBook Airs) 10% replacement rate per year $10K in Yr 1for server(s), printers, wireless access, switches, etc. $1K in Yr 1 for miscellaneous FF&E
58	Office Equipment Rental and Maintenance	$10,800 for the year based on $900 per month for two copier leases and maintenance
59	Telephone/Comm unications	$500 per month for landline phone & internet access $20 per employee per month for cell phone reimbursements

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60	Legal, Accounting and Payroll	$5K for legal in Yr 1, increase by student growth index $42K for accounting in Yr 1, increase w/ enrollment $200 per staff member for payroll administration $15K for audit starting in Yr 2 (always a 1-yr lag)
61	Printing and Copying	$25 per student
62	Postage and Shipping	$25 per student
63	Other	Assumed at $100 per student for Computer Support Fees
65	Total Office Expenses	$125,800 in Year 1, $161,020 in Year 2 (Sum of lines 56 thru 63)
67	General Expenses	
68	Insurance	$10,000 in Year 1 for basic business insurance package (directors & officers' liability, general liability, fidelity bond)
69	Interest Expense	None
70	Transportation	Staff travel (non-PD) = $1,000 flat Student transportation for field trips = $50 per student
71	Food Service	Provision of breakfast, lunch and snack for 190 school days, using a premium vendor such as Revolution Foods. $1.98 per breakfast and $3.26 per lunch, $0.87 per snack starting in Year 1. Assumes 80% participation rate, consistent with other elementary schools.
72	Administrative Fee to PCSB	1% of public (non-philanthropic) revenues
73	EMO Management Fee	None
74	Other General Expense	$2,500 per year for membership dues, bank fees, miscellaneous costs
75	Unforeseen Expenses	This is a contingency amount for unforeseen expenses, assumed at 1.0% of total revenue.
76	Total General Expenses	$139,441 in Year 1, $207,143 in Year 2
78	**Total Expenses**	**Year 1 - $1,841,585** **Year 2 - $2,608,209** **(sum of lines 1 thru 76)**
81	**Excess (or Deficiency)**	**Year 1 Excess/(Deficiency) = $63,070** **Year 2 Excess/(Deficiency) = $160,775**

Financial Management and Accounting

Financial Management and Accounting Procedures
The Executive Director, the Operations Manager, and the finance committee of the Board of Trustees will collaborate to establish financial policies and accounting procedures that will

ensure transparency and accountability. All financial records will be maintained on an accrual basis. After a charter is received, the Board of Trustees will use the Public Charter School Board's Fiscal Policy Handbook as a resource for creating Breakthrough Montessori's Fiscal Policy manual, which will be the basis for all financial management within the school. All policies and procedures will be designed and maintained in accordance with generally accepted accounting principles as defined by the American Institute of Certified Public Accountants. We have collaborated with EdOps to develop initial financial management and accounting procedures and will explore a continuation of their services for our financial management needs including, but not limited to, budgeting, accounting, cash flow projecting, financial reporting, and compliance support.

Cash Flow Management Plan
As a new charter school with limited reserves, our cash flow will be limited during the planning year. As already stated, once a charter is granted, Breakthrough Montessori will immediately seek to establish a line of credit with a local bank to help cover the low cash periods into Operating Year 1. As we begin to build bank account balances, the Director of Operations, in conjunction with EdOps or a similar entity, will work to actively manage our cash flow projections, adjusting expenses and revenues as necessary. The Director of Operations will be responsible for running monthly cash flow reports that will be shared with the Finance Committee on a regular schedule. In addition, to offset shortages that may occur due to the quarterly distribution of per pupil allowances, the Director of Operations and the Executive Director will seek to negotiate payments with our vendors in such a way as to align with our cash flow.

Financial Separation from Parent Organization
As part of its mission, the National Center for Montessori in Public Sector (NCMPS) is working in partnership with the Breakthrough Montessori founding group to help launch the school, but the two are completely separate entities and NCMPS is not seeking an ongoing financial relationship with the Breakthrough Montessori PCS. It is possible that consulting contracts will be made with NCMPS for implementation assistance, Board development, and professional development.

Civil Liability and Insurance
As soon as a charter is granted, Breakthrough Montessori will consult with our legal counsel and an insurance broker to obtain an insurance policy that will meet or exceed the requirements outlined by the PCSB:

General Liability	$1 million per occurrence; $2 million aggregate
Directors and Officers Liability	$1 million
Educators Legal Liability	$1 million
Umbrella	$3 million
Property/Lease Insurance	100% of replacement cost
Boiler and Machinery Insurance	$1 million
Auto Liability	$1 million
Workers Compensation	As required by law

Provision for Audit
The Board of Trustees will contract an external auditing firm from among the PSCB's list of approved auditors to conduct a full audit of Breakthrough Montessori's finances on an annual basis. Breakthrough Montessori agrees to provide all necessary financial information to the auditor in a timely fashion and to submit a copy of the completed audits to the PCSB by their published deadlines.

4. Facilities

Site Identification and Acquisition Process
As expressed in Section A, due to our desire to close the opportunity gap in the District, by design, Breakthrough Montessori seeks to have a racially and economically diverse school. Our premise is built on a large body of research suggesting that socioeconomic and racial integration provide significant educational benefits for all students. The research also finds that schools that intentionally seek to reduce racial and economic isolation create powerful communities of choice, in which school structure and culture support rigor, relevance, and inclusivity for all.[33]

Accordingly, our preferred location is Ward 1, an area that includes both socioeconomic and racial/ethnic diversity.

We have been in conversation with Tom Porter at Building Hope to assist us in finding a suitable facility. Building Hope offers a variety of programs designed to help schools overcome the significant facility harriers that exist in the District's competitive real estate market barriers by: 1) lending money at below market rates; 2) identifying, acquiring and developing buildings at below market rates; 3) extending credit and lease guaranties; 4) managing the day to day operations of the Charter School Incubator Initiative; and 5) providing professional services for startup charter schools like ours.

Building Hope has a 100% success rate in helping new schools secure space, and we are confident that this success will continue during the 2016-17 school year to accommodate our needs. We will begin working with Building Hope as soon as our charter is approved.

BMPCS also has access to the expertise of Board Member David Bagnoli, and principal of McGraw Bagnoli Architects. David has years of experience in both the DC market and in designing and renovating space for Montessori schools.

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[33] Kahlenberg, R. D. and Potter, H. (May 2012). *Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?* Poverty & Race Research Action Project and The Century Foundation. Accessed at http://tcf.org/assets/downloads/Diverse_Charter_Schools.pdf.

Financing for Facilities
Breakthrough Montessori plans to lease facilities for the first three to five years. The ideal situation would be to locate in a Building Hope incubator site because the rent is based on the number of students enrolled rather than market value of the square footage. Incubator rents include all maintenance and utility costs (except phone and internet), and Building Hope allows schools to retain 20% of the per student facilities allowance. Our budget projections show that with this arrangement Breakthrough Montessori could have as much as $1,000,000 saved towards obtaining a permanent facility by the end of year three of operations.

If it is not feasible to locate in an incubator facility, Breakthrough Montessori will adjust its budget projections, concentrate on smaller affordable locations initially, and utilize the full facilities allowance.

Once we have identified a permanent location, we will be working with Building Hope and OSSE on financing and credit enhancement. We will also actively seek grants to assist in acquisition and/or renovations.

Building Maintenance
In the initial years, Breakthrough Montessori will strive to negotiate leases that include building maintenance in the lease, such as in the incubator program. When it becomes necessary, we will contract with an appropriate firm through a competitive bid process for all maintenance needs. In addition, the Board of Trustees will appoint a facilities committee to work with professionals to develop and maintain a checklist to ensure all applicable standards and codes are continuously met.

D. Operations Plan

1. Student Policies and Procedures

Enrollment and Withdrawal of Students

Lottery Plans
Breakthrough Montessori will utilize the My School DC lottery and subscribe to the lottery's timeline, practices, and policies. My School DC is a partnership with DCPS and many DC public charter schools. Using this system should make it easier for families by simplifying the process for them. At the same time, relying on a well-known, highly publicized, lottery system is an efficient process, decreasing time and work by BMCPS administrators.

Lottery System and Sibling Preferences
In the event the school is oversubscribed, which we expect, all applicants will be entered into a lottery, which will be publicly drawn on the common lottery date. Once capacity is reached, remaining applicants will be placed on the waiting list in the order determined by the lottery. A waiting list will be kept in the main office for the entirety of the school year but will only be valid for the current school year. Breakthrough Montessori PCS will grant preference in the enrollment process to the following:
- Applicant siblings of an applicant accepted during the lottery process;
- Applicant siblings of currently attending students; and
- Children of founding group members, up to 10% of enrollment or 20 students, whichever is less.

Enrollment Policy
Any student who is of appropriate age and grade level and is a resident of the District of Columbia will be eligible for admission to Breakthrough Montessori PCS. The only limitation to admission will be the number of slots available in a given grade. Mid-year spaces will be filled through the My School DC lottery waitlist, if applicable, or through open enrollment. Prospective students will be admitted without regard to aptitude, achievement, ethnicity, nationality, gender, disability, language proficiency, sexual orientation, or any other basis prohibited by law.

Admitted families wishing to enroll their children in Breakthrough Montessori must complete an enrollment packet that documents proof of residency, current immunizations, special education status (if applicable), 504 service agreement (if applicable), a free and reduced lunch form (optional), and a home language survey. In addition, families must attend a one-on-one or small group meeting with the Executive Director or delegated school representative to sign an agreement committing parents/guardians to being an active participant in their children's Montessori education. At this meeting, an individual orientation for each child will be scheduled for a date prior to the start of school that will introduce the child to his or her teacher, school culture and discipline expectations, etc.

Parents/Guardians may choose to withdraw their children from the school at any time. To the extent possible, the Executive Director will seek to hold exit interviews with the

parents/guardians of withdrawing students in order to gather as much information as possible regarding reasons behind the withdrawal. The data collected will be used to shape future school decisions.

Enrollment and Tuition Policy for Non-Residents
After all District residents who wish to attend the school have enrolled, if there are still spaces remaining, these seats may be opened up to non-district residents. Non-resident students must pay tuition in the amount set by the Office of the State Superintendent of Education.

Students with Disabilities

Identification and Compliance
Breakthrough Montessori PCS will provide a continuum of services and a range of placements to best serve students. Our process will be grounded in a tiered instructional approach often described as *Response to Intervention* (RTI). We will use a proactive child study process to identify Tier 1 students as soon as possible after enrollment. That process will entail universal screens such as the *Ages & Stages Questionnaire* (ASQ) and *Transition Skills Checklist* (see appendix) combined with an ongoing, collaborative child study conducted at each program level.

Consistent with fully implemented Montessori practice as well as our Prevention model, Tier 1 interventions will consist of instructional and environmental modifications customized to meet the individual needs of each identified student. Tier 2 interventions will entail more intensive interventions and additional data gathering. Where Tier 1 and Tier 2 interventions will occur within the general classroom, Tier 3 interventions will entail intensive instructional and/or behavior supports, most likely offered outside the general classroom, and most likely provided by a content (reading, math or counseling) specialist.

Through IDEA's Child Find, Breakthrough Montessori PCS students will be screened and evaluated as needed to determine eligibility for special education services either through IDEA or Section 504. Brief and simple screening procedures will be used to identify potential developmental problems in children who may need an educational evaluation. Screenings give the school more information about the student's ability level. However, the screening cannot be considered as an evaluation for eligibility for special education and related services.

Full evaluations with a team of professionals, including a speech-language pathologist, physical therapist, occupational therapist, etc., will be provided as needed for particular students. The charter school staff and the student's parents or guardians would refer the student for evaluation when a student's specific educational concern is observed and documented. An initial evaluation will be conducted within 60 calendar days of receiving a parent's consent for the evaluation. The evaluation will consist of procedures to determine if the student is eligible for specific education, and if so, the educational needs of the student. Student data may also be reviewed, which may include classroom-based, state, or local assessments, developmental screenings, quizzes, and teacher or staff written anecdotal observations. Staff from both the school district and the charter school would then plan services for the student with a disability.

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Breakthrough Montessori will provide parents who request an evaluation a copy of procedural safeguards. In addition, parents of students with disabilities will receive a copy of the procedural safeguards once per school year.

English Language Learners

Identification

Breakthrough Montessori PCS will provide high-quality responsive multiage, multi-ability Montessori classrooms. These classrooms will be equipped with developmentally designed hands-on learning materials consisting of multi-sensory language materials. These visual and tactile learning activities are especially helpful for students learning English. Students of all language backgrounds can immediately interact with their classroom environment and learning materials and explore and learn.

Because the Breakthrough Montessori PCS program begins at age 3, a time of significant linguistic flexibility, our non-native English speakers will be served in conditions that are optimal for the flourishing of both their home language and English.[34] In addition to the natural supports provided by the mixed-age, exploratory learning environment, Breakthrough Montessori teachers will use the ELL Framework to scaffold ELL students' learning. The use of hands-on materials as well visual supports, such as visual schedules, will help ELL students to access the general education curriculum.

Through our tiered instructional model, ELL students will be assessed and be supported in the tier that will help them best to achieve the goals of the Montessori program, which include skills in reading, math, cultural studies, and social and emotional development. LAS Links assessments will gauge the abilities of new ELL students and will be used to measure their progress throughout the year.

When there are more than 20 students qualified as ELLs with the same home language, Breakthrough Montessori will provide a bilingual program for these students with qualified bilingual teachers. For those ELL students who require ESL support, qualified ESL teachers will provide a push-in model of consultation and direct service in the general education classroom.

Breakthrough Montessori PCS will take care to hire staff/faculty who reflect the cultural and linguistic diversity of the community. In this respect, students will be able to identify with and communicate with staff more effectively.

As part of our orientation process, which begins immediately following the lottery in the spring prior to the family's enrollment, a screening and a home language survey will be completed for all students. Parents/guardians are notified within those 30 days if their child is eligible for ESL services. The students who qualify as ELLs will be reported as required. Care will be taken not

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[34] Deacon, S. H., Wade-Woolley, L., & Kirby, J. R. (2009). Flexibility in young second-language learners: Examining the language specificity of orthographic processing. Journal of Research in Reading, 32, 215–229.

to over-identify ELL students as eligible for special education services. The school will take care to use assessments which exist in multiple languages, and if not possible, with a translator for ELL students.

The LAS Links Assessment will be given annually toward the end of the school year. This score will determine the student's exit of the ELL program. Exited students will be marked as such in the school database. The students will continue to be monitored and discussed, as needed, in the RTI process during instructional team meetings. In this way, the school will be able to monitor and track the continued progress of these students.

Communication with non-English speakers
The robust family-school partnership is grounded in frequent two-way communication, facilitated by language supports (included translated documents, interpretation supports, and native-speaking staff), home visits, quarterly parent education programming, and community meals and celebrations. The school will provide monthly communication with parents through written newsletters, blogs, and updates and in-person meetings, with language supports as needed.

2. Human Resource Information

Qualifications of Key Leadership and School Staff

Key Leaders
The top priority for Breakthrough Montessori PCS once our charter is approved is to hire a full-time Executive Director and Director of Curriculum and Instruction. As in any school, leadership in a public Montessori program is crucial for school success. The more Montessori knowledge there can be at the top, the better for the program. The ideal instructional leader for any Montessori school is an individual with a Montessori diploma from a highly respected training center. Finding, however, a single individual who has expertise in the operations of a school, a multi-million dollar enterprise, and a deep understanding of Montessori pedagogy is extremely difficult. To account for the dearth of administrative talent with both skillsets, Breakthrough Montessori will prioritize obtaining both the Montessori expert, the Director of Curriculum and Instruction, and the operations expert, the Executive Director.

Preliminary work is already underway for seeking and hiring these two positions. Members of the Planning Team have attended, or will attend, the two major conferences for Montessori administrators and practitioners, The Association Montessori International/USA (AMI/USA) Refresher and the American Montessori Society (AMS) Annual Conference, spreading the word about the proposed school and talking with potential applicants. In addition, the planning team has been using their personal contacts to disseminate information about the school and the positions.

Once the charter is approved, a nationwide search will commence with postings made on the job boards of AMS, AMI/USA, NAMTA, Idealist, and Indeed. Social media will be used, especially that of the National Center for Montessori in the Public Sector. It is expected that a new website currently under development, *Teach Montessori*, modeled after Teach.org, will be operational by

the time that the charter is approved. This new website will be a portal that recruits individuals to become Montessori teachers and administrators and provides a jobs database to connect schools with potential employees. It should be a valuable way to contact potential applicants. Board Members will use their personal networks to reach out to promising candidates. We hope to have the positions filled by the end of June at the latest.

As described in Section C, until the key leaders are hired, we have a superb Director of Planning, Dr. Victoria-Maria MacDonald. For the past seven years Victoria-Maria has been a professor at the University of Maryland, College Park, serving as Coordinator of the Minority & Urban Education program. Through her work in the urban school sector, she is extremely knowledgeable about the educational landscape of DC and has many personal connections with charter world. Beyond that, she is an excellent administrator with deep knowledge about school administration and school culture. In addition, Dr. MacDonald is fluent in Spanish, which will serve her well in community outreach. The National Center for Montessori in the Public Sector will provide support to Dr. MacDonald as needed.

Job Descriptions of School Staff

The Standards for Hiring School Staff are as follows:

Executive Director
The Executive Director will act as the overall leader of the school. A candidate for Executive Director will be expected to meet the following qualifications upon hiring:

- Demonstrated knowledge, degree or work experience in management, accounting and finance;
- Holds a Master's degree or higher or commensurate work experience related to the role (education, non-profit management, business or other related field);
- Excellent communication skills and the proven ability to motivate and connect to a diverse group of stakeholders;
- Significant experience in community outreach especially in economically disadvantaged community;
- Demonstrates a strong commitment to education and experience with or willingness to gain a deep understanding of Montessori Education; and
- Experience in building relationships with and securing donations from a variety of public and private sources.

Director of Curriculum and Instruction
The Director of Curriculum and Instruction acts as the academic lead and is responsible for all instructional components of the school. A candidate for Director of Curriculum and Instruction will be expected to meet the following qualifications upon hiring:

- Minimum of a Bachelor's degree is required, a Master's degree is preferred;
- Holds an AMI or AMS teaching certificate in at least 1 level;
- At least 3 years as a Montessori classroom teacher;
- At least 2 years of experience in educational administration;

- Demonstrates a very strong knowledge of curriculum development and the alignment of Montessori curriculum to the Common Core standards;
- Commitment to the Montessori method;
- Ability to analyze school data and report performance data to Executive Director, Board of Trustees, the PCSB and other stakeholders;
- Skills facilitating group meetings and events;
- Ability to establish priorities, manage budgets and allocate resources; and
- Strong knowledge of education trends and best practices in alignment with the Montessori curriculum.

Director of Operations
The Director of Operations is responsible for managing the school's daily financial and business operations, facilities operations, accounting, budgeting, vendor management, and related tactical and strategic operational duties. A candidate for Director of Operations will be expected to meet the following qualifications upon hiring:

- At least a Bachelor's degree and/or a professional certificate in one of the following fields: accounting, business/finance or non-profit management (MBA preferred);
- Minimum of 3 years work experience in non-profit management; and
- Experience with accounting and finance with non-profit or academic organizations.

Classroom Teachers
Breakthrough Montessori PCS believes that students success is premised upon dedicated, talented instructors. Therefore, we are committed to recruiting and selecting highly qualified instructional staff. The Breakthrough Montessori selection model relies on various criteria to determine whether an applicant will be a strong candidate. All applicants must be approved by two Breakthrough Montessori administrators/selectors before being hired.

The ideal candidate for our teaching positions will possess:
• Bachelor's degree in applicable field of education
• Montessori primary/elementary diploma (AMI preferred)
• Montessori classroom teaching experience, preferably in a public school setting
• Experience collaborating and working as a teacher
• Experience utilizing classroom modifications to develop the full potential of each child
• Enthusiasm and commitment to our vision and mission
• Creative, energetic and nurturing personality
• Organizational and interpersonal skills
• Excellent oral and written communication skills
• Experience with families from diverse backgrounds
• Additional experience/training in special education, music, art, and/or physical education
• Fluency in a language other than English is a plus

The ideal candidate for assistant teacher positions will possess:
• Bachelor's degree
• Willingness to engage in staff development regarding Montessori education

- Enthusiasm and commitment to our vision and mission
- Creative, energetic and nurturing personality
- Demonstrated initiative
- Skills as a team player
- Excellent oral communication and interpersonal skills
- Additional experience/training in special education, music, art, and/or physical education
- Fluency in a language other than English is a plus.

Specialty Teachers

Specialty teachers will provide additional instruction in music, art, physical education and foreign language. A candidate for Specialty Teacher will be expected to meet the following qualifications upon hiring:

- Minimum of a Bachelor's degree in special subject (music, foreign language, art, P.E., etc.);
- Passing score on the Praxis I;
- Passing Score on Early Childhood Education Praxis if teaching Primary Elementary Montessori;
- Passing Score on the Elementary Praxis II for Elementary level teachers; and
- Two or more years of classroom experience preferred.

Classroom Assistants

Classroom Assistants play a vital role aiding in the day-to-day functioning of each classroom. A candidate for Classroom Assistant will be expected to meet the following qualifications upon hiring:

- AMI Assistant's Certification or willingness to complete the summer course;
- Demonstrated the ability to work with respectfully with young children;
- Classroom experience preferred but not required; and
- Obtained an Associate's degree or higher or pass the paraprofessional Praxis.

Office Manager

The Office manager will provide administrative support to Head of School, Principal and Operations Manager, act as school registrar, greet and assists all visitors with respect and be willing to perform other appropriate job duties as assigned. A candidate for Office Manager will be expected to meet the following qualifications upon hiring:

- Demonstrated experience performing personnel management including employee time and attendance;
- Demonstrated ability to maintain confidentiality with personnel and student records and all related data;
- Hold an Associate's degree or higher in a related field; and
- Have experience in a non-profit or academic setting.

Employment will be contingent upon the passing of a background check prior to beginning to work in the school. Proof of the background check will be kept on file at the school. Any volunteer working more than 10 hours per week at the school or who is likely to be left alone with groups of children will also be required to complete the same background checks as our full

time employees. Background checks will be conducted by a firm that searches national databases.

Staffing Plan

Staffing					
STAFF	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Executive Director	1.0	1.0	1.0	1.0	1.0
Director of Curriculum and Instruction	1.0	1.0	1.0	1.0	1.0
Instructional Coach		1.0	1.0	1.5	2.0
Lead Teachers	5.0	7.0	9.0	11.0	13.0
Paraprofessional / Assistant Teachers	5.0	8.0	10.0	12.0	14.0
Resource / Special Education Teacher	1.0	1.0	1.5	1.5	2.0
Physical Education Teacher		.5	.5	1.0	1.0
Director of Community Engagement		1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
Receptionist/Admin Support	1.0	2.0	2.0	2.0	3.0
Food Service Manager	1.0	1.0	1.0	1.0	1.0
TOTAL STAFF	16.5	24.5	29.0	34.0	40.0
TOTAL STUDENTS	90	135	180	225	270
Teacher Student Ratio	1:8	1:8	1:9	1:9	1:9

Teacher Recruitment
In line with our theory of action that a significant upstream investment will address developmental challenges in children before they become disabilities, we are investing heavily in the most important resource in a Montessori classroom—highly trained teachers and assistants who have mastered the details of technique and the nuances of theory. Additional investments, especially an additional teacher and two additional assistants, revolve around ensuring that the school has all the resources needed to meet the needs of students presenting with challenges.

Staff Organization
BMPCS staff will be organized into four teams: (1) The Leadership Team; (2) the Early Childhood Team; (3) The Elementary Team; (4) the Prevention and Support Team.

Staffing Plan

Leadership
In **Year 1,** BMPCS will hire and maintain a full time Executive Director, Director of Curriculum and Instruction, Director of Operations, a Receptionist/Administrative Assistant, and a Food Service Manager. All of these positions will continue to be staffed through the first five years. In addition, a half-time Director of Community Outreach will be hired in year one. That position will become full-time in year 2.

In **Year 2-3**, added to the Leadership Team will be an Instructional Coach and an additional person to provide administrative support.

In **Year 4**, an additional .5 Instruction Coach will be added.

In **Year 5**, the second Instructional Coach will increase to a full-time position. A third person will be added for administrative support.

Classroom Staff
Each Early Childhood classroom will have a full-time lead teacher and a full time assistant. In addition, children will have special education and ELL support if needed.

Teacher Retention
Breakthrough Montessori PCS will make significant investments in its greatest resource: highly skilled and motivated teachers. Central to the implementation of the Breakthrough Montessori educational model is the cultivation a high-performing, mission-driven professional culture characterized by (a) dynamic governance and transparent leadership; (2) excellent working conditions; and (3) competitive compensation. BMPCS teachers will be recruited and selected for both skill and match to the school's mission. Once hired, we will provide a robust orientation process and ongoing and embedded instructional support. Teachers will work in fully equipped, meticulously maintain classrooms, and the school atmosphere will be warm, welcoming, and mutually supportive. In short, we will retain teachers by ensuring that they are fully equipped with the resources they need to be successful.

Unique Approaches
Breakthrough Montessori PCS's partnerships with the National Center for Montessori in the Public Sector and Lee Montessori Public Charter School offer an array of unique resources, which will enhance the launch of the school and beyond. These resources include *Teach Montessori*, a new Montessori teacher recruiting portal and the *Montessori Teacher Residency*, a talent development initiative designed to build a strong teacher pipeline for public Montessori schools across the country. As public Montessori continues to expand in Washington DC, these resources will support current efforts to enhance the citywide Montessori community, making the nation's capitol a hub of development and renewal for Montessori education locally and beyond.

Employment Policies

Salary and Benefits Policies
The Board of Trustees, in conjunction with legal counsel, will create and approve an Employee Handbook prior to the official hiring of any employee of the school. The handbook will include staff contracts, evaluation plans, salary and benefits, and other policies. Policies in the handbook will be based on the following principles:

Employees' wages, benefits, and working conditions will be reviewed on a regular basis in order to ensure than we are continuously competitive in the charter school market. We are currently setting our teacher salaries far above the private Montessori schools in the area and

commensurate with the local district and charter schools. Whenever a new DCPS teacher union contract is released, the Board will review the contracts to ensure our salaries continue to be competitive.

Breakthrough Montessori benefits will include health care, dental care, vision care, and a retirement savings plan.

Equal Opportunity Employer and a Drug-Free Workplace
Breakthrough Montessori will strive to support and continuously educate our staff members in accordance with the mission and philosophy of the school. Breakthrough Montessori will respect the individual rights of all employees and create a workplace where all employees are treated with courtesy, kindness, and consideration. Breakthrough Montessori will provide a work environment that is accepting, comfortable, orderly, safe, and drug-free.

Rights and Benefits of Current DCPS Employees
Our employment policy will also include provision for hiring former DCPS employees. In the event that a current DCPS employee is hired at Breakthrough Montessori, he or she may request a two year leave of absence from DCPS, renewable for an unlimited number of two year terms, during which time the employee may opt to have the school pay into the employee's DCPS retirement plan at the rate required by the DC Teachers Retirement System.

3. Implementation of the Charter

Maintenance and Reporting of Academic and Non-Academic Performance Data
Discuss how the proposed technology infrastructure will support the maintenance and transmittal of academic and non-academic performance data to PCSB, OSSE, and the Department of Education.

Identify the person(s) and/or title(s) of those who will be responsible for collecting, maintaining and reporting data to stakeholders.

Technology Infrastructure and Data Reporting Plan
Breakthrough Montessori will use *Montessori Analytics* as an effective Student Information System (SIS). The system provides an iPad app that makes it easy for teachers to record and analyze student progress. Teachers will track Montessori students' individualized learning plans, specifically targeting student progress on Common Core standards. During lessons, teachers will formatively assess students and then input their assessment via touch screen rubrics. The data is stored in the students' learning profiles. Montessori lessons will be cross referenced with Common Core and other standards so teachers will be able to select lessons that address specific standards. Student progress through the standards and through the Montessori curriculum will be tracked and coordinated. The curriculum can be modified for a student, a group of students, or an entire class, based on the information recorded and stored. This observing and recording is what Montessori teachers presently do although they keep written notes or carry the knowledge in their heads. This is because the most important aspect of a Montessori teacher's work is that of gathering data and continuously assessing students' performance in order to make appropriate and timely instructional interventions that ensure that every child achieves academic success.

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What this tool does is allow this existing Montessori practice to be more rigorously recorded and used systematically to better align instruction with state standards.

After reviewing and analyzing data from *Montessori Analytics*, the Director of Curriculum & Instruction will work with the Executive Director to develop action plans based upon student achievement data reviews. The Director can then coordinate Special Education and ELL services, including attending Child Study and IEP meetings and arranging for teachers to attend meetings as well. S/He will also work with the Executive Director to do informal and formal observations and lesson plan reviews.

Breakthrough Montessori will comply with all PCSB reporting requirements and submit required updates to the PCSB regarding student attendance, demographics, and discipline using the data contained in Montessori Analytics. The Director of Curriculum will be responsible for the data collection and management as well as reporting the data to the Board of Trustees and the PCSB.

Breakthrough Montessori fully understands that many families do not have access to the Internet; therefore we will keep families up to date on their children's progress regularly through informal and formal parent/family discussions and conferences in addition to the information available online. Teachers and staff will have email addresses available for all families to promote open and constant communication with families who have Internet access. A regular newsletter will also go home with each student to keep parents informed of events happening at Breakthrough Montessori and the surrounding community.

Major Contracts Planned

Contracts Planned
Breakthrough Montessori plans to enlist the following services from vendors that will exceed $25,000:

Prospective Contractors	Services Provided	Estimated Costs - School Year 1
DC Central Kitchen	Food Services	$56,071
Nienhuis Montessori Gonzagarredi Community Playthings	Classroom Furniture and Montessori Materials	$50,000 per classroom
Building Hope	Facilities	$168,000
EdOps	Accounting/Payroll	$35,000

Contract Procurement Compliance
The group is familiar with and has reviewed the Public Charter School Board's procurement policy. Consistent with that policy, all qualifying contracts exceeding $25,000 will be procured in accordance with PCSB guidelines and submitted to the PCSB for review. We will comply with PCSB procurement guidelines with respect to conflicts of interest as well.

Services Sought from the District of Columbia Public Schools
Breakthrough Montessori will not seek any services from DCPS.

Non-Profit Status
Breakthrough Montessori Charter School is incorporated as a nonprofit entity in Washington, D.C. Filing for 501(c)3 status will take place immediately upon charter approval.

Technology Plan
Internet, email, and other school-owned electronic information services will be available to all students, teachers, and administrators. Breakthrough Montessori strongly believes in the educational value of such electronic services and recognizes the potential of such to support our curriculum and student learning in our school system. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. The school will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service.

Computers are not often used in Montessori classrooms as a learning tool. However, digital technology is an important tool for communication and research beginning in the Elementary years. Breakthrough Montessori will have computers and tablets available for students to assist in research and other learning activities under the teacher's discretion. All teachers will be provided an iPad to use with *Montessori Analytics*.

To support the use technology at Breakthrough, the school's facility will be outfitted with a high-speed wireless Internet connection. This will ensure the constant progress monitoring of the students amongst staff and administrators, which in turns promises the best education plan for each individual child will be offered.

We will develop a written electronic uses document to be read and signed by all families. A draft of such a document was provided to us by EdOps. (see appendix) We will use this well-vetted document as a basis for our own plan, adding elements as necessary given the rapidly changing landscape of current technology. Key elements to be included are: Personal Responsibility, Acceptable Use, Privileges, Security, Vandalism, Updating

All computers that contain sensitive or protected data that is under the stewardship of the BMPCS, including but not limited to, social security numbers, academic records, protected health information, and financial data, will be protected regardless of the media on which it resides. Use and storage of protected information must follow approved processes that contain adequate technical controls to mitigate the risk of unauthorized disclosure. A comprehensive and redundant backup solution will be in place to ensure that files can be readily retrieved in the event of any catastrophic failure on either a personal computer or the network. The system will use a local encrypted server.

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E. Budget and Finance

E.1a. Pre-opening Expenses: Year ZERO Budget (Planning Year)

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
	School 501(c)3 Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES				
Per Pupil Charter Payments	-		0	
Per Pupil Facilities Allowance	-		0	
Federal Entitlements	167,222		167,222	
Other Government Funding/Grants	-		0	
Total Public Funding	167,222		167,222	
Private Grants and Donations	200,000		200,000	
Activity Fees	-		0	
Loans	-		0	
Other Income (please describe in footnote)	-		0	
Total Non-Public Funding	200,000		200,000	
EMO Management Fee (= line 73, col. G)	-		0	
TOTAL REVENUES	$367,222			

EXPENSES	School 501(c)3 Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits				
Principal/Executive Salary	0		-	0%
Teachers Salaries	0		-	0%
Teacher Aides/Assistance Salaries	0		-	0%
Other Education Professionals Salaries	0		-	0%
Business/Operations Salaries	0		-	0%
Clerical Salaries	0		-	0%
Custodial Salaries	0		-	0%
Other Staff Salaries	0		-	0%
Employee Benefits	0		-	0%
Contracted Staff	190,000		190,000	114%

Subtotal: Personnel Costs	$262,500	$0	$262,500	157%
Direct Student Costs				
Textbooks	0		-	0%
Student Supplies and Materials	0		-	0%
Library and Media Center Materials	0		-	0%
Computers and Materials	0		-	0%
Other Instructional Equipment	0		-	0%
Classroom Furnishings and Supplies	0		-	0%
Student Assessment Materials	0		-	0%
Contracted Student Services	0		-	0%
Miscellaneous Student Costs	20,000		20,000	12%
Subtotal: Direct Student Costs	$20,000	$0	$20,000	12%
Occupancy Expenses				
Rent	6,600		6,600	4%
Mortgage Principal Payments	0		-	0%
Mortgage Interest Payments	0		-	0%
Building Maintenance and Repairs	0		-	0%
Renovation/Leasehold Improvements	0		-	0%
Utilities	0		-	0%
Janitorial Supplies	0		-	0%
Equipment Rental and Maintenance	0		-	0%
Contracted Building Services	0		-	0%
Subtotal: Occupancy Expenses	$6,600	$0	$6,600	4%
Office Expenses				
Office Supplies and Materials	0		-	0%
Office Furnishings and Equipment	12,200		12,200	7%
Office Equipment Rental and Maintenance	0		-	0%
Telephone/Telecommunications	0		-	0%
Legal, Accounting and Payroll Services	0		-	0%
Printing and Copying	0		-	0%
Postage and Shipping	0		-	0%
Other	0		-	0%
Subtotal: Office Expenses	$12,200	$0	$12,200	7%
General Expenses				
Insurance	0		-	0%
Interest Expense	0		-	0%
Transportation	1,000		1,000	1%
Food Service	0		-	0%

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Administration Fee (to PCSB)	0	-	0%
EMO Management Fee	0	-	0%
Other General Expense	0	-	0%
Unforeseen Expenses	0	-	0%
Subtotal: General Expenses	$1,000	$1,000	1%

TOTAL EXPENSES $302,300

EXCESS (OR DEFICIENCY)

Excess (or deficit) retained by school	$64,922
Excess (or deficit) retained by EMO	

ASSUMPTIONS

Student Enrollment	0
Facility Size (square footage)	-
Average Teacher Salary	-
Teachers	0
Student/Teacher Ratio	n/a

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E.2a. Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
	501(c)3 Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES	School Applicant			
Per Pupil Charter Payments	1,286,490		1,286,490	
Per Pupil Facilities Allowance	276,480		276,480	
Federal Entitlements	284,040		284,040	
Other Government Funding/Grants	36,471		36,471	
Total Public Funding	1,883,482		1,883,482	
Private Grants and Donations	–		0	
Activity Fees	2,250		2,250	
Loans	–		0	
Other Income (please describe in footnote)	18,923		18,923	
EMO Management Fee (= line 73, col. G)	21,173		21,173	
Total Non-Public Funding	21,173		0	
TOTAL REVENUES	$1,904,654			
EXPENSES	501(c)3 Applicant School	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits				
Principal/Executive Salary	110,000		110,000	6%
Teachers Salaries	365,000		365,000	19%
Teacher Aides/Assistance Salaries	175,000		175,000	9%
Other Education Professionals Salaries	85,000		85,000	5%
Business/Operations Salaries	65,000		65,000	3%
Clerical Salaries	40,000		40,000	2%
Custodial Salaries	0		–	0%
Other Staff Salaries	0		0	0%
Employee Benefits	150,735		150,735	8%
Contracted Staff	30,000		30,000	2%
Staff Development Costs	33,280		33,280	2%
Subtotal: Personnel Costs	$1,054,015	$0	$1,054,015	56%
Direct Student Costs				
Textbooks	4,500		4,500	0%
Student Supplies and Materials	104,500		104,500	6%

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Library and Media Center Materials	2,250	2,250	0%
Computers and Materials	6,600	6,600	0%
Other Instructional Equipment	0	-	0%
Classroom Furnishings and Supplies	100,000	100,000	5%
Student Assessment Materials	2,250	2,250	0%
Contracted Student Services	40,000	40,000	2%
Miscellaneous Student Costs	20,000	20,000	1%
			0%
Subtotal: Direct Student Costs	**$280,100**	**$280,100**	**15%**
Occupancy Expenses			
Rent	221,184	221,184	12%
Mortgage Principal Payments	0	-	0%
Mortgage Interest Payments	0	-	0%
Building Maintenance and Repairs	0	-	0%
Renovation/Leasehold Improvements	10,000	10,000	1%
Utilities	0	-	0%
Janitorial Supplies	0	-	0%
Equipment Rental and Maintenance	0	-	0%
Contracted Building Services	0	-	0%
			0%
Subtotal: Occupancy Expenses	**$231,184**	**$231,184**	**12%**
Office Expenses			
Office Supplies and Materials	13,500	13,500	1%
Office Furnishings and Equipment	28,400	28,400	2%
Office Equipment Rental and Maintenance	10,800	10,800	1%
Telephone/Telecommunications	9,600	9,600	1%
Legal, Accounting and Payroll Services	50,000	50,000	3%
Printing and Copying	2,250	2,250	0%
Postage and Shipping	2,250	2,250	0%
Other	9,000	9,000	0%
			0%
Subtotal: Office Expenses	**$125,800**	**$125,800**	**7%**
General Expenses			
Insurance	10,000	10,000	1%
Interest Expense	0	-	0%
Transportation	5,500	5,500	0%
Food Service	83,436	83,436	4%
Administration Fee (to PCSB)	19,002	19,002	1%
EMO Management Fee	0	-	0%
Other General Expense	2,500	2,500	0%
Unforeseen Expenses	19,002	19,002	1%
Subtotal: General Expenses	**$139,441**	**$139,441**	**7%**

Breakthrough Montessori Public Charter School

TOTAL EXPENSES $1,830,540

EXCESS (OR DEFICIENCY)

Excess (or deficit) retained by school $74,115
Excess (or deficit) retained by EMO

ASSUMPTIONS

Student Enrollment 90
Facility Size (square footage) 9,000
Average Teacher Salary 60,833
Teachers 10
Student/Teacher Ratio 9 to 1

Breakthrough Montessori Public Charter School

E.2b. Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION	BUDGETED AMOUNTS			
	Column A	Column B	Column C	Column D
	501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES				
Per Pupil Charter Payments	1,966,104		1,966,104	
Per Pupil Facilities Allowance	414,720		414,720	
Federal Entitlements	300,558		300,558	
Other Government Funding/Grants	55,709		55,709	
Total Public Funding	2,737,091		2,737,091	
Private Grants and Donations	–		0	
Activity Fees	3,443		3,443	
Loans	–		0	
Other Income (please describe in footnote)	28,451		28,451	
EMO Management Fee (= line 73, col. G)				
Total Non-Public Funding	31,894		31,894	
			0	
TOTAL REVENUES	$2,768,985			
	501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES				
Personnel Salaries and Benefits				
Principal/Executive Salary	112,200		112,200	4%
Teachers Salaries	522,750		522,750	19%
Teacher Aides/Assistance Salaries	285,600		285,600	10%
Other Education Professionals Salaries	158,100		158,100	6%
Business/Operations Salaries	66,300		66,300	2%
Clerical Salaries	81,600		81,600	3%
Custodial Salaries	0		–	0%
Other Staff Salaries	96,451		96,451	4%
Employee Benefits	241,745		241,745	9%
Contracted Staff	30,600		30,600	1%
Staff Development Costs	48,638		48,638	2%
Subtotal: Personnel Costs	$1,643,985	$0	$1,643,985	60%
Direct Student Costs				
Textbooks	6,885		6,885	0%
Student Supplies and Materials	67,885		67,885	2%

Breakthrough Montessori Public Charter School

Library and Media Center Materials	3,443		3,443	0%
Computers and Materials	3,465		3,465	0%
Other Instructional Equipment	0		-	0%
Classroom Furnishings and Supplies	61,000		61,000	2%
Student Assessment Materials	3,443		3,443	0%
Contracted Student Services	61,200		61,200	2%
Miscellaneous Student Costs	20,400		20,400	1%
Subtotal: Direct Student Costs	**$227,720**	**$0**	**$227,720**	**8%**
Occupancy Expenses				
Rent	331,776		331,776	12%
Mortgage Principal Payments	0		-	0%
Mortgage Interest Payments	0		-	0%
Building Maintenance and Repairs	0		-	0%
Renovation/Leasehold Improvements	10,000		10,000	0%
Utilities	0		-	0%
Janitorial Supplies	0		-	0%
Equipment Rental and Maintenance	0		-	0%
Contracted Building Services	0		-	0%
Subtotal: Occupancy Expenses	**$341,776**	**$0**	**$341,776**	**12%**
Office Expenses				
Office Supplies and Materials	20,655		20,655	1%
Office Furnishings and Equipment	20,969		20,969	1%
Office Equipment Rental and Maintenance	11,016		11,016	0%
Telephone/Telecommunications	12,000		12,000	0%
Legal, Accounting and Payroll Services	75,725		75,725	3%
Printing and Copying	3,443		3,443	0%
Postage and Shipping	3,443		3,443	0%
Other	13,770		13,770	1%
Subtotal: Office Expenses	**$161,020**	**$0**	**$161,020**	**6%**
General Expenses				
Insurance	13,000		13,000	0%
Interest Expense	0		-	0%
Transportation	8,415		8,415	0%
Food Service	127,658		127,658	5%
Administration Fee (to PCSB)	27,760		27,760	1%
EMO Management Fee	0		-	0%
Other General Expense	2,550		2,550	0%
Unforeseen Expenses	27,760		27,760	1%
Subtotal: General Expenses	**$207,143**	**$0**	**$207,143**	**8%**

Breakthrough Montessori Public Charter School

TOTAL EXPENSES $2,581,644

EXCESS (OR DEFICIENCY)

Excess (or deficit) retained by school $187,341
Excess (or deficit) retained by EMO

ASSUMPTIONS

Student Enrollment	135
Facility Size (square footage)	13,500
Average Teacher Salary	61,500
Teachers	16.5
Student/Teacher Ratio	8 to 1

Breakthrough Montessori Public Charter School

E.3 Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	1,562,970	2,380,824	3,086,643	3,802,556	4,532,867
Federal Entitlements	320,512	356,267	195,697	195,841	244,500
Income from Grants and Donations	-	-	-	-	-
Loans	-	-	-	-	-
Activity Fees	2,250	3,443	4,682	5,969	7,306
Other Income	18,923	28,451	38,027	47,651	57,324
TOTAL REVENUES	**1,904,654**	**2,768,985**	**3,325,048**	**4,052,017**	**4,841,998**
EXPENSES					
Personnel Salaries and Benefits	1,054,015	1,643,985	1,960,524	2,329,076	2,773,370
Direct Student Costs	280,100	227,720	249,512	282,890	378,768
Occupancy	231,184	341,776	452,368	562,960	673,552
Office Expenses	125,800	161,020	182,292	223,270	270,987
General Expenses	139,441	207,143	270,157	341,665	416,962
TOTAL EXPENSES	**1,830,540**	**2,581,644**	**3,114,854**	**3,739,861**	**4,513,639**
EXCESS (OR DEFICIENCY)	**74,115**	**187,341**	**210,194**	**312,156**	**328,358**

Breakthrough Montessori Public Charter School

E.4. Capital Budget Detail for First Two Operating Years

CAPITAL BUDGET	Year 1	Year 2
1600 · FF&E - Classroom	100,000	61,000
1610 · FF&E - Administration	8,500	7,125
1620 · Computers - Classroom	6,600	3,465
1630 · Computers - Administration	19,900	13,844
1830 · Leasehold improvements	10,000	10,000
TOTAL	**145,000**	**95,434**

Details for years one and two	Year 1	Year 2
35. Classroom Furnishings and Supplies	**$100,000**	**$61,000**
New Classrooms	4	2
Cost per new classroom	25,000	25,500
Replacement costs		$10,000
Subtotal, student furniture	$100,000	$61,000

57. Office Furnishings and Equipment	**$28,400**	**$19,979**
New Staff	15.0	9.5
Cost per new staff	$500	$510
Other FF&E	$1,000	$1,530
Replacement costs		$750
Subtotal staff furniture	$8,500	$7,125
New Non-Teacher Staff	9.0	7.0
Cost per new non-teacher staff	1,100	1,122
Replacement costs		$990
Subtotal staff computers	$9,900	$7,854
Server, wireless access points, printers, etc.	$10,000	$5,000
Student Information System implementation	$-	$-

33. Computers and Materials	**$6,600**	**$3,465**
New teachers	6.0	2.5
Cost per new teacher	1,100	1,122
Replacement costs		$660
Subtotal classroom computers	$6,600	$3,465

Breakthrough Montessori Public Charter School

47. Renovation/Leasehold Improvements	$10,000	$10,000
LH improvements not covered by landlord	10,000	10,000
Subtotal classroom computers	$10,000	$10,000

Breakthrough Montessori Public Charter School

E.5. Pre-opening Expenses: Monthly Cash Flow Projection - Year ZERO (Planning year)

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	-	181,125	161,593	139,204	113,481	87,758	85,925	82,424	78,924	75,423	71,923	68,423		
2. Cash receipts														
Per Pupil Charter Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Per Pupil Facilities Allowance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Entitlements	-	-	-	-	-	23,889	23,889	23,889	23,889	23,889	23,889	23,889	23,889	167,222
Other Government Funding/Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants and Donations	200,000	-	-	-	-	-	-	-	-	-	-	-	-	200,000
Activities Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Total Receipts	$0	$200,000	$0	$0	$0	$0	$23,889	$23,889	$23,889	$23,889	$23,889	$23,889	$23,889	$367,222
4. Total Cash Available	$0	$200,000	$181,125	$161,593	$139,204	$113,481	$111,647	$109,813	$106,313	$102,813	$99,312	$95,812	$92,312	$367,222
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher Aides/Assistance Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Education Professionals Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Business/Operations Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clerical Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Contract Staff	-	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	190,000
Staff Development Costs	-	208	3,065	5,923	7,034	7,034	7,034	7,034	7,034	7,034	7,034	7,034	7,034	72,500
Direct Student Costs														
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Supplies and Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Library and Media Center Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers and Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Instructional Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Assessment Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Instructional/Student Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous Student Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expenses														
Office Supplies and Materials	-	-	-	-	2,222	2,222	2,222	2,222	2,222	2,222	2,222	2,222	2,222	20,000
Office Furnishings and Equipment	2,200	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	12,200
Office Equipment Rental and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone/Telecommunications	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal, Accounting and Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Printing and Copying	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage and Shipping	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Occupancy Expenses														
Rent	-	550	550	550	550	550	550	550	550	550	550	550	550	6,600
Mortgage Interest Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maintenance and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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												Total
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses												
Insurance	-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	83	83	83	83	83	83	83	83	83	83	83	1,000
Food Service	-	-	-	-	-	-	-	-	-	-	-	-
Administration Fee	-	-	-	-	-	-	-	-	-	-	-	-
EMO management fee	-	-	-	-	-	-	-	-	-	-	-	-
Other General Expense	-	-	-	-	-	-	-	-	-	-	-	-
Unforeseen Expenses	-	-	-	-	-	-	-	-	-	-	-	-
6. Total Expenses	18,875	19,532	22,389	25,723	25,723	25,723	27,389	27,389	27,389	27,389	27,389	302,300
7. Fund Balance (end of month)	181,125	161,593	139,204	113,481	87,758	85,925	82,424	78,924	75,423	71,923	68,423	64,922

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E.5. Monthly Cash Flow Projection - Year ONE

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 Aug	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	-	64,922	349,680	153,948	38,241	436,764	306,965	201,956	411,896	306,054	200,211	346,995	241,152	64,922
2. Cash receipts														
Per Pupil Charter Payments	-	380,886	1,946	1,946	317,730	1,946	1,946	317,730	1,946	1,946	254,573	1,946	1,946	1,286,490
Per Pupil Facilities Allowance	-	82,944	-	-	193,536	-	-	-	-	-	-	-	-	276,480
Federal Entitlements	167,222	23,889	23,889	21,667	23,844	23,844	23,844	23,844	23,844	23,844	23,844	23,844	23,844	284,040
Other Government Funding/Grants	-	-	-	4,052	4,052	4,052	4,052	4,052	4,052	4,052	4,052	4,052	-	36,471
Grants and Donations	200,000	-	-	-	-	-	-	-	-	-	-	-	-	
Activities Fees	-	-	-	250	250	250	250	250	250	250	250	250	-	2,250
Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	-	-	-	2,103	2,103	2,103	2,103	2,103	2,103	2,103	2,103	2,103	-	18,923
3. Total Receipts	$367,222	$487,719	$25,835	$30,018	$541,514	$32,195	$32,195	$347,978	$32,195	$32,195	$284,822	$32,195	$25,790	$1,904,654
4. Total Cash Available	$367,222	$552,641	$375,515	$183,966	$579,756	$468,959	$339,160	$549,934	$444,092	$338,249	$485,033	$379,190	$266,943	$1,969,576
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive Salary	-	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Teachers Salaries Teacher	-	30,417	30,417	30,417	30,417	30,417	30,417	30,417	30,417	30,417	30,417	30,417	30,417	365,000
Aides/Assistance Salaries	-	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	175,000
Other Education Professionals Salaries	-	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Business/Operations Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	
Clerical Salaries	-	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Custodial Salaries	-	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000

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DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Other Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employee Benefits	-	10,986	11,886	12,786	12,786	12,786	12,786	12,786	12,786	12,786	12,786	12,786	12,786	150,735
Contract Staff	190,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Staff Development Costs	72,500	5,656	5,656	5,656	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	1,813	33,280
Direct Student Costs														
Textbooks	-	-	4,500	-	-	-	-	-	-	-	-	-	-	4,500
Student Supplies and Materials	-	15,375	20,375	10,375	10,375	10,375	5,375	5,375	5,375	5,375	5,375	5,375	5,375	104,500
Library and Media Center Materials	-	338	450	225	225	225	113	113	113	113	113	113	113	2,250
Computers and Materials	-	-	6,600	-	-	-	-	-	-	-	-	-	-	6,600
Other Instructional Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom Furnishings and Supplies	-	50,000	50,000	-	-	-	-	-	-	-	-	-	-	100,000
Student Assessment Materials	-	-	-	250	250	250	250	250	250	250	250	250	-	2,250
Contracted Instructional/Student Services	-	-	-	-	4,444	4,444	4,444	4,444	4,444	4,444	4,444	4,444	4,444	40,000
Miscellaneous Student Costs	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000

DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	-	2,025	2,700	1,350	1,350	1,350	675	675	675	675	675	675	675	13,500
Office Furnishings and Equipment	12,200	14,200	14,200	-	-	-	-	-	-	-	-	-	-	28,400
Office Equipment Rental and Maintenance	-	900	900	900	900	900	900	900	900	900	900	900	900	10,800
Telephone/Telecommunications	-	800	800	800	800	800	800	800	800	800	800	800	800	9,600
Legal, Accounting and Payroll Services	-	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	50,000
Printing and Copying	-	188	188	188	188	188	188	188	188	188	188	188	188	2,250
Postage and Shipping	-	188	188	188	188	188	188	188	188	188	188	188	188	2,250
Other	-	-	818	818	818	818	818	818	818	818	818	818	818	9,000
Occupancy Expenses														

														Total
Rent Mortgage Interest Payments	6,600	18,432	18,432	18,432	18,432	18,432	18,432	18,432	18,432	18,432	18,432	18,432	18,432	221,184
Maintenance and Repairs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Leasehold Improvements	3,333	3,333	3,333	-	-	-	-	-	-	-	-	-	-	10,000
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment Rental and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contracted Building Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Expenses														
Insurance	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation	1,000	-	-	-	611	611	611	611	611	611	611	611	611	5,500
Food Service	-	-	-	-	9,271	9,271	9,271	9,271	9,271	9,271	9,271	9,271	9,271	83,436
Administration Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EMO management fee	-	-	-	-	-	19,002	-	-	-	-	-	-	-	19,002
Other General Expense	208	208	208	208	208	208	208	208	208	208	208	208	208	2,500
Unforeseen Expenses	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	1,584	19,002
6. Total Expenses	302,300	202,962	221,567	145,724	142,992	161,994	137,205	138,038	138,038	138,038	138,038	138,038	127,906	1,830,540
7. Fund Balance (end of month)	64,922	349,680	153,948	38,241	436,764	306,965	201,956	411,896	306,054	200,211	346,995	241,152	139,037	139,037

F. Board of Trustees Supporting Documents

Michael F. Curtin, Jr.

██████████
████████████
████████
██████████████

Employment History

2004 - Present   *DC Central Kitchen*   *Washington, DC*
Chief Executive Officer, 2007-Present (Chief Operating Officer, 2004 – 2007)
Responsible for entire operation of DC Central Kitchen, a pioneer of nationally recognized best practices related to fighting hunger, alleviating food deserts, providing culinary vocational training to at-risk adults, serving healthy school meals, and creating living wage jobs through social enterprise. Led the advent of DCCK's Healthy School Food program, which now serves 6,000 locally sourced, healthy meals at 8 DC Public Schools and 2 private schools in the District of Columbia. Successfully tripled the organization's size and budget, creating more than 100 living wage jobs in DC. DCCK's national arm, The Campus Kitchens Project, replicates DCCK best practices across the country, and currently has 42 locations nationwide that engage 20,000 student volunteers annually.

Major organizational awards won by DCCK include the 2010 Washington Business Journal 'Green Business Award for Innovation,' 2011 Mayor's Environmental Excellence Award, the 2012 DC Chamber of Commerce Community Impact Award, and 2014 Tavis Smiley-University of Maryland Social Innovation Challenge.

2002-2004   *Berkshire Consulting, LLC*   *Washington, DC*
President
Formed a hospitality and development consulting firm to service all aspects of the industry.
Clients included: The Falls Church Coalition for Smart Growth
                         Cassatt's Café
                         Restaurant Association Metropolitan Washington
                         Wilmorite Property Management

1998-2002   *Broad Street Grill*   *Falls Church, VA*
Owner/Operator
Designed and built 146-seat restaurant and bar. Responsible for every phase of development and operation including restaurant concept, menu design, staffing and training, marketing and promotion, ordering and inventory, accounting, bookkeeping, payroll and daily operations. Extensive involvement with local and national charities including Hoop Dreams Scholarship Fund, St. Jude's children's Research Hospital, DC Central Kitchen, Share Our Strength, Literary Council of Northern Virginia and FONZ. Annual sales of $900K. Staff of 40.

1996-1998   *McCormick and Schmick's Seafood Restaurant*   *Washington, DC*
Manager
Floor manager responsible for hiring, training, bar inventory, and ordering. Developed and conducted monthly staff training seminars. Annual sale of $7 million. Staff of 65.

1993-1996   *Dixie Grill*   *Washington, DC*
Manager/General Manager
Ran daily operations for absentee owners. Reworked original concept to create a more upscale entertainment experience. Responsible for all aspects of operation.
Annual sales of $1.1 million. Staff of 45.

1989-1993   *The Hay-Adams Hotel*   *Washington, DC*
Japanese Marketing Manager/Marketing Manager
Worked closely with the new Japanese owners to recreate imagine of this boutique, four-star property. Directly responsible for sales and marketing to Japanese and other international corporations as well as law firms. Member of team that redesigned and reworked food and beverage operations.

1986-1989   *Overseas Training Corporation/MC & P, Ltd.*   *Osaka, Japan*
English Teacher/Copywriter
Designed and conducted English language instruction for Japanese businessmen. Taught for one academic year at a private middle school. Wrote ad copy, annual reports, and company profiles for Japanese companies such as Sharp, Matsushita, Osaka Gas and Kansai Electric.

Education

Williams College, Williamstown, MA
Bachelor of Arts, Theology/Asian Studies, 1986

Gonzaga College High School
Washington, DC, 1978-1982

Professional Affiliations

1994-Present	Board of Directors, Restaurant Association Metropolitan Washington 2000-2001, Vice Chairman; 2001-2003, Chairman.
1999	Board of Directors, Falls Church Business & Education Partnership
1999-Present	Board of Directors, Greater Falls Church Chamber of Commerce
2001-Present	Founder & Co-Chair, Downtown Merchants Association, City of Falls Church
2003-2005	Member, City Center Task Force, City of Falls Church
2004	Member, Ad Hoc Tree Ordinance Committee, City of Falls Church
2007 – Present	Member, Executive Committee, Implementation Committee to Prevent and End Homelessness in the Fairfax-Falls Church Community
2011 – Present	Leadership Council, DC Hunger Solutions
2012 – Present	Advisory Board, Catalyst Kitchens
2012 – Present	Advisory Board, Center for Health and the Global Environment at Harvard Medical School
2013 – Present	Advisory Board, DC Greens

<u>Awards</u>
2012, Gael of the Year, St. Patrick's Day Parade of Washington, DC
2011, Pedro Arrupe Award, Gonzaga College High School
2010, Gelman, Rosenberg, and Freedman EXCEL Award for Nonprofit Management
2004, Special recognition for work with Downtown Merchants Association, Falls Church
    Chamber of Commerce
2001, City of Falls Church Business Person of the Year, Falls Church City Council
    Chairman's Award, Greater Falls Church Chamber of Commerce

<u>Recent Talks Given (2014 & 2015)</u>
The Atlantic City Makers Summit, Washington, DC
Food Tank Summit, George Washington University, Washington, DC
Partnership for a Healthier America Conference, Washington, DC
"EAT: The Story of Food" Panel, National Geographic, Washington, DC
World Social Enterprise Summit, Seoul, Korea
Venable Nonprofit Summit, Washington, DC
National Governor's Association, Washington, DC
W.K. Kellogg Foundation Conference, Detroit, MI
BALLE (Business Alliance for Local Living Economies) Conference, Oakland CA

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

Duties and Responsibilities of the Board:

1. Develop and support the mission and purpose Breakthrough Montessori PCS and keep it clearly in focus.
2. Select, support and review the performance of the school's Principal.
3. Manage resources effectively, including approving the annual budget, monitoring budget implementation, approving financial management and personnel policies, ensuring an annual audit and ensuring that adequate insurance is in place.
4. Determine, monitor and strengthen the educational program and operational systems of the school, including ensuring that challenging, measurable goals are in place and monitoring progress towards these goals.
5. Help the school meet its strategic goals by providing fundraising support.
6. Enhance the public standing of Breakthrough Montessori PCS in the local community and more widely.
7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8-10 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
8. Understand and comply with the Board's Bylaws.
9. Avoid or disclose any and all conflicts of interest.
10. Prepare an annual trustee development plan.

Read and understood:

signature	Michael F. Curtin Jr.	3/5/15
Signature	Printed Name	Date

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you, your spouse, or any member of your immediate family have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any education service provider (ESP) or any other company contracting with the proposed charter school?		X
3	Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
4	Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
6	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature *Michael J Curtin*	
Name (Printed) Michael F. Curtin Jr.	Title Board Member
Name of Proposed School: **Breakthrough Montessori PCS**	Date 3|5|15

Board Member Personal Statement

I, _____Michael F Curtin, Jr_, am a founding member of Breakthrough Montessori Public Charter School because (state your interest in the proposed charter school).

Having worked within the DC Public School system through DC Central Kitchen, I have seen the enormous potential of the students in our city and a very real desire on their part to learn and grow. I have also seen occasions when the current educational opportunities available can fall short and not provide young students with the strong base needed to be successful as they mature. I have been extremely impressed with Breakthrough's vision and experience in holistic, community based education, and I believe it will significantly improve outcomes later in life for the students who attend this new charter school.

Everything we do at DC Central Kitchen is focused not just on impacts today, but results that will affect our community in a positive way for generations to come. I look forward to the opportunity to take that same philosophy and the lessons I have learned over the last ten years and helping Breakthrough become the transformative educational opportunity I know it can be.

My role in the development of the charter application includes (state your role in the preparation of the charter application if applicable).

N/A

Should a charter be granted, the expertise and resources that I will bring in establishing Breakthrough Montessori PCS include (discuss the skills/experience/expertise that you have that will benefit the school).

In addition to six years of experience providing locally-sourced, scratch-cooked meals to DC school students, the Kitchen has been very involved in nutrition education and cooking programs, health and wellness programs, after school programs, literacy and numeracy education. In addition, the Kitchen has engaged many parent groups in programs similar to the ones we provide for students in order to reinforce behaviors and create a stronger, healthier family unit.

Through my time at DC Central Kitchen, I have also gained a strong knowledge of how the City works and who in the community are key players in the positive growth and transformation of our shared community. I look forward to sharing all of these experiences with my new colleagues at Breakthrough.

MB ARCH

DAVID C. BAGNOLI, AIA

David C. Bagnoli, AIA has over 22 years experience in Architecture and Urban Design, including academic, master planning, commercial mixed use, multi-family housing, and hospitality architecture. He is a graduate of the University of Pennsylvania and the University of Notre Dame and retains an active interest in academics serving as visiting critic and guest lecturer at the University of Pennsylvania, The Virginia Polytechnic and State University, Catholic University and The University of Maryland.

Mr. Bagnoli's projects have received numerous design awards at the highest level of the profession, including a national Honor Award and two national Housing Awards from the American Institute of Architects (AIA), two national Charter Awards from the Congress of the New Urbanism, and awards from a variety of regional and state AIA chapters including the State of Maryland, New York, the Boston Society of Architects, Washington, DC, and the Virginia Society of Architects.

Mr. Bagnoli has written and lectured on the dynamics of Town/Gown relationships throughout his career, and has lectured on this important topic at NACUBO's *Smart and Sustainable Campuses Conference*, the *National Smart Growth Conference*, and at the *National Building Museums' Smart Growth Speaker Series*. This work has been featured by the National League of Cities and was the cover article for NACUBO's *Business Officer Magazine.* Most recently, Mr. Bagnoli has lectured on this important topic at the International Town Gown Association and for the citizen's group *Building a Better Bend* in Bend, Oregon, as an introduction to the benefits of a planned 5,000 student campus for the Oregon State University, Cascades.

PROFESSIONAL WORKS

Architecture
- Kunzang Palyul Choling, Buddhist Temple and Monastery, Poolesville, MD
- Theta Chi Fraternity House, Randolph Macon College, Ashland, VA
- Barrie School Classroom Building, Silver Spring, MD
- College of William and Mary Tucker Hall Adaptive Reuse, Williamsburg, VA
- College of William & Mary Career Services Center, Williamsburg, VA
- The One Nest Project, Delaplane, VA
- North Park Street Graduate Housing, Dartmouth College, NH
- The Mercer and Wooster Condominiums, Arlington, VA
- Dartmouth College Faculty Housing, Hanover, NH
- Yale University Police Station, New Haven, CT
- Strathmore Concert Hall, Rockville, MD
- Seaside Lyceum, Seaside, FL
- Northeastern University Residence Hall & Academic Facility, Boston , MA

Urban Design/Master Plans
- Town/ Gown Planning Analysis, Grinnell College, IA
- Howard University, North Campus Gateway, Washington, DC
- Gallaudet University, Union Market Live/Work Student Residences, Washington, DC
- Marekt Square Masterplan, Norfolk, VA
- Community Crossways, Multi-Generational Master Plan, Wheaton, MD
- Downtown Hanover Mixed Use Town/Gown Master Plan, Hanover, NH
- Swarthmore College Faculty Housing Master Plan, Swarthmore, PA
- Dartmouth College Faculty Housing Master Plan, Hanover, NH
- New Neighborhoods of Fredericksburg, Fredericksburg, VA
- Falls Church Gateway, Transit-Oriented Development Plan, Falls Church, VA
- College of William & Mary, Williamsburg, VA ~ Site Location/Analysis (CSC)
- Carneros Inn & Resort Master Plan, Napa, CA
- Seaside Lyceum Performing Arts Complex, Seaside, FL
- DreamWorks SKG Headquarters/ Studios Master Plan, Playa Vista, CA
- Swarthmore College Faculty Housing Master Plan, Swarthmore, PA

WORK EXPERIENCE

McGraw Bagnoli Architects
Principal, 2011- Present

Cunningham | Quill Architects
Assocate Principal, 2004 – 2011
Ranked by Architect Magazine *as one of the top 50 firms in the US, 2011*

William Rawn Associates, Architects Inc
Associate ,1998-2004
Ranked by Architect Magazine *as the top firm in the US, 2009*

United States Air Force Officer
1992-1997

REGISTRATION
- District of Columbia
- Maryland
- Virginia
- Delaware
- Connecticut
- Ohio

PRACTICE AREAS
- Institutional/Academic
- Master Planning / Urban Design
- Adaptive Reuse
- Hospitality
- Residential - Multi Family
- Performing Arts
- Commercial / Mixed-Use

AFFILIATIONS
- American Institute of Architects
- Washington, DC AIA
- Society of College and Univeristy Planners (SCUP)
- International Town Gown Association (ITGA)

EDUCATION
- Master of Architecture;
University of Pennsylvania, 1998

- Certificate of Urban Design and Real Estate Development;
University of Pennsylvania, 1998

- Bachelor of Architecture;
University of Notre Dame, 1992

- B.A., Architecture and Art History;
University of Notre Dame, 1992

Breakthrough Montessori Public Charter School

McGRAW BAGNOLI ARCHITECTS PLLC

March 5, 2015

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

David C. Bagnoli, AIA
LEED AP, BD+C
Principal

Adam McGraw, AIA
Principal

McGraw Bagnoli Architects
1726 Connecticut Ave., NW
Suite 400
Washington, DC 20009

t: 202.506.7344
f: 202.478.0238
info@mcgrawbagnoli.com
mcgrawbagnoli.com

Duties and Responsibilities of the Board:

1. Develop and support the mission and purpose Breakthrough Montessori PCS and keep it clearly in focus.
2. Select, support and review the performance of the school's Principal.
3. Manage resources effectively, including approving the annual budget, monitoring budget implementation, approving financial management and personnel policies, ensuring an annual audit and ensuring that adequate insurance is in place.
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5. Help the school meet its strategic goals by providing fundraising support.
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7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Understand and comply with the Board's Bylaws.
8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

Sincerely,
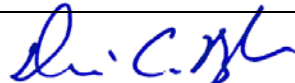
David C. Bagnoli, AIA.
Principal, McGraw Bagnoli Architects

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you, your spouse, or any member of your immediate family, have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any company contracting with the proposed charter school?		X
3	Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
4	Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
6	Are or will you, your spouse, or any member of your immediate family, be employed by the proposed charter school?		X
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

x

Signature	
Name (Printed) David C. Bagnoli, AIA	Title Proposed Board Member
Name of Proposed School: **Breakthrough Montessori PCS**	Date 3.5.16

McGRAW BAGNOLI ARCHITECTS PLLC

March 5, 2015

Board Member Personal Statement
Breakthrough Montessori Public Charter School

To Whom it May Concern:

I, David C. Bagnoli, AIA, am proud to be founding member of Breakthrough Montessori Public Charter School because I have seen the difference Montessori education can have on a student's life. Through my consulting with the National Center for Montessori in the Public Sector (NCMPS) I have had the professional opportunity to investigate and implement Montessori based programs in Connecticut, Massachusetts and Maryland. At the Crossway Community Montessori School in Montgomery County, MD I have seen the role Montessori education may play in the lives of students of all backgrounds and I am convinced that a Montessori Public Charter School in the District of Columbia with close affiliation to NCMPS is bound for success.

Should a charter be granted, the expertise and resources that I will bring in establishing Breakthrough Montessori PCS include my architectural design background as well as my familiarity with the District of Columbia's regulatory agencies, real estate development community and local non-profit organizations?

Sincerely,

David C. Bagnoli, AIA.
Principal, McGraw Bagnoli Architects

David C. Bagnoli, AIA
LEED AP, BD+C
Principal

Adam McGraw, AIA
Principal

McGraw Bagnoli Architects
1726 Connecticut Ave., NW
Suite 400
Washington, DC 20009

t: 202.506.7344
f: 202.478.0238
info@mcgrawbagnoli.com
mcgrawbagnoli.com

DEBORAH L. GASTON

_____
National Museum of Women in the Arts ◆ ███████████████████████████
████████ ██████████ █████████

MUSEUM EXPERIENCE

National Museum of Women in the Arts (NMWA), Washington, D.C.

Director of Education and Digital Engagement	**2014–present**
Director of Education	2005–2014
Associate Curator of Education and Assistant Curator of Education	2000–2003

- Core Responsibilities
  - Oversee education and public program strategic planning, content, fundraising, evaluation, and budget
  - Oversee institutional website, digital media, and education technology initiatives, including strategic planning, fundraising, budgeting, and vendor communication
  - Manage four full-time staff members (two for education; two for website)
  - Develop educational and interpretative materials, including See For Yourself visitor guide and Guide By Cell audio recordings
  - Present lectures and gallery talks for Board of Trustees, special guests, general public, and docents, and teach annual, eight-week survey of women artists
  - Cultivate partnerships with area museums, local and national organizations, and D.C.-area schools
  - Advocate for NMWA, its mission, and its programs with potential supporters
  - Write articles for *Women in the Arts* magazine related to exhibitions and education programs
- Accomplishments
  - Supervised development and launch of Google Cultural Institute initiatives, 2013–2014
  - Supervised redesign of institutional website and Art, Books, and Creativity mini-site, both 2011–2012
  - Implemented annual, week-long Art, Books, and Creativity Summer Institute (beg. 2010) and Advanced Institute (beg. 2013) serving D.C. metropolitan-area art and classroom teachers
  - Co-curated with Chief Curator: *Trove: The Collection in Depth* (fall 2011) and *Telling Secrets: Codes, Captions, and Conundrums in Contemporary Ar*t (fall 2009); curated *Fashion Forward: Photographs by Louise Dahl-Wolfe* (spring 2009)
  - Directed *Teachers Connect: Distance Learning in the Arts,* a four-year Arts in Education Model Development and Dissemination grant project funded by the U.S. Department of Education
  - Wrote successful education and website grants to foundations and government agencies, including $4 million grant from U.S. Department of Education
- As Assistant and Associate Curator of Education: developed family-friendly installations in the Education Resource Center; managed Role Model Workshops for Teens: hired artists, recruited participants, evaluated outcomes, wrote grants; managed Literary Programs: booked writers, coordinated readings and student writing workshops, evaluated outcomes, edited student anthology, wrote grants; managed Intern Program: recruitment, placement, orientation, and evaluation.

Hirshhorn Museum and Sculpture Garden, Smithsonian Institution, Washington, D.C.

Education Specialist	2003–2005

- Managed 115-member Docent Corps: recruitment, training, evaluation, and retention
- Developed teacher resources on diverse collection and exhibitions content: Latin American Art, Isamu Noguchi, and American Life in the 20th Century
- Developed teacher programs related to collection and special exhibitions: organized and implemented biannual workshops and annual summer Open House for educators; created materials and activities for classroom use
- Fostered relationships with local school districts to better serve area teachers and students
- Presented public lectures and gallery talks on modern and contemporary art and artists: Chan Chao, Ana Mendieta, Cathy de Monchaux, Isamu Noguchi, Sam Taylor-Wood, and Jeff Wall

Breakthrough Montessori Public Charter School

TEACHING EXPERIENCE
Co-Instructor, Trinity Washington University, Washington, D.C.   Summer 2010-present
Book Arts & Literacy in the Classroom (EDU 505W)

Co-Instructor, Trinity Washington University, Washington, D.C.   Summer 2013
Advanced Book Arts & Literacy in the Classroom (EDU 506W)

Instructor, Corcoran College of Art and Design, Washington, D.C.   Spring 2003
Developed Feminism and Art History course for undergraduates: lectures, discussion

EDUCATION
M.A., Art History, Williams College, Williamstown, Massachusetts, May 1991
Coursework: European and American painting, sculpture, and architecture; art history theory and methodology

B.A., Art History, summa cum laude/departmental honors, Texas Christian University, Fort Worth, May 1989
Minors in Journalism and German

ADDITIONAL GRADUATE STUDIES
Advanced to Doctoral Candidacy, Art History, University of Delaware, Newark, October 1994
Major Field: American painting, sculpture, architecture; Minor Field: European painting and sculpture, 1775–1920

PROFESSIONAL DEVELOPMENT
- Teaching Institute in Museum Education (TIME), School of the Art Institute of Chicago, August 2014
- PIE Institute, Exploratorium, San Francisco, CA (July 2014)
- Visual Thinking Strategies: Professional Development Institutes I–III , 2007–2009
- Museum-Ed listserv on-line course Writing for Adult Visitors, August 2008
- Project Zero Classroom Summer Institute at Harvard University, July 2006

SELECTED PRESENTATIONS
- "The ABC Curriculum Picks Up STEAM," co-presenter, NAEA conference, San Diego, March 2014
- "Webucation: Tapping Into Your Online Community" and **"DIY Professional Development: Building a Community of Colleagues on a Shoestring Budget,"** co-presenter, NAEA conference, Fort Worth, March 2013
- "See for Yourself: Rethinking Written Interpretation for Adult Visitors;" "At the Core: Respecting the *Art* in Art Integration;" and "See, Do, Teach: Museums, Teacher Professional Development, and Student Impact," co-presenter, NAEA conference, New York City, March 2012
- "Traversing the Digital Divide: Museums Inspiring Teacher Creativity and Innovation Through the Web," co-presenter, NAEA conference, Seattle, March 2011
- "Creative Revolutionaries and Visionaries: Modern and Contemporary Artists at the National Museum of Women in the Arts," for Women's History Month at the Library of Congress, Washington, D.C., March 2008

PROFESSIONAL AFFILIATIONS
- Board Member (Museum Representative), Art Education D.C., NAEA affiliate, since November 2014
- Board Member, The Innovation Collaborative, since May 2013
- Art Education D.C., since 2012 (founding year)
- ArtTable, since 2005
- National Art Education Association (NAEA), since 2004
- American Alliance of Museums (AAM), since 1997
- Phi Beta Kappa, since 1989

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

Duties and Responsibilities of the Board:

1. Develop and support the mission and purpose Breakthrough Montessori PCS and keep it clearly in focus.
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7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Understand and comply with the Board's Bylaws.
8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

Deborah L. Gaston   Deborah L. Gaston   3/3/2015
Signature   Printed Name   Date

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you, your spouse, or any member of your immediate family, have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any company contracting with the proposed charter school?		✓
3	Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4	Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family, be employed by the proposed charter school?		✓
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature *Deborah L Gaston*	
Name (Printed) Deborah L. Gaston	Title Div. of Education & Digital Engagement
Name of Proposed School: **Breakthrough Montessori PCS**	Date 3/4/2015

Personal Statement: Deborah Gaston

I, Deborah Gaston, am a founding member of Breakthrough Montessori Public Charter School because I am committed to improving the lives of Washington, D.C.'s children and families. I believe that the individualized, student-centered learning and active family engagement at the heart of the Breakthrough Montessori model are vital to the development of a child's full potential.

Should a charter be granted, I will apply my expertise and resources to establishing Breakthrough Montessori PCS. During my 15 years as an art museum educator in Washington, D.C., I have worked closely with students and teachers in metropolitan area schools. The methodologies I practice in my gallery teaching align with the learner-centered approach of the Montessori model and share its values. Additionally, my experience developing partnerships with other museums, arts organizations, and schools will be brought to bear on building substantive collaborations with area civic, cultural, and educational organizations.

Sincerely,

Deborah L. Gaston
Director of Education and Digital Engagement
National Museum of Women in the Arts

RACHEL KIMBOKO

SUMMARY

Montessori teacher with expertise in educational program design, management, and evaluation; human and organizational development; curriculum and instructional design.

SKILLS & KNOWLEDGE

Education
- Deliver an AMI Montessori Elementary curriculum with fidelity
- Observe student performance and devise individuated instruction/tutoring to meet learning objectives
- Design and write curricula & training programs, including both student and instructor materials
- Use scenario-, reference-, and/or project-based instruction to tie learning to meaningful goals
- Develop scenario-based and traditional assessment items (rubrics, multiple-choice, and open response)
- Design and deliver presentations and workshops for a wide range of audience types and sizes

Management
- Lead development of organizational and team vision
- Establish policies, procedures, and documentation for key business functions
- Approve purchases, contracts, and other expenditures in compliance with budget
- Recruit, hire, supervise, develop, and evaluate staff

Program Development
- Develop activities to meet program goals and outcomes
- Create and implement theory of change, logic model, evaluation plan, and evaluation methods/tools
- Work with program staff to make adjustments to program approach and implementation
- Implement knowledge management initiatives, including discussions of best practices
- Develop procedures, policies, and documentation for program operations

Resource Engagement
- Identify and engage appropriate in-kind/pro-bono goods and services
- Participate in all phases of proposal development for grants and contracts
- Work with senior staff to identify, develop, and maintain partnerships/strategic relationships
- Complete monthly, quarterly, and annual reports to funders

EDUCATION & TRAINING

Hershey Montessori Training Institute   Cleveland, OH
  Bachelor of Arts (AB), Social Psychology; Class of 1987 (degree conferred in 1989).

Washington Montessori Institute @ Loyola College (WMI)   Columbia, MD
  Bachelor of Arts (AB), Social Psychology; Class of 1987 (degree conferred in 1989).

Harvard Graduate School of Education   Cambridge, MA
  Masters in Education (EdM), Technology in Education concentration; June 1996.

Dartmouth College   Hanover, NH
  Bachelor of Arts (AB), Social Psychology; Class of 1987 (degree conferred in 1989).

2013 International Montessori Congress, Association Montessori Internationale (Portland, OR)
Inclusive Montessori (Nov 2013), *Storytelling* (Jan 2013), and *Supporting the Dyslexic Child* (Nov 2012); WMI (Columbia, MD)
Marc Brackett, PhD: Emotionally Intelligent Schools, Aidan Montessori (Washington, DC)
Responsive Classroom ® Level One, NFC Summer Institute for Elementary Educators (Alexandria, VA)
*Building High Performing Team*s and *Leading through Coaching*, MIT (Cambridge, MA)
Exploring Group Dynamics, Sole & Associates (Durham, NH)
Community Development Institute, NTL® Institute for Applied Behavioral Science (Bethel, ME)
Community Services Efficacy Seminar, The Efficacy Institute (at NTL® Institute)

P R O F E S S I O N A L C E R T I F I C A T I O N

Regular I, Elementary (DC)   August 2012

Association Montessori Internationale (AMI) – Elementary Certificate   June 2014

P R O F E S S I O N A L E X P E R I E N C E

DC Public Schools – Elementary Montessori Teacher   Washington, DC
    Capitol Hill Montessori School @ Logan (Aug 2012 – present)
    Common Core Reading Corps (Jun – Aug 2014)
    Elementary Literacy Professional Development Facilitator: Close Reading (Sep 2013 – present)
    Thurgood Marshall Elementary School (Long-Term Substitute, Sep 2011 – June 2012)

Prince George's County Public Schools – Lower Elementary Montessori Teacher   Oxon Hill, MD
    John Hanson Montessori School (Aug 2010 – Jun 2011)

Aidan Montessori School   Washington, DC
    Upper Elementary Assistant (Aug 2008 – Jun 2010)
    Before & After School Programs Coordinator (Aug 2007 – Jun 2008)

Community Preservation & Development Corporation   Washington, DC
    Assistant Manager for Youth Development Programs (Oct 2005 – Aug2006)
    Database Coordinator (Sep – Dec 2006)

Jubilee Enterprise of Greater Washington   Washington, DC
    Director of Community Services (Jul 2003 – Oct 2005)

Education Development Center, Inc. — Sr. Research & Development Associate   Newton, MA
    America Connects Consortium
        • Director of Training (Oct 2001 – Jul 2003) , Education Specialist (Aug 2000 – Sep 2001)
    Partners for Information Technology in Education & Training (Aug 2001 – Jul 2003)
        • NSF IT Applications Across Career Clusters: Curriculum Specialist
        • IT Career Cluster Initiative, Career Development Program: strategic planning/technical assistance
        • National Academies Foundation, Year of Planning: strategic planning/technical assistance
    Neighborhood Networks
        • Project Director (Aug 2000 – Jun 2001), Research & Development Associate (Sep 1999 – Jul 2000)

Urban League of Eastern Massachusetts   Roxbury, MA
    Manager for Technology (Sep 1998 – Jul 1999)
    Technology Center Coordinator (Jun 1997 – Aug 1998]

Massachusetts Institute of Technology "Community Fellows Program" (Aug 1996 - Aug 1997) Cambridge, MA

City Year – National (Jan 1994 – Jun 1995)   Boston, MA

Bank of Boston (Jun 1988 – Jan 1994)   Boston, MA

V O L U N T E E R I S M & M E M B E R S H I P S

Capitol Hill Montessori @ Logan   Washington, DC
    PTSO Board (Elementary Team Representative)   Fall 2013 – present

National Collegiate Preparatory Public Charter High School   Washington, DC
    Founding Board Member, Secretary   January 2008 – January 2013

Office of the State Superintendent for Education   Washington, DC
    Board of Examiners   January 2009 – December 2011

Black Alumni of Dartmouth Association   1987 – present

Delta Sigma Theta Sorority, Inc.   1985 – present

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

Duties and Responsibilities of the Board:

1. Develop and support the mission and purpose Breakthrough Montessori PCS and keep it clearly in focus.
2. Select, support and review the performance of the school's Principal.
3. Manage resources effectively, including approving the annual budget, monitoring budget implementation, approving financial management and personnel policies, ensuring an annual audit and ensuring that adequate insurance is in place.
4. Determine, monitor and strengthen the educational program and operational systems of the school, including ensuring that challenging, measurable goals are in place and monitoring progress towards these goals.
5. Help the school meet its strategic goals by providing fundraising support.
6. Enhance the public standing of Breakthrough Montessori PCS in the local community and more widely.
7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Understand and comply with the Board's Bylaws.
8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

Rachel Kimboko   Rachel Kimboko   3-3-15
Signature   Printed Name   Date

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you, your spouse, or any member of your immediate family, have any contractual agreements with the proposed charter school?		✓
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any company contracting with the proposed charter school?		✓
3	Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		✓
4	Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		✓
6	Are or will you, your spouse, or any member of your immediate family, be employed by the proposed charter school?		✓
7	Did you or your spouse provide any start-up funds to the proposed charter school?		✓
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		✓
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?	✓	
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature *Rachel Kimboko*	
Name (Printed) Rachel Kimboko	Title Founding Board member
Name of Proposed School: **Breakthrough Montessori PCS**	Date 3-3-15

Board Member Personal Statement

I, Rachel Kimboko, am a founding member of Breakthrough Montessori Public Charter School because I believe strongly that a Montessori approach to education benefits children <u>and</u> should be publicly available. Washington, DC children and their families will benefit from the systematic whole child-whole family approach of their model.

As a founding board member with Breakthrough Montessori, I bring a specific set of experience and skills that may be helpful in the establishment of the school. I have a decade of experience working with students and their families in Washington, DC. Before I entered the classroom I worked to design and implement high quality out-of-school time youth programming in several of Washington, DC's distressed housing communities. I also bring deep connections to the Washington, DC Montessori community both as a parent and educator. As a parent, I know firsthand the benefits of being part of the kind of fully engaged school community that Breakthrough seeks to build. As an educator, I have been lucky enough to observe and student teach in several of the most established private Montessori schools in the area; I actively maintain and extend these connections through regular participation in the Montessori professional world. Today I teach in a school which is both well-established—having a more than two-decade history as a highly successful public Montessori program—and new—in its fourth year as a stand-alone school. Furthermore, I served as a founding board member (and for four more years) of a public charter high school which still exists today.

Serving on the Breakthrough Montessori PCS board gives me the opportunity to engage in work that I love. Early in my career I dedicated nearly a decade to work and volunteer in a number of innovative youth-development organizations; I enjoy the "start-up" process and the hard work of bringing a vision to reality. I have more than twenty years' experience as a designer and facilitator of adult education in a wide range of content and settings—and the experience of going through several intense adult education experiences, including Montessori training. I hope to be actively engaged in supporting a Montessori teacher training residency. Finally, I hope to both contribute and learn as Breakthrough Montessori PCS actively addresses the challenges of integrating data driven interventions and instruction into our intensely child-centered approach.

Should a charter be granted, I will be proud to support the school by serving on the founding board, offering advice, skills and responsible governance during the planning year.

Rachel Kimboko
Elementary Teacher
Capitol Hill Montessori School @ Logan

VICTORIA-MARÍA MACDONALD

Minority & Urban Education Program
Department of Teaching & Learning, Policy & Leadership
College of Education
University of Maryland, College Park
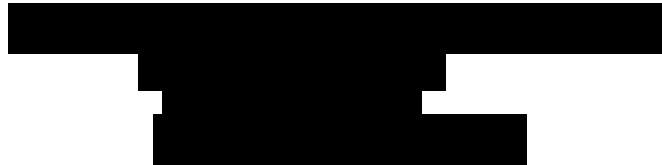
CERTIFICATION

I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

April 2, 2014

Victoria-María MacDonald   Date

1. PERSONAL INFORMATION
A. Education

Spencer Post-Doctoral Fellow and Visiting Scholar, 1993-1994.
National Academy of Education. School of Education, Stanford University.
History of American Education.

Doctor of Education, 1992
Harvard Graduate School of Education, Teaching, Curriculum, and Learning Environments.
Specialization: History of American Education.

Master of Education, 1984
 Harvard Graduate School of Education
Concentration: Administration, Policy, and Social Planning/Higher Education.

Breakthrough Montessori Public Charter School
Bachelor of Arts, 1983
Wellesley College, Massachusetts
Major: History, cum laude, thesis honors, Senior Prize in American History

B. Professional

Assistant Professor and Unit Coordinator - Minority & Urban Education Program
 January 2008 – present,
Department of Teaching, Learning, Policy & Leadership
Minority & Urban Education Program
University of Maryland, College Park

Visiting Associate Professor, 2007- 2008.
Department of Curriculum and Instruction and Department of Education Policy and
Leadership (50/50%).
University of Maryland, College Park

Visiting Associate Professor, 2005-06.
Department of Education Policy and Leadership
University of Maryland, College Park.

Associate Professor, 2002-2005, History and Philosophy of Education, Department of
Educational Leadership and Policy Studies, Florida State University. Courtesy Professor,
Department of History, Florida State University.

Assistant Professor, 1995-2002, History and Philosophy of Education. Department of
Educational Leadership and Policy Studies, Florida State University. Courtesy Professor,
Department of History, Florida State University.
Promotion and Tenure granted May 2002.

Lecturer in Education, 1994-1995, Department of Education, Tufts University, Medford,
Massachusetts. Responsible for teaching graduate and undergraduate course in the history of
education and supervision of teacher interns.

Teaching Fellow and Graduate Research Assistant, 1987-1989. Harvard Graduate School of
Education. Course, Social History of American Teachers. Research project coordinator for
Joel Perlmann and Robert A. Margo, PI's, "Who Were America's Teachers?" funded by the
National Science Foundation and Spencer Foundation. Research incorporated into Perlmann,
J. & Robert A. Margo, *Women's Work? American Schoolteachers, 1650-1920*. Chicago:
University of Chicago Press, 2001.

C. Administrative Experience

Unit Coordinator, Minority & Urban Education, January 2008 – December 2013
Responsible for course scheduling, recruitment and admissions, academic monitoring, and
other relevant duties for growing M.Ed., M.A. and Ph.D. program of over forty-five students.

Coordinator Undergraduate Studies, College of Education, Florida State University, 2000
2005.
Responsible for the biannual hiring, training, and supervision of approximately fifteen
instructors, fieldwork coordinators, and webmasters needed to teach and provide support

Breakthrough Montessori Public Charter School
services for the state-mandated course, *Introduction to Education*. Creation and maintenance of public school partnerships for the placement of over seven hundred students annually. Each student required to fulfill fifteen hours of fieldwork in the Leon County, Florida public schools at elementary, middle, and high school levels.

2. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Note: underlined names represent graduate student co-authors. As senior author, my contribution to those works was substantial as researcher, writer, and mentor.

A.   Books
MacDonald, V.M. *The Upas Tree: Tracing the Roots of Educational Segregation, Desegregation, and Re-segregation in a Southern Town, 1840-2000*. Under revision. New York: Palgrave/Macmillan Press.

MacDonald, V.M. (Ed.)* (2004). *Latino Education in the United States: A Narrated History, 1513-2000.* New York: Palgrave/Macmillan.

*Editor is reference to inclusion of primary source documents in addition to original historical narrative.

**Critics Choice Award Winner, (2005). American Education Studies Association

B. Book Chapters

MacDonald, V.M. & Rivera, J. (2015). "History's prism in education: A spectrum of legacies across centuries of Mexican American agency, experience, and activism 1600s – 2000s." In Zambrana, R. & Hurtado, S. (eds). *The Magic Key: The Educational Journey of Mexican-Americans from K-12 and to College and Beyond Austin: University of Texas Press.*

MacDonald, V.M. (2013). "Demanding Their Rights: The Latino Struggle for Educational Access and Equity." Invited Chapter for *American Latinos and the Making of the United States: A Theme Study*. National Park Service. Washington, D.C.: U.S. Department of Interior. 25pp.
http://www.nps.gov/history/nr/travel/american_latino_heritage/American_Latinos_and_the_Making_of_the_United_States_%20A_Theme_Study.html

MacDonald, V.M & Carrillo, J. (2010), "The United Status of Latinos," In Villenas, S., et al, Eds. *Routledge Handbook of Research on Latinos and Education.* New Brunswick, NJ: Lawrence Earlbaum Press, pp. 8-26.

**Critics Choice Award Winner, (2010). American Education Studies Association

Zambrana, R. & MacDonald, V.M. (2009). Staggered Inequalities Facing Women in Higher Education: Micro and Macro Social and Institutional Barriers by Gender, Race,

and Ethnicity. In B.T. Dill and R. Zambrana, (Eds.), *Emerging Intersections: Building Knowledge and Transformation Institutions*. Piscataway, NJ: Rutgers University Press, pp.73-100.

MacDonald, V.M. & Nilles, M.R. (2007). Nationalism and Latino Southwestern History. In K. Tolley, (Ed.), *Transformations in Education: Nationalism, Race and Ethnicity* (pp.343-386). New York: Palgrave/Macmillan.

MacDonald, V.M. & Monkman, K. (2005). Historical Perspectives on Latino/a Education. In Pedraza, P. & and Rivera, M. (Eds.), *Latino Education: An Agenda for Community Action Research* (pp.47-73). New Brunswick, NJ: Lawrence Earlbaum Press.

MacDonald, V.M. & Lenington, E. (2004). The Philanthropic Strategies of Martha Berry, Berry College, Georgia, 1901-1940. In Walton, A. ed. *Women and, Philanthropy in Education*** (pp.81-104). Bloomington, IN: Indiana University Press.

**Recipient of the 2006 John Grenzebach Award by the Council for Advancement and Support of Education (CASE) for "outstanding published research on philanthropy."

MacDonald, V.M. & Garcia, T. (2003). Latino Higher Education: Historical Pathways to Access. * In Jones, L. & Castellanos, J. (Eds.), *The Majority in the Minority: Retaining Latina/o Faculty, Administrators, and Students in the 21st Century* (pp.15-43). Sterling, VA: Stylus Press.

*Selected for inclusion in Goodchild, L. & Wechsler, H., (Eds.) *The History of Higher Education, 3rd ed.* (2007). Association for the Study of Higher Education (ASHE) Needham Heights, MA: Pearson Custom Publishing.

Herrington, C. & MacDonald, V.M. (2000). Accountability as a School Reform Strategy: A Thirty-Year Perspective on Florida. In Herrington, C. & Kasten, K. (Eds.), *Florida 2001: Educational Policy Alternatives* (pp.7-34). Jacksonville, FL: University of North Florida.

C.   Articles in Refereed Journals.

MacDonald, V.M. & Benjamin P. Hoffman (2012). Compromising La Causa?: The Ford Foundation and Chicano Intellectual Nationalism in the Creation of Chicano History, 1963-1977. *History of Education Quarterly*, 52 (3), 251-281.

MacDonald, V.M. (Winter 2008). What is Curriculum Studies?: State of the Field. *Journal of Curriculum & Pedagogy*, 5 (2).

MacDonald, V.M., J. Botti, & L. Hoffman Clark. (Winter 2007). From Visibility to Autonomy: Latinos and Higher Education in the United States from 1965-2005. *Harvard Educational Review.* Vol. 77 (4), 474-504.

MacDonald, V.M. (2001). Hispanic, Latino, Chicano or "other?": Deconstructing the relationship between historians and Hispanic American educational history. *History of Education Quarterly,* 41(3), 365-413.

MacDonald, V. M. (1999). The paradox of bureaucratization: New views on Progressive Era teachers and the development of a woman's profession. *History of Education Quarterly,* 39(4), 427-453.

Heffron, J. R. & MacDonald, V.M. (1996). Voices. *Educational Researcher*, 25(6), 4, 17.

Works in Progress

 MacDonald, V.M., Carey, R.L, & Shockley-Terrell, E. Staggered Inequalities, Porous Opportunities, and Impermeable Boundaries: A Theoretical Comparative Framework of African American and Mexican American Educational Histories. Manuscript for submission to *Educational Researcher.* 25 pp.

MacDonald, V .M. (2012). The Fractured Pipeline: Mexican American Access to High Schooling, 1920-1954.

D.   Monographs, Reports, and Encyclopedias.

MacDonald, V.M. & Carey, R. (forthcoming). "Education," in Oboler, S., & D. Gonzales, co-editors. E*ncyclopedia of Latinos & Latinas in Contemporary Politics, Law, & Social Movements* 2 vols. New York: Oxford University Press.

MacDonald, V.M. & Nilles, M. R. (2005). Education. In Oboler, S. & González, D.J. (Eds). *Oxford Encyclopedia of Latinos and Latinas in the United States* (Vol. 2, pp.9-17). New York: Oxford Press.

Macias, R., MacDonald, V.M., & Carrillo, J. (2005). Bilingual Education. In Oboler, S. & González, D.J. (Eds). *Oxford Encyclopedia of Latinos and Latinas in the United States* (Vol. 1, pp.170-176). New York: Oxford Press.

MacDonald, V.M. (2004). The status of English Language Learners in Florida: Trends and prospects. In Molnar, A. (Ed.). *Reform Florida*. Tempe, AZ: Arizona State University, Education Policy Studies Laboratory. (EPSL 0401-113-EPRU)

MacDonald, V.M. & Garcia, T. (2004). Education of Mexican Americans. In *Encyclopedia of the Midwest*. Bloomington, IN: Indiana University Press.

Herrington, C. & MacDonald, V.M. (2002). Historical evolution of federal impact laws. In Guthrie, J. (Ed.) *Encyclopedia of Education*, 2nd edition. New York: MacMillan Reference.

MacDonald, V.M. (1999). Martha McChesney Berry. In *American National Biography* (Vol.2, pp. 689-690). Oxford: Oxford University Press.

MacDonald, V.M. (1999). Amy Bradley Morris. In *American National Biography* (Vol.3, pp. 370-372). Oxford: Oxford University Press.

MacDonald, V.M. (1999). John William Cooper. In *American National Biography* (Vol. 5, pp. 466-468). Oxford: Oxford University Press.

Breakthrough Montessori Public Charter School

MacDonald, V. M. (1998). Hispanic American Women. In Eisenmann, L. (Ed.) *Historical Dictionary of Women's Education in the United States* (pp.201-203). Westport, CT: Greenwood Press.

E. Book Reviews, Other Articles, and Notes

i.   Book Reviews

MacDonald, V.M. (Feb. 2014). [Review of the book, *Negotiating Empire: The Cultural Politics of Schools in Puerto Rico, 1898-1952*. (Madison: University of Wisconsin Press, 2013)]. *History of Education Quarterly*, 54, (1), 103-106.

MacDonald, V.M. & Hoffman, B. (Feb. 2010). [Review of the book, *To Educate a Nation: Federal and National Strategies of School Reform*, Carl F. Kaestle and Alyssa E. Lodewick eds.(Lawrence: University Press of Kansas, 2007.] *History of Education Quarterly*, 50, (1), 101-103.

MacDonald, V.M. (Winter 2008). [Review of the book, *Mexicans and Hispanos in Colorado Schools and Communities, 1920-1960*] *Journal of Latino Studies*, 6 (4), 483-485.

MacDonald, V.M. & Carrillo, J. (2006). [Review of the book *Chicanas and Chicanos in School: Racial Profiling, Identity Battles, and Empowerment*]. *International Journal of Qualitative Studies in Education,* 19 (1), 129-132.

MacDonald, V.M. & Hoffman Clarke, L. (2006). [Review of the book *Seattle Women's Teachers of the Interwar Years: Shapers of a Livable City*]. *Western Historical Quarterly,* 37(3).

MacDonald, V.M. (2005). [Review of the book *Doomed to Fail: The Built-in Defects of American Education*]. *The Historian,* 67(4), 820.

MacDonald, V.M. (1998). [Review of the book *The Other Struggle for Equal Schools: Mexican Americans during the Civil Rights Era*]. *History of Education Quarterly,* 38(3), 475-477.

ii. Other Articles

(Huntzinger) MacDonald, V.M. (1995). Portraits in Black and White: A micro and macro view of Southern teachers before and after the Civil War. (ERIC Document Reproduction Service No. ED390856)

F.   Talks, Abstracts, and Other Professional Papers Presented

i.   Invited talks – Selected

MacDonald, V.M.(2014). *Legacies of the Latino Demographic Surge of the 20th/21st Centuries and U.S. University Policies: Directions for Reform.* Invited Speaker for Presidential Panel: The Uses of the Past: What the History of Education Can Teach the

6

Future University. History of Education Society 54th Annual Meeting, Nov. 6-9th Indianapolis, IN.

MacDonald, V.M. (2012, May). *Historical and Contemporary Perspectives on Latina/o Education: What Educators Need to Know.* Maryland Association of Pupils and Personnel Annual Meeting, Ocean City, Maryland.

MacDonald, V.M. (2012, September). Invited Talk for U.S. State Department International Leaders Visitors Program. *The U.S. Public Schools: Historical roles and purposes for a changing society.* U.S. Department of State: Washington, D.C.

MacDonald, V.M. (2012, October 1). Invited Talk for Latino Heritage Month. *Latino History 101.* Colby College, Waterville, Maine.

MacDonald, V.M. (2011, September). Invited talk for Latino Heritage Month. *Brown and Black in Higher Education Access: Towards a Historical Comparative Framework.* Latino Studies Program, Center for Latin American & Caribbean Studies, College of Arts and Sciences. Indiana University, Bloomington, IN.

MacDonald, V.M. (2011, October). Invited Keynote Address: *Historical and Contemporary Perspectives on the Latina/o Population.* Latin American Studies Institute, Towson University, Towson, MD.

MacDonald, V.M. (2011, July). *Latino & Black History.* Black/Latino Youth Summit. Sponsored by the U.S. Hispanic Youth Entrepreneurship (USHYEE). Fanny Coppin State University, Baltimore, MD.

MacDonald, V.M. (2009, November). *Colonization, Culture, and Conflict: Towards an Educational History of Mexican American Border Schooling in Texas in the late 19th and early 20th Centuries.* Old Valley New Valley Symposium: The Past, Present, and Future of the Lower Rio Grande Valley. Symposium sponsored by the University of Texas, Austin Center for Mexican American Studies & South Texas College. McAllen, TX.

MacDonald, V.M. (2009, November). *Civic Empowerment and Diminishing Discrimination: World War II and Latino Veterans.* Research Presentation for UMD Veteran's Affairs Office and Office of Multicultural Affairs Veteran's Day Celebration, University of Maryland, College Park, MD.

MacDonald, V.M. (2009, September). *Aligning Immigrant and Native Minority Children's Educational Needs: Political and Moral Will Among Federal Policies.* Presentation for Colloquium Series, Maryland Institute for Minority & Urban Achievement. University of Maryland, College Park, MD.

MacDonald, V.M. (2007, October). *Institutional Change to Support College Success.* Presentation for the National Capitol Summit: Latino Students & Educational Opportunity. Educational Policy Institute, Washington D.C.

MacDonald, V.M. (2007, October). *Hispanic Serving Institutions and Historically Black Colleges, 1965-2000.* Presentation for the 2nd Annual Black and Latino Educational Symposium. University of Maryland, College Park.

MacDonald, V.M. (2007, April). *The Development of Hispanic Serving Institutions, 1965-2005.* Presentation for the Inaugural Latina/o Studies Working Group Research Symposium. Disrupting Latinidad: Critical Perspectives on U.S. Latina/o Studies. University of Maryland, College Park, MD.

MacDonald, V.M. (2007, April). *A vision for equity and excellence for African American and Latino Students: What will it take?* Presentation for the Equity in Education Coalition. Montgomery County Education Association, Rockville, MD.

MacDonald, V.M. (2007, April). *Preparing the University of Maryland for a Multilingual Society.* Panel Presentation for the University of Maryland Council on Equity. University of Maryland, College Park, MD.

MacDonald, V.M. (2005, February). *Comparing Black & Brown in educational history: Potentials or pitfalls?* Speaker for the Center for Education Policy and Leadership, University of Maryland, College Park, MD.

MacDonald, V.M. (2005, December). *Latinos and Blacks in the 21st Century: Historical Legacies.* Special Panel Presentation of selected authors of *Latino Education: An Agenda for Community Action and Research.* Center for Puerto Rican Studies, Hunter College, New York, NY.

MacDonald, V.M. (2005, April). Keynote Speaker, *Diversity in Educational History.* Division F Mentoring Seminar, American Educational Research Association Annual Meeting, Montreal, Canada.

MacDonald, V.M. (2004, October). *The Significance of Hispanic Heritage Month.* Speaker for Hispanic Heritage Celebration, State of Florida, Governor's Mansion, Tallahassee, FL.

MacDonald, V.M. (2004, March). Keynote Speaker. Florida Hispanic/Latino Collegiate Forum. Florida State University, Tallahassee, FL

MacDonald, V.M. (2002, September). *Building on the Past, Forging the Future: Latino Educational Leadership.* Keynote Speaker for Latino Heritage Month, New College, Sarasota, FL.

MacDonald, V.M. (2001). *Paving the Way for Future Generations.* Keynote Speaker for Hispanic Heritage Month Celebration. Federal Corrections Institute, Marianna, FL.

MacDonald, V.M. (2000, February). *The History of Diversity and Higher Education in the United States.* The Florida State University Forum, Celebrating and Valuing Diversity. Law School Rotunda, Florida State University, Tallahassee, FL.

MacDonald, V.M. & panelists Graham, P.A., Lagemann, E.C. & Leloudis, J.L. (1998, February). *The Uses of History in Education.* Paper for Panel Presentation at President William J. Clinton's Millennium Symposium, "An Inaugural Event to Honor the Past and Imagine the Future of Education in America." U.S. Department of Education, Barnard Auditorium, Washington, D.C.

MacDonald, V.M. (1997). *How Long Did Women Teach?: Exploring Assumptions about Nineteenth Century Teacher Tenure and the Rural/Urban Divide*. Paper Presented at the History and Economics Workshop, Department of Economics, University of Chicago. Chicago, IL.

MacDonald, V.M. (1997). *The Status of Latina Women and Education*. Hispanic Heritage Month Inaugural Speaker. The Florida State University. Tallahassee, FL

MacDonald, V.M. (1996). *The Evolution of Public Schooling in the South: Issues of Diversity in Historical Perspective.* Paper Presented for the U.S. Office of Educational Research and Improvement (OERI) Joint Conference with the Spencer Foundation, "New Perspectives on Education Research." Stanford University, Stanford, CA.

MacDonald, V.M. (1996, January). *Historical and Contemporary Legacies of the Entrance of Women of Color into Higher Education.* Presentation for the Hardee Center for the Higher Education of Women. The Florida State University, Tallahassee, FL.

ii. Refereed conference proceedings.

MacDonald, V.M. (2015). *Legacies of the Latino Demographic Surge of the 20th/21st Centuries and U.S. University Policies: Directions for Reform.* Organization of American Historians 108th Annual Meeting. April 16-20, St. Louis, MO.

MacDonald, V.M. & Guzman, G. (2013 November). "Non-White on Arrival": The Mexican Consul, Racial Segregation, and the Transnational Fight for Educational Equality, 1915-1919. History of Education Society 53rd Annual Meeting, Nashville, TN.

MacDonald, V.M. (2012, November). *The Laredo Club at University of Texas-Austin in the 1940s: Mexican American Activism Among World War II GI Bill Students*. History of Education Society Annual Meeting, Seattle, WA.

MacDonald, V.M. (2012, April). Organizer and Chair. *Counter narratives: Voices From New Scholars of Color*. American Educational Research Association, Vancouver, Canada.

MacDonald, V.M. (2011, November). *"A Few Chosen Mexicans": High School Access and Opportunity in the World War II Era for Southwestern Mexican Americans, 1920s-1950s*. History of Education Society Annual Meeting, Chicago, IL.

MacDonald, V.M. (2011, March). *Beyond "El Movimiento:" Latino Student Culture Building in the pre-Civil Rights Twentieth Century.* Organization of American Historians Annual Meeting, Houston, TX. Co-sponsored by the Immigration and Ethnic History Society.

MacDonald, V.M. & Carey, R.L. (2011, April). *Staggered Inequalities, Porous Opportunities, and Impermeable Boundaries: A Theoretical Comparative Framework of African American and Mexican American Educational Histories*. American Educational Research Association, New Orleans, LA.

MacDonald, V.M. & Botti, J. (2010, November). *The Impact of the GI Bill and Cold War on Latino World War II Veterans' Educational Aspirations*. History of Education 50th Anniversary Meeting. Boston, MA.

MacDonald, V.M. (2009, November). *Pedagogical Colonization?: The Ford Foundation, Chicano Scholars and & the Chicano Chronicle, 1968-1978*. Paper accepted for annual meeting of the Social Science History Association, California. [not presented due to budget constraints].

MacDonald, V.M. & Hoffman, B. (2009, April). *The Chicano Chronicle and the Ford Foundation: Chicano Studies, Identity Politics, and Cultural Nationalism in Higher Education Philanthropy, 1968-1978*. American Educational Research Association, San Diego, CA.

MacDonald, V.M., Hodge, Kristen, & E. Terrell (2009, March). *Staggered Inequalities, Porous Opportunities, and Impermeable Boundaries: A Theoretical Framework for Examining African American and Latino Educational History and Contemporary Experiences*. 7th Annual Alumni of Color Conference, Harvard Graduate School of Education, Cambridge, MA.

MacDonald, V.M. & Botti, J. (2007, October). *From Visibility to Autonomy: Latinos in Higher Education, 1965-2005*. Paper presented at the meeting of the History of Education Society, Cleveland, Ohio.

MacDonald, V.M. (2007, April). *Incorporating Latinas into Higher Education, 1950-2000*. Paper presented at the meeting of the American Educational Research Association Chicago, IL.

Zoppi, I. M. & MacDonald, V.M. (2007, April). *Latino Parental Involvement in Students' School Attendance and Achievement.* Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

MacDonald, V.M. (2006, November). *Towards a History of Latino Higher Education*. Paper presented at the Meeting of the Social Science History Association, Minneapolis, MN.

Tolley, K., MacDonald, V.M. et al. (2006, October). *Revisions to Historiography: New Books in the History of Education*. Paper presented at the Meeting of the History of Education Society and Canadian History of Education Association, Ottawa, Ontario.

Muñoz, L.K., MacDonald, V.M., Nieto-Phillips, J.; & Iber, J. (2006, April). *New Histories in Mexican American Education*. Paper presented at the meeting of the Organization of American Historians, Washington, D.C.

MacDonald, V.M. & Nilles, M.R. (2004, April). *From Spanish to Mexican to American: Latino Education and Nationalism*. Paper presented at the meeting of the American Educational Research Association.

MacDonald, V.M. (2004, April). *Convergence and Divergence in Latino and Black Educational History*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

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Wayne, W., MacDonald, V.M., & Fultz, M. (2003, October). *Needs and Opportunities in American School and Academic Library History*. Paper presented at the meeting of the History of Education Society, Evanston, IL.

MacDonald, V. M. (2001, October). *Identity Politics in Educational History*. Paper presented at the meeting of the History of Education Society, New Haven, CT.

Herrington, C. & MacDonald, V.M. (2000, November). *Education Policy Alternatives in Florida Accountability and Achievement.* Paper presented at the meeting of the Florida Educational Research Association, Tallahassee, FL.

MacDonald, V.M. & Beck, S. (2000, October). *Educational History in Black and Brown: Paths of Divergence and Paths of Convergence, 1900-1990.* Paper presented at the meeting of the History of Education Society, San Antonio, TX.

MacDonald, V. M. & Lenington, E. (1999, April). *Paving the Way for the Twentieth Century: The Origins of Southern Normal Schools.* Paper presented at the meeting of the American Educational Research Association, Montreal, Canada.

MacDonald, V. M. (1998, October). *Women in Hispanic American Historiography: The Missing Link.* Paper presented at the meeting of the History of Education Society, Chicago, IL.

MacDonald, V. (1998, April). *Recasting Clio: The Transformation of the History of Education.* Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

MacDonald, V. M. & Craig, M. (1997, April). *Schooling the Other South: Cherokee Indian Education in 1820s and 1830s Georgia.* Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

MacDonald, V. M. (1996, November). *Immigrants or Minorities?: Exploring the Complex Historiography of Hispanic American Education.* Paper presented at the Joint Conference of the Canadian History of Education Society and History of Education Society (U.S.A.) Toronto, Canada.

Wallace, J., Altenbaugh, R., & MacDonald, V.M. (1996, April). *A conversation about objectivity, subjectivity, and intersubjectivity in biographical historical research*. Paper presented at the meeting of the American Educational Research Association, New York, NY.

(Huntzinger), MacDonald, V. M. (1995, April). *Portraits in Black and White: A Micro and Macro View of Southern Women and Teachers After the Civil War*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

MacDonald, V.M. (1995, April). *The North goes South: The transformation of educational ideas in a Southern town.* Paper presented for the meeting of The National Academy of Education Spencer Postdoctoral Fellows Forum, San Francisco, CA.

MacDonald, V.M. (1995, January). *Peeling back the layers: Class, gender, and*

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education among the Black community of post-Civil War Columbus, Georgia. Paper presented at the meeting of the Southern History of Education Society, Atlanta, GA.

MacDonald, V. M. (1994, October). *Beyond Race: The Industrial Education of Poor Whites in the South*. Paper presented at the meeting of the History of Education Society, Chapel Hill, NC.

MacDonald, V.M. (1992, October). *The Missing link in Southern educational history: White Southern support for public schools in the post-Civil War South*. Paper presented at the meeting of the History of Education Society, Boston, MA.

iii. Invited Panel Discussant*

*In the History of Education field, the discussant is an expert in the field responsible for delivering substantive comments that can form a paper in itself based upon the refereed papers, synthesizing, drawing comparisons and differences, critiquing, and pointing out new directions for future research.

MacDonald, V.M. (2014, April). Discussant. *Methodological Issues in Biography and Documentary*. American Educational Research Association Philadelphia, PA.

MacDonald, V.M. (2011, Nov.). Discussant. *Mexican and Mexican American Educational History in Historical and Contemporary Contexts*. History of Education Society Annual Meeting, Chicago, IL.

MacDonald, V.M. (2011, Nov.). Discussant. *Hegemonic Positioning Through Language, Segregation, and Exile*. History of Education Society, Annual Meeting, Chicago, IL.

MacDonald, V.M. (2010, Sept.). Commentary & Discussant, *How to Belong: Perspectives on Latino Citizenship and Education,* Conference on Citizenship in the United States: Integrating Domestic and International Horizons. Indiana University, Bloomington, IN.

MacDonald, V.M.. (2009, April). Discussant. *Empire and Education: Teaching and Learning Models of Colonial and Imperial Schooling, 1865-1915*. Presentation for American Educational Research Association, San Diego, CA.

MacDonald, V.M. (2008, April). Discussant. *The Quest for Equal Educational Opportunity. American Educational Research Association Meeting*, New York, New York.

MacDonald, V.M. (2007, October). Chair and Discussant. *Presentation of the Claude Eggertsen Dissertation Prizes*. History of Education Society meeting, Cleveland, OH.

MacDonald, V.M. (2006, May). Discussant. *Southern women in education*. Association of Southern Women Historians, Baltimore, MD.

MacDonald, V.M. (2006, April). Discussant. *Religion, values, and educational policy*. American Educational Research Association meeting, San Francisco, CA.

MacDonald, V.M. (2004, October). Discussant. *Presentation of the Claude Eggertsten*

Dissertation Prize. History of Education Society meeting, Baltimore, MD.

MacDonald, V.M. (2004, November). Discussant. *Post World War II school enrollment trends.* History of Education Society meeting, Kansas City, KS.

MacDonald, V.M. (2004, November). Discussant. *Issues in the history of education.* History of Education Society meeting, Kansas City, KS.

MacDonald, V.M. (2003, October). Discussant. *Cultural traditions and diversities.* History of Education Society meeting, Evanston, IL.

MacDonald, V.M. (2003, October). Discussant. *The education of African Americans in Florida public schools during Reconstruction: Politics and perspectives.* History of Education Society meeting. Evanston, IL.

MacDonald, V.M. (1999, April). Discussant. *A history of voices: The educational influences of middle class Mexican American educators.* American Educational Research Association meeting, Montreal, Canada.

MacDonald, V.M. (1999, October). Discussant. *Unraveling 'assimilation:' Historical case studies of multicultural education.* American Educational Research Association meeting, Montreal, Canada.

MacDonald, V. M. (1998, October). Discussant. *Exploring twentieth century Mexican education.* History of Education Society meeting, Chicago, IL.

MacDonald, V.M. (1998, April). Discussant. *Shades of Black and Brown: Before and after desegregation.* American Educational Research Association meeting, San Diego, CA.

MacDonald, V.M. (1997, April). Discussant. *The rural sociology of educational thought and practice.*, American Educational Research Association meeting, Chicago, IL.

MacDonald, V.M. (1996, April). Discussant. *Resistance and alternatives to impositionist education: some historical examples*, New York, NY.

MacDonald, V.M. (1996, February). Discussant. *Schooling in the South.* Southeast Philosophy of Education Society meeting, Tallahassee, FL.

MacDonald, V.M. (1995, October). Discussant. *Educational historiography and diverse populations.* History of Education Society meeting, Minneapolis, MN.

G. Contracts and Grants.

    i.   Funded

Latino Parental Involvement in Prince Georges, County, Maryland Public Schools Center for Latino Research at the Maryland Institute of Minority Achievement and Urban Education, University of Maryland, College Park, MD, 2006. Co-Principal Investigator for Focus Group Component, $5,500

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Women, Higher Education and Philanthropy
National Academy of Education Collaborative Research Grant, 2002-03.
Co-collaborator, $6,000

Latinos and African-Americans in the American South: Shifting the Black-Whit Paradigm in Educational History and Policy
Spencer Foundation Small Grant Award, 2000-2001.
Principal Investigator, $10,050

Exploring and Directing the Complex Historiography of Hispanic American Education, Part Two: Cuba and Puerto Rico.
Spencer Foundation Small Grant Award, 1998-1999.
Principal Investigator, $35,000

Exploring and Directing the Complex Historiography of Hispanic American Education.
Spencer Foundation Small Grant Award, 1997.
Principal Investigator, $12,000

Educational Life in the South: A Documentary Collection for the Researcher and Teacher. The Florida State University Council on Research and Creativity, Summer 1996. Principal Investigator, $6,600.

ii. Unfunded

The Impact of World War II and the GI Bill on Latino Veterans' Educational and Civic Aspirations.
Spencer Small Grant Civic Education Initiative, 2009.
Principal Investigator, $40,000.

S*tudents as Cultural Mediators: Immigrant and Native Youth in Public High Schools, 1950-2000.* Spencer Large Grant Competition, 2006
Co-Principal Investigator, $216,177.12
[Passed initial review for Spencer Large Grant competition, invited to submit full proposal.]

H. Fellowships, Prizes, and Awards.

University Undergraduate CORE Award for Excellence in Teaching. 2010. University of Maryland, College Park.

University of Maryland, College Park I-Series CORE Course Competition. Course, EDCI286 Latino and Black Schooling History selected for I-Series Program in Innovation. 2010-2013. $5,000. and three years Teaching Assistant Support.

Book selected as a Critics Choice Award Winner, (2010). American Education Studies Association. MacDonald, V.M & Carrillo, J. (2010), "The United Status of Latinos," In Villenas, S., et al, Eds. *Routledge Handbook of Research on Latinos and Education.* New Brunswick, NJ: Lawrence Earlbaum Press, pp. 8-26.

GATES Fellow. 2009. Award from the Longview Foundation for the Internationalization of Teacher Education. College of Education, University of Maryland, College Park.

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Project Title: The Internationalization of Urban Education. Award Amount, $2,500.

Book selected as recipient of the 2006 John Grenzebach Award by the Council for Advancement and Support of Education (CASE) for "outstanding published research on philanthropy." MacDonald, V.M. & Lenington, E. (2004). The Philanthropic Strategies of Martha Berry, Berry College, Georgia, 1901-1940. In Walton, A. ed. *Women and, Philanthropy in Education*** (pp.81-104). Bloomington, IN: Indiana University Press.

Critics Choice Award, American Educational Studies Association, 2005 for *Latino Education in the United States: A Narrated History, 1513-2000.*

I. Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications.

Editorial Board, *History of Education Quarterly*, 2011-2014, and 2003- 2006.
Editorial Board, *Journal of Hispanic Higher Education*, June 2008 - 2012
Editorial Board, Association for the Study of Higher Education, (ASHE), 2009-2010.

Book Manuscript Reviewer:
Cornell University Press
Rutgers University Press
Palgrave/ MacMillan Press
Texas A&M Press

Journal Reviewer:
Journal of Latino Studies
History of Education Quarterly
American Educational Research Journal
Journal of Urban Education
International Journal of Qualitative Inquiry,
American Journal of Education
Journal of Hispanic Higher Education
Western Historical Quarterly
Education Researcher
Journal of Hispanic Higher Education

MacDonald, V. M. Consulting Editor, *Contemporary Perspectives on Language and Cultural Diversity* in Early Childhood Education. Edited by Olivia N. Saracho and Bernard Spodek, 2010. Information Age Publishing.

MacDonald, V. M. & Walter, S., Contributing Editors for History (2003). *Oryx Dictionary of Education.* Editors in Chief: J. Collins III & N. P. O'Brien. Phoenix, AZ: Oryx Press.

Editor, *The NetWork,* 1999 – 2002. American Educational Research Association Biannual Newsletter, History, Division F.

3. Teaching, Mentoring, and Advising

A. Courses taught in the last six years.

University of Maryland, College Park

Graduate
Power, Privilege, and Diversity in Teaching
History of Education in the U.S.
Qualitative Research Methods
**Black and Latino Education: History and Policy
Studying Diverse Populations in the Classroom
Action Research in the Classroom
Urban Education
Leadership and Change in Higher Education
Research Critique Seminar (Pro-seminar)

Undergraduate
**Latino & Black Schooling: A History (CORE I-Series Course)
Embracing Classroom Diversity

**New Course Development Taken through PCC.

Florida State University

Graduate
History of American Education
History of Higher Education in the United States
Feminist Issues in the History and Philosophy of Education
Black and Latino Education: History and Policy
Advanced Graduate Research Methods
Historical Methods in Education
Directed Individual Study
Supervised Research

Undergraduate
Honors Seminar: Class, Race, & Ethnicity in US Education
Schooling in American Society
Introduction to Education

B.   Course or Curriculum Development.
Introduced two new courses permanently approved at Florida State University and for the state university system; History of Higher Education in the U.S.; and Black and Latino Education: History and Policy. At the University of Maryland, College Park, also in approval process at university level for EDCI786, Black and Latino Education: History & Policy and I-Series CORE approval for EDCI286 (Fall 2009 pilot), Latino & Black Schooling: A History

C.   Manuals, Notes, Software, Webpages, and Other Contributions to Teaching.
Developed special Blackboard Website and service learning registration using ColdFusion for use by all instructors teaching sections of EDF1005, Introduction to Education. In conjunction with research assistants, developed special software to place students in service learning assignments (over 700 per years in numerous sites throughout Leon County, Florida.)

D. Teaching Awards and Other Special Recognition.
The Undergraduate Studies General Education/CORE Teaching Award. University of Maryland, College Park, 2010.
Nominee, Faculty Mentor of the Year, 2010, 2013, University of Maryland College Park.

The Florida State University Teaching Award, 2003, 1998.
The State of Florida University System Wide Teaching Incentive Program Award, 1999.

E.   Advising: Committee Member

a.   Undergraduate.
   Committees for honors students, 1995-2005 at FSU and 2010-present for University of Maryland, College Park. 2008-present

b.   Graduate.
   (12+) Ph.D. committees at University of Maryland, College Park. 2008-present.

   (12+) Graduate Representative on Ph.D. committees at FSU College of Education and Department of History. 1995-2005.

F.   Advising: Research Direction.

a.   Undergraduate – service on Honors Thesis committees.
b.   Master's – Currently (2012-13) direct ten Master's students in Minority & Urban Education and completed 2 M.A. thesis in 2010. Completed six master's students between 1995-2005 at FSU.
c.   Doctoral. At the University of Maryland, College Park, I currently direct and have directed sixteen doctoral students in Minority & Urban Education/ Social Foundations.

Ph.D. Dissertations Directed and Completed.

Botti, John McDonough. *The NDEA, Loyalty, and Community: Resistance at Two Liberal Arts Colleges*. May 2014. University of Maryland, College Park.

Carrol, Summer Anne. *Voices of 21st Century Black English Teachers on Impacting Black Student Achievement*. May 2013. University of Maryland, College Park.

Murray, Alana. *Countering the Master Narrative: The Development of the Alternative Black Curriculum in Social Studies, 1890-1940*. May 2012. University of Maryland, College Park.

Shockley, Ebony Terrell. *Double Jeopardy*: *An Analysis of the Reading Data of 8th Grade English Language Learners in Special Education*. December 2012. University of Maryland, College Park.

Bradley, Tashia. *The Race to Educate: African American Resistance to Educational*

Segregation in Kentucky, 1865-1910. January 2010. Florida State University.

Hodge, Kristen. *Diversity vs. The Doctorate (1967-2008): The Experiences of Black and Latino Students Then and Now*. Spring 2009. University of Maryland, College Park. ** Received a two-year postdoctoral fellowship in 2011 from the American Council of Learned Societies.

Hoffman, Lisa Clark. *"I'm a Product of Everything I've Been Through": A Narrative Study of the Cultural Identity Construction of Bosnian Muslim Female Refugee Students,* Fall 2006. Florida State University

Castelow, Peter. *Katherine Montgomery: A Change of Heart on Women's Competitive Athletics in the Early 20th Century*. Fall 2005. Florida State University.

Castelow, Teri. *"Behold this Great Babylon I have built:" Sophia Sawyer's Life and Work Among the Cherokees in the Nineteenth Century American South.* Spring 2005. Florida State University

Mikutel, Douglas W. *From "Silence and darkness": Historical origins of the Florida School for the Deaf and Blind.* Summer 2004. Florida State University.

Herron, Rita I. *True spirit of pioneer traditions : an historical analysis of the University of Florida's first Dean of Women, Marna Brady*. Summer 2004. Florida State University.

Aydin, Necati. (Co-advised with Jack Lunstrom.) *Gender wage differential and the under-representation of women in IT education programs & IT workforce*. 2003. Florida State University.

Linn, Max Albert. *The book and the sword : education and politics in Marian England, 1553-1558. 2000.* Florida State University.

Maratta, Warren. H. Jr. (Co-advised with Emanuel Shargel). *The nexus of postmodernism and distance education: creating empowerment with educational technology and critical paradigms.* 2001. Florida State University.

M.A. Theses Directed and Completed

Danner, Carlin Linden. *Teachers and the Identification Process: Minority Students in Special Education*. December 2012. University of Maryland, College Park.

Hoffman, Benjamin P. Spring 2010. *High Hopes and High Hurdles: The Early Development of the Washington D.C. Public School System, 1804-1862.* University of Maryland, College Park.

Mete, Ryan P. Spring 2010. *Can Stem Initiatives be Social Justice Oriented?: An Analysis of Urban School Reform via Smaller Learning Communities.* University of Maryland, College Park.

G.   Extension Activities.

History of Education Society, National Graduate Mentor (selected by student), 2012 –

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present : Gonzalo Guzman. University of Washington Seattle. Led to co-authorship and presentation.

Sponsor and Referee, National Academy of Education and Spencer Foundation Post-Doctoral Fellowship for Laura Kathryn Muñoz, Texas A&M Corpus Christi. Recipient for 2011-12.

Spencer/AERA Mentor for Dissertation Fellows:
Students awarded the Spencer Fellowships must identify a scholar with whom they would like to work and be mentored by during their fellowship. I was selected by the following two awardees.

Muñoz, Laura. *Mexican American Schooling and Teachers in Jim Crow Arizona. Ph.D. 2006, Department of History. Arizona State University*. 2003-present. Assistant Professor of History, Texas A & M, Corpus Christi. Dissertation awarded the Best Dissertation prize by the History of Education Society, 2007.

De la Trinidad, Maritza. *Collective Outrage: Mexican American Activism and the Fight for Educational Equality and Reform in Tucson, AZ Unified School District*. Ph.D. Candidate, Department of History. Arizona State University, 2004 - present.

Member, Hispanic-American Commitment to Educational Resources (HACER) Scholarship Committee (with Ronald McDonald House Charities of Tallahassee, Inc.), 2003-2005. Identify, select annual scholarship winners for Florida Panhandle Area.

Scholars of Color Mentor – American Educational Research Association, 2006 – present.

Family Learning Center Advisory Board, Dr. Pedro Albizu Campos High School, Chicago, Illinois. 2012 - present

Board Member, 2000-present. National Latino/a Education Research Agenda Project. Founded in 2000 to articulate a Latino/a perspective on research-based school reform and to use research as a guide to improve the public school systems that serve Latino/a students and communities. Since 2000, NLERAP has received grants from the Annie E. Casey Foundation, the Ford Foundation, Edward W. Hazen Foundation, Rockefeller Foundation, and Spencer Foundation to develop and publish the research agenda and begin pilot studies. Currently based at UT-Austin.

In addition, I informally mentor Latino/a doctoral candidates and junior faculty at several universities in the US who are working on topics relating to Latino education and history (University of North Carolina-Chapel Hill, University of Massachusetts-Amherst, Brown University, UC-Riverside, and UC-Irvine). Mentorship includes participation as a formal member of their doctoral committees (University of Washington-Seattle, Indiana University, University of Texas-Austin, and UT-Austin), inviting them to co-author articles or book reviews, writing letters of recommendation for fellowships and jobs, and reviewing dissertation and prospectus drafts.

4.   Service

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A.   Professional.

   i.   Offices and committee memberships held in professional organizations.

Division F. History and Historiography. American Educational Research Association:

Affirmative Action Officer, Division F, 2006-2009.
Division F Student Essay Award Committee, 2008-9
Mentoring Seminar Leader, 2004, 2006, 2007, & 2008
Keynote Speaker for Mentoring Seminar, 2005
Nominated for Vice President of Division F, 2004
Program Committee Member, 2013, 2012, 2011, 2010, 2008, 2007, 2006, 2004, 2003, 2000, 1996.
Division F Program Chair, San Diego, CA 1998
Division F Program Co-chair, Chicago, IL 1997
Nominating Committee, Division F, AERA 1995-1999.

History of Education Society
Outstanding Book Award Committee, 2012-2013
Editorial Board Member, *History of Education Quarterly*, 2011-2014 and 2003 – 2006
Chair, Claude C. Eggertsten Dissertation Prize Committee, 2007-2008.
Claude C. Eggertsten Dissertation Prize Committee, 2005 – 2008
Nominee - President of History of Education Society, 2004
Henry Barnard Prize Committee, 1999-2003.
Program Committee Member, Selected Years, 1995- 2009.
Book Exhibit Coordinator, 1995-1996.

   ii.   Reviewing activities for agencies.

National Endowment for the Humanities
Ronald E. McNair Post-Baccalaureate Achievement Program

   iii.   Other unpaid services to local, state, and federal agencies.

City of College Park, Maryland. Vice Chair. Education Advisory Committee. 2009-2011.

Prince Georges County, MD Public Schools. Working Group on English Language Learners and Early Childhood. 2010-11.

   iv.   Other non-University committees, commissions, panels, etc.

2nd Invitational Conference on Educational Research in the Urban South. Texas A & M University, College Park, Station, 2003.

Invited Participant, Spencer Foundation Conference, Stanford University**,** "New Directions in the History of Education." Palo Alto, CA, March 30-31, 2000.

Inaugural Invitational Conference on Educational Research in the Urban South: Challenges for the New Millennium, Emory University**,** GA, December 3-4, 1999.

U.S. Department of Education , Office of Bilingual Education and Minority Language Affairs and the National Educational Research Policy and Priorities Board**.** "Improving the Education of English Language Learners: Best Practices." July 15-16, 1999. Washington, D.C.

Invited Participant, University of California at Los Angeles, "Immigration and Education: Issues and Research." Sponsored by the Spencer Foundation. October 8-9, 1997. Los Angeles, CA.

v.   International activities not listed above.

Invited Participant of the Atlanta-based Interfaith Dialogue on Culture and Religion to travel with several other academics, journalists, and religious leaders to Turkey, June 2006.

vi.   Paid consultancies.

a.   Campus.

 Note: All at Florida State University, 1995-2005, *University of Maryland committees at end.*

i.   Departmental.

Chair, Undergraduate Studies Committee, 2002 - 05
Admissions Coordinator, 2003-04.
Member, Curriculum Committee, 2002 –03.
Coordinator, EDF1005, Introduction to Education, 2000-05
Coordinator, History and Philosophy Program, 1998-2002.
Chair, Educational Foundations and Policy Studies Graduate Admissions Committee, 1999-2003. Graduate Studies Committee, 1997 – 1998.
Chair, Undergraduate Studies Committee, 1995-1996
Member, Promotion and Tenure Committee, 1995- 1997, 2002-03
Chair, Search Committee, Professor in Policy Studies, 1997.
Member, several departmental search committees, 1995-2004.

ii.   College.

Council on Research in Education (CORE), Member, 2000-03.
Library Liaison, 1999 – 2000.
Vice Chair, Faculty Council, 1998-99.
Faculty Council Representative, 1997-98.
Dean's Commission on Diversity, 1997- 1999.
Technology Committee, 1996 - 1997
Teaching Incentive Program Award Committee, 1996 - 1997.
Visioning Committee, 1995-1996
F.S.U. Representative, School Advisory Council, Kate Sullivan Elementary School, 1995 - 1997.
Member of several search committees throughout the college, 1995-2000.

        iii.   University.

Member, Faculty Senate, Welfare & Grievance Committee, 2004 – 05
Member, University Curriculum Committee, 2003 – 4
Member, Graduate Policy Committee, 2004-05
Chair, Provost Travel Grant Committee. 1998 – 2001
Member, Provost Travel Grant Committee, 1996 – 1998.
Member, Board of Governors, The Hardee Center for Women in Higher Education, 1997-1998, 2002.
Faculty Senate, 1998- 99, 2003 -4.
Board Member, Association of Women Faculty and Administrators, 2002 - 2005

        iv.   Special administrative assignments.

        v.   Other.

University of Maryland, College Park

    i. Departmental
    Unit Coordinator, Minority & Urban Education, 2008 – 2103
    Ph.D. Task Force Committee, 2012- 2013
    Merit Pay Committee, 2011- 2013
    Chair, Graduate Research Education & Leadership Team, 2007 – 2008
    Member, Graduate Research Education & Leadership Team, 2008 – 2014
    Reorganization Policy Task Force, 2009 –10
    Member, Search Committee, SLEC, 2009-2010, 2010-11

    ii. College
    SPARC Research Award Review Committee, 2013-2014
    University Representative and Vice Chair (2010-11), Education Advisory Council, College Park, Md., 2009 – 2011.
    Member, Search Committee, Chair for Department of Curriculum & Instruction, 2008-09

    iii. University

    Member, Faculty Board of Directors, U.S. Latino Studies (USLT) 2008 - 2013

B. Community, State, National.
    Board Member, Montgomery County (Maryland) Education Forum (MCEF). Organization devoted to utilizing community engagement to bring about systemic change in practices and policies for a more equitable and excellent public school system, 2006-2008.

C. Service Awards and Honors.

    Finalist. Florida State University's Service Learning Award, 2004. Recognized for placing hundreds of FSU undergraduate students from EDF1005 as tutors into urban schools with disadvantaged populations.

D. Media Appearances

"Sotomayor's Nomination Reaffirms National Identity of U.S. Latinos, Scholars Say"
May 27, 2009

Diverse Issues in Higher Education (Spring 2009), German National Public Radio
(Winter 2009), *Washington Times* (Education Section, various dates, 2008+),
Appearances and publications in regional televised newscasts (e.g. Debate with Florida
Governor Jeb Bush on Vouchers in the Schools; panelist on talk shows concerning
educational reform, local editorial guest columnist, *The Tallahassee Democrat*, and
featured in national forums (e.g. "Latino Research Group Sets Ambitious Agenda," by
Debra Viadero, *Education Week* , March 9, 2005), and journals (e.g "Latino Researchers
Take on Education Reform," by Thomas G. Dolan, in *Hispanic Outlook in Higher
Education*, 8/29/05).

E. Special Skills and Certifications

Spanish – native fluent speaker, reading, writing.
French – moderate speaker.
Italian – moderate speaker

School Leaders Licensure Assessment (Principal) for Washington D.C., Maryland and
Virginia.
2006 Examination Score -185/200. Valid for ten years (2016).

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

Duties and Responsibilities of the Board:

1. Develop and support the mission and purpose Breakthrough Montessori PCS and keep it clearly in focus.
2. Select, support and review the performance of the school's Principal.
3. Manage resources effectively, including approving the annual budget, monitoring budget implementation, approving financial management and personnel policies, ensuring an annual audit and ensuring that adequate insurance is in place.
4. Determine, monitor and strengthen the educational program and operational systems of the school, including ensuring that challenging, measurable goals are in place and monitoring progress towards these goals.
5. Help the school meet its strategic goals by providing fundraising support.
6. Enhance the public standing of Breakthrough Montessori PCS in the local community and more widely.
7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Understand and comply with the Board's Bylaws.
8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

_____   Victoria-Maria MacDonald   March 4, 2015
_____
Signature   Printed Name   Date

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you, your spouse, or any member of your immediate family, have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any company contracting with the proposed charter school?		X
3	Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
4	Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		x
5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		x
6	Are or will you, your spouse, or any member of your immediate family, be employed by the proposed charter school?		X
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		X
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature *Victoria-Maria MacDonald*	
Name (Printed) Victoria-Maria MacDonald	Title Assistant Professor, Univ. MD.
Name of Proposed School: **Breakthrough Montessori PCS**	March 4, 2015

Board Member Personal Statement: VICTORIA-MARÍA MACDONALD

I, Victoria-María MacDonald, am a founding member of Breakthrough Montessori Public Charter School because I am deeply committed to ensuring access to high quality education, including early childhood, for students from all backgrounds and social classes. The Montessori Method, in particular, holds great promise for English Language Learners and children who have not thrived in traditional academic classrooms.

My role in the development of the charter application includes (state your role in the preparation of the charter application if applicable). N/A

Should a charter be granted, the expertise and resources that I will bring in establishing Breakthrough Montessori PCS include twenty years as a member of the faculty of the schools of education in the Maryland and Florida higher education system, head of the Minority & Urban Education program at the University of Maryland College Park , leading expert on Latino education and history in the U.S., member of the City of College Park Education Advisory Council, Prince Georges County, MD Public Schools Taskforce on Early Childhood and English Language Learners, and numerous other community education leadership positions, single parent of three now grown sons including a USMC veteran of Operation Enduring Freedom (Afghanistan), and strong analytical and problem solving skills to avoid or trouble shoot thorny issues that can arise with establishing and maintaining a thriving urban public charter school.

Assistant Professor, Minority & Urban Education
Department of Teaching and Learning, Policy and Leadership
University of Maryland College Park

SARA P. SUCHMAN

███████████

Research Experience

Harvard University Graduate School of Education, Doctoral Researcher, 2006-12
- Explored how schools negotiate the boundary between an externally mandated and standardized accountability system and internal adherence to a "non-traditional" but coherent and cohesive school design and pedagogy.
- Situated research question within public Montessori and Big Picture Design schools.
- Introduced a new framework that holds considerable theoretical and policy implications for organization-environment relations and innovative practice in light of externally imposed mandates.

Case Study Researcher, 2007 & 2009
- Researcher and author of a case study on an Innovation School turnaround in Colorado.
- Co-researcher and author for a case study on the Boston Teacher Residency program.

Doctoral Research Seminar Participant, 2006-07
- Participated in a year-long research seminar with Professor Richard Elmore designed for doctoral students interested in researching how schools, and school systems, improve the quality of instructional practice and student learning in urban settings.

Research Assistant, Mentor Teacher Curriculum Design Team, 2005
- Member of a research and curriculum development team looking at mentoring and new professional induction across fields and applying findings to a mentor teacher training program.

University Teaching Experience

Harvard Graduate School of Education: Teaching Fellowships, 2003-2012
- Teaching Fellow with Professor Kay Merseth, Spring 2012: A327 Charter Schools: Issues of Policy and Practice in American Public Education – Led discussion sections, advised students on research and school design projects, graded papers and projects.
- Teaching Fellow with Professor Kay Merseth, Fall 2011, 09, 05, 04: A326 School Reform: Curricular and Instructional Leadership – Led weekly discussion sections, graded all student work, advised students. Developed and led several full lecture sections including case studies on leadership and sessions on both teacher recruiting, training and retaining and alternative pedagogies under NCLB.
- Teaching Fellow with Professor Monica Higgins, Fall 2008: A608 Leadership, Entrepreneurship and Learning – Annotated case discussions, graded student work, advised students.
- Teaching Fellow with Professor Kay Merseth, Summer 2005: T210A Introduction to Teaching – Helped to design course, taught classes on instructional objectives, teaching strategies and observation skills.
- Teaching Fellow with Professor Kay Merseth, Fall 2003: T326 Purpose and Practice of Organizational Change in Urban Schools – Led weekly discussion sections, graded all student work, advised students.

Harvard University Graduate School of Education: Instructor in Education, Instructor in Education, Spring 2007
- T202 Foundations of Schooling and Teaching – Had full responsibility for designing and teaching the foundations course for all students in Harvard's Undergraduate Teacher Education Program (UTEP). Course intertwined students' field experience with current understandings of policy and theory.

Committees & Field Experience

Organizations Research Group, 2009-2012

- Invited by Professor Monica Higgins to join a study group she led for doctoral students conducting research on organizations.
- Presented research and offered input on others' work in an informal yet rigorous setting.

The Good Schools Research Project, 2010-2011
- Invited by Professor Jal Mehta, lead researcher, to participate in research team meetings due to the overlapping nature of our work.

Teacher Education Program, 2003-05 & 2009
- University Supervisor for student teachers in Harvard's graduate and undergraduate teacher education programs.

Doctoral Student Advisory Board, 2006-07
- Served as cohort representative on HGSE student advisory board.

Related Professional Experience

School Leadership Experience:

Cambridge-Harvard Summer Academy, Director, Summers 2005, 06 & 09
- Designed and directed summer component of Harvard's Teacher Education Program
- Supported approximately 60 incoming masters students as they entered the program and began teaching
- Hired and oversaw 15 instructors for the university course work component
- Hired, trained and supervised mentor teachers for Cambridge's high school summer program

Exploration Senior Program at Yale, Director of Curriculum, Summers 2002 & 04
- Led 7-person office on all aspects of curriculum development, teacher training and support for 1400 residential high school students and 60 college-aged teachers

English as a Second Language Institute, Wyoming Seminary, Director, Summer 2003
- Coordinated and led academic and extracurricular program for 60 international high school students
- Supervised all language teachers and interns
- Taught entry level ESL class

St. Matthew's Episcopal Day School, Assistant Head of School and Middle School Director, 1996-2001
- Led operations and participated in strategic planning for 227 student, PreK – grade 8 program
- Directed all aspects of grades 5 – 8 middle school program

Fairfax County Public Schools, Instructional Policy and Program Development, 1990-93
- Designed language, science and social studies curricula for unschooled and beginning ESL students
- Represented teachers in reformulating county's middle school assessment system

Fairfax County Public Schools, Teacher Leader, Glasgow Middle School, 1990-1993
- Created first interdisciplinary sheltered English program in the district
- Led 7-teacher ESL Instructional Team serving 70 students in grades 7 and 8
- Elected faculty representative, Principal's Advisory Committee

K-12 Teaching Experience:
- **Wyoming Seminary, High School ESL Teacher,** Summer 2003
- **St. Matthew's Episcopal Day School, Grade 8 Algebra Teacher,** 1996-2001
- **Cuernavaca, Mexico**, **High School and Adult ESL Teacher,** 1993-94
- **Glasgow Middle School, Fairfax County Public Schools, Grades 7 & 8 ESL Teacher,** 1990-93
- **Tokyo and Chiba, K-12 English Teacher,** 1987-89
- **Surasakmontree High School, High School ESL Teacher,** Summer 1987
- **The Mead School, Riverside, Grades 3-5 Math and Grades K-8 Computer Teacher,** 1986-87

Education

Harvard University Graduate School of Education – Ed.D., 2012
- Program in Education Policy, Leadership and Instructional Practice (EPLIP)
- Received a Presidential Scholar fellowship supporting students committed to public service and academic careers (2003 – 2008)

- Dissertation: "Negotiating Dual Accountability Systems: Strategic Responses of Big Picture Schools to State-Mandated Standards and Assessment"
- Dissertation proposal chosen as a model proposal
- Qualifying Paper passed with distinction: "Montessori and No Child Left Behind: Strategic responses of public Montessori schools to the standards and testing requirements of NCLB"

Stanford University Graduate School of Business – M.B.A, 1996

School for International Training, Brattleboro – M.A.T., 1990
- English as a Second Language
- Advanced training in teacher supervision, 2002

Williams College – B.A., 1986
- Magna cum laude, Phi Beta Kappa, Psychology

Connecticut State Certifications

Intermediate Administrator and Supervisor
Teacher of English to non-English Speaking Adults
Teacher of English as a Second Language to PreK-12

Selected Publications & Presentations

Negotiating Dual Accountability Systems: Responses of Big Picture Schools to NCLB Standards and Testing Requirements. (Spring 2011). Student Research Conference, Harvard University.

Suchman, S. (Fall 2009). The Manual High School Makeover: Autonomy and improvement at one of Colorado's 'Innovation' Schools. Case prepared and taught for Harvard Graduate School of Education, A326: School Reform.

Negotiating Dual Accountability Systems: Strategic Responses of Public Montessori Schools to NCLB. (Spring 2009). Student Research Conference, Harvard University.

Childless, S., Marietta, G., & Suchman, S. (2008). Boston Teacher Residency: Developing a Strategy for Long-term Impact. HBS No. 309-043. Boston. Harvard Business School Publishing.

Observation and Feedback: Keeping Communication Open, Learning from Reflection and Action. Summerbridge Breakthrough Collaborative, Providence RI, Fall 2005 and Cambridge, MA, Spring 2006.

Lesson Study: Possible Implications for Work with Pre-Service Teachers. (Spring 2005). Student Research Conference, Harvard University.

Test-Anxiety: Helping Parents Through the Numbers. (Fall 2000). National Association of Episcopal Schools, San Francisco.

Breakthrough Montessori Public Charter School

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5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Understand and comply with the Board's Bylaws.
8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

_____

Signature   Printed Name   Date

Sara P. Suchman   3/4/15

Conflict of Interest Form

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

	Questions	Yes	No
1	Do or will you, your spouse, or any member of your immediate family, have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any company contracting with the proposed charter school?		X
3	Did or will you, your spouse, or any member of your immediate family lease or sell property to the proposed charter school?		X
4	Did or will you, your spouse, or any member of your immediate family sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5	Have you, your spouse, or any member of your immediate family guaranteed any loans for the proposed charter school or loaned it any money?		X
6	Are or will you, your spouse, or any member of your immediate family, be employed by the proposed charter school?		X
7	Did you or your spouse provide any start-up funds to the proposed charter school?		X
8	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity that would answer "yes" to any of the questions 1-7?		
9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		X
10	Do you currently serve as a member of the board of any public charter school?		X
11	Do you currently serve as a public official?		X
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?	X	

Signature	
Name (Printed) Sara P. Suchman	Title
Name of Proposed School: **Breakthrough Montessori PCS**	Date: March 4, 2015

#13 To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?

I work with the National Center for Montessori in the Public Sector (NCMPS), as a principal and director of implementation assistance. NCMPS is an affiliated entity of the American Montessori Society (AMS), a 501c3 non-profit organization. NCMPS works to advance Montessori in the public sector through Research and Dissemination, Convening, Advocacy and Implementation Assistance. The Implementation Assistance branch of our work generates revenue through contracts with individual schools, training centers, districts, parent groups, etc.

As a member of the Breakthrough board, I will freely and ably offer my expertise on Montessori implementation. This is one of the strengths I bring to the position and my commitment to the school's success. However, there may also be times when the school wishes to engage outside consultants, coaches and other Montessori experts to work directly with the administration, faculty or staff. Decisions on who to engage and the terms of any contract must be based solely on the best interests of Breakthrough Montessori. In order to avoid any real or imagined conflict of interest, I will recuse myself from any discussion or vote to choose a vendor or negotiate a contract for these services.

Board Member Personal Statement

I, Sara Suchman, am a founding member of Breakthrough Montessori Public Charter School because I am fully committed to the benefits of a Montessori education for all children and eager to be part of high quality educational choice in Washington, DC. I am deeply involved with public Montessori education nationally and recognize not only the very real need for strong educational models such as Montessori in DC but also the very rich landscape that Washington DC has to support successful Montessori, including funding for 3 year olds, a strong choice system and a community of Montessori schools and practitioners. It is this combination of student need and structural support that makes Breakthrough Montessori such a compelling undertaking—our hard work is going to result in an excellent opportunity for families and students.

My role in the development of the charter application includes having been a member of the team that first conceived of and conceptualized Breakthrough Montessori for the CityBridge/NGLC Challenge Grant. It was during this process that we worked out most of the design questions and decided that a Montessori school grounded in Development, Prevention and Community and focused on building a robust the teacher pipeline would bring the highest quality education to DC. I have continued as a reader of the charter application, with special focus on Assessment and Leadership.

Should a charter be granted, the expertise and resources that I will bring in establishing Breakthrough Montessori PCS span more than a 25 year career in education, both public and private, as a teacher, school leader, curriculum developer, researcher and consultant. The past three years, I have focused solely on public Montessori schools—working through the National Center for Montessori in the Public Sector (NCMPS) to improve quality and increase access. This work has included start-up assistance (beginning with charter application and Board approval) to both district and charter schools, quality assurance and monitoring, teacher recruitment, leadership coaching and professional development. I understand the pitfalls and rewards of starting a school, and know the timeline, discipline and hard work needed for teacher recruitment, family outreach, facilities procurement and classroom set-up. I bring this experience and knowledge from the field with me to my work as a founding Board member for Breakthrough Montessori and am committed to working with the entire team for the success of this undertaking.

Sara P. Suchman
Director of Implementation Assistance
National Center for Montessori in the Public Sector

G. Additional Required Documents

ARTICLES OF INCORPORATION
OF
BREAKTHROUGH MONTESSORI PUBLIC CHARTER SCHOOL

The undersigned incorporator, a natural person 18 years of age or older, in order to form a corporate entity under the Washington, District of Columbia Statutes, adopts the following articles of incorporation.

ARTICLE I

NAME

The name of this corporation shall be Breakthrough Montessori Public Charter School.

ARTICLE II

REGISTERED OFFICE

The place where the principal office of the Corporation is to be located is 125 Whiting Lane, West Hartford, CT 06119.

ARTICLE III

PURPOSE

This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE IV

EXEMPTION REQUIREMENTS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a

corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

ARTICLE V

PERSONAL LIABILITY

No officer or Director of this corporation shall be personally liable for the debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of the officer, or Director be subject to the payment of the debts or obligations of this corporation.

ARTICLE VI

DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE VII

INCORPORATOR

The incorporator of this corporation is Reanna Corinne Blackford.

The undersigned incorporator certifies that she executes these articles for the purposes herein stated.

R. Corinne Blackford
Reanna Corinne Blackford

3/4/2015

Date

BYLAWS

OF

BREAKTHROUGH MONTESSORI PUBLIC CHARTER SCHOOL

(the "Organization")

1

ARTICLE I – PURPOSES, POWERS AND OFFICES

Section 1.01   The purposes for which this Organization has been organized, and the powers granted to it (including limitations thereon), shall be as follows:

(a)   To maintain and operate a public charter school as a not-for-profit enterprise and for other charitable and educational purposes;

(b)   To distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws;

(c)   The Organization shall not engage in any act of self-dealing as defined in Section 4941 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws;

(d)   The Organization shall not retain any excess business holdings as defined in Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws;

(e)   The Organization shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws;

(f)   The Organization shall not make any taxable expenditures as defined in Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws;

(h)   Within the foregoing limitations, the Organization shall have the power:

(A)   to accept, receive, hold, invest, reinvest and administer contributions, gifts, legacies, bequests, devises, funds and property of any sort or nature without limitation, whether from general public, or from private or public charities or foundations;

(B)   to apply, expend, disburse, grant or contribute its income and, if deemed desirable, the principal of its property, to accomplish directly or indirectly any of its purposes;

(C)   in order to secure funds for accomplishment of its purposes, to acquire, hold, purchase and sell stocks, bonds, securities, and obligations of every other kind and description and to do the following with respect thereto;

2

(D)   to cause stock or other securities or properties at any time held by it to be registered or held in the name of the nominee without qualification or description;

(E)   to borrow money, whether upon the security of any property at anytime held by it or otherwise;

(F)   to exercise or sell any right of subscription in respect of any stocks or other securities constituting its assets and to retain any property that may be acquired by the exercise of any such rights;

(G)   to vote in person or by proxy or consent for any purpose without limitation in respect of any stock or other securities constituting its assets;

(H)   to participate in any refunding, reclassification, recapitalization, readjustment of stocks, bonds or other securities or obligations, enforcement of obligations or security by foreclosure or otherwise, corporate consolidation by merger or otherwise, or reorganization, which shall affect any of the stocks, bonds, or other securities or obligations constituting its assets;

(I)   to participate in any plan or proceeding therefore or for protecting the interests of the holders of such stock, bonds or other securities or obligations;

(J)   to deposit any such property under any such plan or proceeding with any protective or reorganization committee and to delegate to such committee discretionary power with relation thereto;

(K)   to pay a proportionate part of the expenses of such committee, and any assessment levied under any such plan;

(L)   to accept and retain any securities or other property that may be received in pursuance of any such plan; and

(M)   to acquire and retain stock of investment companies or participating shares of investment trusts, or investment securities of management type investment companies;

(N)   to purchase, sell, lease or mortgage real estate as provided by law; and

(O)   to do any and all lawful acts suitable, useful, desirable or proper, for the advancement, promotion, fostering or accomplishment of any aforesaid purposes, directly or indirectly, but nothing herein is intended to authorize powers that are not primarily for charitable purposes permitted under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provisions of subsequent litigation).

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Section 1.02   The Organization shall continuously maintain within the District of Columbia a registered agent and a registered office as required by law. The Board of Trustees in accordance with applicable law may change the registered office from time to time.

ARTICLE II – MEMBERSHIP

Section 2.01   The Organization shall have no members. The management of the affairs of the Organization shall be vested in a Board of Trustees, as defined in the Organization's bylaws. No Trustee shall have any right, title, or interest in or to any property of the Organization.

ARTICLE III – BOARD OF TRUSTEES

Section 3.01   Management. The Organization shall be managed by a Board of Trustees, which shall consist of not less than seven (7) and not more than fifteen (15) trustees. Each trustee shall be at least eighteen (18) years of age.

Section 3.02   Powers and Duties. Subject to any restrictions by law, the Articles of Incorporation, and these Bylaws ("Bylaws"), the affairs, property, and business of the Organization shall be managed by the Board, which shall have the ultimate authority and responsibility relating thereto. Without limiting the foregoing, the Board shall have the power to delegate authority to the officers and committees of the Board, to hire and discharge employees and agents of the Organization and to fix their duties and compensation, and to adopt rules relating to management of the Organization.

Section 3.03 Election; Term of Office; Staggered Terms. At the annual meeting following the passage of these Bylaws, the Board shall elect trustees into three classes of approximately equal size. By a vote of the majority of the Board, the trustees shall elect one-third of the trustees to one-year terms; one-third of the trustees to two-year terms; and one-third of the trustees to three-year terms. At each subsequent annual meeting, the Board shall elect trustees to replace those whose terms are expiring to a term of three years. Except in the case of resignation or removal under these Bylaws, each trustee shall hold office until the expiration of the term of office and subsequent designation or election and qualification of a successor. No trustee shall serve more than two consecutive, three-year terms without at least a one year break between terms except ex-officio trustees. To become a trustee, a person shall be nominated by a trustee and elected by a majority of the Board of Trustees.

Section 3.04 Changes in Number and Term. The number of trustees may be increased or decreased by a vote of two-thirds (2/3) of all trustees. No decrease in the number of trustees shall shorten the term of any incumbent trustees.

Section 3.05 Vacancies. Newly-created trusteeships resulting from an increase in the number of trustees and vacancies occurring on the Board may be filled by a vote of a

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majority of the trustees then in office, (for which vote, quorum shall be based on the number of trustees then in office), unless otherwise provided by the Articles of Incorporation.

Section 3.06 Removal. Any one or more trustees may be removed without cause by a two thirds vote of the Board.

Section 3.07 Resignation. A trustee may resign at any time by giving written notice to the Board, the Chairman or the Secretary of the Organization. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

Section 3.08 Quorum. Unless otherwise provided in the Articles of Incorporation, a simple majority of the entire Board shall constitute a quorum for the transaction of business or of any specified term of business.

Section 3.09 Action. Unless otherwise required by law, the vote of a majority of the trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. Each trustee present shall have one vote. Any action authorized, in writing, by all the trustees entitled to vote thereon and filed with the minutes of the Board shall be the act of the Board of Trustees with the same force effect as if the same had been passed by unanimous vote at a duly called meeting of the Board.

Section 3.10 Place and Time of Meetings. The Board may hold its meetings at the principal office of the Organization or at such other places, either within or without the District of Columbia, as it may from time to time determine.

Section 3.11 Annual Meeting. There shall be a regular annual meeting of the Board at a time and place determined by the Board of Trustees.

Section 3.12 Notice of Meetings and Adjournments. Regular meetings of the Board may be held without notice at such time and place as it shall from time to time determine. Special meetings of the Board shall be held upon notice to the trustees and may be called by the Chairman upon three (3) days' written notice to each trustee. Notice shall be deemed given on the day personally delivered or sent to each trustee by certified, registered or electronic mail or by facsimile, as long as the Chairman retains a hard copy of such notice as sent. Special meetings shall be called by the Chairman or by the Secretary in a like manner on written request of a majority of the Board of Trustees. Notice of a meeting need not be given to any trustee who submits a waiver or notice, whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. A notice, or waiver of notice, need not specify the purpose of any regular or special meeting of the board. A majority of the trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the adjournment shall be given to all

trustees who were absent at the time of the adjournment and, unless such time and place are announced at the meeting, to the other trustees.

Section 3.13 Attendance by Conference Call. Any one or more members of the Board of Trustees of the Organization or any committee thereof may participate in a meeting of the Board or any such committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

Section 3.14 Compensation. No trustee shall receive compensation for services as such, but shall be reimbursed for expenses incurred as such. The Board, by resolution adopted by a majority of the entire Board, may adopt such policy or policies regarding reimbursement for expenses incurred by trustees as it deems reasonable.

ARTICLE IV – COMMITTEES

Section 4.01 Standing Committees. The Board, by resolution adopted by a majority of the entire Board, may designate, from among its members, one or more committees consisting of three (3) or more trustees, such committee or committees to have all of the authority of the Board, subject to law. Such committee(s) shall serve at the pleasure of the Board.

Section 4.02 Special Committees. The Board may at any time designate, or discontinue, one or more special committees, which shall have only those duties and powers specifically delegated to them by the Board. Members of special committees shall be appointed by the Chairman with the approval of the Board. Insofar as practicable, the chairpersons of special committees shall attend regular meetings of the Board.

Section 4.03 Standing Committees. There shall be five (5) standing committees: the Executive Committee, the Education/Accountability Committee, the Oversight Committee and the Finance Committee and the Fund Development Committee.

(a) Membership of Committees. The Executive Committee shall be composed of at least five members including the Officers of the Corporation. Persons other than trustees may be appointed as members of Committees provided that any committee to which the powers of the trustees are delegated shall consist solely of trustees; and further provided, that all committees shall have a majority of trustees and shall be chaired by a trustee.

(b) Responsibilities of Committees. The responsibilities of the standing committees may include but shall not be limited to the following:

    i.   Executive Committee: to co-ordinate the work of the Board, to prepare the agenda for Board meetings in consultation with the Head of School and to

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lead the performance evaluation of the Head of School.

ii. Education/Accountability Committee: to work with the Head of School/Principal to review the Charter School's academic results, to monitor progress towards the academic and other goals set by the Board, to present, with the Head of School, periodic reports informing the entire Board of progress towards these goals, to monitor compliance and other legal requirements.

iii. Governance Committee: to study the qualifications of candidates for trustees and present qualified nominees to the Board, to present nominees for Officers to the Board, to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process, to provide ongoing orientation and training to trustees, to oversee a trustee evaluation process to ensure optimum Board performance, to monitor the Charter School's compliance with its policies and applicable state and federal law.

iv. Finance Committee: to develop in conjunction with the Head of School a proposed annual budget for the Board's consideration, to monitor the school's financial standing and make recommendations to the Board on financial matters when required, to ensure that the school is operating under adequate and proper financial controls, to develop in conjunction with the Head of School an annual fund raising plan, to work with the Principal to ensure that the annual fund raising plan is achieved involving the remainder of the Board in this effort when appropriate

v. Fund Development Committee: to maintain broad oversight of overall development activity sponsored by the school. Members of the committee will actively solicit gifts and resources for the benefit of the school and take leadership roles in fundraising events and initiatives.

ARTICLE V – OFFICERS

Section 5.01 Offices; Term. Unless otherwise provided for in the Articles of Incorporation, the Board may elect or appoint a President, a Vice President, a Secretary and a Treasurer. The Board from time to time may elect or appoint additional Vice Presidents, Assistant Secretaries or Assistant Treasurers and such other officers and agents as it shall deem necessary, and may define their powers and duties. One person may hold two (2) or more offices except those of President and Secretary. All officers shall be elected or appointed to hold office for a term of one (1) year. Each officer shall hold office for the term for which he or she is elected or appointed and until his or her successor has been elected or appointed and qualified. No trustee shall serve more than three consecutive terms in the same office.

Section 5.02 Removal; Resignation; Salary. Any officer elected or appointed by the Board may be removed by the Board with or without cause. In the event of the death,

resignation or removal an officer, the Board, in its discretion, may elect or appoint a successor to fill the unexpired term. No officer shall receive compensation for services as such, but shall be reimbursed for expenses incurred as such. If at any time, the finances of the Organization are such that the budget would sustain compensation for part-time or full-time officers, the Board, including a committee thereof, shall have the authority to set fair compensation for the officers.

Section 5.03 <u>President</u>. The President of the Board shall be the chief executive officer of the Organization, shall preside at all meetings of the Board, and shall have and perform such other duties as from time to time may be assigned to him or her by the Board of Trustees. He or she shall have the general management of the affairs of the Organization and shall see that all orders and resolutions of the Board are carried into effect.

Section 5.04 <u>Vice-President</u>. During the absence or disability of the President, the Vice President shall have all the powers and functions of the President. The Vice-President shall perform other duties as the Board of Trustees may prescribe.

Section 5.05 <u>Treasurer</u>. The Treasurer shall have the care and custody of all the funds and securities of the Organization. He or she shall supervise the receipt and custody of the Organization's funds; cause to be kept correct and complete books and records of account in accordance with generally accepted accounting principles, including full and accurate accounts of receipts and disbursements in books belonging to the Organization; prepare, distribute and retain or cause to be prepared, distributed and retained all reports, tax returns and records required by law regarding the Organization's financial status; cause a statement of the financial condition of the Organization to be presented to the Board at least quarterly; and perform such other duties as may from time to time be assigned to him or her, or specifically required to be performed by him or her, by the Board or the President. He or she shall, at all reasonable times and upon written request, allow his or her books and accounts to be exhibited to any trustee of the Organization. At the request of the Board, he or she shall have an audit of the accounts of the Organization made by a committee appointed by the President, and shall present such audit in writing at the next meeting of the Board. At every Annual Meeting of the Board of Trustees, he or she shall also present an annual report setting forth in full the financial condition of the Organization.

Section 5.06 <u>Assistant Treasurer</u>. During the absence or disability of the Treasurer, the Assistant-Treasurer, or if there is more than one, the one so designated by the Secretary or by the Board of Trustees, shall have the powers and function of the Treasurer.

Section 5.07 <u>Secretary</u>. The Secretary shall keep the minutes of the Board of Trustees. He or she shall attend to the giving and serving of all notices of the Organization, and shall have charge of such books and papers as the Board of Trustees may direct. He or she shall attend to such correspondence as may be assigned to him or her, and perform all the duties incidental to his or her office.

Section 5.08 Assistant Secretary. During the absence or disability of the Secretary, the Assistant-Secretary, or if there is more than one, the one so designated by the Secretary or by the Board of Trustees, shall have the powers and function of the Secretary.

ARTICLE VI – RECORDS AND REPORTS

Section 6.01 Maintenance and Inspection of Charter and Bylaws. The Organization shall keep at a designated location the original of the Articles of Incorporation and Bylaws as amended to date. The Secretary shall, upon written request of any trustee, furnish to that trustee a copy of the Articles of Incorporation and Bylaws as amended to date.

Section 6.02 Maintenance and Inspection of Other Corporate Records. The accounting records and the minutes of proceedings of the Organization, the Board of Trustees and the Executive Committee shall be kept at such place as designated by the Board. The minutes shall be kept either in written or typed form or in any other from capable of being converted into written, typed or printed form. The minutes and accounting records shall be open to inspection by any trustee upon written request.

Section 6.03 Annual Report. The Board shall present at each Annual Meeting a detailed financial report, in customary form.

ARTICLE VII – INDEMNIFICATION

Section 7.01 Indemnification shall be afforded to every person who is, or shall have been, a trustee of the Organization for any action taken, or any failure to take any action, as a trustee, to the fullest extent permitted by law. Unless otherwise provided by resolution of the Board of Trustees, or by contract, the Organization shall indemnify an officer or employee of the Organization who is not a trustee to the same extent as a trustee. The Organization shall maintain such insurance in amount, form, and substance as is reasonably necessary to meet its obligations under this Article VII.

ARTICLE VIII – CONFLICTS OF INTEREST
AND CONFIDENTIALITY POLICY

Section 8.01 Attached as Exhibit A hereto is the Organization's policy on conflicts of interest. Such policy shall apply to trustees, officers, and other persons the Board shall designate and shall require the filing of annual disclosure forms. In any event, each trustee shall disclose to the Board any conflict of interest that may arise.

Section 8.02 Notwithstanding anything contained herein to the contrary, the Organization shall comply with the relevant state and federal statutes governing a trustee's conflicting interest transaction.

ARTICLE IX – DISSOLUTION

Section 9.01   The Organization shall comply with mandatory dissolution in D.C. Code § 38-1802.13a(c)(1) as follows:

(a)   The Organization shall dissolve if the charter for the charter school has been revoked, has not been renewed, or has been voluntarily relinquished; and

(b)   Any assets to be distributed pursuant to a plan of distribution under § 29-301.48(3) shall be transferred to the State Education Office of the District of Columbia, to be controlled by the Office of Education Facilities and Partnerships and used solely for educational purposes.

ARTICLE X – CONSTRUCTION

Section 10.01 If there is any conflict between the provisions of the Articles of Incorporation and these Bylaws, the provisions of the Articles of Incorporation shall govern.

ARTICLE XI – AMENDMENTS

Section 11.01 Generally. The Bylaws may be adopted, amended or repealed by a three fifths vote of the Board of Trustees at any regular or special meeting of the Board of Trustees.

Section 11.02 Amendments Relating to Board of Elections. If any bylaw regulating an impending election of trustees is adopted, amended or repealed by the Board, there shall be set forth in the notice of the next Annual Meeting of the Organization the bylaw so adopted, amended or repealed, together with a concise statement of the changes made.

EXHIBIT A

POLICY ON CONFLICTS OF INTEREST

ARTICLE I – PURPOSE

The purpose of the conflict of interest policy is to protect Breakthrough Montessori Public Charter School's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or trustee of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II – DEFINITIONS

Section 2.1 – Interested Person. Any trustee, principal officer, or member of a committee with Board of Trustee delegated powers, who has a direct or indirect Financial Interest, as defined below, is an Interested Person.

Section 2.2 – Financial Interest. A person has a Financial Interest if the person has, directly or indirectly, through business, investment, or family:

(a) an ownership or investment interest in any entity with which the Organization has a transaction or arrangement;

(b) a compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or;

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a Financial Interest may have a conflict of interest only if the appropriate Board of Trustees or committee decides that a conflict of interest exists.

ARTICLE III – PROCEDURES

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the directors and members of committees with Board of Trustee delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Section 3.3 Procedures for Addressing the Conflict of Interest. (a) An Interested Person may make a presentation at the Board of Trustees or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The chairperson of the Board of Trustees or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the Board of Trustees or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Section 3.4 Violations of the Conflicts of Interest Policy. (a) If the Board of Trustees or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV – RECORDS OF PROCEEDINGS

The minutes of the Board of Trustees and all committees with board delegated powers shall contain:

(a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was

present, and the Board of Trustee's or committee's decision as to whether a conflict of interest in fact existed.

(b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V – COMPENSATION

Section 5.1. A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

Section 5.2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

Section 5.3. No voting member of the Board of Trustees or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI – ANNUAL STATEMENTS

Each trustee, principal officer and member of a committee with Board of Trustee delegated powers shall annually sign a statement which affirms such person:

(a) has received a copy of the conflicts of interest policy;

(b) has read and understands the policy;

(c) has agreed to comply with the policy; and

(d) understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII – PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

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(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII – USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Trustees of its responsibility for ensuring periodic reviews are conducted.

Breakthrough Montessori Public Charter School

Appendix to Policy on Conflicts of Interest

Appendix

Examples of interests or activities that do or might present conflicts of interest include:

♦ A trustee's or a committee member's ownership interest in a business that sells goods or services to the Organization; or

♦ A Trustee's or a committee member's partnership in or employment by a law firm that provides legal services to the Organization; or

♦ A Trustee's or a committee member's employment by a bank or financial institution that provides banking or other financial services to the Organization; or

♦ A Trustee's or a committee member's ownership interest in or employment by any other business that provides any other services to the organization; or

♦ A Trustee's or a committee member's ownership interest in or employment by an entity or business that provides any other services that compete with the services provided by the Organization; or

♦ A Trustee's or a committee member's ownership interest in an existing business or facility that could be affected by the Organization's decision whether or not to expand, offer a new service, or open a new facility.

MB ARCH DAVID C. BAGNOLI, AIA

David C. Bagnoli, AIA has over 22 years experience in Architecture and Urban Design, including academic, master planning, commercial mixed use, multi-family housing, and hospitality architecture. He is a graduate of the University of Pennsylvania and the University of Notre Dame and retains an active interest in academics serving as visiting critic and guest lecturer at the University of Pennsylvania, The Virginia Polytechnic and State University, Catholic University and The University of Maryland.

Mr. Bagnoli's projects have received numerous design awards at the highest level of the profession, including a national Honor Award and two national Housing Awards from the American Institute of Architects (AIA), two national Charter Awards from the Congress of the New Urbanism, and awards from a variety of regional and state AIA chapters including the State of Maryland, New York, the Boston Society of Architects, Washington, DC, and the Virginia Society of Architects.

Mr. Bagnoli has written and lectured on the dynamics of Town/Gown relationships throughout his career, and has lectured on this important topic at NACUBO's *Smart and Sustainable Campuses Conference*, the *National Smart Growth Conference*, and at the *National Building Museums' Smart Growth Speaker Series*. This work has been featured by the National League of Cities and was the cover article for NACUBO's *Business Officer Magazine.*   Most recently, Mr. Bagnoli has lectured on this important topic at the International Town Gown Association and for the citizen's group *Building a Better Bend* in Bend, Oregon, as an introduction to the benefits of a planned 5,000 student campus for the Oregon State University, Cascades.

PROFESSIONAL WORKS

Architecture
- Kunzang Palyul Choling, Buddhist Temple and Monastery, Poolesville, MD
- Theta Chi Fraternity House, Randolph Macon College, Ashland, VA
- Barrie School Classroom Building, Silver Spring, MD
- College of William and Mary Tucker Hall Adaptive Reuse, Williamsburg, VA
- College of William & Mary Career Services Center, Williamsburg, VA
- The One Nest Project, Delaplane, VA
- North Park Street Graduate Housing, Dartmouth College, NH
- The Mercer and Wooster Condominiums, Arlington, VA
- Dartmouth College Faculty Housing, Hanover, NH
- Yale University Police Station, New Haven, CT
- Strathmore Concert Hall, Rockville, MD
- Seaside Lyceum, Seaside, FL
- Northeastern University Residence Hall & Academic Facility, Boston , MA

Urban Design/Master Plans
- Town/ Gown Planning Analysis, Grinnell College, IA
- Howard University, North Campus Gateway, Washington, DC
- Gallaudet University, Union Market Live/Work Student Residences, Washington, DC
- Marekt Square Masterplan, Norfolk, VA
- Community Crossways, Multi-Generational Master Plan, Wheaton, MD
- Downtown Hanover Mixed Use Town/Gown Master Plan, Hanover, NH
- Swarthmore College Faculty Housing Master Plan, Swarthmore, PA
- Dartmouth College Faculty Housing Master Plan, Hanover, NH
- New Neighborhoods of Fredericksburg, Fredericksburg, VA
- Falls Church Gateway, Transit-Oriented Development Plan, Falls Church, VA
- College of William & Mary, Williamsburg, VA ~ Site Location/Analysis (CSC)
- Carneros Inn & Resort Master Plan, Napa, CA
- Seaside Lyceum Performing Arts Complex, Seaside, FL
- DreamWorks SKG Headquarters/ Studios Master Plan, Playa Vista, CA
- Swarthmore College Faculty Housing Master Plan, Swarthmore, PA

WORK EXPERIENCE

McGraw Bagnoli Architects
Principal, 2011- Present

Cunningham | Quill Architects
Assocate Principal, 2004 – 2011
Ranked by <u>Architect Magazine</u> *as one of the top 50 firms in the US, 2011*

William Rawn Associates, Architects Inc
Associate , 1998-2004
Ranked by <u>Architect Magazine</u> *as the top firm in the US, 2009*

United States Air Force Officer
1992-1997

REGISTRATION
- District of Columbia
- Maryland
- Virginia
- Delaware
- Connecticut
- Ohio

PRACTICE AREAS
- Institutional/Academic
- Master Planning / Urban Design
- Adaptive Reuse
- Hospitality
- Residential - Multi Family
- Performing Arts
- Commercial / Mixed-Use

AFFILIATIONS
- American Institute of Architects
- Washington, DC AIA
- Society of College and Univeristy Planners (SCUP)
- International Town Gown Association (ITGA)

EDUCATION
- Master of Architecture; University of Pennsylvania, 1998

- Certificate of Urban Design and Real Estate Development; University of Pennsylvania, 1998

- Bachelor of Architecture; University of Notre Dame, 1992

- B.A., Architecture and Art History; University of Notre Dame, 1992

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

Duties and Responsibilities of the Board:

1. Develop and support the mission and purpose Breakthrough Montessori PCS and keep it clearly in focus.
2. Select, support and review the performance of the school's Principal.
3. Manage resources effectively, including approving the annual budget, monitoring budget implementation, approving financial management and personnel policies, ensuring an annual audit and ensuring that adequate insurance is in place.
4. Determine, monitor and strengthen the educational program and operational systems of the school, including ensuring that challenging, measurable goals are in place and monitoring progress towards these goals.
5. Help the school meet its strategic goals by providing fundraising support.
6. Enhance the public standing of Breakthrough Montessori PCS in the local community and more widely.
7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8-10 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
8. Understand and comply with the Board's Bylaws.
9. Avoid or disclose any and all conflicts of interest.
10. Prepare an annual trustee development plan.

Read and understood:

_____   Michael F. Curtin Jr.   3/5/15
Signature   Printed Name   Date

Board of Trustees Member Agreement

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2. Select, support and review the performance of the school's Principal.
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4. Determine, monitor and strengthen the educational program and operational systems of the school, including ensuring that challenging, measurable goals are in place and monitoring progress towards these goals.
5. Help the school meet its strategic goals by providing fundraising support.
6. Enhance the public standing of Breakthrough Montessori PCS in the local community and more widely.
7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Understand and comply with the Board's Bylaws.
8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

Deborah L. Gaston	Deborah L. Gaston	3/3/2015
Signature	Printed Name	Date

Breakthrough Montessori Public Charter School

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

Duties and Responsibilities of the Board:

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5. Help the school meet its strategic goals by providing fundraising support.
6. Enhance the public standing of Breakthrough Montessori PCS in the local community and more widely.
7. Communicate and meet regularly with the Parent Advisory Committee.
8. Ensure legal and ethical integrity and maintain accountability.
9. Recruit and orient new board members, ensure board effectiveness and assess board performance.

Duties and Responsibilities of Individual Board Members:

1. Be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Regularly prepare for and attend board and committee meetings.
3. Be prepared to contribute approximately 8 hours per month toward board service.
4. Stay informed about the school and its issues by reviewing materials, participating in discussions and asking strategic questions.
5. Maintain favorable relationships with parents, students, volunteers, auditors and external stakeholders/regulators.
6. Effectively communicate with outside organizations to uphold and enhance the reputation of Breakthrough Montessori PCS.
7. Understand and comply with the Board's Bylaws.
8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

Rachel Kimboko   Rachel Kimboko   3-3-15
Signature   Printed Name   Date

Board of Trustees Member Agreement

As a member of the Breakthrough Montessori Public Charter School Board of Trustees, I accept the duties and responsibilities set forth below.

Duties and Responsibilities of the Board:

1. Develop and support the mission and purpose Breakthrough Montessori PCS and keep it clearly in focus.
2. Select, support and review the performance of the school's Principal.
3. Manage resources effectively, including approving the annual budget, monitoring budget implementation, approving financial management and personnel policies, ensuring an annual audit and ensuring that adequate insurance is in place.
4. Determine, monitor and strengthen the educational program and operational systems of the school, including ensuring that challenging, measurable goals are in place and monitoring progress towards these goals.
5. Help the school meet its strategic goals by providing fundraising support.
6. Enhance the public standing of Breakthrough Montessori PCS in the local community and more widely.
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9. Prepare an annual trustee development plan.

Read and understood:

_____

Signature   Printed Name   Date

Victoria-Maria MacDonald   March 4, 2015

Breakthrough Montessori Public Charter School

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8. Avoid or disclose any and all conflicts of interest.
9. Prepare an annual trustee development plan.

Read and understood:

	Sara P. Suchman	3/4/15

_____
Signature   Printed Name   Date

Breakthrough Montessori PCS Board of Trustees Performance Expectations

General Responsibilities:
Each trustee is responsible for actively participating in the work of the Board of Trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The Board will nominate the candidate only after s/he has agreed to fulfill these expectations.

Specific Responsibilities:
1. Believe in and be an active advocate and ambassador for the values, mission, and vision of Breakthrough Montessori PCS.
2. Work with fellow board members to fulfill the obligations of board membership.
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees by:
    a. Focusing on the good of the organization and group, not on a personal agenda.
    b. Supporting board decisions once they are made.
    c. Participating in an honest appraisal of one's own performance and that of the board.
    d. Building awareness of and vigilance towards governance matters rather than management.
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair.
5. Be prepared to contribute approximately 8-10 hours per month toward board service, which includes:
    a. Attending a month board meeting (2 hours)
    b. Participating on a board committee (2 hours)
    c. Reading materials, preparing for meetings (1 hour)
    d. Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of Breakthrough Montessori PCS.
9. Serve as a committee or task force chair or member.
10. Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.

Breakthrough Montessori PCS Code of Ethics

The Code of Ethics is intended to encourage ethical, lawful and honest conduct by all Breakthrough Montessori PCS employees, volunteers, and trustees. This Code is designed to help all members of Breakthrough Montessori PCS understand ethical practices and to encourage awareness of ethical and legal issues any member may encounter in acting out responsibilities on behalf of the school. In addition, independent contractors, consultants, and agents who work on behalf of Breakthrough Montessori PCS are expected to uphold the same high standards while attending to Breakthrough Montessori PCS business.

1. Student and personnel records are highly confidential and must be handled with care. All matters including personal information about children, staff, families, and organizational issues are strictly confidential.

2. The well-being of each student will be a primary focus. Always approach each child with a positive and optimistic attitude, recognition of individuality, and trust. Avoid speaking out of anger, speaking ill of a child, using sarcasm, addressing poor behavior impulsively, or implying reward or punishment.

3. Members of the school are committed to standards of exemplary integrity in their professional relationships with families, students, staff, and all community members.

4. Always represent Breakthrough Montessori PCS truthfully and accurately to the general public and to our school community.

5. All members will respect the diversity of the Breakthrough Montessori PCS community.

6. Staff and board members will not engage in negative statements regarding other schools, Montessori, Charter, or D.C. public.

7. All members will promote the growth of Montessori education as formulated by Maria Montessori at all times.

8. All members will be accountable personally for adherence to this Code.

Breakthrough Montessori PCS Discipline Policy

Less Serious

Behaviors	Consequences
• Interfering in others' work • Repeated failure to follow directions • In ability to complete work assignments • Inability to resolve conflict with peers	• Student redirected by teacher • Problem discussed with students • Other ways of handling a situation brainstormed • Short reflection time within the classroom • Assigned seating near the teacher for a period of time • Work contracts • Logical consequences • Parent note or phone call

More Serious

Behaviors	Consequences
▪ Language that expresses disrespect for another person ▪ Violent behavior (e.g., hitting, kicking, biting, shoving, throwing objects at a person) ▪ Vandalism ▪ Violent role-playing, including pretend gunplay ▪ Repeated failure to follow instructions or community expectations	• Removal from the classroom for a period of time • Outside assistance from school personnel (Psychologist, Director, etc.) • Parent conference • Development of Action Plan for student, parent and teacher • In-school suspension • Out-of-school suspension • Expulsion

Resolution Process for Unacceptable Behavior:
The first instance of unacceptable behavior will be addressed by the adult staff member who witnessed it. The staff member will, first, intervene to stop the behavior, then, depending on the child's age, discuss with the child privately why the behavior is inappropriate and suggest strategies for preventing its recurrence. Parents will be notified by telephone and in writing of both the behavior and its resolution.

The second occurrence will be addressed by the witnessing adult and by the Principal and will result in immediate intervention up to and including a possible suspension from the School. The Principal, after meeting and consulting with the child's parents, will determine the consequence(s) for the offending behavior(s) in accordance with the Breakthrough Montessori Student Handbook (and local regulations and state law). A plan will be developed to respond appropriately to the negative behavior.

If steps to correct the behavior fail, appropriate disciplinary action up to and including suspension, expulsion or referral to law enforcement official will follow.

Due process will be followed for all disciplinary actions consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). The student will have the opportunity to present his/her version of events to the Principal in person. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be

suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the Principal. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the Principal.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s). The student shall have the right to be represented by counsel, question witnesses, and present evidence.

For a student whose behavior merits suspension or expulsion and who is either identified as a student with special needs under 20 USC §1400 et seq. or qualifies as a student suspected of having a disability under 34 CFR 300.534, the school will:
- Provide a free and appropriate education in accordance with 20 USC §1400 et seq. to students who are suspended or removed for disciplinary reasons for more than ten school days (as defined in 34 CFR 300.536);
- Address behaviors that result in suspensions or removals for more than ten school days (as defined in 34 CFR 300.536) by providing functional behavioral assessments and behavioral intervention plans in accordance with 34 CFR 300.530;
- Conduct a manifestation determination review in accordance with 34 CFR 300.530 to determine the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement;
- Provide the parent of the student a copy of the procedural safeguards notice in accordance with 34 CFR 300.530 and 34 CFR 300.504;
- Expedite the resolution of disagreements between parents and the school regarding certain disciplinary actions;
- Ensure protections for students who qualify under 34 CFR 300.534; and
- Expedite evaluations of students suspected of having a disability during the suspension period.

Bullying
Bullying shall be defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
1. Causes physical or emotional harm to such student or damage to such student's property;
2. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. Creates a hostile environment at school for such student;
4. Infringes on the rights of such student at school; or

5. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

A student who engages in any act of bullying is subject to appropriate disciplinary action including suspension, expulsion or referral to law enforcement officials.

Breakthrough Montessori Public Charter School

Assurances Form

Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (D.C. Code § 38-1802.04(c)(16).)

2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the DC Public Charter School Board. (D.C. Code § 38-1802.02(16).)

3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (D.C. Code § 38-1802.04 (c)(15).)

4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools. (D.C. Code § 38-1802.04(c)(11)(B)(ix).)

5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (D.C. Code § 38-1802.06.)

6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer. (D.C. Code § 38-1802.04 (c)(12),)

7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB. (D.C. Code § 38-1802.11(a)(2).)

8. Collect and report academic and non-academic performance consistent with PCSB's data submission policies.

9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (D.C. Code § 38-1802.04 (c)(2).)

10. Establish an informal complaint resolution process prior to the first date that the school accepts applications. (D.C. Code § 38-1802.04 (c)(13).)

11. Ensure that all relevant school personnel and Board of Trustee members are capable of executing financial management, governance and management, and other responsibilities as deemed necessary by PCSB. (D.C. Code § 38-1802.02(15).)

12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (D.C. Code § 38-1802.11(a)(2).)

13. Comply with the contract procurement requirements of the D.C. Code § 38-1802.04(c).

14. Comply with the following federal and local laws:
a. **Health and Safety**: Healthy Schools Act of 2010 (D.C. Code §§ 38-821.01 et seq.); federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse;
b. **Building Safety**: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.);
c. **Maintenance and Dissemination of Student Records**: Family Education Rights and Privacy Act (20 U.S.C. § 1232g);
d. **Certain Requirements of Education Institutions**: Compulsory School Attendance (D.C. Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.);
e. **Students with Disabilities**: Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities;
f. **English Language Learners**: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners;
g. **Title I of the Elementary and Secondary Education Act**;
h. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia**: The Age Discrimination Act of 1975 (42 U.S.C. § 6101 et seq.); Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. §§ 12101 et seq.); and
i. **Other**: All other laws deemed applicable by PCSB (D.C. Code § 38-1802.11(a)(1)(B)).
Signature of Authorized Certifying Official

Signature of Authorized Certifying Official	
Name (Printed) Sara P. Suchman	Title: Founding Board Member
Name of Proposed School **Breakthrough Montessori Public Charter School**	Date 3/5/2015

H. Course Curriculum

Montessori Scope & Sequence

Overview

The Scope & Sequence is a curriculum outline for the child from three to fifteen years. This document draws principally from *The Montessori National Curriculum*, which was developed through an international partnership between The Montessori Australia Foundation, The North American Montessori Teachers Association, and Association Montessori Internationale. Montessori is a comprehensive approach to education, practiced in more than 20,000 schools located on six continents. The curriculum is the result of more than 100 of years of experimentation and refinement directed by Montessori experts across the globe. This document reflects both the coherence and stability of the curriculum, and an international commitment to ensuring on-going quality and consistency within Montessori environments.

Montessori education is, foremost, a developmental program. Learning (and by extension teaching) is understood to be the child's work of achieving independence. Based on developmental theory, the educational program unfolds according to four stages or planes of development. At each plane children and young people display intellectual powers, social orientations and creative potential unique to that stage. Each plane is characterized by the way children in that plane learn, building on the achievements of the plane before and preparing for the one to follow. The timing and nature of the transition between planes vary from individual to individual.
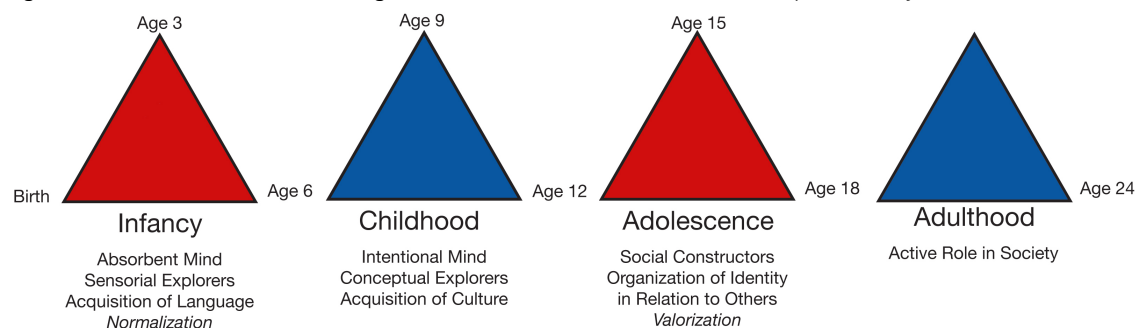
For each plane of development there is a specific Montessori learning environment. Montessori environments for each plane maintain distinctive Montessori characteristics, including freedom of choice and movement, and an emphasis on independent exploration and self-directed learning. At the same time the design of each environment is customized to the specific needs, interests and potential of each developmental stage. Within the prepared learning environment the scope of activity is wide, encompassing three-year-age spans. Lessons are offered to students based on readiness and interest, and they are sequenced hierarchically, so that mastery is built by the child through his or her own activity, with the guidance of adults whose training enables them to personalize the curriculum for each child based on highly developed skills of observation, presentation, and ongoing assessment.

The Summary Table presented below illustrates the seamless manner in which the Montessori programs proceeds from infancy (3-6) through childhood (6-12) and early adolescence (12-15). A more detailed presentation of each learning area is then presented in the form of tables. The tables present the curriculum for each learning area in terms of:

- General Content Strands
- Specific knowledge, skills and understandings students typically develop in each content strand
- Details of Learning Activities
- Materials and Resources used by Montessori educators to achieve the knowledge, skills and understandings of each content strand.

 It is important to note that this document is only an outline of the comprehensive, integrated approach that is Montessori education. For the program to be implemented in a way that achieves the full potential of the Montessori approach, it must be supported, not only by the preparation of learning environments to meet detailed Montessori specifications, but also expert presentation of the activities and resources detailed in this document. Both the preparation of the Montessori environment for each plane of development, and the presentation of the activities and resources for that plane requires Montessori educators who have undertaken the corresponding specialist training.

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[1] Feez, S & J, Miller (Eds.) (2011). *The Montessori National Curriculum*. Terrey Hills, NSW: Montessori Australia Foundation

	Practical Life	Sensorial	Mathematics	Language	Cultural Studies Science, Geography, History	Aesthetic & Personal Development
PK1	Preliminary Exercises; pouring, carrying, polishing, Care of Person, Care of Indoor /Outdoor Environment, Grace & Courtesy	Visual, Auditory, Tactile, Olfactory, Gustatory Discrimination	Numbers to ten	Spoken Language – objects in the environment; Read-aloud; Sound Games, Mechanics of Writing &	Observing natural phenomena Planting & Watering	Drawing and painting Singing Musical Notation Visual Thinking Strategies
PK2	Sewing, Washing, folding, ironing cloths, preparing food, setting a table, passing objects, accepting and refusing,	Temperature, Olfactory, Constructive Triangles, Inscribed and Concentric figures, Bells, music signs and notes	Decimal System Linear Counting Memorization: Addition, Multiplication	Reading; Sound-letter Correspondence; Decoding; Hand Phonetic Object Game	Puzzle Maps Botany Cabinet (leaf shapes) Zoology vocabulary	
K	Making an introduction, How to apologize, walking gracefully so as not to disturb others	Chromatic sense, geometric forms (solid and cabinet material).	Skip Counting with Chains; Memorization Addition, Multiplication, Subtraction Division; Passage to Abstraction (small bead frame, division with racks & tubes, fractions, measurement)	Phonetic Reading, Phonograms, Word Study, Puzzle Words, Reading Classification, First Books; Function of Words; Parts of Speech; Word Study; Spelling	Land and Water Forms Classification (living, non-living, plant-animal) Time Culture/Country study	
1 2 3	Care of the environment – plants, animals; Table manners, serving and clearing, All of the above, plus mentoring of younger students Preparation for Going Out	**GEOMETRY & MEASUREMENT** Geometry: Congruent, Similar, Equivalent Angles, Lines, Polygons, Circles; Mass, Volume, Length	History of Math Counting Decimal System Operations Memorization Money Fractions Passage to Abstraction	History of Language Parts of Speech, Reading Analysis, , Grammar and Syntax, Composition; Research, Functional Writing Literature timelines, literature circles, speeches, discussion, debate, drama	Time; First Knowledge Natural History (timeline of life); Geography (physical and political); Nature of the Elements, Sun & Earth; Plant Kingdom; Animal Kingdom	Artist Study Elements of Design Principles of Design Choir; Band, Musical Theater Music Composition Visual Thinking Strategies
4 5 6	Care of environment Going Out Preparation for tests	**GEOMETRY & MEASUREMENT** History of Geometry History of Measurement Solid Geometry Plane Geometry Symmetry, Similarity, Congruence, Equivalence	Data & Statistics Percentage Fractions & Decimals Powers of Numbers Squaring & Cubing Algebra Relative Numbers	Literature timelines, literature circles, speeches, discussion, debate, drama Advanced study of style	Society & Civilization; Migration; Inquiry & Research Map Reading & Making; Work of Air, Atmosphere & Wind; Work of Water Economic Geography: Work of Humans Chemistry of the Plant Human Physiology Extended Research	All of the Above, plus: Small Ensembles Festival Opportunities
7 8 9	Occupations: Planting crops, chopping wood, milking cows, goats, etc Cooking and cleaning	Trigonometry	Algebra	**HUMANITIES** American Literature Literary Analysis Personal & Persuasive Essays Speeches	Environmental Science, Botany, Animal Biology History of Surrounding Location Mapping Surrounding Area	All of the above plus: Coffee Houses Poetry Slams

Curriculum Maps:
Montessori and Common Core Standards

Using the Montessori Method to close the opportunity gap while fostering a lifetime love of learning and cultivating independence among DC school children.

First Grade Language Arts Curriculum, Mapped to Common Core State Standards

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
1.RL.1: Ask and answer questions about key details in a text.	• Teacher read loud • Small group lessons with reading groups of similar proficiency, or literature circles	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher reads aloud to class daily, using quality literature, asking about key details in a text using "who, what, when, where, why, and how?" questions. • Teacher asks students in a reading group or literature circle to identify key details. (Teacher may want to write down key details shared by students on whiteboard or butcher paper. Students in small group can copy key details into their journals). • Develop nomenclature materials/command cards containing "who, what, when, where, why and how?" questions to answer independently during work period.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	• Teacher read aloud • Small group lessons, reading groups, literature circles • Story card material	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher will read a short story to the class during group read aloud. Teacher can then partner students and have each student retell the story to their partner, before moving onto other lessons/work. • Students will each retell a story to a small group. Teacher will write down key details of each retold story, then point out where everyone shared similar details, and where everyone shared differing ones, thus attuning students to the variety of details that can be found in a story. • Teacher will conduct a lesson which involves students reading a card or series of picture/story cards, then turn the card or series of cards over, and retell the story.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RL.3: Describe characters, settings, and major events in a story, using key details.	• Teacher read aloud • Small group lessons with reading groups of	• To increase reading comprehension and understanding of	• Teacher will read a short story to the class during read aloud time. Teacher can then partner students and have each student retell the story to their partner, before moving onto other lessons/work. • Students in reading groups/literature circles will	• Teacher Observation Recorded in Montessori Compass

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	similar proficiency, or literature circles • Created Montessori materials matching concept and definition for the following terms: character, setting; major event	text through answering questions regarding key details. • To learn the following concepts: character, setting; major event.	each retell the story to the small group. They will listen to a few different versions and teacher can write down key details of each retold story, then point out where everyone shared similar details, and where everyone shared differing ones, thus attuning students to more details. • In a small group lesson, teacher will read a story to the group, then have the students identify the characters while the teacher writes each name on a strip of paper. Next, students will identify the setting, while teacher records onto a strip of paper. Last, students will identify major events, and write those each on strips of paper. Students will use the created Montessori materials containing the following concepts and definitions: **characters**, **setting**, and **major events**. Students will match concept to definition, then have them place the strips of paper created from the previously read story, underneath the correct category. (E.g. the "character" concept would contain the definition below it, and the names of the characters in the story would be placed below the definition).	• AIMSweb TEL, PSF & NWF
1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles. • Created Montessori materials.	To increase reading comprehension and understanding of text through answering questions regarding key details.	• During read aloud or small group lessons, students will identify words and/or phrases that express feelings, as well as words that appeal to the senses. Teacher will select specific books that contain several examples and have students identify words and/or phrases in the text. • Use created Montessori material that is comprised of several sentences, and students will identify which sentences contain feelings, and which do not.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RL.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text	• Teacher read aloud • Small group lessons with	To help students understand the difference between fiction and fact,	• During read aloud, teacher will alternate between reading from books that tell stories, and books that give information. Teacher will state which kind of book is being read to students before and after read	• Teacher Observation Recorded in Montessori

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First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
types.	reading groups of similar proficiency, or literature circles.	between story books and informational books.	aloud. Teacher can also ask students to guess which kind of book was read, based upon the text. • During small group lesson, teacher will have a small collection of books out on a rug--some that tell stories and some that give information. Teacher will review each book in random order, describing the contents inside of the book. Have students organize books so that story books go into one pile, and informational books go into another pile.	Compass • AIMSweb TEL, PSF & NWF
1.RL.6: Identify who is telling the story at various points in a text.	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles	To identify the narrator of the story.	During read aloud and small groups, teacher will ask who is telling the story during natural stopping points (e.g. end of paragraph, end of page).	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RL 7: Use illustrations and details in a story to describe its characters, setting, or events.	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles	To identify details in a story	During read aloud and small groups, teacher will point to illustrations in text and ask students to describe characters, setting and events based upon pictures.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RL.8:	• n/a	• n/a	• n/a	•
1.RL.9: Compare and contrast the adventures and experiences of characters in stories.	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles	To identify the differences in experiences between characters; to identify details	During read aloud and small groups, teacher will ask students how the experiences of the characters in a story are similar and different. Teacher may want to create a compare and contrast graphic to show learners with visual aids.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RL.10: With prompting and support, read prose and poetry of	• Teacher read aloud	To read with appropriate fluency	• Teacher will offer numerous opportunities for students to participate in reading activities, through	• Teacher Observation

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
appropriate complexity for grade.	• Small group lessons with reading groups, or literature circles • Created Montessori materials	and accuracy in the areas of both decoding, and comprehension.	both small group reading lessons, and through use of teacher created reading materials for students to use independently, which will increase fluency and comprehension. • The general sequence for attaining proficiency in reading in a Montessori class at the elementary level is as follows: phonetic words, words with sound combinations (phonograms), puzzle words, short and long vowels, spelling variations of the same sound, label and read objects of the environment, read short sentences in sequenced reading books (with most words decipherable by child), read sentences spoken by child/written by teacher. (See albums) • Fluent readers can use interpretive reading cards to practice reading proficiency.	Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RF.1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	• Montessori Language Arts Lessons: Capital Letters, Period, Sentence Building: Concept and Language • Punctuation charts • Other created punctuation material	Recognizing the distinguishing features of a sentence	• Capital Letters: Teacher will select a book, and show a group of children the capital letters for names in the book. Teacher will show children that each sentence begins with a capital letter. Show children "Rules of Capitalization" card (created Montessori material) for them to refer to when needed. • Period: Teacher will read a passage from a book really quickly with no pauses. Teacher will point out that an important symbol was ignored (the period).	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RF.1: Demonstrate understanding of the organization and basic features of print.	• The Story of Our Alphabet story and charts depicting different alphabets throughout the ages	Student will be able to: recognize all upper case and lower case letters, follow words from left to right, follow words from top to bottom, and follow	• Teacher will conduct the great lesson entitled "The Story of Our Alphabet." Teacher will point out the different letterings in the charts, and note that even the earliest writings included spacing between letters and words, and note the shift from all upper case to upper and lower case. • Teacher will conduct a small group lesson on the organization of print through having a "book talk"	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

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	• Created Montessori nomenclature/three part cards	words page by page.	before book is read aloud. Teacher will point out the following features of and within the book: left, right, top, bottom, uppercase, lowercase, and space. • Teacher will conduct a three period lesson and create nomenclature material for the following terms: left, right, top, bottom, uppercase, lowercase, space.	
1.RF.1a: Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation)	*Capital Letters Lesson* with punctuation charts (some cards with punctuation rules), books	• For the children to properly place capital letters in their work • For the children to use punctuation materials in order to extend their knowledge	• Teacher will tell students that all names begin with a capital letter because names are important, and that capital letters are used to show that something is important • Teacher will gather a group of students and choose a book. Teacher will ask students to each choose a book. Teacher will point out capital letters in the text, then ask students in to point to capital letters in their books. (Students can pair off to show each other capital letters). • Teacher will show students "Rules for Capitalization" card (created Montessori material). Teacher will instruct students on when it would be appropriate to use this card.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
	• *Period Lesson* with punctuation charts, colored pencils • Several cards of one-page laminated text containing no punctuation. • Corresponding control chart with punctuation.	• For the children to properly use punctuation marks in their work • For the children to use the punctuation materials in order to extend their knowledge	Teacher will gather a small group and read a passage from a book. Teacher will read paragraph quickly with no pauses. Teacher will express that it was hard to understand the passage because important symbols used by the author were ignored. Teacher will tell students that a period means the end of a sentence or thought. Teacher will read the passage again, without ignoring the periods. Teacher will show students that the first word after a period always begins with a capital letter.	•
1.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Grace and Courtesy: modeling correct grammar and pronunciation while speaking	Providing a model for correct speech.	• Teacher will annunciate words clearly. • Teacher will use correct grammar when speaking.	• Teacher Observation Recorded in Montessori Compass

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
				• AIMSweb TEL, PSF & NWF
	I Spy Game	• produce rhyming words • count syllables in spoken words • say syllables in spoken words • blend syllables in spoken words • segment syllables in spoken words • blend onsets and rimes of single syllable words • segment onsets and rimes of single syllable words • isolate the beginning sounds in CVC words • say the beginning sounds in CVC words • isolate the middle sounds in CVC words • say the middle sound in CVC words • isolate the ending sounds in CVC words • say the ending	Teacher will play the "I spy game," using a few selected objects and isolating beginning, middle, and ending sounds.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
		• sound in CVC words • add individual sounds in one-syllable words • substitute individual sounds in one syllable words		
1.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.	Phonetic object box, phonogram object box, puzzle word material, phonogram booklets/nomenclature elementary word study with movable alphabet (suffixes, prefixes, compounds, word families).	• associate long vowel sounds with common spellings • associate short vowel sounds with common • spellings • reads common high frequency words • tell the difference between words that are spelled similarly	• Students will use phonetic and phonogram object box from primary album to isolate sounds and identify corresponding sounds with objects. • Students will use puzzle word material to memorize words that have atypical spelling patterns. • Students will use phonogram booklets, nomenclature, and three part cards to read, write, and match picture to text during independent work time. • Students will use elementary word study material with movable alphabet (suffixes, prefixes, compounds, and word families) to compose words. Word study will highlight root words and common suffixes and prefixes, which will provide aides to decoding and spelling.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.RF.4: Read with sufficient accuracy and fluency to support comprehension.	Command cards, interpretive reading cards, picture/story cards.	• read on-level text with purpose on successive readings • read on-level text with understanding on successive readings • read on-level text orally with accuracy on	• Students will practice fluency with command cards from grammar boxes, as well as teacher-created command cards. • Students will use interpretive reading cards (level 1 for beginning readers and other levels for fluent readers) in small groups or in pairs, practicing fluency, expression, tone, and other oral reading skills. • Students will be introduced to picture/story cards (created by teacher or purchased from Montessori curriculum distributers) to match text with corresponding picture or photo.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

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First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
		• successive readings • read on-level text orally with expression on successive readings • use context to confirm word recognition • use context to confirm understanding • use context to self-correct word recognition • use context to self-correct understanding	• Teacher will assess reading level and provide books at the child's instructional level to participate in reading groups or to read independently.	
1.W 1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	• Small group lessons • Created picture/story cards with text	Students will learn to identify what is an opinion, and will be able to apply this knowledge in their writing.	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. Teacher will discuss the difference between fact and opinion. Teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write an opinion (with the guide's help, if needed). On the next strip, the student will supply a reason for the opinion. On the final strip, the student will write a closing sentence.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	• Small group lessons • Created picture/story cards with text	Students will learn to identify what is a fact, and will be able to apply this knowledge in their writing.	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. Teacher will discuss the difference between fact and opinion. Teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write 3 facts contained in the text (with the guide's help, if needed). On the final strip, the student will	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			write a closing sentence.	
1.W.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	• Small group lessons • Created picture/story cards with text beginning with the following words: first, next, then and last.	• Students will identify the following terms in writing: first, next, then, last. • Students will be able to create stories using temporal words to indicate event order and sequence.	In a small or large group lesson, teacher will discuss with students that stories usually have a sequence or order to them. Teacher will create a shared story about something familiar (e.g. going on a walk and coming across a cat) using 4 sentences (e.g. sentence 1: I was walking and I saw a cat 2: The cat let me pet him. 3: The cat saw a bird 4: The cat ran after the bird). Teacher will introduce the words: first, next, then and last to the student, and together, insert these words at the beginning of each sentence to create a sense of order. Teacher will ask students to write on sentence strips, organize in appropriate order, and rewrite the story. Teacher will encourage the students to make up more stories, stressing that though there can only be one sentence strip for "first" and "last, that there can be several for "next" and "then."	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.W.4: (Begins in 2nd grade)	• n/a	• n/a	• n/a	•
1.W.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	AMI Montessori language arts lesson: Composing a Paragraph	To write paragraphs using a logical structure To recognize and compose various types of paragraphs To achieve facility with proofreading for paragraphs	• Teacher will find a book which contains paragraphs, some of which contain topic sentences which can stand alone. Teacher will identify the topic sentence, and write it down on a strip of paper. Teacher will identify sentences containing major details, minor details, and the concluding sentence. Teacher will write those sentences on strips of paper, then rearrange sentences so they are out of order, demonstrating that the paragraph does not make sense. Teacher will ask students to arrange sentences in a logical order. • As a shared writing experience, students will collaboratively come up with a topic. Teacher will write the chosen topic on a sentence strip (E.g. "Polar Bears.") Teacher will ask students to name a few things they know about their chosen topic, and will write each idea down on a strip of paper in the form of a sentence. When 4-5 sentences have been written, teacher will ask for a concluding sentence.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			Teacher will ask students if the paragraph is arranged so that it makes sense, or if they might want to change the order of the sentences (this may or may not be needed, depending on how the paragraph was composed). Teacher will ask if any sentences might be added that will give more detail to the paragraph, and insert as appropriate.	
1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• n/a	• Students will be comfortable and adept at basic computer skills, such as logging on, keyboarding, and using hand-held devices to engage with digital media. • Students will continue exploring ways to use digital tools to produce and publish writing, both independently and in collaboration with their peers.	Students will use tools such as: Microsoft word, google docs, and Power Points to create and publish writing.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.W.7: Participate in shared research and writing projects (e.g. explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	• "How-to" books • Created sequence story materials (pre-made stories available at Montessori 123). Stories can include "How to make a peanut	• To increase understanding of the research and writing process. • To be able to create a short summary and/or report of a specific topic.	• Using a story which has been written collaboratively, students engage in a whole-group revising process by having each student add a sentence at a time. The teacher leads this shared-revising activity to help students consider story content. Students begin by reading their collaborative story and then discuss ways of making changes. Then, after revisions have been made, they reread the story as a group. Finally, students come to a consensus on a title for their	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

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	butter and jelly sandwich," and "How to give a dog a bath," and etc.		<mark>story.</mark> • Using created sequence story material, students will work together in small groups to put the stories in order and record the story on a separate piece of paper. • Using picture/story cards with text, students will create a keyword outline, writing down the 1-3 of the most important words in each sentence of the text on strips of paper. When finished, students will turn over the cards, then collaboratively create original sentences containing the key words which reflect the meaning and content of the original text.	
1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Small group writing lesson • Question and Answer Game (Biology album) • Story card material…a few sets containing stories of a different animal in each set (Biology album)	• To recall and reassemble information in order to make it comprehensible. • To use a variety of resources to answer a research-based question.	• With a group, teacher will recall a shared experience (e.g. a "going out" experience, a special event, or visitor, or holiday). Students will then be asked to share pieces of information recalled from the shared experience, and teacher will write the ideas on a white board, or on paper strips, in sentence form. Teacher will guide the writing so that there is a clear and logical beginning and ending. Students will record the writing on the board in their journal (or arrange the sentence strips then record in journal). • Use "Question and Answer Game" material and "Story Card" material to pose questions about animals and find answers to those questions.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.W.9: (begins in grade 4)	• n/a	• n/a	• n/a	•
1.W.10: (begins in grade 2)	• n/a	• n/a	• n/a	•
1.SL 1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	• Grace and courtesy lessons involving the teacher modeling a lesson on speaking and listening in turn, and having students re-enact the various	• Students will learn to have a conversation which involves speaking, listening, questioning, and collaboration of thoughts and ideas.	• Teacher will invite students to participate in various grace and courtesy lessons involving speaking and listening in turn. Teacher will invite assistant, or a student who is able to grasp directions quickly, to model what a conversation involving speaking and listening in turn looks like. Students will pair with a partner to take turns speaking and listening about a selected topic. • Teacher will discuss etiquette for lessons, which involve raising one's hand to ask a question, make a	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	scenarios. • Small group dialogue involving teacher and students asking questions, commenting, and responding to comments.	• Students will learn to ask questions pertaining to the topic and/or text at hand.	comment, or respond to a comment.	
1.SL.2: Ask and answer questions about key details in a text read-aloud or information presented orally or through other media.	• Story card material • Read-aloud or literature circles.	Students will be able to formulate questions based upon text that has been read, respond to questions about the text, regarding key details.	Teacher will choose one of the stories from the story card material, and participate in a shared reading of the text. Teacher will then ask the students to come up with questions they could ask that could be answered in the text, and record the question or questions on a sentence strip. After 4 or 5 questions have been formulated, students will answer the questions using full sentences (either orally or on blank sentence strips). Students can then compose these sentences into newly formed paragraphs.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Small group lessons	Students will listen to a lesson in story to gather additional information or clarify content.	Teacher will tell one of the many story-based lessons from the various subject areas (e.g. great lessons, needs of the plant, fundamental needs of humans, etc.). Students will be given an opportunity to ask questions about the stories.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Small group lessons	Students will be able to clearly describe people, places, things and events.	• Students will retell a story lesson to a partner, or a sequence of events in a math lesson or science experiment. • Student can give a lesson to another student. • Students will retell stories from their own lives.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.SL.5: Add drawings or other visual displays to descriptions when	Small group lessons	Use visual graphics to demonstrate	Students will engage in follow-up work that involves the creation of booklets, posters, and timelines	• Teacher Observation

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appropriate to clarify ideas, thoughts, and feelings.		understanding.	containing writing with illustrations which reflect the lesson content.	Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.SL.6: Produce complete sentences when appropriate to task and situation.	• Small group lessons • Sentence analysis material • Created Montessori material.	To identify the different between complete and incomplete thoughts.	• Teacher will use the sentence analysis material to introduce the components of a complete sentence. (e.g. article, noun, verb). • Students will be given a lesson on complete and incomplete sentences. Teacher will verbally give examples of complete and incomplete sentences. Teacher will introduce a created material called "Complete and incomplete sentences." Sentences will be categorized according to complete and incomplete sentences. (Teacher will also introduce the term "sentence fragment.")	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper-and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g.; He hops; We hop). d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	• Montessori language arts album lesson on handwriting • Montessori grammar box lessons and material on parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection) • Command cards • Verb tense material, further work: tense, voice, mood, conjugation.	To show understanding of the conventions of standard English grammar and usage when writing and speaking.	• Teacher will conduct a lesson on letter formation of print (upper and lower case). Teacher will allow for ample practice of letter formation. • Teacher will conduct small group lessons with the grammar box material for parts of speech work. • Teacher will show students how to use the command cards as an independent work choice. • Teacher will offer lessons on "Parts of Speech: Further Work" in the AMI language album.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g. articles, demonstratives). i. Use frequently occurring prepositions (e.g. during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.				
1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• Montessori lesson on capitalization and created laminated material. • Lesson on punctuation and created material. • Created material for learning proper comma usage. • Word study lessons with movable alphabet • Spelling work from primary for readers who are not yet fluent: phonetic words, phonograms,	To show understanding of the conventions of standard English capitalization, punctuation and spelling when writing.	• Give lessons on mechanics (capitalization, punctuation and commas) based upon Montessori language arts lessons and created laminated material for further exploration. • Word study lessons with movable alphabet help children memorize spelling patterns of suffixes, prefixes, and root families. • Conduct primary lessons related to acquisition of spelling for readers who are not yet fluent (phonetic words, phonograms, puzzle words, short and long vowels, spelling variations of the same sound, labeling the environment. • Spelling work for : • Indirect helps to spelling—teacher models correct spelling of words, dictionaries available, word study, spelling new words throughout presentations, call attention to affixes and etymology. Break up words into prefixes, suffixes and roots. • Direct helps to spelling—alphabetical ordering of words, entry words, personal dictionary, peer testing of words, teach spelling rules, teach contractions, use spelling lists to study words (homonyms, frequently	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

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First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	puzzle words, short and long vowels, spelling variations of the same sound, label the environment • Spelling work and lessons in AMI language arts album: indirect and direct helps to spelling, strategies to spelling		misspelled), dividing words into syllables. • Teach strategies for learning how to spell words that cause difficulty (e.g. see the word, think the word, feel the word, say the word, build the word, OR…look, say, cover, write, check, repeat, test).	
1.L.3: (Begins in grade 2)	• n/a	• n/a	• n/a	•
1.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g. looks, looked, looking).	Word study lessons in AMI elementary language albums, with movable alphabet (suffixes, prefixes, root words, compound words, word families).	To determine or clarify the meaning of unknown and multiple-meaning words	Teacher will conduct the following lessons from the AMI language album: suffixes, prefixes, compound words, word families; suffixes, classified	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF
1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	• Created Montessori material with each material	To understand the relationship between groups or sets of words, as	• Teacher will introduce Montessori created material for students to use independently (laminated nomenclature work, such as: animals and their homes, animal babies, types of transportation, kinds	• Teacher Observation Recorded in Montessori

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First Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g. a duck is a bird that swims, a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g. note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, glare, scowl), and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.	containing groups of words in a particular category (a corresponding picture is recommended). E.g. animals and their homes, animals and their babies. • Grammar box: noun work. • Parts of speech: verb and adjective grammar box and work	well as nuances in word meanings.	of shelter, etc.). • Teacher will give the following lessons in grammar box work: noun, adjective, verb.	Compass • AIMSweb TEL, PSF & NWF
1.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).	Created Montessori materials	Students will use words to indicate simple relationships	• Teacher will introduce conversation starter cards (Laminated cards with questions such as: "If you had three wishes, what would you wish for," and "If you could keep a wild animal as a pet, what would it be and why?") Students can choose a partner and each can take turns reading and answering a few questions. • Teacher will introduce picture/word matching cards and nomenclature for students to use independently.	• Teacher Observation Recorded in Montessori Compass • AIMSweb TEL, PSF & NWF

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Using the Montessori Method to close the opportunity gap while fostering a lifetime love of learning and cultivating independence among DC school children.

First Grade Math Curriculum, Mapped to Common Core State Standards

First Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	• Number rods • Base board; golden beads (units, tens) • Created, laminated word problems (or sheets of word problems in binders with page protectors).	• Understand the concepts of addition and subtraction to 20. • Solving for an unknown • Learn the following terminology: adding to, taking from, putting together, taking apart, comparing with unknowns	• Number rods lesson (AMI primary album, AMI primary foundations album—created in elementary training) • Whole numbers: Counting, Decimal System, Addition/Subtraction • Addition Word Problems, laminated. (Word problems can easily be found through a variety of internet resources. Word problems can also be created specifically for use of golden beads, red rods).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	• Base board; golden beads (units, tens) • Created, laminated word problems (or sheets of word problems in binders with page protectors).	• Understand the concepts of addition and subtraction to 20 using 3 numbers. • Solving for an unknown	• Whole numbers: Counting, Decimal System, Addition/Subtraction • Addition Word Problems, laminated. (Word problems can easily be found through a variety of internet resources. Word problems can also be created specifically for use of golden beads, red rods).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.OA.3: Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	• Manufactured: Box of colored bead bars 1-9, 20 of each bar; Golden 10's • Prepared by teacher: 2-3 sets gray number cards 0-9 (1 ½ x 1 ¾); felt mat of appropriate size	• Give experience of the Commutative Law for Multiplication. • Understand the meaning of "Commutative Law	• Commutative Law for Multiplication: Concept and language (AMI Elementary Album. Note: This lesson begins with the commutative law for multiplication, but can be easily adapted for addition, using the bead bars and addition equations). • Associative property of addition (This is not in the albums but can easily be adapted using the bead bars and addition equations).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP

First Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment

1.OA.4: Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	• A quantity of varying bead bars of the board stair, usually 5 of each (kept in a special box or bowl reserved for the snake game.
	  ○ A black and white bead stair.
	  ○ A quantity of ten bead bars (in a box)
	  ○ An assortment of grey bead bars (subtraction bars)
	  ○ A special notched card for the purpose of counting and marking.
	  ○ Two boxes or trays; one to contain the addition bars and the other to contain the subtraction bars that have been counted.
	• Golden beads (units)
		To familiarize children with subtraction as an unknown-addend problem	• Subtraction snake game (AMI Primary Album).
			• Newly created lesson using unit beads: show child nine beads. Hide 3 under a container. Have the child count how many beads are visible. Have child then state how many beads are hidden under the container. Create the problem showing this (e.g. 9-3=6, which is also the say as 6+3=9).
			• Early algebra lessons in AMI elementary album: The Concept of an Equation: Making Equations; Balancing an Equation Using the Laws of Equivalence
				• Teacher Observations recorded in Montessori Compass
				• TEN
				• M-COMP

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	• A quantity of varying bead bars of the board stair, usually 5 of each (kept in a special box or bowl reserved for the snake game.
	  ○ A black and white bead stair.
	  ○ A quantity of ten bead bars (in a box)
	  ○ An assortment of grey bead bars (subtraction bars)
		To familiarize children with subtraction as an unknown-addend problem	• Subtraction snake game (AMI Primary Album).
			• Newly created lesson using unit beads: show child nine beads. Hide 3 under a container. Have the child count how many beads are visible. Have child then state how many beads are hidden under the container. Create the problem showing this (e.g. 9-3=6, which is also the say as 6+3=9).
			• Early algebra lessons in AMI elementary album: The Concept of
				• Teacher Observations recorded in Montessori Compass
				• TEN
				• M-COMP

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First Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	o A special notched card for the purpose of counting and marking. o Two boxes or trays; one to contain the addition bars and the other to contain the subtraction bars that have been counted. • Golden beads (units) • Bead chains from bead cabinet • Large Bead Frame		an Equation: Making Equations; Balancing an Equation Using the Laws of Equivalence • Bean chain skip-counting (AMI primary album). • Bead frame addition lessons in AMI elementary album.	
1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	• Number rods • Base board; golden beads (units, tens) • Created, laminated word problems (or sheets of word problems in binders with page protectors). • Colored bead bars • Addition snake game • Subtraction snake game	Adding and subtracting within 20, noting the relationship between addition and subtraction.	• Number rods lesson (Primary AMI album) • Golden bead addition and subtraction • A variety of created, laminated word problems. • Associative property using colored beads (see commutative/ distributive law lesson in AMI elementary math album). • Early algebra lessons (The Concept of an Equation: Making Equations; Balancing an Equation Using the Laws of Equivalence).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	• Addition snake game • Subtraction snake game • Colored bead bar box • Plus, minus, equal signs	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	• Addition snake game (AMI primary) • Subtraction snake game (AMI primary) • Bead bar addition and subtraction (AMI primary) • Early algebra lessons (The Concept of an Equation: Making Equations; Balancing an Equation Using the Laws of Equivalence).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP

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First Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ − 3, 6 + 6 = _.*	• Colored bead bar box • Laminated problems in the abstract (or sheet-protected pages in binders).	Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers.	• Early algebra lessons (The Concept of an Equation: Making Equations; Balancing an Equation Using the Laws of Equivalence). • Abstract problems for students to solve.	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	• Wooden hierarchical material • Golden beads • Large bead frame	• Counting to 120. • Reading and writing numerals and represent a number of objects with a written numeral	• Montessori decimal system lessons on counting, addition, subtraction. • Large bead frame lessons on creating numbers to 120 (and beyond)	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP

1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  a. 10 can be thought of as a bundle of ten ones — called a "ten."
  b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
	• Golden beads
	• Ten board
	• Teen board
		• Understanding place value through tens.	• Golden bead lesson—Decimal system
			• Ten board (AMI primary album)
			• Teen board (AMI primary album)
				• Teacher Observations recorded in Montessori Compass
				• TEN
				• M-COMP

1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	•	•	•	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a	• Golden beads • Stamp game • Large bead frame	To confidently add numbers within 100	• Golden bead addition • Stamp game addition • Large bead frame addition	• Teacher Observations recorded in

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First Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.				Montessori Compass • TEN • M-COMP
1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	• n/a	Adding in the abstract using mental math.	Have children recall using the hundred board, and the hundred chain, to identify ten more or ten less. See if they can do this abstractly. If not, reintroduce the material and show 10 more and 10 less with these works.	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	• Subtraction snake game • Golden beads • Stamp game • Large bead frame	Subtract multiples of 10 in the range of 10-90 using concrete models or drawings and strategies.	• Subtraction snake game (AMI Primary Album) • Golden bead subtraction (AMI Elementary Album) • Subtraction with the large bead frame (AMI Elementary Album).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Number rods	Comparing the length of two objects by using a third object.	Number rods lesson (AMI Primary Album)	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the	• Wooden hierarchical material • Paper, pencil, scissor • Paperclips	• To understand that multiple copies of a shorter object express the length of a larger object.	• Wooden hierarchical material lesson (AMI elementary album)—Introduction to quantity language, and Introduction to Family names. (This lesson demonstrates that 10	• Teacher Observations recorded in Montessori Compass

First Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*		• To introduce the child to the idea of an agreement among people to use a common unit when measuring.	unit cubes are the same length as one 10 bar, that 10 ten bars are the same as one hundred square, and etc.). • Measurement Lesson: Concept of measurement –Length/Linear • Measurement Lesson: Standard Unit of Measure	• TEN • M-COMP
1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.	• Created, laminated Montessori material • Judy clock	Tell and write time in hours and half-hours	• Give lessons on the hour and half hour, using a Judy clock • Using created nomenclature cards, have students match the written clock times with analog clocks. Do a three period lesson on various time on the hour and half-hour.	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Created material representing pictographs and bar graphs, and material matching graphs to data.	To learn how to create graphs and interpret the data.	Graphing—Interpreting graphs, constructing graphs (pictographs and bar graphs for this age group).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	• Geometric cabinet • Equivalency material	Distinguish between defining and non-defining attributes.	• Using shapes in the geometric cabinet and/or equivalency material, discuss defining attributes of each shape. • Create nomenclature materials defining these shapes.	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP
1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	• Constructive triangles • Fraction material	To understand that putting two or more shapes together creates a new shape.	• Constructive triangles lesson (AMI primary album) • Fractions—Other Material Representation lesson (AMI elementary album).	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP

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First Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Fraction circles inset material, divided square metal insets, divided triangle metal insets, three boxes of constructive triangles (triangular, small hexagonal, large hexagonal)	• To introduce the idea of a quantity being divided into equal portions. • To show that the geometric representation of the unit can be any shape or size and that the geometric shape or size of a fraction depends on the geometric shape or size of the unit.	• Fractions (quantity, language) lesson in AMI elementary album • Fractions—Other Material Representation lesson in AMI elementary album	• Teacher Observations recorded in Montessori Compass • TEN • M-COMP

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Using the Montessori Method to close the opportunity gap while fostering a lifetime love of learning and cultivating independence among DC school children.

Second Grade Language Arts Curriculum, Mapped to Common Core State Standards

Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
CCSS.ELA-Literacy RL 2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	• Teacher Read Aloud • Small group lessons with reading groups of similar proficiency, or literature circles.	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher reads aloud to class daily, using quality literature, asking about key details in a text using "who, what, when, where, why, and how?" questions. • Teacher asks students in a reading group or literature circle to identify key details. Teacher may want to write down key details shared by students on whiteboard or butcher paper. Students in small group can copy key details into their journals. • Develop nomenclature materials/command cards containing "who, what, when, where, why and how?" questions to answer independently.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RL 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	• Teacher Read Aloud • Small group lessons with reading groups of similar proficiency, or literature circles.	To increase reading comprehension and understanding of text.	• In small or large group lesson, teacher reads stories to students and ask what is the central message, lesson or moral. • Teacher pairs students together to retell the stories to each other, then to identify the central message, lesson or moral. • With the group, teacher writes a shared summary on a piece of paper or a white board.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RL 2.3: Describe how characters in a story respond to major events and challenges.	• Teacher Read Aloud • Small group lessons with reading groups of similar proficiency, or literature	• To increase reading comprehension and understanding of text through answering	• In small or large group lesson, teacher reads stories to students and asks questions about how characters in the stories respond to major	• Teacher Observation recorded in Montessori

Breakthrough Montessori Public Charter School Second Grade Language Arts Curriculum, Mapped to Common Core State Standards

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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
circles.		questions regarding key details. • To learn the following concepts: character, setting, major event.	events and challenges. • Teacher pairs students together to retell the stories to each other, then to identify the major events and challenges. • With the group, teacher writes a shared summary on a piece of paper or a white board. • Teacher asks students to identify several ways in which the characters could respond to the major events and challenges.	Compass • R-CBM
CCSS.ELA-Literacy RL 2.4: Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	• Created Montessori materials • Small group lessons	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher creates laminated materials/small charts representing poems or songs with regular beats (e.g. Row, Row, Row your Boat), alliteration (e.g. *Bitter Botter*, by Mother Goose), poems with rhyming patterns, and poems with repeated lines. • Teacher creates word-and-definition matching cards, to match the words and the definitions with the poems or songs.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy.RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	• Created Montessori materials • Small group lessons • Whole group read alouds	To help students understand the concepts of beginning, middle, and end of a story.	• Teacher conducts read aloud, and asks students questions pertaining to the beginning, middle and end of the story. • Using story card material with text, use laminated cards to indicate which part of the story is the beginning, which is the middle, and which is the end, by placing cards in appropriate places above text.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy.RL 2.6:	• Whole group read aloud	To identify the concepts of	Teacher reads a story aloud, giving a	• Teacher

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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	• Small group lessons, including reading groups and literature circles	"voice" and "point of view."	distinctly different voice to each character. Teacher then solicits questions from the students regarding the different points of view in the story.	Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy.RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	• Whole group read aloud • Small group read aloud	To identify details in a story.	• In a whole group or small group read aloud, teacher takes a "picture walk," and makes assumptions about the content of the story based upon the illustrations. • Teacher instructs students to get into pairs and summarize the characters, plot and setting.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy.RL 2.8: (Not applicable to literature)		n/a		
CCSS.ELA-Literacy.RL 2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.		To understand the concepts of compare and contrast.	• Teacher chooses two common fairy tales or fables that have different authors and/or derive from different cultures and read them one after the other (can be done in the same sitting for a short story, on two separate days for longer ones). • Teacher identifies similarities and differences between the texts.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy.RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• Group read aloud • Small group reading lessons and literature circles	To read with appropriate fluency and accuracy in the areas of both decoding, and comprehension.	Students will read using a variety of sources, including but not limited to: use of literature, informational books, story card material, parts of speech material, sentence analysis, interpretive reading cards, and digital print.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate	• Teacher Read Aloud • Small group lessons with reading groups of similar	To increase reading comprehension and understanding of text through answering questions regarding	• Teacher reads aloud to class daily, using quality literature, asking about key details in a text using "who, what, when, where, why, and how?"	• Teacher Observation recorded in Montessori

Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
understanding of key details in a text.	proficiency, or literature circles.	key details.	questions. • Teacher asks students in a reading group or literature circle to identify key details. • Teacher may want to write down key details shared by students on whiteboard or butcher paper. Students in small group can copy key details into their journals. • Teacher develops nomenclature materials/command cards containing "who, what, when, where, why and how?" questions to answer independently.	Compass • R-CBM
CCSS.ELA-Literacy RI 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Created Montessori materials.	To identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.	Teacher laminates some samples of grade-appropriate essays and in a small group lesson, instructs the students to identify the main topic as well as the focus of each paragraph.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	• Montessori history question charts. • Montessori science question and answer material. • Montessori math materials	To describe connections within subject matter.	• Teacher uses Montessori history question charts to describe the connection between a series of historical events. • Teacher uses the Montessori q and a material to note the connection between scientific ideas or concepts • Using the Montessori math materials, teacher writes down the steps taken to use a particular material. • Using a recipe book, teacher instructs children make a recipe and explain and/or write down the steps.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.4: Determine the meaning of words and phrases in a text	Small group lesson	To learn how to decipher the meaning of unknown words.	In a small group, teacher and students discuss how people use context clues and other words in text to figure out	• Teacher Observation

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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
relevant to a grade 2 topic or subject area.			the meaning of a word. Teacher reads a text, and have children guess the meaning of an unknown word.	recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	• Created laminated material for the following words and definitions: caption, bold print, subheading, glossary, index, electronic menu, icon) • Small group lesson	Use various text features to locate key facts or information in a text differently.	In a small group lesson, have a book for each student (or pairs) available that have a variety of text features included in the print (captions, bold letters, subheadings, glossary, index, etc). Have laminated word/definition matching material so that students can learn these concepts. Using the books provided, have students locate the variety of text features. For example, teacher can say, "Point to some text containing bold print." A three period lesson can be incorporated.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Small group lessons, literature circles, reading groups, whole group read aloud.	Identify the main purpose of a text.	In a large or small group, read and discuss the purpose of the text.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.7: Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	Montessori nomenclature	Use illustrations to gain understanding of text.	Students use nomenclature cards (e.g. body functions material, parts of the plant material, etc) which show the relationship between illustration and text.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.8: Describe how reasons support specific points the author makes in a text.	Small group lessons, literature circles, reading groups, whole group read aloud.	Identify the main purpose of a text.	In a large or small group, teacher and students read and discuss the purpose of the text.	• Teacher Observation recorded in Montessori Compass • R-CBM

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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
CCSS.ELA-Literacy RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.	• A variety of laminated text, two of each topic. • Small group lessons • Short books of the same topic.	Compare and contrast two different texts involving the same topic.	Using text from laminated material or books, and with a small group, teacher reads both texts and records important points in sentence form on sentence strips. Teacher notes which points can be found in both texts.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RI 2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	• Group read aloud • Small group reading lessons and literature circles	To read with appropriate fluency and accuracy in the areas of both decoding, and comprehension.	Students will read using a variety of sources, including but not limited to: use of literature, informational books, story card material, parts of speech material, sentence analysis, interpretive reading cards, and digital print.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy RF 2.3: Know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	Phonetic object box, phonogram object box, puzzle word material, phonogram booklets/nomenclature elementary word study with movable alphabet (suffixes, prefixes, compounds, word families).	• associate long vowel sounds with common spellings • associate short vowel sounds with common spellings • reads common high frequency words • tell the difference between words that are spelled similarly	• Student will use phonetic and phonogram object box from primary album to isolate sounds and identify corresponding sounds with objects. • Student will use puzzle word material to memorize words that have atypical spelling patterns. • Student will use phonogram booklets, nomenclature, and three part cards to read, write, and match picture to text during independent work time. • Student will use elementary word study material with movable alphabet (suffixes, prefixes, compounds, and word families) to compose words. Word study will highlight rood words and common suffixes and prefixes which will provide aides to decoding and spelling.	• Teacher Observation recorded in Montessori Compass • R-CBM

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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
f. Recognize and read grade-appropriate irregularly spelled words.				
CCSS.ELA-Literacy RF 2.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Command cards, interpretive reading cards, picture/story cards.	• read on-level text with purpose on successive readings • read on-level text with understanding on successive readings • read on-level text orally with accuracy on successive readings • read on-level text orally with expression on successive readings • use context to confirm word recognition • use context to confirm understanding • use context to self-correct word recognition • use context to self-correct understanding	• Students will practice fluency with command cards from grammar boxes, as well as teacher-created command cards. • Students will use interpretive reading cards (level 1 for beginning readers and other levels for fluent readers) in small groups or in pairs, practicing fluency, expression, tone, and other oral reading skills. • Students will be introduced to picture/story cards (created by teacher or purchased from Montessori curriculum distributers) to match text with corresponding photo. • Teacher will assess reading level and provide books at the child's instructional level to participate in reading groups or to read independently.	• Teacher Observation recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy W 2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Small group lessons Created picture/story cards with text	Students will learn to identify what is an opinion, and will be able to apply this knowledge in their writing.	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. Teacher will discuss the difference between fact and opinion. Teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write an opinion (with the guide's help, if needed), On the next strip, the student will supply a reason for the opinion. On the final strip, the	• Teacher Observation Recorded in Montessori Compass • R-CBM

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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			student will write a closing sentence.	
CCSS.ELA-Literacy W 2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	• Small group lessons • Created picture/story cards with text	Students will learn to identify what is a fact, and will be able to apply this knowledge in their writing.	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. Teacher will discuss the difference between fact and opinion. Teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write 3 facts contained in the text (with the guide's help, if needed). On the final strip, the student will write a closing sentence.	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy W 2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.	• Small group lessons • Created picture/story cards with text beginning with the following words: first, next, then and last.	• Students will identify the following terms in writing: first, next, then, last. • Students will be able to create stories using temporal words to indicate event order and sequence.	In a small or large group lesson, teacher will discuss with students the idea that stories usually have a sequence or order to them. Teacher and students will create a shared story about something familiar (e.g. going on a walk and coming across a cat) using 4 sentences (e.g. sentence 1: I was walking and I saw a cat 2: The cat let me pet him. 3: The cat saw a bird 4: The cat ran after the bird.). Teacher introduces the words: first, next, then and last to the student, and together, they insert these words at the beginning of each sentence to create a sense of order. Teachers instruct students write on sentence strips, organize in appropriate order, and rewrite the story. Students are encouraged to create more stories, stressing that though there can only be one sentence strip for "first" and "last, that there can be several for "next" and "then."	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy W 2.4:				•

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Breakthrough Montessori Public Charter School Second Grade Language Arts Curriculum, Mapped to Common Core State Standards

LEE MONTESSORI
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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.				
CCSS.ELA-Literacy W 2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	AMI Montessori language arts lesson: Composing a Paragraph	To write paragraphs using a logical structure To recognize and compose various types of paragraphs To achieve facility with proofreading for paragraphs	Teacher finds a book which contains paragraphs, some of which contain topic sentences which can stand alone. Teacher identifies the topic sentence, writes it down on a strip of paper. Teacher and students collaborate to identify sentences with major details, minor details, and concluding sentence. Sentences are written on strips of paper. Teacher rearranges sentences so they are out of order, demonstrating that the paragraph does not make sense. As a shared writing experience, students will collaboratively generate a topic. Teacher will write this on a sentence strip (e.g., "Polar Bears.") Students will be asked to name a few things they know about polar bears. Teacher will write each idea down on a strip of paper in the form of a sentence. When there are 4-5 suggestions, teacher will ask for a concluding sentence. Teacher will ask students if the paragraph is arranged so that it makes sense, or if they might want to change the order of the sentences (this may or may not be needed, depending on how the paragraph was composed). Teacher will ask if any sentences might be added that will give more detail to the paragraph, and insert as appropriate.	• Teacher Observation Recorded in Montessori Compass • R-CBM

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CCSS.ELA-Literacy W 2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	n/a	Students will be comfortable and adept at basic computer skills, such as logging on, keyboarding, and using hand-held devices to engage with digital media. Students will continue exploring ways to use digital tools to produce and publish writing, both independently and in collaboration with their peers.	Students will use tools such as: Microsoft word, google docs, and PowerPoint to create and publish writing.	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy W 2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	"How-to" books Created sequence story materials (pre-made stories available at Montessori 123). Stories can include "How to make a peanut butter and jelly sandwich," and "How to give a dog a bath," and etc.	To increase understanding of the research and writing process. To be able to create a short summary and/or report of a specific topic.	Using a story which has been written collaboratively, students engage in a whole-group revising process by having each student add a sentence at a time. The teacher leads this shared-revising activity to help students consider story content. Students begin by reading their collaborative story and then discuss ways of making changes. Then, after revisions have been made, they reread the story as a group. Finally, students come to a consensus on a title for their story. Using created sequence story material, students will work together in small groups to put the stories in order and record the story on a separate piece of paper. Using picture/story cards with text, students will create a keyword outline, writing down the three most important words in each sentence of the text. When finished, turn over the cards, and the students will collaboratively generate original sentences containing these three words which reflect the	• Teacher Observation Recorded in Montessori Compass • R-CBM

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			meaning and content of the original text.	
CCSS.ELA-Literacy W 2.8: Recall information from experiences or gather information from provided sources to answer a question.	• Small group writing lesson • Question and Answer Game (Biology album) • Story card material…a few sets containing stories of a different animal in each set (Biology album)	• To recall and reassemble information in order to make it comprehensible. • To use a variety of resources to answer a research-based question.	With a group, teacher recalls a shared experience (e.g. a "going out" experience, a special event, or visitor, or holiday). Students will share pieces of information recalled, and write them on a white board, or on paper strips, in sentence form. Teacher will guide the writing so that there is a clear and logical beginning and ending. Students will record the writing on the board in their journal (or arrange the sentence strips then record in journal). Students will use "Question and Answer Game" material and "Story Card" material to pose questions about animals and find answers to those questions.	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy W 2.9: (Begins in grade 4)				•
CCSS.ELA-Literacy W 2.10: (Begins in grade 3)				•
CCSS.ELA-Literacy SL 2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in	• Grace and courtesy lessons involving the teacher modeling a lesson on speaking and listening in turn, and having students re-enact the various scenarios. • Small group dialogue involving teacher and students asking questions, commenting, and responding to comments.	• Students will learn to have a conversation which involves speaking, listening, questioning, and collaboration of thoughts and ideas. • Students will learn to ask questions pertaining to the topic and/or text at hand.	Teacher will invite students to participate in various grace and courtesy lessons involving speaking and listening in turn. Teacher will invite assistant, or a student who is able to grasp directions quickly, to model what a conversation involving speaking and listening in turn looks like. Students will pair with a partner to take turns speaking and listening about a selected topic. Teacher will discuss etiquette for lessons, which involve raising one's hand to ask a question, make a comment, or respond to a comment.	• Teacher Observation Recorded in Montessori Compass • R-CBM

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conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.				
CCSS.ELA-Literacy SL 2.2: Recount or describe key ideas or details from a text read aloud or information presented orally through other media.	• Story card material • Read-aloud or literature circles.	Students will be able to formulate questions based upon text that has been read, respond to questions about the text, regarding key details.	Teacher will select one of the stories from the story card material, and participate in a shared reading of the text. Teacher will then ask the students to come up with questions they could ask that could be answered in the text, and record the question or questions on a sentence strip. After 4 or 5 questions have been formulated, students will, either orally or on blank sentence strips, answer the questions using full sentences. Students can then compose these sentences into newly formed paragraphs.	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy SL 2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Small group lessons	Students will listen to a lesson in story to gather additional information or clarify content.	Teacher will tell one of the many story-based lessons from the various subject areas (e.g. great lessons, needs of the plant, fundamental needs of humans, etc). Students will be given an opportunity to ask questions about the stories.	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy SL 2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Small group lessons	Students will be able to clearly describe people, places, things and events.	• Students will retell a story lesson to a partner, or a sequence of events in a math lesson or science experiment. • Students will give a lesson to other students. • Students will retell stories from their own lives.	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy SL 2.5: Create audio recordings of	Small group lessons	Use audio and visual graphics to demonstrate understanding.	Students will engage in follow-up work that involves the creation of booklets,	• Teacher Observation

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stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.			posters, and timelines containing writing with illustrations which reflect the lesson content. Students will create audio recordings of stories or poems via use of computerized technology.	Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy SL 2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Small group lessons • Sentence analysis material • Created Montessori material.	To identify the different between complete and incomplete thoughts.	• Teacher will use the sentence analysis material to introduce the components of a complete sentence. (e.g. article, noun, verb). • Students will be given a lesson on complete and incomplete sentences. Teacher will verbally give examples of complete and incomplete sentences. Teacher will introduce a created material called "Complete and incomplete sentences." Sentences will be categorized according to complete and incomplete sentences. (Teacher will also introduce the term "sentence fragment.")	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy L 2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs	• Montessori grammar box lessons and material on parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection) • Montessori noun lessons (Everything has a name, concept and language, singular/plural, feminine/masculine) • Command cards • Verb tense material, further work: tense, voice, mood,	To show understanding of the conventions of Standard English grammar and usage when writing and speaking.	• Teacher will conduct small group lessons with the grammar box material for parts of speech work. • Students will be shown how to use the command cards as an independent work choice. • Teacher will conduct lessons on "Parts of Speech: Further Work" in the AMI language album. • Teacher will conduct lessons on sentence analysis.	• Teacher Observation Recorded in Montessori Compass • R-CBM

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(e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	conjugation. • Sentence analysis material			
CCSS.ELA-Literacy L 2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage to badge; boy to boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Montessori lesson on capitalization and created laminated material. • Lesson on punctuation and created material. • Created material for learning proper comma usage. • Word study lessons with movable alphabet • Spelling work from primary for readers who are not yet fluent: phonetic words, phonograms, puzzle words, short and long vowels, spelling variations of the same sound, label the environment • Spelling work and lessons in AMI language arts album: indirect and direct helps to spelling, strategies to	To show understanding of the conventions of standard English capitalization, punctuation and spelling when writing.	• Teacher will give lessons on mechanics (capitalization, punctuation and commas) based upon Montessori language arts lessons and created laminated material for further exploration. • Teacher will conduct word study lessons with movable alphabet help children memorize spelling patterns of suffixes, prefixes, and root families. • Teacher will conduct primary lessons related to acquisition of spelling for readers who are not yet fluent (phonetic words, phonograms, puzzle words, short and long vowels, spelling variations of the same sound, labeling the environment. • Spelling work for: • Indirect helps to spelling—teacher models correct spelling of words, dictionaries available, word study, spelling new words throughout	• Teacher Observation Recorded in Montessori Compass • R-CBM

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Second Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	spelling		presentations, call attention to affixes and etymology. Break up words into prefixes, suffixes and roots. • Direct helps to spelling—alphabetical ordering of words, entry words, personal dictionary, peer testing of words, teach spelling rules, teach contractions, use spelling lists to study words (homonyms, frequently misspelled), divide words into syllables. • Students will learn strategies for how to spell words that cause difficulty (e.g. see the word, think the word, feel the word, say the word, build the word, OR...look, say, cover, write, check, repeat, test).	
CCSS.ELA-Literacy L 2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	Grace and courtesy	Compare formal and informal uses of English.	• Teacher will offer grace and courtesy lessons about polite times to talk, and how to interrupt. • Teacher will offer grace and courtesy lessons on ways to address people both formally and informally both orally and in writing.	• Teacher Observation Recorded in Montessori Compass • R-CBM
CCSS.ELA-Literacy L 2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Word study lessons in AMI elementary language albums, with movable alphabet (suffixes, prefixes, root words, compound words, word families).	To determine or clarify the meaning of unknown and multiple-meaning words	Teacher will conduct the following lessons from the AMI language album: suffixes, prefixes, compound words, word families; suffixes, classified	• Teacher Observation Recorded in Montessori Compass • R-CBM

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a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy/tell/ retell)				

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Using the Montessori Method to close the opportunity gap while fostering a lifetime love of learning and cultivating independence among DC school children.

Second Grade Mathematics Curriculum, Mapped to Common Core State Standards

Second grade CC Math standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
2. OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	• Base board; golden beads (units, tens) • Created, laminated word problems (or sheets of word problems in binders with page protectors).	• Understand the concepts of addition and subtraction to 100. • Solving for an unknown • Learn the following terminology: adding to, taking from, putting together, taking apart, comparing with unknowns	• Whole numbers: Counting, Decimal System, Addition/Subtraction • Addition Word Problems, laminated. (Word problems can easily be found through a variety of internet resources. Word problems can also be created specifically for use of golden beads, red rods).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
2.OA.2: Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.	• Addition strip board • Bead bars • Table-top number rods • Laminated equations (or equations in sheet protectors) for students to solve abstractly.	• Understand the concepts of addition and subtraction to 20 using 3 numbers. • Solving for an unknown	• Whole numbers: Counting, Decimal System, Addition/Subtraction • Addition strip board (primary album) • Bead bar addition (primary album) • Table-top number rods • Addition Word Problems, laminated. (Word problems can easily be found through a variety of internet resources. Word problems can also be created specifically for use of golden beads, red rods).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Symbol cards and counters	To understand the concept of odd and even	Symbol cards and counters lesson on odd and even	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP

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Second grade CC Math standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.				• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: • 100 can be thought of as a bundle of ten tens — called a "hundred." • The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	• Wooden hierarchical material • Golden bead material	To familiarize children with place value into the 100's.	• Wooden Hierarchical Material Lessons— Introduction to Quantity and Language, Introduction to Family Names, Introduction to Symbol, Symbol and Quantity. • Golden Beads: The Decimal System—Symbols and names beyond 10.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Count within 1000; skip-count by 5s, 10s, and 100s.	Bead chains from bead cabinet; 5 chains, hundred chain, thousand chain. Bead bars	Counting within 1,000; skip counting.	• Bead chain counting (AMI primary album) • Concept of language and multiple using short chains • Further investigation of multiples using bead bars	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	• Wooden hierarchical material • Golden bead material.	To familiarize children with place value into the 1,000's.	• Wooden Hierarchical Material Lessons— Introduction to Quantity and Language, Introduction to Family Names, Introduction to Symbol, Symbol and Quantity. • Golden Beads: The Decimal System—Symbols and names beyond 10.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP

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Second grade CC Math standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	• >, =, < symbols • Number cards • Golden beads • Laminated material or problems contained in sheet protectors.	Identifying greater than, less than, and equal to.	• Have students use golden beads and number cards to compose two numbers, side by side. Use the symbols to indicate >, =, <. • Have students do this work abstractly with laminated cards.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Golden beads • Large bead frame • Bead frame notation paper • Abstract problems	• Fluently add and subtract within 100. • Understand the relationship between addition and subtraction.	• Golden bead addition and subtraction • Addition/subtraction on the Large Bead Frame • Adding and subtracting in the abstract form.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Add up to four two-digit numbers using strategies based on place value and properties of operations.	• Golden beads • Large bead frame • Bead frame notation paper • Abstract problems	• Fluently add and subtract within 100. • Understand the relationship between addition and subtraction.	• Golden bead addition and subtraction • Addition/subtraction on the Large Bead Frame • Adding and subtracting in the abstract form.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	• Golden beads • Large bead frame • Bead frame notation paper • Abstract problems	• Fluently add and subtract within 100. • Understand the relationship between addition and subtraction.	• Golden bead addition and subtraction • Addition/subtraction on the Large Bead Frame • Adding and subtracting in the abstract form.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100	n/a	Adding in the abstract using mental math.	Teacher will gather a small group for a lesson on mental	• Teacher Observation

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Second grade CC Math standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
from a given number 100–900..			math. As questions such as: (If I have the number 3 and add 2 to it, we have a total of 5. What would happen then, if we add 30 plus 20? What about 300 plus 200?). Students will see the relationships and add mentally.	recorded in Montessori Compass • M-CAP • M-COMP
Explain why addition and subtraction strategies work, using place value and the properties of operations	• Golden beads • Bead bars • Generated word problems	Explain why addition and subtraction strategies work, using place value and properties of operations.	• Students will explain addition and subtraction strategies through the use of the golden beads while solving an equation. • Students will explain addition strategies while demonstrating the commutative and associative properties with the colored bead bars. • Students will explain subtraction strategies by decomposing numbers. • Students can choose appropriate strategies to explain why addition or subtraction work by solving word problems.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Rulers, yardsticks, meter sticks, measuring tapes	To introduce child to hard, inch, foot measures for length.	• History of Measurement (Measurement: The Story) • The Customary or English System of Measurement for Length/Linear	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the	Table conversion factors for customary system	To understand that an object can be a different length depending upon measurement tool used.	Conversion from One Unit to Another in Same System for Length/Linear	• Teacher Observation recorded in Montessori

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Second grade CC Math standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
unit chosen.				Compass • M-CAP • M-COMP
Estimate lengths using units of inches, feet, centimeters, and meters.	• Table conversion factors for customary system • Rulers, yardsticks, meter sticks, tape measures	To estimate the length of an object based upon understanding of different units of measurement within same or different system (English System, Metric System)	Measurement Lessons in AMI album	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Table conversion factors for customary system • Rulers, yardsticks, meter sticks, tape measures	To measure the length of more than one object based upon understanding of different units of measurement within same system (English System, Metric System)	Measurement Lessons in AMI album	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Generated word problems	Solve addition and subtraction word problems involving lengths.	Create several laminated word problems with pictures and diagrams for students to solve.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	•	•	•	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Tell and write time from analog and	• Created, laminated	Tell and write time to the	• Give lessons on time using a	• Teacher

Second grade CC Math standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
digital clocks to the nearest five minutes, using a.m. and p.m.	Montessori material • Judy clock	nearest 5 minutes, using a.m. and p.m.	Judy clock • Using created nomenclature cards, have students match the written clock times with analog clocks.	Observation recorded in Montessori Compass • M-CAP • M-COMP
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	• Generated Word problems • Fabricated currency (coins, bills)	To add and subtract using money.	Have a variety of word problems for students to solve, using fake currency as a hands on manipulative when necessary.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	•	•	•	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph.	Created material representing pictographs and bar graphs, and material matching graphs to data.	To learn how to create graphs and interpret the data.	Graphing—Interpreting graphs, constructing graphs (pictographs and bar graphs for this age group).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	• Geometry nomenclature • Iron material • Box of sticks	Recognize the different attributes of the variety of shapes. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.	• Geometry nomenclature and related activities. • Drawing and labeling geometric figures using the metal insets. • Making solid figures (naming,	• Teacher Observation recorded in Montessori Compass • M-CAP

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Second grade CC Math standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			tracing, cutting, building). • Parts of an angle, types of angles • Polygons (general, triangles, quadrilaterals).	• M-COMP
Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Divided square metal insets	To see how a whole can be broken down into a different number of equal parts	Geometry lessons with iron material (AMI album).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP
Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Circular material for fractions • Divided square metal insets	To show various parts of the whole.	• Concept of Fractions: Quantity, Language, Symbol, Equivalence, Other Material Representation, Part of Sets • Congruency, similarity, equivalence with the divided square material	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP

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Third Grade Language Curriculum, Mapped to Common Core State Standards

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	• Teacher Read Aloud • Small group lessons with reading groups of similar proficiency, or literature circles.	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher reads aloud to class daily, using quality literature, asking about key details in a text using "who, what, when, where, why, and how?" questions. • Teacher asks students in a reading group or literature circle various questions regarding the text. o Teacher may want to write down key details shared by students on whiteboard or butcher paper. Students in small group can copy key details into their journals. • Students develop their own questions to ask about the text. • Teacher develops nomenclature materials/command cards containing "who, what, when, where, why and how?" questions to answer independently.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RL.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and	• Teacher Read Aloud • Small group lessons with reading groups of similar proficiency, or literature	To increase reading comprehension and understanding of text.	• In small or large group lesson, teacher reads stories to students and asks what is the central message, lesson or moral.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
explain how it is conveyed through key details in the text.	circles.		• Teacher pairs students together to retell the stories to each other, then to identify the central message, lesson or moral. • With the group, teacher and students write a shared summary on a piece of paper or a white board.	• PARCC
3.RL.3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Teacher Read Aloud • Small group lessons with reading groups of similar proficiency, or literature circles.	• To increase reading comprehension and understanding of text through answering questions regarding key details. • To learn the following concepts: character, setting, major event.	• In small or large group lesson, teachers read stories to students and ask questions about the characters and how the actions of characters in the stories contribute to the sequence of events. . • Teacher pairs students together to retell the stories to each other, describing characters. • With the group, teacher and students write a shared summary on a piece of paper or a white board. • Teacher asks students to identify several ways in which the story could have ended differently depending upon different actions taken.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RL.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Created Montessori materials • Small group lessons	To increase reading comprehension and understanding of text	Teacher has some prewritten words or phrases taken from a text that might be unfamiliar to students. Teacher shows the students these words/phrases and tells them to listen for these	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

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Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			words/phrases while the text is being read. After reading the text, teacher holds up the word or phrase and asks students if they can decipher the meaning of these words based upon the reading of the text.	
3.RL.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as: chapter, scene and stanza; describe how each successive part builds on earlier sections.	• Small group lessons • Whole group read alouds	To help students understand the concept of parts of a text.	During read aloud or small group lesson, teacher reads stories, dramas and poems, and identifies the smaller components of these writings (chapter, scene, and stanza).	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RL.6: Distinguish their own point of view from that of the narrator or those of the characters.	• Whole group read aloud • Small group lessons, including reading groups and literature circles	• To identify the concept of point of view. • To establish their own point of view.	• Teacher reads a story aloud, then solicits questions from the students regarding the different points of view in the story. • Teacher asks students to write or discuss their own point of view.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RL.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).	• Whole group read aloud • Small group read aloud	To identify details in a story.	• In a whole group or small group read aloud, teacher takes a "picture walk," and makes assumptions about the content of the story based upon the illustrations. • Teacher has students get into pairs and discuss the specific aspects of the text that are revealed through the illustrations.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RL.8: (Not applicable to literature)	•	• n/a	•	
3.RL.9: Compare and	• Read aloud	To understand the concepts of	• Teacher chooses two books	• Teacher observation

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
contrast the themes, settings, and plots of the stories written by the same author about the same or similar characters (e.g., in books from a series).	• Small group reading lessons and literature circles	compare and contrast.	from the same author that have the same or similar characters (e.g. the "Ramona" books) • Teacher and students identify similarities and differences in themes, settings, and plots of the stories written by the same author. • Teacher composes a graphic (on paper strips, paper, butcher paper, white board) highlighting the similarities and differences.	recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently.	• Group read aloud • Small group reading lessons and literature circles	To read with appropriate fluency and accuracy in the areas of both decoding, and comprehension.	Students will read using a variety of sources, including but not limited to: use of literature, informational books, story card material, parts of speech material, sentence analysis, interpretive reading cards, and digital print.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Teacher Read Aloud • Small group lessons with reading groups of similar proficiency, or literature circles.	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher reads aloud to class daily, using quality literature, asking about the text after it has been read. • Teacher asks students in a reading group or literature circle questions about main details in a text. • Teacher may want to write down key details shared by students on whiteboard or butcher paper. Students in small group can copy key details into their journals.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			• Teacher develops nomenclature materials/command cards with general questions that can be answered about a text. Have students record in their work journals.	
3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Created Montessori materials.	• To identify the main idea of a text • Explain how the key details support the main idea.	• Teacher laminates some samples of grade-appropriate essays and in a small group lesson, have the students identify the main idea and key details. • Teacher has students explain how the key details support the main idea.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Montessori history question charts. • Montessori science question and answer material. • Montessori math materials	To describe connections within subject matter.	• Montessori history question charts are used to describe the connection between a series of historical events. • Montessori q and a material is used to note the connection between scientific ideas or concepts • Using the Montessori math materials, teacher writes down the steps taken to use a particular material. • Using a recipe book, children will make a recipe and explain and/or write down the steps.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Small group lesson	To learn how to decipher the meaning of unknown words.	In a small group, teacher and students discuss how people use context clues and other words in text to figure out the meaning of a word. Teacher reads a text, and has children	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

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Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			guess the meaning of an unknown word.	
3.RI.5: Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Created laminated material for the various words describing search tools (e.g. key words, sidebars, hyperlinks) • Small group lesson	Use various text features and search tools to locate relevant information efficiently.	In a small group lesson, teacher chooses a book for each student (or pairs) which contain a variety of text features included in the print (captions, bold letters, subheadings, glossary, index, etc). Teacher will have laminated word/definition matching material so that students can learn these concepts. Using the books provided, students will locate the variety of text features.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RI.6: Distinguish their own point of view from that of the author of a text.	Small group lessons, literature circles, reading groups, whole group read aloud.	• Identify the author's point of view. • Identify personal point of view.	In a large or small group, teacher will read and discuss the author's point of view. Teacher will elicit various points of view from the students, and note the similarities and differences.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RI.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur.	• Montessori nomenclature • Small group reading and literature circles.	Use illustrations to gain understanding of text.	• Teacher will use nomenclature cards (e.g. body functions material, parts of the plant material, etc) to show the relationship between illustration and text. • In reading groups or literature circles, teacher will identify how illustrations are related to the text	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RI.8: Describe the logical connection between particular sentences and paragraphs in a	• Small group lessons, literature circles, reading groups, whole group read	Identify the main purpose of a text.	• In a large or small group, teacher and students will read and discuss the	• Teacher observation recorded in Montessori Compass

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Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
text (e.g. comparison, cause/effect, first/second/third in a sequence).	• aloud. • Created laminated material.		purpose of the text. • Teacher will discuss cause and effect and sequence of events in a story • Teacher will create laminated, cut- up sentences which compose a story and have a sequential order component. Students will order the sentences in to a logical story.	• AIMSweb R-CBM • PARCC
3.RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	• A variety of laminated text, two of each topic. • Small group lessons • Short books of the same topic.	Compare and contrast two different texts involving the same topic.	Using text from laminated material or books, and with a small group, teacher will read both texts and record important points in sentence form on sentence strips. Teacher will note which points can be found in both texts.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RI 2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.	• Group read aloud • Small group reading lessons and literature circles	To read with appropriate fluency and accuracy in the areas of both decoding, and comprehension.	Students will read using a variety of sources, including but not limited to: use of literature, informational books, story card material, parts of speech material, sentence analysis, interpretive reading cards, and digital print.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.RF 2.3: Know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text. Identify and know the meaning of the most common prefixes and derivational suffixes.	• Elementary word study lessons and material with movable alphabet (suffixes, prefixes, compounds, word families). • Created laminated material containing grade appropriate, irregularly spelled words.	• Identify the meanings o common affixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate, irregularly spelled words.	• Student will use elementary word study material with movable alphabet (suffixes, prefixes, compounds, and word families) to compose words. Word study will highlight root words and common suffixes and prefixes which will provide	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

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Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
Decode words with common Latin suffixes. Decode multi-syllable words. Read grade-appropriate irregularly spelled words.			aides to decoding and spelling. • Students will use created laminated materials to learn grade appropriate, irregularly spelled words.	
3.RF 3.4: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Command cards, interpretive reading cards, picture/story cards.	• Read on-level text with purpose and understanding • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to self-correct understanding	• Students will practice fluency with command cards from grammar boxes, as well as teacher-created command cards. • Students will use interpretive reading cards (level 1 for beginning readers and other levels for fluent readers) in small groups or in pairs, practicing fluency, expression, tone, and other oral reading skills. • Students will be introduced to picture/story cards (created by teacher or purchased from Montessori curriculum distributers) to match text with corresponding photo. • Teacher will assess reading level and provide books at the child's instructional level to participate in reading groups or to read independently.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state	• Small group lessons • Created picture/story cards with text	Students will learn to identify what is an opinion, and will be able to apply this knowledge in their writing.	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. The teacher will discuss the	• Teacher observation recorded in Montessori Compass • PARCC

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.			difference between fact and opinion. The teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write an opinion (with the teacher's help, if needed), On the next strip, the student will supply a reason for the opinion. On the final strip, the student will write a closing sentence.	
3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.	Small group lessons for writing: Writing techniques, introduction to composition, research procedure for reports and projects (research guides, concept mapping, outline cards), editing.	Students will learn to group related material within a topic, develop the topic, using linking words and phrases to connect ideas,	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. Teacher will discuss the difference between fact and opinion. Teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write 3 facts contained in the text (with the guide's help, if needed). On the final strip, the student will write a closing sentence.	• Teacher observation recorded in Montessori Compass • PARCC
3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	• Small group lessons • Created picture/story cards with text beginning with the following words: first, next, then and last.	• Students will identify the following terms in writing: first, next, then, last. • Students will be able to create stories using temporal words to indicate	In a small or large group lesson, the teacher will discuss with students that stories usually have a sequence or order to them. The teacher and students will create a	• Teacher observation recorded in Montessori Compass • PARCC

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.		event order and sequence.	shared story about something familiar (e.g. going on a walk and coming across a cat) using 4 sentences using descriptive language (e.g. sentence 1: I was walking in my neighborhood one day, and I saw a black cat 2: The cat stopped, looked up, and let me pet him. 3: The cat saw a bird flying by. 4: The cat ran quickly after the bird.). Teacher will introduce the words: first, next, then and last to the student, and together, insert these words at the beginning of each sentence to create a sense of order. Students will write on sentence strips, organize in appropriate order, and rewrite the story. Students will be encouraged to generate more stories, stressing that though there can only be one sentence strip for "first" and "last, that there can be several for "next" and "then."	
3.W 2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	• Small group lessons • AMI language arts writing lessons	To produce writing that is coherent and related to the given topic.	Teachers will support the writing process through the use of the following topics in the language arts AMI album: Expressive writing techniques, types of written expression, written expression: skills; research and reports). Students will create rough drafts, revise, edit, and produce a final copy	• Teacher observation recorded in Montessori Compass • PARCC

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Breakthrough Montessori Public Charter School   Third Grade Language Curriculum, Mapped to Common Core State Standards

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Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			of quality written work.	
3.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	AMI Montessori language arts writing lessons	To write paragraphs using a logical structure To recognize and compose various types of paragraphs To achieve facility with proofreading for paragraphs	• Teachers will support the writing process through the use of the following topics in the language arts AMI album: Expressive writing techniques, types of written expression, written expression: skills; research and reports). Students will create rough drafts, revise, edit, and produce a final copy of quality written work. • Teachers will encourage students to research topics of interest.	• Teacher observation recorded in Montessori Compass • PARCC
3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	• n/a	• • Students will be comfortable and adept at basic computer skills, such as logging on, keyboarding, and using hand-held devices to engage with digital media. • Students will continue exploring ways to use digital tools to produce and publish writing, both independently and in collaboration with their peers.	• Students will use tools such as: Microsoft word, google docs, and Power Points to create and publish writing. • Students will use keyboarding programs to increase typing proficiency.	• Teacher observation recorded in Montessori Compass • PARCC
3.W.7: Conduct short research projects that build knowledge about a topic.	"Research and Reports" section of AMI Language arts album	• To increase understanding of the research and writing process. • To be able to create a short summary and/or report of a specific topic.	• Students will have lessons on the following topics (in the AMI Language arts album) which will enable them to initiate and execute research topics: Introduction to	• Teacher observation recorded in Montessori Compass

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Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			composition, introduction to research and reports, report writing, research procedure for reports and projects (research guides, concept mapping, outline cards), editing (editing symbols). • With the above tools, students will participate in several research projects over the year, which will result in quality written work.	
3.W.8: Recall information from experiences or gather information from digital sources; take brief notes on sources and sort evidence into provided categories.	• Small group writing lesson • Laptops, ipads, chrome books, or other internet-based technology.	• To recall and reassemble information in order to make it comprehensible. • To use a variety of internet-based resources to answer a research-based question.	Students will gather information for research project from digital resources. Take notes on sources and sort information into categories for the purpose of writing a report.	• Teacher observation recorded in Montessori Compass
3.W.9: (Begins in grade 4)	• n/a	• n/a	• n/a	
3.W.10: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Small group lessons • AMI language arts writing lessons	To produce writing that is coherent and related to the given topic.	Teachers will support the writing process through the use of the following topics in the language arts AMI album: Expressive writing techniques, types of written expression, written expression: skills; research and reports). Students will create rough drafts, revise, edit, and produce a final copy of quality written work.	• Teacher observation recorded in Montessori Compass
3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	• Grace and courtesy lessons involving the teacher modeling a lesson on speaking and listening in	• Students will learn to have a conversation which involves speaking, listening, questioning, and	• Teacher will invite students to participate in various grace and courtesy lessons involving speaking and	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussions.	turn, and having students re-enact the various scenarios. • Small group dialogue involving teacher and students asking questions, commenting, and responding to comments.	collaboration of thoughts and ideas. • Students will learn to ask questions pertaining to the topic and/or text at hand.	listening in turn. Teacher will invite assistant, or a student who is able to grasp directions quickly, to model what a conversation involving speaking and listening in turn looks like. Students will pair with a partner to take turns speaking and listening about a selected topic. • Teacher will discuss etiquette for lessons, which involve raising one's hand to ask a question, make a comment, or respond to a comment.	• PARCC
3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	• Story card material • Read-aloud or literature circles.	Students will be able to formulate questions based upon text that has been read, respond to questions about the text, regarding key details.	Teacher will select one of the stories from the story card material, and participate in a shared reading of the text. Teacher will then ask the students to come up with questions they could ask that could be answered in the text, and record the question or questions on a sentence strip. After 4 or 5 questions have	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			been formulated, have students, either orally or on blank sentence strips, answer the questions using full sentences. Students can then compose these sentences into newly formed paragraphs.	
3.SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Small group lessons	Students will listen to a lesson in story to gather additional information or clarify content.	Teacher will tell one of the many story-based lessons from the various subject areas (e.g. great lessons, needs of the plant, fundamental needs of humans, etc). Students will be given an opportunity to ask questions about the stories.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.SL 3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Small group lessons	Students will be able to clearly report on a topic or text, tell a story, or recount an experience with appropriate facts, speaking clearly and intelligibly.	• Students will retell a story lesson to a partner, or a sequence of events in a math lesson or science experiment. • Students will give lessons to other students. • Students will retell stories from their own lives. • Students will orally read and/or discuss a report on a previously researched topic of interest.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Small group lessons	Use audio and visual graphics to demonstrate understanding.	• Students will engage in follow-up work that involves the creation of booklets, posters, and timelines containing writing with illustrations which reflect the lesson content. • Students will create audio recordings of stories or	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			poems via use of computerized technology.	
3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Small group lessons	To identify the different between complete and incomplete thoughts.	• Teacher will verbally give examples of complete and incomplete sentences. Teacher will introduce a created material called "Complete and incomplete sentences." Sentences will be categorized according to complete and incomplete sentences. (Teacher will also introduce the term "sentence fragment.") • Teacher will ask students to provide requested detail orally, and in complete sentences.	• Teacher observation recorded in Montessori Compass
3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g. childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent	• Montessori grammar box lessons and material on parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection) • Montessori noun lessons (Everything has a name, concept and language, singular/plural, feminine/masculine) • Command cards • Verb tense material, further work: tense, voice, mood, conjugation. • Sentence analysis material	To show understanding of the conventions of standard English grammar and usage when writing and speaking.	• Teacher will conduct small group lessons with the grammar box material for parts of speech work. • Teacher will show students how to use the command cards as an independent work choice. • Teacher will offer lessons on "Parts of Speech: Further Work" in the AMI language album. • Teachers will conduct lessons on sentence analysis.	• Teacher observation recorded in Montessori Compass

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.				
3.L 2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• Montessori lesson on capitalization and created laminated material. • Lesson on punctuation and created material. • Capitalization lesson (AMI album) • Created material for learning proper comma usage. • Word study lessons with movable alphabet • Spelling work and lessons in AMI language arts album: indirect and direct helps to spelling, strategies to spelling	To show understanding of the conventions of standard English capitalization, punctuation and spelling when writing.	• Teacher will conduct lessons on mechanics (capitalization, punctuation and commas) based upon Montessori language arts lessons and created laminated material for further exploration. • Teacher will conduct word study lessons with movable alphabet help children memorize spelling patterns of suffixes, prefixes, and root families. • Spelling work for : • Indirect helps to spelling—teacher models correct spelling of words, dictionaries available, word study, spelling new words throughout presentations, call attention to affixes and etymology. Break up words into prefixes, suffixes and roots. • Direct helps to spelling—alphabetical ordering of	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			words, entry words, personal dictionary, peer testing of words, teach spelling rules, teach contractions, use spelling lists to study words (homonyms, frequently misspelled), dividing words into syllables. • Teachers will share strategies for learning how to spell words that cause difficulty (e.g. see the word, think the word, feel the word, say the word, build the word, OR…look, say, cover, write, check, repeat, test).	
3.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English.	• Grace and courtesy • Sentence building lesson (AMI album): Concept and language, words, phrases, clauses.	Compare formal and informal uses of English.	• Using the sentence building lesson, teachers will choose words and phrases in writing that will elicit a strong image. • Teacher will offer grace and courtesy lessons on ways to use language both formally and informally both orally and in writing.	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC
3.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a	Word study lessons in AMI elementary language albums, with movable alphabet (suffixes, prefixes, root words, compound words, word families).	To determine or clarify the meaning of unknown and multiple-meaning words	Teacher will conduct the following lessons from the AMI language album: suffixes, prefixes, compound words, word families; suffixes, classified	• Teacher observation recorded in Montessori Compass • AIMSweb R-CBM • PARCC

Third grade CC ELA standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
word or phrase. Determine the meaning of the new word formed when an affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, head/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				

Using the Montessori Method to close the opportunity gap while fostering a lifetime love of learning and cultivating independence among DC school children.

Third Grade Mathematics Curriculum, Mapped to Common Core State Standards

Third Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
3.OA.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	• Bead bars • Chequer board	Understand that multiplication is the addition of the same number, a certain number of times (e.g. 5 x 7 is 5 taken 7 times).	• Commutative Law for Multiplication lesson • Distributive Law for Multiplication lesson • Multiplication by a 1-digit multiplier (use bead bars and no facts)	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	• Division board • Racks and tubes • Stamp game	To understand the concept of division as sharing out of equal parts	• Division board work (AMI primary album) • Racks and Tubes Preliminary: One digit divisor • Stamp game with one digit divisor	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]	Generated word problems	Solve multiplication and division word problems.	Create several laminated word problems with pictures and diagrams for students to solve.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the*	• Colored bead bar box • Laminated problems in the abstract (or sheet-protected	Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers.	• Early algebra lessons (The Concept of an Equation: Making Equations; Balancing an Equation Using the Laws	• Teacher Observation recorded in Montessori

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unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	pages in binders).		of Equivalence). • Abstract problems for students to solve.	Compass • M-CAP • M-COMP • PARCC
3.OA5: Apply properties of operations as strategies to multiply and divide.² *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	Bead bars	To understand the commutative, associative, and distributive properties as strategies for multiplication and division.	Laws of Multiplication Lessons (Commutative Law for Multiplication, Distributive Law for Multiplication).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA6: Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	• Bead bars • Multiplication board • Division board	To understand division as an unknown-factor problem.	• Multiplication with bead bars • Multiplication board (AMI primary album) • Division board (AMI primary album)	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	• Chequer board • Racks and tubes • Abstract problems	To fluently multiply and divide within 100, while understanding the relationship between multiplication and division.	• Demonstrate on the chequer board that 8 x 5 = 40 is the same as 40/5 = 8. • Demonstrate a similar relationship between multiplication and division using racks and tubes.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA7: Fluently multiply and divide within 100, using strategies such as the	• Golden beads • Large bead frame	Fluently multiply and divide within 100, from memory by the	• Golden beads for multiplication, division.	• Teacher Observation

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Third Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	• Chequer board • Bank game • Racks and tubes • Stamp game • Abstract equations	end of grade 3	• Large bead frame for multiplication • Chequerboard for multiplication • Bank game for multiplication • Racks and tubes for division • Stamp game for division	recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	• Generated word problems for abstract • Golden bead material	• Solve two-step word problems using the four operations. • Represent these problems using equations with a letter standing for the unknown quantity.	• Word problems lessons in AMI elementary album involving Problem Type 1: Distance, Rate and Speed; and Problem Type 2: Principle, Rate, Interest, Time • Generated two-step word problems for all four operations	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.OA9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	Golden beads	Identify arithmetic patterns and explain them using properties of operations.	Divisibility lessons (AMI elementary albums)	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.NBT1: Use place value understanding to round whole numbers to the nearest 10 or 100.	Elementary Bank Game Material	Use place value understanding to round whole numbers to the nearest 10 or 100	After composing and solving multiplication problems with the Bank Game Material, have students round numbers to the nearest 10 or 100.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.NBT2: Fluently add and subtract within 1000 using strategies and algorithms based on place value,	• Golden beads • Large bead frame	Fluently add and subtract	• Golden bead addition and subtraction	• Teacher Observation recorded in

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properties of operations, and/or the relationship between addition and subtraction.	• Abstract equations		• Large bead frame addition and subtraction • Abstract equations: addition and subtraction.	Montessori Compass • M-CAP • M-COMP • PARCC
3.NBT3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	• Chequer board • Large Bead Frame • Bank Game • Abstract equations	Multiply one-digit whole numbers by multiples of 10	• Chequer board lessons • Large bead frame lessons • Bank game lessons • Abstract equations	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.NF1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	• Circular material for fractions • Divided square metal insets	To show the fractional parts of a whole	• Concept of Fractions: Quantity, Language, Symbol, Equivalence, Other Material Representation, Part of Sets • Congruency, similarity, equivalence with the divided square material	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.NF2: Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize	Created, laminated number line with separate small squares containing fractional numbers.	Understand a fraction as a number on a number line and represent fractions on a number line diagram.	• Create a laminated number line with separate small squares containing fractional numbers. • Have students place fractional numbers on the number line in the appropriate places.	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC

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that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.				
3.NF3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	• Circular material for fractions • Divided square metal insets	To show various parts of the whole.	• Concept of Fractions: Quantity, Language, Symbol, Equivalence, Other Material Representation, Part of Sets • Congruency, similarity, equivalence with the divided square material	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.MDA1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the	• Created, laminated Montessori material • Judy clock	Tell and write time to the nearest minute.	• Give lessons on time using a Judy clock • Using created nomenclature cards, have students match the written clock times with analog clocks.	• Teacher Observation recorded in Montessori Compass • M-CAP

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Third Grade CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
problem on a number line diagram.				• M-COMP • PARCC
3.MDA2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[1] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	• Measuring spoons and cups • Word problems involving masses or volumes • Three dimensional volume material	Measure and estimate liquid volumes and masses.	• The Story of Measurement • Measurement for Capacity/Liquid lesson in AMI elementary album • Volume lesson in AMI elementary album	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.MD3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	Created material representing a variety of different graphs and material matching graphs to data.	To learn how to create graphs and interpret the data.	Graphing—Interpreting graphs, constructing graphs (pictographs, bar graphs, line graphs, multiple-line graphs, circle graphs).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.MD4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	• Table conversion factors for customary system • Rulers, yardsticks, meter sticks, tape measures	To measure the length of an object to the nearest half and forth of an inch.	Measurement Lessons in AMI album	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.MD5: Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Yellow area material	To understand the concept of measuring a surface with unit squares	Deriving formula for area of a rectangle lesson	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP

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b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.				• PARCC
3.MD6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Yellow area material	Measuring and calculating area using unit squares.	Concept of measuring a surface with unit squares lesson	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.MD7: Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding	Yellow area material	To understand the concept of measuring a surface with unit squares	Deriving formula for area of a rectangle lesson	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC

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the areas of the non-overlapping parts, applying this technique to solve real world problems.				
3.MD8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	• Geometric cabinet • Box of sticks • Generated problems based upon real-world situations	Solving for the perimeter of a closed figure, including solving for an unknown.	Polygon lessons (triangles, quadrilaterals).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.G1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• Geometry nomenclature • Iron material • Box of sticks	Recognize the different attributes of the variety of shapes. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.	• Geometry nomenclature and related activities. • Drawing and labeling geometric figures using the metal insets. • Making solid figures (naming, tracing, cutting, building). • Parts of an angle, types of angles • Polygons (general, triangles, quadrilaterals).	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC
3.G2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	• Circular material for fractions • Divided square metal insets	To show various parts of the whole.	• Concept of Fractions: Quantity, Language, Symbol, Equivalence, Other Material Representation, Part of Sets • Congruency, similarity, equivalence with the divided square material	• Teacher Observation recorded in Montessori Compass • M-CAP • M-COMP • PARCC

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Using the Montessori Method to close the opportunity gap while fostering a lifetime love of learning and cultivating independence among DC school children.

Kindergarten Grade Math Curriculum, Mapped to Common Core State Standards

Kindergarten CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
K.CC.1: Count to 100 by ones and tens	•	•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	•	•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	•	•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN

Kindergarten CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they are counted. • Understand that each successive number name refers to a quantity that is one larger.	•	•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	•	•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	•	•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies

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Kindergarten CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
				GOLD, Math dimension • TEN
K.CC.7: Compare two numbers between 1 and 10 presented as written numerals.	•	•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings[1], sounds (e.g., claps), acting out situations, verbal explanations, expressions, equations.	• Number rods	• Understand the concepts of addition and subtraction to 20. • Solving for an unknown • Learn the following terminology: adding to, taking from, putting together, taking apart, comparing with unknowns	• Number rods lesson (AMI primary album, AMI primary foundations album—created in elementary training) • Whole numbers: Counting, Decimal System, Addition/Subtraction • Addition Word Problems, laminated. (Word problems can easily be found through a variety of internet resources. Word problems can also be created specifically for use of golden beads, red rods).	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	• Base board; golden beads (units, tens) • Created, laminated word problems (or sheets of word problems in binders with page protectors).	• Understand the concepts of addition and subtraction to 20 using 3 numbers. • Solving for an unknown	• Whole numbers: Counting, Decimal System, Addition/Subtraction • Addition Word Problems, laminated. (Word problems can easily be found through a variety of internet resources. Word problems can also be created specifically for use of golden beads, red rods).	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math

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				dimension • TEN
K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3 and 5=4+1)	• Manufactured: Box of colored bead bars 1-9, 20 of each bar; Golden 10's • Prepared by teacher: 2-3 sets gray number cards 0-9 (1 ½ x 1 ¾); felt mat of appropriate size	• Give experience of the Commutative Law for Multiplication. • Understand the meaning of "Commutative Law	• Commutative Law for Multiplication: Concept and language (AMI Elementary Album. Note: This lesson begins with the commutative law for multiplication, but can be easily adapted for addition, using the bead bars and addition equations). • Associative property of addition (This is not in the albums but can easily be adapted using the bead bars and addition equations).	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN

K.OA.4: For any number 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation.	• A quantity of varying bead bars of the board stair, usually 5 of each (kept in a special box or bowl reserved for the snake game.
	  o A black and white bead stair.
	  o A quantity of ten bead bars (in a box)
	  o An assortment of grey bead bars (subtraction bars)
	  o A special notched card for the purpose of counting and marking.
	  o Two boxes or trays; one to contain the addition bars and the other to contain the subtraction bars that have been
		To familiarize children with subtraction as an unknown-addend problem	• Subtraction snake game (AMI Primary Album).
			• Newly created lesson using unit beads: show child nine beads. Hide 3 under a container. Have the child count how many beads are visible. Have child then state how many beads are hidden under the container. Create the problem showing this (e.g. 9-3=6, which is also the say as 6+3=9).
			• Early algebra lessons in AMI elementary album: The Concept of an Equation: Making Equations; Balancing an Equation Using the Laws of Equivalence
				• Teacher Observations recorded in Montessori Compass
				• Teaching Strategies GOLD, Math dimension
				• TEN

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Kindergarten CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
nine ones.				dimension • TEN
K.MD.1: Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.	Number rods	Comparing the length of two objects by using a third object.	Number rods lesson (AMI Primary Album)	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	• Wooden hierarchical material • Paper, pencil, scissor • Paperclips	• To understand that multiple copies of a shorter object express the length of a larger object. • To introduce the child to the idea of an agreement among people to use a common unit when measuring.	• Wooden hierarchical material lesson (AMI elementary album)— Introduction to quantity language, and Introduction to Family names. (This lesson demonstrates that 10 unit cubes are the same length as one 10 bar, that 10 ten bars are the same as one hundred square, and etc.). • Measurement Lesson: Concept of measurement –Length/Linear • Measurement Lesson: Standard Unit of Measure	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[2]	• Created, laminated Montessori material • Judy clock	Tell and write time in hours and half-hours	• Give lessons on the hour and half hour, using a Judy clock • Using created nomenclature cards, have students match the written clock times with analog clocks. Do a three period lesson on various time on the hour and half-hour.	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math

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Kindergarten CC Mathematics Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
				• dimension • TEN
K.G.1: Describe objects in environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, besides, in front of, behind, next to*.	• Geometric cabinet • Equivalency material	Distinguish between defining and non-defining attributes.	• Using shapes in the geometric cabinet and/or equivalency material, discuss defining attributes of each shape. • Create nomenclature materials defining these shapes.	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.G.2: Correctly name shapes regardless of their orientations or overall size.	• Constructive triangles • Fraction material	To understand that putting two or more shapes together creates a new shape.	• Constructive triangles lesson (AMI primary album) • Fractions—Other Material Representation lesson (AMI elementary album).	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Fraction circles inset material, divided square metal insets, divided triangle metal insets, three boxes of constructive triangles (triangular, small hexagonal, large hexagonal)	• To introduce the idea of a quantity being divided into equal portions. • To show that the geometric representation of the unit can be any shape or size and that the geometric shape or size of a fraction depends on the geometric shape or size of the unit.	• Fractions (quantity, language) lesson in AMI elementary album • Fractions—Other Material Representation lesson in AMI elementary album	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN

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K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal lengths).		•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN
K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"		•	•	• Teacher Observations recorded in Montessori Compass • Teaching Strategies GOLD, Math dimension • TEN

Area	Activity	Sub-Category	Order
Practial Life	Cutting	Art	1
Practial Life	Drawing	Art	2
Practial Life	Collage	Art	3
Practial Life	Painting	Art	4
Practial Life	Printing	Art	5
Practial Life	Sculpting	Art	6
Practial Life	Fibers	Art	7
Practial Life	Dusting	Environment, Care of	1
Practial Life	Grace and Courtesy	Grace and Courtesy	1
Practial Life	Walking on the Line	Movement	1
Practial Life	Carrying a Chair	Prelim	1
Practial Life	Unrolling and Rolling a Rug	Prelim	2
Practial Life	Opening and Closing a Door	Prelim	3
Practial Life	Folding Fabric	Prelim	4
Practial Life	Spooning	Prelim	5
Practial Life	Pouring Grains	Prelim	6
Practial Life	Pouring Water	Prelim	7
Practial Life	Button Frame	Self, Care of	1
Practial Life	Snap Frame	Self, Care of	2
Practial Life	Hook and Eye Frame	Self, Care of	3
Practial Life	Buckle Frame	Self, Care of	4
Language	Spoken: Classified Cards	Spoken	1
Language	Spoken: Objects of the Environment	Spoken	2
Language	Spoken: Sensorial Apparatus	Spoken	3
Language	Spoken: Question Game	Spoken	4
Language	Spoken: Sharing an Object	Spoken	5
Language	Spoken: Social Language	Spoken	6
Language	Spoken: Stories, Books, Poems & Songs	Spoken	7
Language	Written: Sound Games	Written	1
Language	Written: Sandpaper Letters	Written	2
Practial Life	Polishing Wood	Environment, Care of	2
Practial Life	Washing a Table	Environment, Care of	3
Practial Life	Flower Arranging	Environment, Care of	4
Practial Life	The Silence Game	Movement	2
Practial Life	Zipper Frame	Self, Care of	5
Practial Life	Bow Frame	Self, Care of	6
Practial Life	Lacing Frame	Self, Care of	7
Practial Life	Washing Hands	Self, Care of	8
Practial Life	Shoe Polishing	Self, Care of	9
Practial Life	Celery Cutting	Self, Care of	10
Sensorial	Sound Cylinders	Auditory	1
Sensorial	The Bells	Auditory	2
Sensorial	Sandpaper Globe	Geography	1
Sensorial	Painted Globe	Geography	2
Sensorial	Smelling Bottles	Smell	1
Sensorial	Touch Boards	Tactile	1
Sensorial	Graded Touch Tablets	Tactile	2
Sensorial	Fabrics	Tactile	3

Sensorial	Tasting Bottles	Taste	1
Sensorial	Solid Cylinder Blocks	Visual	1
Sensorial	Pink Tower	Visual	2
Sensorial	Brown Stair	Visual	3
Sensorial	Color Tablets 1	Visual	4
Sensorial	Color Tablets 2	Visual	5
Sensorial	Color Tablets 3	Visual	6
Language	Written: Moveable Alphabet	Written	3
Language	Written: Metal Insets	Written	4
Sensorial	Puzzle Map of the World	Geography	3
Sensorial	Puzzle Maps of the Continents	Geography	4
Sensorial	Land and Water Forms	Geography	5
Sensorial	Binomial Cube	Geometry	1
Sensorial	Geometric Solids	Stereognostic	1
Sensorial	Sorting Exercises	Stereognostic	2
Sensorial	Mystery Bag	Stereognostic	3
Sensorial	Baric Tablets	Tactile	4
Sensorial	Thermic Bottles	Tactile	5
Sensorial	Thermic Tablets	Tactile	6
Sensorial	Red Rods	Visual	7
Sensorial	Geometric Cabinet	Visual	8
Sensorial	Geometric Form Cards	Visual	9
Sensorial	Botany Cabinet and Form Cards	Visual	10
Language	Written: Unlined Chalkboard	Written	5
Language	Written: Sorting Letters	Written	6
Language	Written: Green Boards	Written	7
Language	Written: Lined Chalkboard	Written	8
Math	Number Rods	Concept 1-10	1
Math	Sandpaper Numbers	Concept 1-10	2
Math	Number Rods and Cards	Concept 1-10	3
Math	Spindle Boxes	Concept 1-10	4
Sensorial	Trinomial Cube	Geometry	2
Sensorial	Rectangular Box	Geometry	3
Sensorial	Blue Triangles	Geometry	4
Sensorial	Triangular Box	Geometry	5
Sensorial	Small Hexagonal Box	Geometry	6
Sensorial	Large Hexagonal Box	Geometry	7
Sensorial	Blue Right-Angled Scalene Triangles	Geometry	8
Sensorial	Decanomial Square	Geometry	11
Language	Reading: Phonetic Objects	Reading	1
Language	Reading: Phonetic Reading Cards	Reading	2
Language	Reading: Phonetic Reading Commands	Reading	3
Language	Reading: Phonogram Objects	Reading	4
Language	Reading: Phonogram Alphabet	Reading	5
Language	Reading: Phonogram Booklet	Reading	6
Language	Reading: Phonogram Cards	Reading	7
Language	Reading: Phonogram Reading Commands	Reading	8
Language	Reading: Puzzle Words	Reading	9
Math	Number Cards and Counters	Concept 1-10	5

Math	Memory Game of Numbers	Concept 1-10	6
Math	Presentation with Beads	Decimal System	1
Math	Presentation with Cards	Decimal System	2
Math	Formation of Numbers with Beads and Cards	Decimal System	3
Math	Decimal Addition	Decimal System	4
Math	Decimal Subtraction	Decimal System	5
Math	Decimal Multiplication	Decimal System	6
Math	Decimal Division	Decimal System	7
Math	Teen Beads	Teens & Tens	1
Math	Teen Board	Teens & Tens	2
Math	Teen Board with Beads	Teens & Tens	3
Math	Ten Board with Beads	Teens & Tens	4
Math	Fractions: Concept and Quantity	Fractions	1
Sensorial	Knobless Cylinders	Geometry	9
Sensorial	Graded Geometric Figures	Geometry	10
Language	Functions: Article	Function of Word	1
Language	Functions: Adjective	Function of Word	2
Language	Functions: Logical Adjective Game	Function of Word	3
Language	Functions: Detective Adjective Game	Function of Word	4
Language	Functions: Conjunction	Function of Word	5
Language	Functions: Preposition	Function of Word	6
Language	Functions: Verb	Function of Word	7
Language	Functions: Adverb	Function of Word	8
Language	Functions: Logical Adverb Game	Function of Word	9
Language	Functions: Impressions of the Verb	Function of Word	10
Language	Reading Anal.: Continuation of Commands	Reading Analysis	1
Language	Reading Class.: Objects of the Environment	Reading Classification	1
Language	Reading Class.: Social & Scientific Terms	Reading Classification	2
Language	Reading Class.: Definition Stages	Reading Classification	3
Math	Decimal Division with Bows	Decimal System	8
Math	Stamp Addition	Decimal System	9
Math	Stamp Subtraction	Decimal System	10
Math	Stamp Multiplication	Decimal System	11
Math	Stamp Division	Decimal System	12
Math	The Dot Game	Decimal System	13
Math	Linear Counting	Teens & Tens	5
Math	Skip Counting	Teens & Tens	6
Math	Additon Snake Game	Memorization	1
Math	Addition Strip Board	Memorization	2
Math	Addition Practice Charts: 1, 2, 3 and Blank Chart	Memorization	3
Math	Subtraction Snake Game	Memorization	4
Math	Subtraction Strip Board	Memorization	5
Math	Subtraction Practice Chart and Blank Chart	Memorization	6
Math	Multiplication with Bead Bars	Memorization	7
Math	Multiplication Board	Memorization	8
Language	Reading Anal.: Sentences Stage 1	Reading Analysis	2
Language	Reading Anal.: Sentences Stage 2: Simple	Reading Analysis	3
Language	Reading Anal.: Sentences Stage 2: Extensions	Reading Analysis	4
Language	Reading Anal.: Sentences Stage 2: Indirect Objects	Reading Analysis	5

Language	Reading Anal.: Sentences Stage 2: Attributes	Reading Analysis	6
Language	Reading Anal.: Sentences Stage 2: Appositives	Reading Analysis	7
Language	Word Study: Compound Words	Word Study	1
Math	Multiplication Practice Charts 1, 2 and Blank Chart	Memorization	9
Math	Unit Division Board	Memorization	10
Math	Division Practice Chart and Blank Chart	Memorization	11
Math	Fractions: Symbols	Fractions	2
Math	Fractions: Equivalence (Substitution)	Fractions	3
Math	Small Bead Frame	Abstraction	1
Math	Wooden Hierarchical Material	Abstraction	2
Math	Large Bead Frame	Abstraction	3
Math	Short Division with Racks and Tubes	Abstraction	4
Math	Fractions: Operations	Fractions	4

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Using the Montessori Method to close the opportunity gap while fostering a lifetime love of learning and cultivating independence among DC school children.

Kindergarten Language Arts Curriculum, Mapped to Common Core State Standards

Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
K.RL.1: With prompting and support, ask and answer questions about key details in a text.	• Teacher read loud • Small group lessons with reading groups of similar proficiency, or literature circles	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher reads aloud to class daily, using quality literature, asking about key details in a text using "who, what, when, where, why, and how?" questions. • Teacher asks students in a reading group or literature circle to identify key details. • Develop nomenclature materials/command cards containing "who, what, when, where, why and how?" questions to answer independently during work period.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RL.2: With prompting and support, retell stories, including key details.	• Teacher read aloud • Small group lessons, reading groups, literature circles • Story card material	To increase reading comprehension and understanding of text through answering questions regarding key details.	• Teacher will read a short story to the class during group read aloud. Teacher can then partner students and have each student retell the story to their partner, before moving onto other lessons/work. • Teacher will conduct a lesson which involves students reading a card or series of picture/story cards, then turn the card or series of cards over, and retell the story.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RL.3: Describe characters, settings, and major events in a story, using key details.	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles • Created	• To increase reading comprehension and understanding of text through answering questions regarding key	• Teacher will read a short story to the class during read aloud time. Teacher can then partner students and have each student retell the story to their partner, before moving onto other lessons/work. • Students will use the created Montessori materials containing the following concepts and definitions: **characters**, **setting**, and **major events**. Students will match concept to definition, then have them place the strips of paper created from the previously	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	Montessori materials matching concept and definition for the following terms: character, setting; major event	details. • To learn the following concepts: character, setting; major event.	read story, underneath the correct category. (E.g. the "character" concept would contain the definition below it, and the names of the characters in the story would be placed below the definition).	dimension
K.RL.4: Ask and answer questions about unknown words in a text.	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles.	To increase reading comprehension and understanding of text through answering questions regarding key details.	• During read aloud or small group lessons, students will identify words and/or phrases that need to be defined.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RL.5: Recognize common types of texts (e.g., storybooks, poems)	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles.	To help students understand the difference between fiction and fact, between story books and informational books.	• During read aloud, teacher will alternate between reading from books that tell stories, and books that give information. Teacher will state which kind of book is being read to students before and after read aloud. Teacher can also ask students to guess which kind of book was read, based upon the text.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	• Teacher read aloud	To identify the roles of author and illustrator in the telling of the story.	• During read aloud, teacher will point out the name of the author and the illustrator and discuss the role of each in telling the story. • Students will be able to identify familiar authors and illustrators	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
				GOLD,literacy dimension
K.RL 7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles	To identify details in a story	During read aloud and small groups, teacher will point to illustrations in text and ask students to describe characters, setting and events based upon pictures.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RL.8:	• n/a	• n/a	• n/a	•
K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in stories.	• Teacher read aloud • Small group lessons with reading groups of similar proficiency, or literature circles	To identify the differences in experiences between characters; to identify details	During read aloud and small groups, teacher will ask students how the experiences of the characters in a story are similar and different. Teacher may want to create a compare and contrast graphic to show learners with visual aids.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RL.10: Actively engage in group reading activities with purpose and understanding	• Teacher read aloud • Small group lessons with reading groups, or literature circles • Created Montessori materials	To read with appropriate fluency and accuracy in the areas of both decoding, and comprehension.	• Teacher will offer numerous opportunities for students to participate in reading activities, through both small group reading lessons, and through use of teacher created reading materials for students to use independently, which will increase fluency and comprehension.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
K.RF.1: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page b. Recognize that spoken words are represented in written language by specific sequences of letters c. Understand that words are separated by spaces in print d. Recognize and name all upper-and lowercase letters of the alphabet	• Moveable alphabet	Recognizing the distinguishing features of a sentence	• Teacher will • When creating words and phrases with the original lesson with the moveable alphabet, the teacher will demonstrate building words from left to right, and top to bottom •	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and times of single-syllable spoken words. d. Isolate and pronounce the initial, e Recognize and name all upper-and lowercase letters of the alphabet	Grace and Courtesy: modeling correct grammar and pronunciation while speaking	Providing a model for correct speech.	• Teacher will annunciate words clearly. • Teacher will use correct grammar when speaking.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
	I Spy Game	• produce rhyming words • count syllables in spoken words • say syllables in	Teacher will play the "I spy game," using a few selected objects and isolating beginning, middle, and ending sounds.	• Teacher Observation Recorded in Montessori Compass

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
		spoken words • blend syllables in spoken words • segment syllables in spoken words • blend onsets and rimes of single syllable words • segment onsets and rimes of single syllable words • isolate the beginning sounds in CVC words • say the beginning sounds in CVC words • isolate the middle sounds in CVC words • say the middle sound in CVC words • isolate the ending sounds in CVC words • say the ending sound in CVC words • add individual sounds in one-syllable words • substitute individual sounds in one syllable words		• Teaching Strategies GOLD, literacy dimension

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound of each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Phonetic object box, phonogram object box, puzzle word material, phonogram booklets/nomenclature elementary word study with movable alphabet (suffixes, prefixes, compounds, word families).	• associate long vowel sounds with common spellings • associate short vowel sounds with common • spellings • reads common high frequency words • tell the difference between words that are spelled similarly	• Students will use phonetic and phonogram object box from primary album to isolate sounds and identify corresponding sounds with objects. • Students will use puzzle word material to memorize words that have atypical spelling patterns. • Students will use phonogram booklets, nomenclature, and three part cards to read, write, and match picture to text during independent work time.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.RF.4: Read emergent-reader texts with purpose and understanding.	Command cards, interpretive reading cards, picture/story cards.	• read on-level text with purpose on successive readings • read on-level text with understanding on successive readings • read on-level text orally with accuracy on successive readings	• Students will practice fluency with command cards from grammar boxes, as well as teacher-created command cards. • Students will use interpretive reading cards (level 1 for beginning readers and other levels for fluent readers) in small groups or in pairs, practicing fluency, expression, tone, and other oral reading skills. • Students will be introduced to picture/story cards (created by teacher or purchased from Montessori curriculum distributers) to match text with corresponding picture or photo. • Teacher will assess reading level and provide books at the child's instructional level to participate in	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

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			reading groups or to read independently.	
K.W 1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about an state an opinion of preference about the book (e.g., My favorite book is…)	• Small group lessons • Created picture/story cards with text	Students will learn to identify what is an opinion, and will be able to apply this knowledge in their writing.	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. Teacher will discuss the difference between fact and opinion. Teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write an opinion (with the guide's help, if needed). On the next strip, the student will supply a reason for the opinion. On the final strip, the student will write a closing sentence.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	• Small group lessons • Created picture/story cards with text	Students will learn to identify what is a fact, and will be able to apply this knowledge in their writing.	Students will gather with the teacher to participate in shared reading of a book or picture/story cards. Teacher will discuss the difference between fact and opinion. Teacher will create sentence strips for each child. On one strip, the students will name the topic they are writing about. On the next strip, the student will write 3 facts contained in the text (with the guide's help, if needed). On the final strip, the student will write a closing sentence.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.W.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• Small group lessons • Created picture/story cards with text beginning with the following words: first, next, then and last.	• Students will identify the following terms in writing: first, next, then, last. • Students will be able to create stories using temporal words to indicate event order and sequence.	In a small or large group lesson, teacher will discuss with students that stories usually have a sequence or order to them. Teacher will create a shared story about something familiar (e.g. going on a walk and coming across a cat) using 4 sentences (e.g. sentence 1: I was walking and I saw a cat 2: The cat let me pet him. 3: The cat saw a bird 4: The cat ran after the bird). Teacher will introduce the words: first, next, then and last to the student, and together, insert these words at the beginning of each sentence to create a sense of order. Teacher will ask students to write on sentence strips, organize in appropriate order, and rewrite the story. Teacher will encourage the students to make up more stories, stressing that though there can only be	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
			one sentence strip for "first" and "last, that there can be several for "next" and "then."	
K.W.4: (Begins in 3rd grade)	• n/a	• n/a	• n/a	•
K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	AMI Montessori language arts lesson: Composing a Paragraph	To write paragraphs using a logical structure To recognize and compose various types of paragraphs To achieve facility with proofreading for paragraphs	• Teacher will find a book which contains paragraphs, some of which contain topic sentences which can stand alone. Teacher will identify the topic sentence, and write it down on a strip of paper. Teacher will identify sentences containing major details, minor details, and the concluding sentence. Teacher will write those sentences on strips of paper, then rearrange sentences so they are out of order, demonstrating that the paragraph does not make sense. Teacher will ask students to arrange sentences in a logical order. • As a shared writing experience, students will collaboratively come up with a topic. Teacher will write the chosen topic on a sentence strip (E.g. "Polar Bears.") Teacher will ask students to name a few things they know about their chosen topic, and will write each idea down on a strip of paper in the form of a sentence. When 4-5 sentences have been written, teacher will ask for a concluding sentence. Teacher will ask students if the paragraph is arranged so that it makes sense, or if they might want to change the order of the sentences (this may or may not be needed, depending on how the paragraph was composed). Teacher will ask if any sentences might be added that will give more detail to the paragraph, and insert as appropriate.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.W.6: n/a in primary Montessori	• n/a	• n/a	• n/a	
K.W.7: Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).	• "How-to" books • Created sequence story materials (pre-made stories available at Montessori 123). Stories can	• To increase understanding of the research and writing process. • To be able to create a short summary and/or	• Using created sequence story material, students will work together in small groups to put the stories in order and record the story on a separate piece of paper. • Using picture/story cards with text, students will create a keyword outline, writing down the 1-3 of the most important words in each sentence of the text on	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	include "How to make a peanut butter and jelly sandwich," and "How to give a dog a bath," and etc.	report of a specific topic.	strips of paper. When finished, students will turn over the cards, then collaboratively create original sentences containing the key words which reflect the meaning and content of the original text.	GOLD, literacy dimension
K.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Small group writing lesson • Question and Answer Game (Biology album) • Story card material…a few sets containing stories of a different animal in each set (Biology album)	• To recall and reassemble information in order to make it comprehensible. • To use a variety of resources to answer a research-based question.	• With a group, teacher will recall a shared experience (e.g. a "going out" experience, a special event, or visitor, or holiday). Students will then be asked to share pieces of information recalled from the shared experience, and teacher will write the ideas on a white board, or on paper strips, in sentence form. Teacher will guide the writing so that there is a clear and logical beginning and ending. Students will record the writing on the board in their journal (or arrange the sentence strips then record in journal). • Use "Question and Answer Game" material and "Story Card" material to pose questions about animals and find answers to those questions.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.W.9: (begins in grade 4)	• n/a	• n/a	• n/a	•
K.W.10: (begins in grade 3)	• n/a	• n/a	• n/a	•
K.SL 1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Continue a conversation through multiple exchanges	• Grace and courtesy lessons involving the teacher modeling a lesson on speaking and listening in turn, and having students re-enact the various scenarios. • Small group dialogue involving teacher and students	• Students will learn to have a conversation which involves speaking, listening, questioning, and collaboration of thoughts and ideas. • Students will learn to ask questions pertaining to the topic and/or text	• Teacher will invite students to participate in various grace and courtesy lessons involving speaking and listening in turn. Teacher will invite assistant, or a student who is able to grasp directions quickly, to model what a conversation involving speaking and listening in turn looks like. Students will pair with a partner to take turns speaking and listening about a selected topic. • Teacher will discuss etiquette for lessons, which involve raising one's hand to ask a question, make a comment, or respond to a comment.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	asking questions, commenting, and responding to comments.	at hand.		
K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• Story card material • Read-aloud or literature circles.	Students will be able to formulate questions based upon text that has been read, respond to questions about the text, regarding key details.	Teacher will choose one of the stories from the story card material, and participate in a shared reading of the text. Teacher will then ask the students to come up with questions they could ask that could be answered in the text, and record the question or questions on a sentence strip. After 4 or 5 questions have been formulated, students will answer the questions using full sentences (either orally or on blank sentence strips). Students can then compose these sentences into newly formed paragraphs.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Small group lessons	Students will listen to a lesson in story to gather additional information or clarify content.	Teacher will tell one of the many story-based lessons from the various subject areas (e.g. great lessons, needs of the plant, fundamental needs of humans, etc.). Students will be given an opportunity to ask questions about the stories.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.SL.4: Describe people, places, things, and events and, with prompting and support, provide additional detail.	Small group lessons	Students will be able to clearly describe people, places, things and events.	• Students will retell a story lesson to a partner, or a sequence of events in a math lesson or science experiment. • Student can give a lesson to another student. • Students will retell stories from their own lives.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	Small group lessons	Use visual graphics to demonstrate understanding.	Students will engage in follow-up work that involves the creation of booklets, posters, and timelines containing writing with illustrations which reflect the lesson content.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.	• Small group lessons • Sentence analysis material • Created Montessori material.	To identify the different between complete and incomplete thoughts.	• Teacher will use the sentence analysis material to introduce the components of a complete sentence. (e.g. article, noun, verb). • Students will be given a lesson on complete and incomplete sentences. Teacher will verbally give examples of complete and incomplete sentences. Teacher will introduce a created material called "Complete and incomplete sentences." Sentences will be categorized according to complete and incomplete sentences. (Teacher will also introduce the term "sentence fragment.")	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper-and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or/es/ (e.g. *dog, dogs; wish, wishes*) d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*) e. Use the most frequently occurring	• Montessori language arts album lesson on handwriting • Montessori grammar box lessons and material on parts of speech (noun, article, adjective, verb, preposition, adverb, pronoun, conjunction, interjection) • Command cards	To show understanding of the conventions of standard English grammar and usage when writing and speaking.	• Teacher will conduct a lesson on letter formation of print (upper and lower case). Teacher will allow for ample practice of letter formation. • Teacher will conduct small group lessons with the grammar box material for parts of speech work. • Teacher will show students how to use the command cards as an independent work choice. • Teacher will offer lessons on "Parts of Speech: Further Work" in the AMI language album.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	• Verb tense material, further work: tense, voice, mood, conjugation.			
K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for more consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Montessori lesson on capitalization and created laminated material. • Lesson on punctuation and created material. • Created material for learning proper comma usage. • Word study lessons with movable alphabet • Spelling work from primary for readers who are not yet fluent: phonetic words, phonograms, puzzle words, short and long vowels, spelling variations of the same sound, label the environment • Spelling work and lessons in	To show understanding of the conventions of standard English capitalization, punctuation and spelling when writing.	• Give lessons on mechanics (capitalization, punctuation and commas) based upon Montessori language arts lessons and created laminated material for further exploration. • Word study lessons with movable alphabet help children memorize spelling patterns of suffixes, prefixes, and root families. • Conduct primary lessons related to acquisition of spelling for readers who are not yet fluent (phonetic words, phonograms, puzzle words, short and long vowels, spelling variations of the same sound, labeling the environment. • Spelling work for : • Indirect helps to spelling—teacher models correct spelling of words, dictionaries available, word study, spelling new words throughout presentations, call attention to affixes and etymology. Break up words into prefixes, suffixes and roots. • Direct helps to spelling—alphabetical ordering of words, entry words, personal dictionary, peer testing of words, teach spelling rules, teach contractions, use spelling lists to study words (homonyms, frequently misspelled), dividing words into syllables. • Teach strategies for learning how to spell words that cause difficulty (e.g. see the word, think the word, feel the word, say the word, build the word, OR…look, say, cover, write, check, repeat, test).	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

LEE MONTESSORI
PUBLIC CHARTER SCHOOL

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Breakthrough Montessori Public Charter School

Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
	AMI language arts album: indirect and direct helps to spelling, strategies to spelling			
1.L.3: (Begins in grade 2)	• n/a	• n/a	• n/a	•
1.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meaning for familiar words and apply them accurately (e.g. knowing duck is a verb and learning the verb suck). b. Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Word study lessons in AMI elementary language albums, with movable alphabet (suffixes, prefixes, root words, compound words, word families).	To determine or clarify the meaning of unknown and multiple-meaning words	Teacher will conduct the following lessons from the AMI language album: suffixes, prefixes, compound words, word families; suffixes, classified	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension
1.L.5: With guidance and support from adults, explore relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) c. Identify real-life connections between words and their use (e.g. note places at home that are colorful).	• Created Montessori material with each material containing groups of words in a particular category (a corresponding picture is recommended). E.g. animals and their homes,	To understand the relationship between groups or sets of words, as well as nuances in word meanings.	• Teacher will introduce Montessori created material for students to use independently (laminated nomenclature work, such as: animals and their homes, animal babies, types of transportation, kinds of shelter, etc.). • Teacher will give the following lessons in grammar box work: noun, adjective, verb.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

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Kindergarten Grade CC Language Arts Standard	Corresponding Montessori Material(s)	Goals and Objectives	Instructional Strategies	Assessment
d. Distinguish shades of meaning among verbs describing the same general action (e.g.walk, march, strut, prance), by acting out the meanings	animals and their babies. • Grammar box: noun work. • Parts of speech: verb and adjective grammar box and work			
1.L.6: Use words and phrases through conversations, reading and being read to, and responding to texts.	Created Montessori materials	Students will use words to indicate simple relationships	• Teacher will introduce conversation starter cards (Laminated cards with questions such as: "If you had three wishes, what would you wish for," and "If you could keep a wild animal as a pet, what would it be and why?") Students can choose a partner and each can take turns reading and answering a few questions. • Teacher will introduce picture/word matching cards and nomenclature for students to use independently.	• Teacher Observation Recorded in Montessori Compass • Teaching Strategies GOLD, literacy dimension

Breakthrough Montessori Public Charter School

Montessori Materials Inventory Lists

Lower Elementary Materials List		
Area	**Material Name**	**Units**
Biology	Animal "Who am I?" cards	1
Biology	Animal stories (Who am I? cards)	1
Biology	Botany charts	1
Biology	Botany Nomenclature	1
Biology	Classified Nomenclature- external parts	1
Biology	Classified Nomenclature-internal parts	1
Biology	First classification Zoology	1
Biology	First knowledge- Animals	1
Biology	First knowledge- plants	1
Biology	Five Kingdom charts	1
Biology	Food coloring	5
Biology	Human body systems	1
Biology	Human bones- skeletal system	1
Biology	Leaf cards	1
Biology	Living/non-living	1
Biology	Plant "Who am I?" cards	1
Biology	Plant classification chart	1
Biology	Plant physiology charts	1
Biology	Plant/Animal	1
General	Blindfolds	2
General	Control Chart Stand	2
General	Four Rug Holders	3
General	Work Rugs	12
Geography	Alcohol 500 ml	1
Geography	Baking soda	2
Geography	Ball and ring apparatus	1
Geography	Beakers 600 ml	6
Geography	Compass	2
Geography	Cork set	1
Geography	Crystal kit	1
Geography	Detailed study of a country	1
Geography	Flashlight	2
Geography	Flask 250 ml	1
Geography	Foam Earth (layers of Earth)	1
Geography	Foam Earth stand	1
Geography	Geography classified nomenclature	1
Geography	Gloves	1
Geography	Hot plate	1
Geography	Impressionistic charts	1
Geography	Iron Fillings 500 g	1

Geography	Iron strips	1
Geography	Lead Nitrate 125 g	1
Geography	Lead shot 500 g	1
Geography	Magnets	5
Geography	Magnifying glass	3
Geography	Model of a volcano	1
Geography	Nomenclature of the flag	1
Geography	Oil	1
Geography	Painted glass (marbles)	1
Geography	Safety Goggles	1
Geography	Salt	1
Geography	Splash shield	1
Geography	Sugar	1
Geography	test tube (1/2 in diameter)	1 set
Geography	test tube holder	2
Geography	test tube rack -"S" type	1
Geography	Thermometer	2
Geography	Tuning fork	1
Geography	Vinegar	2
Geometry	Advanced Geometry cabinet labels	1
Geometry	Classified Nomenclature	1
Geometry	Command Cards	1
Geometry	Geometirc solid command cards	1
Geometry	Sm. Geometry Templates	2
History	BCE/AD timeline	1
History	Chart of tenses	1
History	Clock exercise	1
History	Clock of Eras	1
History	Clock stamp	1
History	Fundamental needs cards	1
History	Fundamental needs charts	1
History	Impressionistic charts	1
History	spool of black ribbon	1
History	The Hand Chart	1
History	The year and its parts	1
History	Timeline of Humans	1
History	Timeline of Life	1
Language	Actions and Objects	1
Language	Animal Names	1
Language	Animals and their Young	1
Language	Classified Reading Cards	1
Language	Classified Reading Story Cards	1

Language	Conjunctions and Prepositions	1
Language	First Books	1
Language	Gender of Nouns	1
Language	Grammar Exercises	1
Language	Groups of Animals	1
Language	Homes of Animals	1
Language	Language Materials	1
Language	Logical Adjective Exercise	1
Language	Logical Adverb Exercise	1
Language	Moveable Alphabet Pictures	1
Language	Muriel Dwyer Literacy Materials- Reading Scheme for English	1
Language	Pencils for Writing Insets	1
Language	Phonetic Reading Cards	1
Language	Phonetic Words and pictures, long	1
Language	Phonetic Words and pictures, short	1
Language	Phonogram Booklets	1
Language	Phonogram cards	1
Language	Picture Cards and labels	1
Language	Postive, comparative, superlative	1
Language	Reading Word Labels	1
Language	Simple Commands Set One	1
Language	Simple Commands Set Two	1
Language	Singular and Plural	1
Language	Voices of Animals	1
Language	Word study card material	1
Music	Good quality acoustic piano	1
Practical Life	5" by 5" Cotton Cloths	5
Practical Life	8" by 8" Cotton Cloths	10
Practical Life	Adult Aprons	2
Practical Life	Apple Corer	1
Practical Life	Blue buckets	2
Practical Life	Blue dish mat and blue dish drainer	1
Practical Life	Blue dish pan	2
Practical Life	Blue hand towels	10
Practical Life	Blue Rubbermaid pitchers	2
Practical Life	Blue scrub brushes	2
Practical Life	Blue wash cloths	5
Practical Life	Brooms	2
Practical Life	Butter Knife	24
Practical Life	Child Aprons	2
Practical Life	Cloth Napkin	24
Practical Life	Cookie Sheet	1

Practical Life	Crank Style sifter	1
Practical Life	Cutting Board	1
Practical Life	Dinner Plate	24
Practical Life	Dust Pans	2
Practical Life	Duster	1
Practical Life	Elliptical Bamboo baskets 6.5" by 2"	4
Practical Life	Felt mat 12" by 18 "	10
Practical Life	Floor Sweeper	1
Practical Life	Fork	24
Practical Life	Funnel 2.5 ounce	1
Practical Life	Glass Cleaner	1
Practical Life	Glasses	24
Practical Life	Hokey Floor Sweeper	1
Practical Life	House Plant Tools	1
Practical Life	Knife	1
Practical Life	Laundry Basket 13" by 10" by 5.5"	1
Practical Life	Mister	1
Practical Life	Mixing Bowls	2
Practical Life	Nutcracker	1
Practical Life	Oven Mitts	2
Practical Life	Pitchers 5" juice	2
Practical Life	Place mat	24
Practical Life	Potato Bamboo baskets 5" by 4" by 2"	6
Practical Life	Reed Potato baskets 5" by 4" by 2"	6
Practical Life	Rotary Mixer	1
Practical Life	Seed Sprouting Kit	1
Practical Life	Sewing Kit	1
Practical Life	Small Basket Sets	3
Practical Life	Small Plates	24
Practical Life	Small Vases	1 set
Practical Life	Spoon	24
Practical Life	Toast Tong	1
Practical Life	Trays 10" by 14" by 0.75" Blue	2
Practical Life	Trays 10" by 14" by 0.75" Green	2
Practical Life	Trays 10" by 14" by 0.75" White	4
Practical Life	Trays 10" by 14" by 0.75" Yellow	2
Practical Life	Trays 5.25" by 8.25" by 0.75" Blue	2
Practical Life	Trays 5.25" by 8.25" by 0.75" Green	2
Practical Life	Trays 5.25" by 8.25" by 0.75" Pink	2
Practical Life	Trays 5.25" by 8.25" by 0.75" White	2
Practical Life	Trays 5.25" by 8.25" by 0.75" Yellow	2
Practical Life	Vegetable Chopper	1

Practical Life	Vegetable cleaning brushes	1
Practical Life	Vegetable peeler	1
Practical Life	Vinyl Mat 12.5" by 19.5"	8
Practical Life	Wall clock	1
Practical Life	Watering can	1
Sensorial	Blindfold	2
Furniture	15" seat height chair	16
Furniture	Divider Unit, Three Tier (semi-open back) 41x16x39	9
Furniture	Floor Tables (Chawkies) 24x18x12	6
Furniture	Rectangular table 51x26x25	3
Furniture	Round Table 51 diameterx25 high	1
Furniture	Shelving unit with four shelves 41x16x39	2
Furniture	Shelving Unit, Three Tier (closed back) 41x16x39in	9

Primary Level Materials List		
Area	**Material Name**	**Units**
Biology	Botany Nomenclature	1
Biology	Classified Nomenclature- external parts	1
Biology	First classification Zoology	1
Biology	First knowledge- Animals	1
Biology	First knowledge- plants	1
Biology	Leaf cards	1
Biology	Living/non-living	1
Biology	Plant/Animal	1
General	Blindfolds	6
General	Control Chart Stand	1
General	Easel	1
General	Four Rug Holders	3
General	Work Rugs	12
Geography	Nomenclature of the flag	1
Geometry	Classified Nomenclature	1
Language	Animal Names	1
Language	Animals and their Young	1
Language	Classified Reading Cards	1
Language	Classified Reading Story Cards	1
Language	First Books	1
Language	Language Materials	1
Language	Moveable Alphabet Pictures	1
Language	Muriel Dwyer Literacy Materials- Reading Scheme for English	1
Language	Pencils for Writing Insets	1
Language	Phonetic Reading Cards	1
Language	Phonetic Words and pictures, long	1
Language	Phonetic Words and pictures, short	1
Language	Phonogram Booklets	1
Language	Phonogram cards	1
Language	Picture Cards and labels	1
Language	Reading Word Labels	1
Language	Simple Commands Set One	1
Language	Simple Commands Set Two	1
Language	Voices of Animals	1
Practical Life	5" by 5" Cotton Cloths	20
Practical Life	8" by 8" Cotton Cloths	20
Practical Life	Adult Aprons	2
Practical Life	Apple Corer	1
Practical Life	Blue buckets	2
Practical Life	Blue dish mat and blue dish drainer	1

Practical Life	Blue dish pan	2
Practical Life	Blue hand towels	10
Practical Life	Blue nail brush	1
Practical Life	Blue Rubbermaid pitchers	2
Practical Life	Blue scrub brushes	2
Practical Life	Blue soap dishes	4
Practical Life	Blue wash cloths	10
Practical Life	Brooms	3
Practical Life	Butter Knife	20
Practical Life	Button Sewing Exercise	1
Practical Life	Chef's Tong	1
Practical Life	Child Aprons	4
Practical Life	Clear Glass Dish 3"	4
Practical Life	Clear Glass Dish 4.75"	4
Practical Life	Cloth Napkin	20
Practical Life	Cookie Sheet	1
Practical Life	Copper Watering Can	1
Practical Life	Crank Style sifter	1
Practical Life	Creamer 3 ounce	4
Practical Life	Creamer 3 ounce stainless	4
Practical Life	Creamer 5 ounce	4
Practical Life	Creamer 5 ounce stainless	4
Practical Life	Cutting Board	1
Practical Life	Decanter 4" glass	4
Practical Life	Demi Spoon	1
Practical Life	Dinner Plate	20
Practical Life	Dust Pans	3
Practical Life	Duster	1
Practical Life	Egg Slicer	1
Practical Life	Elliptical Bamboo baskets 6.5" by 2"	6
Practical Life	Eyedropper bottles	6
Practical Life	Eyedroppers	6
Practical Life	Felt mat 12" by 18 "	8
Practical Life	Floor Sweeper	1
Practical Life	Fork	20
Practical Life	Funnel 2.5 ounce	1
Practical Life	Glass Cleaner	1
Practical Life	Glass Jigger 2.25"	4
Practical Life	Glasses	20
Practical Life	Handleless Creamer 2.5 ounce	4
Practical Life	Hokey Floor Sweeper	1
Practical Life	House Plant Tools	1

Practical Life	Knife	1
Practical Life	Laundry Basket 13" by 10" by 5.5"	2
Practical Life	Maple Dish 2 "	4
Practical Life	Metal Polish	1
Practical Life	Mini Aluminum Scoop Set	1
Practical Life	Mini Baster	1
Practical Life	Mini Grater/juicer	1
Practical Life	Mini Ladle	1
Practical Life	Mini-pitchers 1 ounce	2
Practical Life	Mister	1
Practical Life	Mixing Bowls	2
Practical Life	Mortar and Pestle	1
Practical Life	Mustard Spoon	1
Practical Life	Nutcracker	1
Practical Life	Oven Mitts	2
Practical Life	Oyster Cup 2"	4
Practical Life	Pinch Decanter 3.5"	4
Practical Life	Pitchers 4.5" bistro	2
Practical Life	Pitchers 5" juice	2
Practical Life	Place mat	20
Practical Life	Plastic Squeeze bottles - small	1
Practical Life	Potato Bamboo baskets 5" by 4" by 2"	8
Practical Life	Reed Potato baskets 5" by 4" by 2"	6
Practical Life	Rotary Mixer	1
Practical Life	Safety pin frame	1
Practical Life	Seed Sprouting Kit	1
Practical Life	Sewing Kit	1
Practical Life	Shoe Buffer	1
Practical Life	Shoe Dauber	1
Practical Life	Shoe Polish - clear	1
Practical Life	Shoe-buttoning frame	1
Practical Life	Shoe-lacing frame	1
Practical Life	Small Basket Sets	4
Practical Life	Small buttoning frame	1
Practical Life	Small Doilies	1 set
Practical Life	Small Plates	20
Practical Life	Small Vases	1 set
Practical Life	Snapping frame	1
Practical Life	Soufflé Dish 3.75"	1
Practical Life	Spoon	20
Practical Life	Stainless Cup 1.75"	1
Practical Life	Strawberry Huller	1

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Practical Life	Sugar Tong	1
Practical Life	Toast Tong	1
Practical Life	Trays 10" by 14" by 0.75" Blue	8
Practical Life	Trays 10" by 14" by 0.75" Green	8
Practical Life	Trays 10" by 14" by 0.75" Pink	8
Practical Life	Trays 10" by 14" by 0.75" White	8
Practical Life	Trays 10" by 14" by 0.75" Yellow	8
Practical Life	Trays 5.25" by 8.25" by 0.75" Blue	8
Practical Life	Trays 5.25" by 8.25" by 0.75" Green	8
Practical Life	Trays 5.25" by 8.25" by 0.75" Pink	8
Practical Life	Trays 5.25" by 8.25" by 0.75" White	8
Practical Life	Trays 5.25" by 8.25" by 0.75" Yellow	8
Practical Life	Vegetable Chopper	1
Practical Life	Vegetable cleaning brushes	1
Practical Life	Vegetable peeler	1
Practical Life	Vinyl Mat 12.5" by 19.5"	8
Practical Life	Wall clock	1
Practical Life	Watering can	1
Practical Life	Wood Polish	1
Sensorial	Blindfold	3
Furniture	11" seat height chair	16
Furniture	Brown Stair Stand	1
Furniture	Child's Individual Table 22x22x21in	4
Furniture	Dish or Cloth Washing Table	1
Furniture	Divider Unit, Two Tier (semi-open back)41x16x28 in.	9
Furniture	Floor Tables (Chawkies) 17x13x9	6
Furniture	Hand Washing Table	1
Furniture	Mystery Bag Stand	1
Furniture	Shelving Unit, Two Tier (closed back)	9
Furniture	Solid Cylinder Stand	1
Furniture	Square Table 26x26x21in.	2
Furniture	Stand for Rods	2
Furniture	Trapezoidal Table 51x26x21	2

Assessment Tools & Guidance

Primary Assessment Profile

Student:_____   Teacher:_____

Date of transition to elementary:_____   *Circled elements indicate mastery.*

Literacy Profile

Sound Letter Relationship

a b c d e f g h i j k l m n o p q r s t u v w x y z   _____/26

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z   _____/26

Blends

st   bl   gr   sc   cl   dr   pl   sl   br   cr   _____/10

Phonograms

ai	ee	oo	oa	oe	ea	ie	ow	oi	ou	ar
oy	ow/o	er	ir	or	ur	a-e	e-e	i-e	o-e	u-e
qu	ay	ph								

_____/25

Puzzle Sight Words

the	a	is	you	to	and	we	that	in	not	for	at
on	can	will	are	of	this	your	as	but	be	have	he
one	good	me	about	had	if	some	up	her	do	when	so
all	would	any	been	out	there	from	day	go	see	then	us
by	was	come	get	or	two	man	little	has	them	how	like
know	make	which	much	his	who	an	their	she	new	said	did
down	work	put	were	before	just	long	here	other	old	take	cat
after	many	it	they	very	him	what	three	give	with	I	my
no	our	boy	again								

_____/100

Common Inflected Endings

-s   -ed   -ing   -es   _____/4

Montessori Grammar Symbols

article   adjective   noun   conjunction   preposition   verb   adverb   _____/7

Cursive Writing Sample

pencil grip   letter formation directionality

full name   spelling   3 related sentences

capitalization   punctuation   word spacing   _____/9

Math Profile

Sequence and Quantity to 1000   Yes   No

Association of Number and Quantity of Composite Numbers to 9,999
        52   348   7109   _____/3

Operations with Stamp Game

Addition	static: Y N	dynamic: Y N
Subtraction	static: Y N	dynamic: Y N
Multiplication	static: Y N	dynamic: Y N
Division	static: Y N	dynamic: Y N

Note: Static is without carrying or borrowing, dynamic is with carrying and borrowing.

Addition Facts to 10   _____/20

Subtraction Facts to 10   _____/20

Days of the Week *Orally, in sequence*   Yes   No

Months of the Year *Orally, in sequence*   Yes   No

Geometric Shapes

circle	square	triangle	rectangle	ellipse oval
quatrefoil	pentagon	trapezoid	curvilinear triangle	

                                                                              _____/10

Geometric Solids

sphere	cube	cone	ellipsoid	ovoid cylinder
rectangular prism		square-based pyramid		
triangular-based pyramid		triangular prism		

                                                                              _____/10

Breakthrough Montessori Public Charter School

Purpose

The Primary Assessments were created to provide evidence of students' progress toward meeting the Breakthrough Montessori Charter School's Early Childhood outcomes in reading, writing and mathematics.

General Guidelines

- Before you begin, familiarize yourself with the student materials, the directions and the record sheets that will be used to note your observations for each specific assessment.

- Introduce each assessment to the children in a relaxed, supportive manner.

- As you perform your assessments, support children with encouraging remarks, regardless of the accuracy of their responses.

- Allow the children sufficient time to complete a given task.

- Be clear and concise when giving directions.

- Choose an area of the classroom to work where the child can work with a minimum of interruptions and distractions.

- Follow the directions provided for each assessment to allow for consistent administration of each assessment component.

Assessment Timeline

Early Childhood Assessments included on the Primary Assessment Profile Card are to be completed during the child's last year in Primary. The assessments are ongoing and may be administered throughout the course of the year with the exception of the Dynamic Indicators of Basic Early Literacy skills (DIBELS), which is administered in January and May.

Reading

Assessment: <u>Sound-Letter Relationship</u>
Format: Individual Task
Frequency: On-going
Materials: Alphabet card (front/back), Primary Assessment Profile Card
Possible Score: Lower 26, Upper 26

Directions:
1. Give student the alphabet card with lower case letters facing up.
2. Ask the student to point to each letter and tell you the sound.
3. Using the Primary Assessment Profile Card, circle known letter sounds and record the total.
4. Ask the child to flip the card to show upper case side and repeat the process.

Assessment: <u>Blends</u>
Format: Individual Task
Frequency: On-going
Materials: Classroom phonetic cards, Primary Assessment Profile Card
Possible Score: 10 Blends

Directions:
1. Observe the child reading the large classroom phonetic cards with blends.
2. Circle the known blends and record the total on the primary assessment profile card.

Blends:
st, bl, gr, sc, cl, dr, pl, sl, br, cr

Assessment: <u>Common Inflected Endings</u>
Format: Individual
Frequency: On-going
Materials: Common Ending Word Study Card, Primary Assessment Profile Card
Possible Score: 4

Directions:
1. Observe the child reading the word study card.
2. Circle the known endings and record the total on the primary assessment profile card.

Common Inflected Endings:
-s   -ed   -ing   -es

Assessment: <u>Phonograms</u>
Format: Individual Task
Frequency: On-going
Materials: Phonogram Booklets, Primary Assessment Profile Card
Possible Score: 25 phonograms

Directions:
1. Observe the child when reading the phonogram booklets.
2. Circle the known phonograms and record the total on the Primary Assessment Profile Card.

Phonograms:

ai	ee	oo	oa	oe	ea	ie	ow	oi	ou	ar
oy	ow/o	er	ir	or	ur	a-e	e-e	i-e	o-e	u-e
qu	ay	ph								

Assessment: <u>Puzzle/Sight Words</u>
Format: Individual Task
Frequency: On-going
Materials: Sight Word Vocabulary Cards and teacher checklist from the Fry First
                        Grade Sight Word List,
                        Primary Assessment Profile Card
Possible Score: 100 words

Directions:
1. Using the sight word vocabulary cards, show the student one word at a time to orally identify.
2. Circle the words that the child knows and record the total on the Primary Assessment Profile Card.

Assessment: <u>Montessori Grammar Symbols</u>
Format: Individual Task
Frequency: On-going
Materials: Prepared Phrases, Grammar Box,
                        Primary Assessment Profile Card
Possible Score: 7

Directions:
1. Give the child a prepared phrase to read.
2. Have the child symbolize the phrase using the grammar symbols.
3. Circle the known grammar symbols on the Primary Assessment Profile Card.
4. Repeat with the remaining phrases and record the total.

Assessment: Dynamic Indicators of Basic Early Literacy skills (DIBELS)
Format: Individual Task
Frequency: Mid-year, Spring
Materials: DIBELS Assessment Kit,
Possible Score: Insert Benchmarks for kindergarten
Primary DIBELS Goal: Insert benchmarks for kindergarten

Directions for administering the DIBELS Assessment:
1. Insert

Directions for Scoring DIBELS Assessment:
Insert

Writing

Assessment: <u>Cursive Writing Sample</u>
Format: Individual Task
Frequency: On-going
Materials: Paper, Primary Assessment Profile Card
Possible Score: 9

Directions:
1. Observe the child write three related sentences in cursive.
2. Watch for pencil grip letter formation, directionality, capitalization, and spacing between words.
3. Have the child write their full name (first and last name with capitalization) on their work.
4. Make a copy of the sample and put in the folder with the primary assessment profile card.
5. Using the following rubric, circle each component of the writing sample that meets the criteria for proficiency. Count the number of circled components and record the total on the Primary Assessment Profile.

Writing Component	Proficiency
Pencil Grip	Child holds the pencil using an appropriate grip.
Full Name	Name is written in cursive with proper spelling and capitalization.
Capitalization	Child capitalized the first word in each sentence, The first letter of the name of a person and the word "I".
Punctuation	The child uses a period, question mark, or exclamation point to close a sentence.
Spelling	Child writes words phonetically demonstrating letter-sound knowledge.
Letter Formation	All upper case and lower case letters used are formed and joined correctly.
3 Related Sentences	Writing sample contains at least 3 sentences that are related to a single topic.
Directionality	Writing sample follows a top to bottom, left to right progression.
Word Spacing	The writing sample has appropriate spacing between words.

Mathematics

Assessment: <u>Sequence and Quantity to 1,000</u>
Format: Individual Task
Frequency: On-going
Materials: Thousand Chain, Primary Assessment Profile Card
Possible Score: Yes, Masters Thousand Chain work

Directions:
1. Observe the child working on the Thousand Chain to completion.
2. Circle yes on the Primary Assessment Profile Card only if the child is able to independently complete the chain successfully.

Assessment: <u>Association of Number and Quantity of Composite Numbers to 9,999</u>
Format: Individual Task
Frequency: On-going
Materials: Number cards to 9,999, Golden Bead Material,
Primary Assessment Profile Card
Possible Score: 3

Directions:
1. Ask the child to make the number "52" using the number cards and the golden bead material.
2. Verify that the child has made the number correctly with both the cards and the bead material. Circle "52" on the Primary Assessment Profile if successful on both.
3. Repeat steps 1 and 2 with the number "348" and repeat again with the number "7109".
4. Total the circled numbers and record on the Primary Assessment Profile Card.

Assessment: <u>Operations with the Stamp Game</u>
Format: Individual Task
Frequency: On-going
Materials: Stamp Game, Primary Assessment Profile Card
Possible Score: Masters static and dynamic problems using all four operations

Directions:
1. Have on-going observations of the child independently using the Stamp Game material performing addition, subtraction, multiplication and division. Observe operations that include carrying and borrowing as well as those that don't.
2. When you have observed the child over time successfully perform a given operation with consistency, circle "Y" for that operation on the Primary Assessment Profile, indicating if the mastery is for static or dynamic operations.
3. If a child is not consistently performing a given operation, circle "N".

Assessment: <u>Addition Facts to 10</u>
Format: Individual Task
Frequency: On-going
Materials: Addition Fact Assessment Sheet, Primary Assessment Profile Card
Possible Score: 20

Directions:
1. Give the child the Primary Addition Assessment Sheet.
2. Ask child to complete the equations without using any materials.
3. When the child is finished, count the number of problems that have been answered correctly and record the total on the Primary Assessment Profile Card.

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Assessment: Subtraction Facts to 10
Format: Individual Task
Frequency: On-going
Materials: Subtraction Fact Assessment Sheet, Primary Assessment Profile Card
Possible Score: 20

Directions:
4. Give the child the Primary Subtraction Assessment Sheet.
5. Ask child to complete the equations without using any materials.
6. When the child is finished, count the number of problems that have been answered correctly and record the total on the Primary Assessment Profile Card.

Assessment: Days of the Week
Format: Individual Task
Frequency: On-going
Materials: Oral language, Primary Assessment Profile Card
Possible Score: Yes, Child recites days of the week in proper sequence

Directions:
1. Observe the child reciting the days of the week in proper sequence.
2. Circle "Yes" on the Primary Assessment Profile if the child consistently recites the days of the week in sequence. Circle "No" if they do not.

Assessment: Months of the Year
Format: Individual Task
Frequency: On-going
Materials: Oral language, Primary Assessment Profile Card
Possible Score: Yes, Child recites months of the year in proper sequence

Directions:
1. Observe the child reciting the months of the year in proper sequence.
2. Circle "Yes" on the Primary Assessment Profile if the child consistently recites the days of the week in sequence. Circle "No" if they do not.

Assessment: Geometric Shapes
Format: Individual Task
Frequency: On-going
Materials: Geometric Shape Assessment Card,
Primary Assessment Profile Card
Possible Score: 10

Directions:
1. Present the geometric shape assessment card to the child.
2. Ask the child to point to each shape and tell you its name.
3. Circle the known shapes and record the total on the primary assessment profile card.

Assessment: Geometric Solids
Format: Individual Task
Frequency: On-going
Materials: Geometric Solids, Primary Assessment Profile Card
Possible Score: 10

Directions:
1. Present the geometric solids to the child.
2. Ask the child to identify each solid.
3. Circle the known solids and record the total on the primary assessment profile card.

Touchstones for Transition from Early Childhood to Elementary: Skills

Social – Emotional:

- Makes independent behavior choices on the basis of an understanding of what is appropriate and acceptable behavior.
- Sense of responsibility towards fostering the well-being of the classroom community (fixing a mess, accepts group games)
- Is respectful in interactions with other children.
- Ability and willingness to share
- A solid sense of self-worth (takes on responsibility, proud of contributions)
- Deals well with transitions
- Embraces new experiences demonstrating confidence in one's skills
- Collaborates and compromises in group interactions
- Spontaneously accepts the role of an elder in the community

Work habits:

- Chooses appropriate work independently
- Completes a work cycle independently
- Attention to detail and care in the final product
- Able to focus on projects that can take more than one day to complete
- Enjoys and accepts new challenges with the ability to persevere in the face of difficulty

Cognitive:

- Speaks clearly and express one's feelings
- Listens to and willingly follows directions
- Participates in the give and take of conversation
- Writes cursive, simple sentences independently, directly on paper
- Uses key phonograms in writing and reading
- Has begun work on phonogram families
- Knows basic puzzle words (see attached)
- Fluently reads and comprehends simple non-phonetic books
- Identifies and understands the value of teens and tens: Eleven is one ten and one, forty is four tens: has concept of place value
- When counting, transitions to tens and hundreds with ease
- Reads any number with accurate place value into the thousands
- Forms quantities of the decimal system using beads and symbols

- Understands the rules of the decimal system: knows and applies the rules of exchanging between the hierarchies
- Understands the nature of the four basic operations
- Has worked with the essential combinations in addition, subtraction and multiplication
- Memorized the addition combinations up to twenty
- Reads the clock to the hour
- Reads and solves word problems
- Knows the shapes of the geometry cabinet and their names
- Knows the shapes of the geometric solids and their names
- Knows the names of the continents and some of the countries of the world as well as the states of the US

Motor skills:

- Uses one of the four pencil grips (see attached)
- Pencil grip and control: can trace a metal inset in one smooth movement and color the inset with parallel strokes within the outline
- Can cut a circular and rectilinear shape with precision
- Can tie one's shoe laces independently
- Has good awareness of body in space: moves without bumping

Transition Skills Checklist

The Transition Skills Checklist is a developmental inventory designed to support appraisal of student readiness to transition from the Early Childhood to Elementary Montessori environment. Because there is intentional overlap in available materials and activities between the two environments, children may thrive in either. Therefore, transitions are never based solely on chronological age or academic achievement. Rather, placement decisions are driven a variety of factors and always grounded in holistic assessment of the child's optimal "match" for the appropriate learning environment. This Checklist should be used in conjunction with observation and team deliberation as well as other assessments of student progress and achievement.

Name of the Child _____   **Date of Birth**_____

Teacher   _____**Date completed**_____

SKILL	Present	COMMENTS
Social-Emotional		
Makes independent behavior choices on the basis of an understanding of what is appropriate and acceptable behavior.		
Sense of responsibility towards fostering the well-being of the classroom community (fixing a mess, accepts group games)		
Is respectful in interactions with other children.		
Demonstrates willingness to share		
Assumes responsibility for activities and is expresses satisfaction/joy in contributions		
Manages transitions		
Embraces new experiences demonstrating confidence in one's skills		
Collaborates and compromises in group interactions		
Spontaneously accepts the role of elder in the community		
Executive Functions		
Chooses appropriate work independently		
Completes a work cycle (take, do, finish) independently		
Redirects when first work choice is unavailable		
Appreciates attention to detail and care in the final product		
Able to focus on projects that can take more than one day to complete		
Persists in the face of difficulty – attempts multiple ways of correcting an error		
Enjoys and accepts new challenges		

Breakthrough Montessori Public Charter School

Adapted with permission of Annie Fisher Montessori Magnet School; 3/15

Breakthrough Montessori Public Charter School

Language		
Speaks clearly and express one's feelings		
Listens to and willingly follows directions		
Participates in the give and take of conversation		
Writes cursive, simple sentences independently, directly on paper		
Uses key phonograms in writing and reading		
Has begun work on phonogram families		
Knows basic puzzle words (see attached)		
Fluently reads and comprehends simple non-phonetic books		
Mathematics		
Identifies and understands the value of teens and tens: Eleven is one ten and one, forty is four tens: has concept of place value		
When counting, transitions to tens and hundreds with ease		
Reads any number with accurate place value into the thousands		
Forms quantities of the decimal system using beads and symbols		
Understands the rules of the decimal system: knows and applies the rules of exchanging between the hierarchies		
Understands the nature of the four basic operations		
Has worked with the essential combinations in addition, subtraction and multiplication		
Memorized the addition combinations up to twenty		
Cultural Subjects (geometry, geography, science, history)		
Reads the clock to the hour		
Reads and solves word problems		
Knows the shapes of the geometry cabinet and their names		
Knows the shapes of the geometric solids and their names		
Knows the names of the continents and some of the countries of the world as well as the states of the US		
Motor Skills		
Uses one of the four pencil grips (see attached)		
Pencil grip and control: can trace a metal inset in one smooth movement and color the inset with parallel strokes within the outline		
Can cut a circular and rectilinear shape with precision		
Can tie one's shoe laces independently		
Has good awareness of body in space: moves without bumping		

I. Optional Documents

AMERICAN MONTESSORI SOCIETY
education that transforms lives
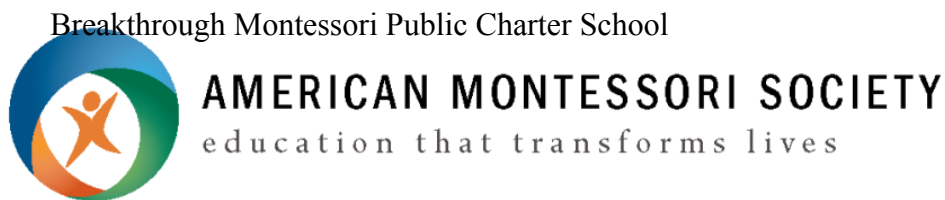
February 27, 2015

Darren Woodruff, Ph.D.
Chair, D.C. Public Charter School Board
3333 14th Street, N.W.
Washington DC, 20010

Dear Dr. Woodruff:

I am pleased to write in support of the proposed Breakthrough Montessori Public Charter School, which is currently being considered by the Washington, D.C., Public Charter School Board. If approved, Breakthrough Montessori will be a public, tuition-free Montessori school in Washington, D.C., and it will offer its children access to this well-respected and proven model of education.

As the Executive Director of the American Montessori Society (AMS), I am particularly pleased to support this new school because it is fulfilling the AMS and National Center for Montessori in the Public Sector goal of making high quality Montessori education available for all children nationwide.

AMS is a unique educational organization because our member schools include both Montessori independent schools and Montessori public and charter schools. While most of our membership is in the private sector, we are encountering and encouraging a growing interest throughout the country in the creation of government-funded Montessori schools as more families and local school boards learn about the power of the Montessori philosophy and method.

I urge you to bring to the citizens of Washington, D.C., this Breakthrough Montessori school. As the Breakthrough leadership describes the school, it will "embody a new and distinctive framework for education—one that begins early, supports active, student-centered learning, addresses all dimensions of human development, and engages the family as well as the student. How exciting to watch this new education framework, which is built upon the time-tested successful Montessori theory and methodology, prepare the next generation of children with the social capital and academic skills they will need to succeed in the twenty-first century.

Please do not hesitate to contact me should you have any questions about this wonderful school or the founders. I recommend them to you with the highest regard.

Sincerely,

Richard Ungerer

Richard A. Ungerer | 116 East 16th Street | p 212.358.1250 | www.amshq.org
Executive Director | New York, NY 10003 | f. 212.358.1256 | ams@amshq.org

Breakthrough Montessori Public Charter School

ASSOCIATION MONTESSORI INTERNATIONAL / USA
526 KING ST., SUITE 203 || ALEXANDRIA, VA 22314 || 703-746-9919
800-872-2643 || MONTESSORI@AMIUSA.ORG || WWW.AMIUSA.ORG

March 6, 2015

Darren Woodruff, Ph.D.
Chair, DC Public Charter School Board
3333 14th St. NW
Washington, DC 20010

Dear Dr. Woodruff,

It is with great pleasure that I write in support of the proposal by Breakthrough Montessori School to open next year. Breakthrough Montessori School, with the strength of its relationships with Lee Montessori Public Charter School, the National Center for Montessori in the Public Sector, and the CityBridge Foundation, will provide much-needed, free, high-quality Montessori in Washington, DC.

In my capacity as the Executive Director of the Association Montessori International of the United States (AMI/USA), a founding member of the Montessori Public Policy Initiative (MPPI), and a former Montessori Instructional Specialist for DC Public Schools, I believe that expanding Montessori education in the public sector will be the defining characteristic of our work in the coming years. By opening excellent schools that are accessible to all, we are returning Montessori to its origins—recalling Dr. Montessori's work with children in the slums of Rome one hundred years ago. Education is a public good and we have an obligation as educators to provide for all children the best schooling available. I am confident that Jackie Cossentino and the team behind Breakthrough Montessori School are committed to providing Washington, DC, with an excellent Montessori program that will engage families in their children's education and will become a pillar of its community.

AMI/USA is committed to supporting Breakthrough Montessori School in its founding years, by helping to enable professional development with local trainers and consultants and by inviting the teachers, administrators, and staff to AMI Refresher Courses etc. Washington, DC, is already home to a great many public Montessori schools, many of which are AMI-recognized. I am excited to work with Breakthrough Montessori School to join these ranks and to support what is already a thoughtful, well-planned proposal.

Sincerely,

Bonnie Beste
Executive Director

Founded in 1929 by Dr. Maria Montessori

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Breakthrough Montessori Public Charter School

Trust for Learning
A Collaborative Fund

P 203.451.2911
F 203.293.4182

www.**trustforlearning**.org

March 5, 2015

Darren Woodruff, PhD
Chair, DC Public Charter School Board
3333 14th Street NW
Washington, DC 20010

Dear Dr. Woodruff:

Trust for Learning is delighted to write in support of Breakthrough Montessori Charter School's application to open a new Montessori charter school in the District of Columbia.

Trust for Learning is a collective action fund that seeks to give voice and support to innovative approaches in education that are grounded in research on brain development and how children naturally learn. The Trust is particularly focused on early childhood education, as a cognitively rich period of development that has particular promise for setting children on the path to success in life and preventing, rather than remediating, the achievement gap among children of varying socioeconomic backgrounds. Among other things, the Trust has been supporting the Montessori sector over the last two years through a series of convenings and an infusion of technical expertise in order to help bring this proven evidence-based model, with particular strength in early childhood programming, to more children in the public sector.

It is in this context that we have come to know the Montessori model, and particularly its potential to transform education for all our nation's children. The National Center for Montessori in the Public Sector (NCMPS) is a leader in the Montessori field and has produced a number of critical outputs, including: national research examining four exemplar high quality early childhood family-community education programs; the development of a national public Montessori census; and a developmental outcomes evaluation tool which has extremely important applications for the entire early childhood education field.

Given our confidence in NCMPS, their exemplary leadership, and the partnerships they have developed, and our view that this proposal represents a unique opportunity to fill a gap in the ability to bring a time-

tested, highly-effective model of early childhood education to children in need in the district, the Trust has pledged funding toward the work of NCMPS and will continue to actively seek funding partners to support charter schools like this and others across the country. We feel this is an excellent chance to leverage private and public funding toward strengthening early childhood education; so again, we strongly encourage the DC PCSB to support this application.

If you have any questions about Trust for Learning or our interest in this work, please contact me at miller@trustforlearning.org, or Founding Partner, Marianna McCall, at mccall@trusforlearning.org.

Sincerely yours,

Stephanie Miller
Executive Director

Breakthrough Montessori Public Charter School

March 5, 2015

Darren Woodruff, PhD
Chair, DC Public Charter School Board
3333 14th Street, NW
Washington, DC 20010

Dear Dr. Woodruff:

National Museum of Women in the Arts (NMWA) is pleased to write in support of Breakthrough Montessori Charter School's application to open a new Montessori charter school in the District of Columbia.

NMWA has a long history of museum-school partnerships both with institutions here in the District and nationally. We believe strongly that building a relationship with students, teachers, and families through multi-visit programs creates relationships that have significant positive impact on student learning and development. Such relationships also help students and families feel a sense of ownership for a museum, which is something museums desire for all members of their communities.

For the past decade, NMWA has supported teachers in their efforts to integrate the arts in their classrooms through our Art, Books, and Creativity curriculum and related teacher institutes each summer. As part of these institutes, we introduce the Visual Thinking Strategies (VTS) methodology to participants. We value VTS's learner-centered approach, and the impact it has on visual literacy, critical thinking, and communication skills. Moreover, we are one of the few institutions in the area that regularly implements VTS as part of our gallery teaching and outreach efforts. Since VTS will be at the heart of the curriculum and professional development models for Breakthrough Montessori, NMWA is well placed to provide practical and strategic support for implementing these elements.

In partnering with Breakthrough Montessori Public Charter School, we pledge to support the school during the planning year and beyond by sharing our collection and the expertise of our educators to help maximize the role of museums as extensions of the classroom. We look forward to collaborating with Breakthrough Montessori Public Charter School to help ensure students in the nation's capital can develop to their full potential.

Sincerely,

Deborah L. Gaston
Director of Education and Digital Engagement