

BREAKTHROUGH MONTESSORI PUBLIC CHARTER SCHOOL

ANNUAL REPORT

2018-19



Breakthrough
MONTESSORI

Takoma Campus
6923 Willow St. NW
Washington, DC 20012

Phone: (202) 864-1979

Petworth Campus
1244 Taylor St. NW
Washington DC 20011

Phone: (202) 407-7022

Board Chair: Mr. Keith Whitescarver

Table of Contents

Table of Contents.....	1
Message from the School.....	2
Mission Statement.....	4
School Program.....	4
Our instructional approach is defined by the following characteristics:.....	5
Family Engagement.....	7
Performance and Progress.....	8
Progress Goals.....	11
Teacher Interaction Goals.....	12
In Leading Indicators.....	12
Mission Specific Goals.....	12
Unique Accomplishments.....	13
List of Donors.....	13
SY 2018-19 Data Report.....	14
Enrollment by grade level according to OSSE's Audited Enrollment Report.....	14
Student Data Points.....	14
Faculty and Staff Data Points.....	15
Executive Compensation.....	15
Budget for Fiscal Year 2020.....	16
Fiscal Year 2019 Financial Statement (Unaudited).....	17
Appendix A:.....	18
2018-19 Staff Roster.....	18
Appendix B.....	19
Board Roster.....	19



Message from the School

As of June 2019, Breakthrough Montessori successfully completed its third year. This year was marked by several changes, including but not limited to the move of a portion of our students, families and staff to our newly designed and built Takoma campus as well as the addition of our lower elementary program, which included three new elementary guides and three new elementary assistants. This year was marked with both learning and growth and we are happy to continue to have the opportunity to grow with the D.C. community.

Our primary program, for our PK and kindergarten age students, flourished and we saw continued growth in all areas. The results of the Teaching Strategies GOLD assessment show that 97% of children met or exceeded widely held expectations in literacy and 100% of PK students met or exceeded widely held expectations in math. The results of the Classroom Assessment Scoring System (CLASS), which evaluates teacher-child interactions, further attest to the high-quality

environment we offer our students. Our program scored 6.1 out of 6 on Emotional Support and 5.6 out of 6 on Classroom Organization, both improved from the year before.

In our third year, we gained much perspective for what it means to become a school that has “Second Plane” children. In the Montessori model, the second plane refers to children between the ages of six and twelve years, where they are becoming more independent thinkers, focused on social justice, who really place great value on the relationships they are building with peers. For us, this meant that we had a focus on nurturing our new elementary classrooms to foster these strengths in the children.

This past year, we did a deep dive into the data to ensure that all children would show growth on our standardized measures. We worked to make sure that every classroom teacher had a clear understanding of how the work in the classrooms was influencing performance on assessments and created professional development opportunities to ensure growth. We utilized other instructional techniques to assist in the scaffolding of learning and developed coaching strategies that brought best practices to the forefront of dialogue in individual and group discussions for all faculty. With all of this work, we saw all classes see growth amongst their students and have moved into a Tier II status for our PMF because of it.

The 2018-2019 school year was our first year not only with split campuses, but in our future home of Takoma. Three primary classes and two of our newly opened elementary classrooms moved into the Takoma location in August of 2018. It has been so wonderful to work and learn in a space that has been designed specifically for the work of the Montessori child. The neighborhood has been welcoming and we have worked with multiple community stakeholders to ensure that our school is able to become a vibrant part of the community. This past year, we were visited by various community members, Montessori enthusiasts and fellow educators who all agreed that the space pays a wonderful homage to the light that this independent learning style brings to children.

A warm thanks is due to all the people who work every day to make this community a strong one. Building schools that work well isn’t easy. It takes a lot of time, effort, money and planning. However, all that aside, it is the people who truly “make” a school. It’s the people who put in the long hours, who take the time to do things right, who put the needs of the children first. So, thank you to all the people who contribute to this great work; from the faculty and staff, to the families and guardians, to the community and surrounding District, we are all so thankful for you. Your work greatly benefits the children.

Sincerely,
Hannah Richardson
Acting Executive Director



Mission Statement

The mission of Breakthrough Montessori Public Charter 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.

School Program

Breakthrough Montessori implements the time-tested Montessori instructional approach, which builds upon the following core beliefs:

- Every child is unique, with individual strengths and weaknesses, learning style, and learning pace.
- The early years -- birth to age 6 -- are an intense period of formative development with lasting cognitive, social, and emotional impact.
- Ages 6-12 signifies a time when children move into abstract thought and create mental independence while they deepen their social understanding through a strong connection with their peers.

- All children pass through predictable stages of development. Each stage requires a specific type of environment and learning experience.

In 2018-19, Breakthrough Montessori served students grades PK3-first grade. Our early childhood curriculum (ages 3-6 years) includes standards for the following areas of study:

- Language (oral language, writing, reading)
- Mathematics
- Practical Life
- Sensorial
- Cultural Studies (includes science and social studies)

Our elementary curriculum (ages 6-9) containing first grade, has:

- Math
- Language
- Geometry
- Biology
- Geography
- Art
- History
- Music

Our instructional approach is defined by the following characteristics:

Personalized instruction. Instruction at Breakthrough Montessori is differentiated, individualized and tailored to the specific needs of each student. Children receive lessons individually or in small groups with their teacher. Students move through the curriculum at their own pace, and the presentation of new concepts follows the child's developmental needs, rather than a predetermined timetable. Students receive assignments that vary in complexity according to their ability levels and/or learning styles, and they are allowed to devote different amounts of time to achieve mastery of tasks.

Self-guided learning. Students work independently with materials that enable them to master concepts in language, mathematics, science, etc. 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 a joy of learning. Materials are sequenced progressively, supporting students as they move toward increasingly complex work.

Observation. Teachers carefully observe students, track progress, and invite them to receive new lessons when they are ready. One of the most important aspects of a teacher's work is gathering

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

Mixed-age classrooms: Breakthrough's classrooms host students in three year cycles. A child begins as a member of the youngest cohort in the room, benefitting from the example set by older children. Over the course of three years, a child builds trusting relationships with teachers and becomes a leader for younger peers. Likewise, because only a third of a classroom changes each year, Breakthrough's learning communities enjoy stability, with teachers getting to know both students and their families well.

Thanks to this instructional model, children in Montessori schools experience deep learning. The method is a response to a universal plea among children: "I want to learn, but help me to do it myself."

At Breakthrough Montessori, we take this instructional model and further increase its efficacy by embedding it within an institutional commitment to development, prevention, and engagement.

Development: We support human development through rigorous and uncompromising application of the Montessori method. Our school is staffed with fully-accredited Montessori teachers who receive ongoing coaching from the director of curriculum and instruction.

Prevention: Because instruction at Breakthrough Montessori is tailored to the individual needs of students, our team is remarkably effective at addressing development challenges early.

Engagement: Our multifaceted commitment to community is grounded in robust family engagement, which begins with authentic, two-way communication with all Breakthrough families. In addition to monthly family events, parent-teacher conferences, and progress reports, families engage with their child's education by regularly observing the classrooms and hosting their teacher for a home visit that fosters strong school-home communication.



Family Engagement

Breakthrough seeks to serve not only the whole child, but the whole family. In 2018-19, families were invited to participate in a total of several events per month organized by Breakthrough Montessori and monthly events organized by the School Home Association (SHA). These events included:

- ***Family education:*** monthly seminars to help parents and guardians learn more about the Montessori model
- ***Social:*** potlucks and picnics to strengthen our school community
- ***Feedback:*** monthly “coffee with leadership” meetings for family members to ask questions and share concerns with school administrators and “coffee with the coach” meetings for families to dive into pedagogical conversations surrounding Montessori practices
- ***Classroom:*** parent-teacher conferences, classroom observations, and special events that welcomed parents and guardians into their child’s classroom
- ***Equity:*** guided discussions, guest speakers and monthly reading groups to enable families to explore the topic of equity in education

In addition, teachers invited all families new to their classrooms to conduct a home visit. In 2018-19, many of Breakthrough’s families accepted this invitation and welcomed their child’s teacher into their home, some new and some returning families.



Performance and Progress

In 2018-19, Breakthrough Montessori served 183 children in grades PK3-first grade. We offered five primary classrooms and three lower elementary classrooms, led by one trained Montessori teacher and one classroom assistant.

Breakthrough Montessori uses the Public Charter School Board's Performance Management Framework (PMF) to establish and monitor our academic achievement expectations and outcomes. In addition to the PMF, we employ a number of assessment tools to evaluate the progress our school makes towards achieving our mission. Below is a summary of the results of each of these assessment tools.

Classroom Assessment Scoring System (CLASS): CLASS is an observation-based assessment of PK environments that focuses on the quality of teacher-child interactions. CLASS assesses three domains: emotional support, classroom organization, and instructional support. In 2018-19, Breakthrough's overall program averages for the CLASS assessment were: 6.1/7 for Emotional Support, 5.6/7 for Classroom Organization and 2.9/7 for Instructional Support. We are pleased to see our classrooms performing so highly in the categories of Emotional Support and Classroom Organization. We recognize that the Montessori approach to instructional support looks different than the CLASS approach. At Breakthrough, we believe the teacher guides learning by curating

opportunities for children to make discoveries independently, rather than by providing direct, verbal explanation. As a result, our teachers are often observed speaking less than you might see in other educational settings. We believe this difference in approach drives the slightly lower score in Instructional Support.

Teaching Strategies (TS) GOLD: TS GOLD is the tool we use to assess the progress of PK3 and PK4 students. This assessment measures growth over time in social-emotional, physical, cognitive, language, literacy and mathematics. In 2018-19, 97% of children met or exceeded widely held expectations in literacy and 100% of PK students met or exceeded widely held expectations in math.

Northwest Evaluation Association - Measures of Academic Progress (NWEA MAP): NWEA - MAP is an adaptive test that identifies the ceiling of a student's skills in reading and math. In 2018-19, we ended the year with sixty-one percent of kindergarten students at or above the 60th percentile in math and sixty-four percent were above the 60th percentile in literacy. For first grade, the outcomes were thirty-six percent scoring above the 60th percentile in math and thirty three percent scoring above the 60th percentile in literacy, respectively. In plain speak, NWEA MAP results grew in 2018-2019, and we saw growth across the first grade and good initial scoring amongst the kindergarten students. These scores alone helped to inform our PMF score, increasing our points and leading us well into Tier II status.

Essential Elements Rubric: Each year, Breakthrough Montessori engages 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.

Developmental Environmental Rating Scale (DERS): The DERS is an environment rating scale designed for environments such as Montessori (and others) which support the development of executive function, linguistic and cultural fluency, and social fluency and emotional flexibility. The DERS measures qualities such as patience and persistence in children, precision and clarity in lessons, and order in the environment. Trained observers use the DERS iPad app to rate 60 research-based environmental attributes over a one hour observation. The DERS allows schools to classify classroom environments as optimal, high functioning, developing or low functioning. In 2018-19, results from the DERS show that most classrooms at Breakthrough Montessori are high functioning or optimal.

Minnesota Executive Functions Scale (MEFS): The MEFS is a game-like app that early educators can use to measure executive function and early learning readiness in children. Executive function refers to a set of neurocognitive skills, such as self-regulation, cognitive flexibility, working memory, planning,

and inhibitory control. These are the skills that allow the brain to organize information, sustain concentration, think flexibly, control behavior, and resolve problems. A growing body of research confirms that executive functions are key building blocks of academic and lifelong success. A child's ability to employ such skills has been shown to more accurately predict academic success than IQ. In 2018-19, results from the MEFS showed children scoring in the 59th percentile in the fall and 60th percentile in the spring. These are great scores. Over time, the MEFS scores for Breakthrough continue to trend upward.

Attendance and Re-enrollment: In addition to assessments, Breakthrough looks at attendance and re-enrollment as indicators of our school's success. In 2018-19, we achieved an in-seat attendance rate of 93.2%. We look to improve this further in the 2019-20 school year by improving our reporting, family education on attendance and follow up for absences. We have an attendance plan in place that should support improved in-seat attendance numbers. Our re-enrollment rate (70.3%) did not quite meet our goal, and that was partially due to the move to a new campus. To further improve re-enrollment, we are working together with families to create a space where more open communication about needs and interests inform our decisions.



Progress Goals

GOAL	MET/NOT MET	EVIDENCE
PK Literacy: 75% of PK3 and PK4 students will demonstrate an average of one year's growth in literacy by the spring checkpoint on the TS GOLD assessment.	Met	TS GOLD results: 100% of PK3 and PK4 students met or exceeded benchmarks for growth.
PK Math: 75% of PK3 and PK4 students will demonstrate an average of one year's growth in math by the spring checkpoint on the TS GOLD assessment.	Met	TS GOLD results: 100% of PK3 and PK4 students met or exceeded benchmarks for growth.
NWEA ELA: MEdian GCP is between the Floor of 30 and Target of 70	Met	NWEA MAP results: the CGP for students in grades K-1 was 40.
NWEA MATH: Median CGP is between the Floor of 30 and Target of 70.	Met	NWEA MAP results: CGP for students in grades K-1 was 49.

Teacher Interaction Goals

GOAL	MET/NOT MET	EVIDENCE
Our classrooms will achieve the following averages scores on CLASS: Emotional Support: 6; Classroom Organization: 6; Instructional Support: 4	Not Met	CLASS results: Emotional Support: 6.1; Classroom Organization: 5.6; Instructional Support: 2.9.

In Leading Indicators

GOAL	MET/NOT MET	EVIDENCE
Average Daily Attendance for PK3-PK4: 90%	Met	PCSB: In seat attendance rate of 93.2%
Average Daily Attendance for K & 1st: 92%	Met	PCSB: In seat attendance rate of 93.2%
Re-enrollment rates will exceed 85%	Not Met	PCSB: 70.3%

Mission Specific Goals

GOAL	MET/NOT MET	EVIDENCE
Satisfactory across all domains of the Essential Elements Rubric	Not Met	EER Scores: Exemplary in 16 domains, Satisfactory in 8 domains, Needs Improvement in 2 domains, Unsatisfactory in 0 domains.

Unique Accomplishments

In August 2018, we began our lower elementary program, with three new classrooms of children who were entering the first grade.

Over half of our students were able to begin the year at our new building, modeled for the specific use of Montessori classrooms.

All five primary classrooms were led by members of our founding faculty and the elementary classrooms were led by three newly recruited guides with combined experience of over two decades. This past year, the guides participated in weekly sessions of Child Study (groups of faculty working together to identify interventions and strategies to address challenges in the classroom) and Lesson Study (review of Montessori lessons to ensure consistent delivery of the curriculum across all classrooms). They also participated in and helped lead weekly professional development to support their practices both in and out of the classroom.

The dedication of our faculty is matched only by the dedication of our families. The Breakthrough School Home Association (SHA) organized very successful events for our school community, including potlucks, reading groups, playdates, camping trips, staff appreciation breakfasts, and so much more. The SHA also raised money through various fundraising efforts, donating to various school efforts such as equity endeavors, classroom libraries and support for staff to attend equity focused professional development.

List of Donors

Breakthrough Families	(\$10,810)
SHA	(\$6428)
BMPCS Board	(\$6100)
US Dept of Veteran's Affairs	(\$600)

Donors \$500+	
Michael Bullen	Malgorzata Marmurowicz
Jessica Salsbury	SHA
Veterans' Group	Vivek Swaminathan
Keith Whitescarver	Gartner Inc.

SY 2018-19 Data Report

Source	Data Point
PCSB	LEA Name: Breakthrough Montessori PCS
PCSB	Campus Name: Breakthrough Montessori PCS
PCSB	Grades served: PK3-1st
PCSB	Overall Audited Enrollment: 183

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

Grade	PK3	PK4	KG	1st
Student Count	49	54	37	43

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 92.3%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.

Budget for Fiscal Year 2020

SY19-20	
Revenue	
State and Local Revenue	4,351,396
Federal Revenue	135,919
Private Grants and Donations	36,503
Earned Fees	326,967
Revenue Total	4,850,785
Expenses	
Salaries	2,116,290
Benefits and Taxes	419,799
Staff-Related Costs	14,573
Rent	882,968
Occupancy Service	202,033
Direct Student Expense	445,663
Office & Business Expense	347,121
Contingency	30,000
Expenses Total	4,458,448
NET ORDINARY INCOME	392,337
Extraordinary Expenses	
Depreciation and Amortization	310,365
Interest	306,210
Extraordinary Expenses Total	616,575
TOTAL EXPENSES	5,075,023
NET INCOME	(224,238)

Fiscal Year 2019 Financial Statement (Unaudited)

Income Statement	Actual
Revenue	
State and Local Revenue	3,623,747
Federal Revenue	140,654
Private Grants and Donations	26,978
Earned Fees	166,868
Donated Revenue	51,770
Total Revenue	4,010,017
Expenses	
Salaries	1,819,869
Benefits and Taxes	332,446
Contracted Staff	9,326
Staff-Related Costs	7,548
Rent	600,188
Occupancy Service	214,296
Direct Student Expense	516,151
Office & Business Expense	330,524
Donated Expense	51,770
Total Expenses	3,882,118
Operating Income	127,899
Extraordinary Expenses	
Interest	249,251
Depreciation and Amortization	261,369
Total Extraordinary Expenses	510,620
Net Income	(382,721)

Appendix A:

2018-19 Staff Roster

Administration

Emily Hedin, Executive Director
Hannah Richardson, Director of Curriculum and Instruction
Katherine Park, Director of Operations
Allison Jones, Director of Student Support

Faculty

Abigail Wallace, primary teacher (PK3-K)
Ebony Marshman, primary teacher PK3-K)
Leslie Bell Handy, primary teacher (PK3-K)
Leticia Torres, primary teacher (PK3-K)
Marissa Howser, primary teacher (PK3-K)
Johari Malik, elementary teacher (first grade)
Zanso Dalili, elementary teacher (first grade)
Rachel Wilson, elementary teacher (first grade)
Alexandra Guyton, elementary classroom assistant
Andrea Solay, floating assistant
Bonnie Long, primary classroom assistant
Hoandi Seibes, primary classroom assistant
Paola Nunez, primary classroom assistant
Vanessa Brown, primary classroom assistant
Kevin Kelly, primary classroom assistant

Max Dorsey, elementary classroom assistant
Rachel Kuchinsky, primary classroom assistant
Pam Smith, primary classroom assistant
Ashley Kareithi, primary classroom assistant
Matt Hirsh, elementary classroom assistant
Rachel Kuchinsky, primary classroom assistant
Fadhila Khettab, primary classroom assistant
Shahad Al-Samurrai, primary classroom assistant
Wasan Alani, primary classroom assistant
Maira Miranda, primary classroom assistant

Instructional Support Staff

Ashley Anderson, Montessori Support Specialist
Lauren Williams, Montessori Support Specialist
Di'Andra Price, dedicated aide
Brianna Little, dedicated aide
Ciera Clark, dedicated aide
Jordan Barney, dedicated aide
Sam McKinley, dedicated aide

Administrative Support Staff

Meareg Tewolde, Front Desk Receptionist
Landy Cervantes, Front Desk Receptionist

Qualifications

- 100% of administrators hold a graduate Degree.
- 100% of primary and elementary teachers are certified Montessori educators (having completed a year-long, full-time training course by an institute accredited by either the Association Montessori Internationale or the American Montessori Society).
- 100% of teachers hold a Bachelor's Degree.
- 67% of teachers hold a Master's Degree.
- 65% of classroom assistants hold a Bachelor's Degree
- 100% of managing level instructional support staff hold a Master's Degree
- 100% of faculty, classroom assistants, and instructional support staff participate in professional development and in-service training specific to their role and responsibilities with children.
- Breakthrough faculty dedicated 132 hours to professional development at minimum in SY 2018-19.

Appendix B

Board Roster

- **David Bagnoli*** (*Principal, Studio MB*) Trustee
- **Rachel Kimboko*** (*Child Study Lead, Lee Montessori Public Charter School*) Treasurer
- **Christopher Lohse** (*Senior Vice President and Managing Director, Education Practice, Software and Information Industry Association*) Trustee
- **Sara Suchman** (*Director of Coaching and School Services, National Center for Montessori in the Public Sector*) Trustee
- **Keith Whitescarver** (*Executive Director, National Center for Montessori in the Public Sector*) Board Chair
- **Katie Brown*** (*DC Regional Coordinator, National Center for Montessori in the Public Sector*)
- **Vivek Swaminathan*** (*Practice Leader, Gartner*), Trustee and Parent Representative
- **Tova Wilson*** (*Teacher, ASA Early Learning Academy*), Trustee, Parent Representative, President of the School Home Association

(* DC Resident)