



# CORNERSTONE

## MONTESSORI ELEMENTARY SCHOOL

**Annual Report – 2020-21 School Year**  
(including World's Best Workforce Report)



**Cornerstone Montessori Elementary School**  
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## **A. Academic Elements**

### **A1. Mission and Vision**

#### *Mission*

Cornerstone Montessori Elementary School's mission is to support children from culturally and economically diverse backgrounds living in or near St. Paul's East Side through a rigorous and high-impact Montessori program that empowers them to make positive decisions, develop self-discipline, and create a true sense of responsibility for themselves and others in their community.

#### *Vision*

The vision of Cornerstone Montessori Elementary School is a world-class, cross-cultural elementary learning community featuring the powerful and highly differentiated Montessori curriculum, which comprehensively prepares children to achieve at high levels and to excel as leaders in the 21st century. It will provide the highest quality education to all children, regardless of their socio-economic or cultural backgrounds.

CMES continues to provide the highest quality AMI Montessori education to the children of St. Paul. Nearly half of our student population comes from the Greater East Side and its immediately adjacent zip code, and 50% of the children we serve are children of color; Cornerstone is the only AMI-recognized public Montessori school in the state of Minnesota, and therefore the only AMI-recognized school to provide a truly accessible Montessori education to all children.

In our contract with the University of St. Thomas, the purposes of Cornerstone Montessori Elementary School in relation to the purposes for charter schools in Minnesota are outlined below.

The primary purpose of Cornerstone Montessori Elementary School is to improve student learning and student achievement. Additional purposes include:

- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, improve pupil learning and student achievement.

CMES improves student learning and achievement by implementing an Association Montessori Internationale (AMI)-recognized program that individualizes learning for each child while also helping all children learn to work together respectfully and productively in the learning environment. The Montessori classroom design, by its very nature, encourages and nurtures choice and the natural development of academic and social skills. Moving away from seat time, bells, and teacher-directed learning, CMES prides itself on truly and naturally individualizing learning for each child.

Using academic data collected through the Minnesota Comprehensive Assessments (MCAs), DIBELS, and FastBridge, along with ample observation and classroom formative assessment, Cornerstone assesses what each child individually needs to succeed. Children whose math or reading skills are below grade level receive intensive intervention from a specialist in that subject. In 2018-19, Cornerstone piloted use of the Minnesota Executive Function Scale (MEFS) with the Developmental Environment Rating Scale (DERS) to measure the correspondence between exceptional Montessori environments and strong executive function skills in all children regardless of socio-economic status or race. This past school year, we also piloted use of FastBridge's Social, Academic, Emotional, and Behavior Rating Scale (SAEBRS) to identify children who may need additional support from a school

social worker or Behavior Specialist. By looking at the whole child, and not only their academic skills, Cornerstone supports children to achieve to the best of their potential.

CMES encourages the use of different and innovative teaching methods. Though Montessori education took shape in 1909 with AMI forming in 1929 to protect the integrity of Dr. Maria Montessori's work, AMI-certified Montessori instruction is **the** innovative approach for the 21<sup>st</sup> century. In stark contrast to factory-style schools with an increasing emphasis on drill-and-grill approaches to improve test scores, authentic Montessori education offers a viable and innovative alternative.

More specifically (and this is illustrated throughout this report) – Dr. Montessori literally wrote the books on differentiating instruction. Each child moves at his or her own pace in his or her own manner. The learning environment allows for this multiplicity of children's approaches to the materials.

Cornerstone's teachers have tremendous independence over their learning environments. CMES will create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site, improve pupil learning and student achievement.

CMES staff members have a unique opportunity to blend AMI-certified training with Minnesota state standards and expectations. As they weave these two approaches together to maximize child success, each educator will explore new territory from at least two unique perspectives. Using both as a foundation for making wise decisions about the school environment and curriculum will be paramount to making CMES an outstanding place of learning for all children.

## A2. Accountability Plan Goals

After the 2019-20 school year, when the Minnesota Comprehensive Assessments were not administered, and during a school year when the majority of the time was spent in distance learning, 21 children declined to participate in the 2020-21 MCAs. Representing a quarter of the children eligible for assessment and more than half of the 6<sup>th</sup> grade class, this omission must be considered when reviewing Cornerstone's achievement scores:

<b>Percent Meeting or Exceeding on MCA Reading 2020-2021 School Year</b>			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	17	35.3%	5.9%
Grade 4	18	16.7%	38.9%
Grade 5	11	36.4%	0.0%
Grade 6	7	42.8%	14.3%
Overall	54	30.2%	17.0%

<b>Percent Meeting or Exceeding on MCA II/III Math 2020-2021 School Year</b>			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	17	47.1%	5.9%
Grade 4	18	11.1%	22.2%
Grade 5	11	18.2%	0.0%
Grade 6	7	14.3%	0.0%
Overall	53	24.5%	9.4%

While Cornerstone's achievement scores do not tell the whole story, given the large group not assessed, the results are in line with what we would expect in a year marked by disruption. Math proficiency roughly doubled from the 2018-19 assessments (12.3% meeting standards, 5.5% exceeding), following two years of math interventions with a Montessori trained, state licensed specialist. Reading proficiency declined slightly from the 2019 MCAs, when 50.7% of children met or exceeded standards. Our approach to literacy remained stable through the pandemic, however children who struggled with basic skills prior to 2019 continued to struggle through 2020 and 2021, consistent with research of learning loss nationwide. Significantly, compared to 2019 scores, the percent of children exceeding standards in both reading and math is much higher in 2021, with just 9.6% of children exceeding standards in reading in 2019 (17% in 2021) and 5.5% in math in 2019 (9.4% in 2021). These data suggest that our specialists and classroom teachers are able to support children's growth as well as raw achievement.

Internal assessments at Cornerstone help to guide our approach to individual interventions and class-level instruction. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is administered with all children at Cornerstone in grades K-6 to assess reading performance. In the fall 2020 assessment, 58% of children demonstrated grade level proficiency and 14% scored just below grade level. Children in grades 1-6 who scored below grade level in the fall and all kindergartners were assessed again in January 2021. Of these children, 25% scored at or above grade level, with an additional 17% scoring just below grade level. The spring assessment of all children indicated that 73% read just below, at, or above grade level.

While the overall progress from fall to spring was just a 2% increase, the DIBELS data shows that Cornerstone continues to be a place where reading is valued. Between the Montessori work completed in the environment and intervention services provided by Megan Riemer, our Literacy Specialist, we see that there is a cumulative effect on children's reading level: in 3<sup>rd</sup> grade and 6<sup>th</sup> grade, the capstone years of the Montessori cycle, 74% demonstrated grade level proficiency. All but one of the children who did not meet grade level received Special Education or ELL services. In addition, children who had been most affected by the lack of in-person learning between March 2020 and April 2021 made a remarkable amount of progress when they returned to school: in the fall, 3 of the 20 first graders read at grade level. By May, 8 first graders were reading at grade level, with 3 more just below grade level (and one who had demonstrated proficiency in the fall not assessed).

65% of children assessed with the DIBELS scored at grade level in the fall of 2019, compared to 58% proficient in the fall of 2020. This decline reflects the impact of Covid-19 on literacy instruction; a measurement of growth remains difficult to determine for Cornerstone and it continues to be unclear whether an appropriate measurement would be to assess growth over the course of the school year (considering the outcome of individualized interventions) or school year to school year (measuring the program growth).

Math proficiency is measured four times per year with the FastBridge aMath assessing children in grades 2-6. In the fall, 61% of children scored as low or no risk of meeting grade-level benchmarks; by spring, that percentage had increased to 66%. FastBridge also tracks the rate of improvement for children: aggressive growth allows children to end the year in a lower risk category than they started, while typical growth will enable children to improve at the same rate over the course of the year. From fall to spring, 32% of Cornerstone's children demonstrated aggressive growth in their math proficiency. As with reading, children who struggled the most benefited from a return to in-person learning. 28% of second and third graders were at high risk for meeting benchmarks in the fall, compared to 17% at the year's end.

The math program at Cornerstone continues to evolve. In 2019-20, we offered interventions to children in grades 3-6 from a part-time instructor. In 2020-21, we were able to expand the program to grades 2-6, with Amber Osterkamp, a full-time math teacher. Even with the struggles of distance learning, Amber was able to clearly impact the children with whom she worked and to better exploit FastBridge's functionality.

Cornerstone continues to meet all AMI standards as a recognized school at both the 3-6 years and 6-12 years levels. The student body is composed of approximately 50% children of color and 42% children eligible for Free/Reduced Lunch, reflecting the diverse community Cornerstone seeks to serve.

The 2021-22 school assessment calendar can be found at:

<https://content.myconnectsuite.com/api/documents/c49be837806e47eb92884836b03b4179.pdf>

### A3. After School and Summer Programming

In a typical year, 1<sup>st</sup>-6<sup>th</sup> grade children requiring after-care participate in programming at the Boys and Girls Club across the street from Cornerstone. Before-care is offered at school from 7:30 to 8:30am; during that time, children eat breakfast, play games, and help prepare the building for the school day. Before and after care are available for kindergarten children through Cornerstone Montessori School, the private partner school to CMES. This past year, due to Covid-19 staffing and class cohorting, only 30 minutes of before-care was offered and after-care was unavailable.

Summer programming is offered for children who qualify for Extended School Year Special Education services annually. We were thrilled to be able to offer a General Education summer program in 2021, thanks to the Covid relief funding provided by the federal government and Governor Walz. We enrolled approximately 60 1<sup>st</sup>-6<sup>th</sup> graders weekly for 7 weeks, reaching a total of about 90 children, and an additional 12-13 kindergartners for 9 weeks. The 1<sup>st</sup>-6<sup>th</sup> grade children participated in a Montessori work cycle, science and engineering projects, field trips, and “clubs” to foster social-emotional learning, while the kindergarten children continued in their Children’s House environments.

#### A4. Parent Involvement

Cornerstone's families are engaged with their children's learning and are pleased with the education provided, and have been since the school's founding. In the 2020-2021 parent satisfaction survey, 23 families responded, of the 102 families enrolled. This year we administered the survey in June, rather than May, hoping that time to respond would be greater after the busy-ness of the end of year school activities. Unfortunately, the number of respondents continued to decline from 2019-20, which in turn was significantly lower than the 2018-19 response rate. While we always hope for a higher response rate and will continue to explore ways of increasing feedback, we were proud to continue the trend of parents showing satisfaction with Cornerstone. This year, 86.9% indicated they were satisfied, overall, with how their children are supported at Cornerstone, 91.4% would recommend Cornerstone to family or friends, and 91.4% were satisfied with the quality of the Montessori program (8.6% neither agreed nor disagreed with all three statements and 4.3%, one respondent, disagreed with the first).

In order to ensure parents feel like partners in their children's learning, we provide frequent emails with classroom updates and photos, and general school news and information. Parents can be notified of all communications via text message or email, ensuring that even families with limited internet access are able to connect with the school. We provide Spanish translation for all parent events, including conferences, and translate all of our communications into Spanish. During the 2020-21 school year, we also sent monthly Learning Plan Updates, with information about distance learning, on-site childcare for essential workers, updated Covid guidance, and more. These updates were supplemented by monthly "Flash Surveys," a short 1-2 question survey inviting parents to give feedback around various aspects of distance learning and school operations during Covid.

This year was a different year for family engagement. We held monthly Parent Partnership events on Zoom, with sparse attendance. In addition to our regularly scheduled events, we also offered parents a virtual screening of *Screenagers: Growing Up in the Digital Age* and discussion with the Upper Elementary guides, a virtual movie night (families received hot chocolate and cookies, watched *Inside Out* together on Zoom or separately, then came together for a movie discussion), and a virtual Stone Soup (one of our favorite annual events, to which we added a filmed reading of the book from staff, a community soup cookbook, and sing-along). These additional events were well-attended and helped create a positive sense of community during an otherwise isolating winter.

In addition, Liesl Taylor, our Director of Elementary Pedagogy and Behavior Specialist, invited families to join her and Tess, Cornerstone's therapy dog, twice a month at local parks for some outdoor fun and activity. By June, the community was more comfortable with in-person events, and we were able to welcome parents of kindergartners and sixth years for Kindergarten Fly-Up and the Sixth Year Honoring Ceremony, respectively. The Honoring Ceremony was also livestreamed for the broader community and was an exceptionally meaningful experience for the 15 children whose last year at Cornerstone was tarnished by distance learning and the global pandemic.



#### A5. Curriculum (Aligns with WBWF)

The Montessori pedagogy, to which Cornerstone adheres, is a self-contained curriculum and method of instruction. CMES is committed to providing children a Montessori education of the highest quality; recognition by the Association Montessori Internationale (AMI) ensures our quality is maintained. AMI was founded in 1929 by Dr. Maria Montessori to maintain the integrity of her work and her vision of education for children. Montessori as a name is not trademarked; only accreditation can guarantee a rigorous commitment to Dr. Montessori's vision and principles in educating young people. CMES hires only teachers who have been AMI certified, and CMES's Head of School, Alyssa Schwartz, is AMI certified, as is the Director of Pedagogy, Liesl Taylor.

Founded in 1907 by Dr. Maria Montessori (1870-1952), Montessori pedagogy educates children for life. Children have the freedom to explore and to develop their potential as they work with didactic materials, either independently or in groups, in a prepared environment. The Montessori method is based in the concept of respect for self, others and the environment. Montessori classrooms are prepared to meet the developmental needs of the age span served within the environment.

The materials and furniture are designed for the child's physical needs (size and proportion) and psychological needs (areas of interest or skill development). Each prepared environment includes a full range of Montessori materials, a trained Montessori guide/teacher, and a trained assistant. The materials are designed to assist growth in practical life, sensorial, mathematics, language arts, music, art, science, history, and geography. The work the child performs with the materials is intended to develop mental and manual dexterity. While working with the materials the child develops concentration, self-confidence, respect, an understanding of order, and a joy of learning.

In a Montessori school, the outdoor environment is considered an extension of the indoor environment. While there is a scheduled time for large motor activities that encourage collaborative group play and allow children to gain an understanding of the rules and movements associated with a variety of sports, the space is used not only during recess. The outdoor environment is also a "work space" that can be used during the Montessori work-cycle. Throughout the day and with the accompaniment of an adult, children may work on materials, garden, or simply explore the natural landscape of our outdoor space. We also offer the children a multi-purpose room to refine their large motor skills when weather keeps us from going outside.

The Montessori teacher facilitates activities within the environment while modeling respectful behavior. The teacher is not the center of the learning process, but rather helps guide each child while also respecting his/her choices. The teachers help the children reach their full potential by guiding them towards materials that meet their developmental needs and current interests. Individual and group lessons are varied and designed to meet each child's learning style and pace. The teacher observes the children often and plans lessons based on his/her observations of the needs and interests of an individual or group.

Within the multi-age community, older children often serve as teachers and mentors for the younger children. These children share their experiences by helping others. This process not only helps create a sense of community and interdependence, but also reinforces previous learning for the older children. Self-direction encourages trust, acceptance, and non-competitiveness. The materials, teacher, and children's community come together to assist the child in developing a strong self-image and sense of self-esteem, which is critical when building an attitude of learning and exploration to last a lifetime.

### *Children's House (Kindergarten)*

Kindergarten is part of our Children's House program, which in partnership with Cornerstone Montessori School – a private preschool – serves children from the age of 33 months to 6 years. Cornerstone's two Children's House environments enroll up to 30 children, with 10 children enrolled in Kindergarten at CMES and the other children enrolled in the private preschool program. Each environment has an AMI-trained guide/teacher along with an AMI-trained assistant and an aide. Either the trained assistant or the aide is a native Spanish-speaker.

The Children's House environment unifies the social, physical, and intellectual functioning of the child. We provide children with an early and general foundation that includes a positive attitude toward school, inner security, a sense of order, pride in the environment, curiosity, concentration, self-discipline, and a sense of responsibility for the self and for the group. Thus, through interacting with the Montessori environment, the child constructs him or herself in a positive manner. This benefits the child in school and in life.

The Children's House environment is divided into four distinct areas:

**Practical life:** among other life skills, children learn how to wash, cook, sweep, plant, and sew.

**Sensorial:** children learn through sight, touch, sound, taste, and smell using binomial cubes, geometric shapes, constructive triangles, tasting bottles, and other materials that enable the child to classify, clarify, and comprehend the world.

**Language:** children are introduced to nomenclature and vocabulary through spoken-language games. They are also introduced to the 26 letters of the English alphabet and their associated sounds. With the help of a movable alphabet, children are able to write words, sentences, and stories. Reading quickly follows with materials that help explore grammar and the structure of language.

**Math:** children are taken from the concrete to the abstract through manipulation, experimentation, and invention by using math materials.

### *Elementary (Ages 6-12)*

From age six through age 12 – the elementary school years – the child is driven by a natural curiosity and tendency to explore the expansive interconnectedness within and across disciplines such as the arts, math, and social studies. Dr. Montessori used the term “cosmic education” to refer to this stage of education best fitting this period of child development. The Great Lessons are at the center of Montessori elementary education. These lessons are stories that explore the beginnings of the universe, the formation of the stars and planets, the progress of plant and animal life, the arrival of humans and language, and the origins of mathematics, geometry, and the sciences. From these stories the child develops sensitivity to the way things live, to the interdependence of life, and to the fundamental needs of human beings. Timelines, charts, and research cards of human needs help the child in independent study and inspire more research in geology, sciences, biology, geography, and history. Montessori elementary children use their imagination and reasoning minds to explore all the parts of the universe. They may be engaged in a variety of learning activities at the same time.

At the center of the Montessori elementary classroom is the well-trained Montessori teacher. This professional is an “enlightened generalist” with knowledge deep enough to know details that add to the Great Lessons and connect the details into a big picture across the disciplines. The teacher's role is to be the storyteller of our history and our world, as we understand it, to inspire the children, and then to guide them in acquiring the skills to pursue their interests and to explore the relationships among the different subject matters. This teacher is also trained in areas of child development.

Because the Montessori child spends three years in the same classroom environment, the elementary teacher can be keenly tuned in to the unique personality of each child. This sensitivity permits the teacher to guide each child into areas of natural interest. The teacher or guide is in communication with the child and the family to help the child maximize his or her educational opportunities.

Much of the work of the elementary child is collaborative. The child learns in partnership with others through small group lessons and projects. At different times, each child is both a teacher and a learner. Because each child spends three years in the same classroom environment, the children have the freedom to explore subject areas as they become interested in them. The teachers, through the use of daily observation notes, lesson planning, and assessments, track each child's use of materials and progress within a subject matter. The teacher uses the child's interest to guide him or her to an exploration of all subject areas. The subjects that are covered in the Montessori classroom include mathematics, geometry, language, geography, science, art, and music.

Living in the world for the elementary child also involves working actively to make it a better place. Care of one's environment is built into the Montessori curriculum. Children are responsible for keeping the environment clean, caring for the animals, and providing for the needs of guests. CMES children will take responsibility for recycling programs in their classroom environments, help maintain the grounds and the garden, and help the school be more energy efficient.

The Montessori curriculum is developed and reviewed by an international committee and not set according to US academic standards. As a consequence, there are elements in the Montessori curriculum, such as finding the cube root of a 9-digit number, that are not part of our state or national standards; also there are elements of our Minnesota state standards, such as the study of simple machines, that are not covered by the basic Montessori curriculum. There are however, specific provisions made in the training of Montessori teachers to ensure that the state standards are met in the Montessori classroom. CMES staff continually evaluate state standards and Montessori curriculum to ensure that children who graduate from a level (kindergarten, third, and sixth grades) have met the state required standards.

One of the guiding principles of Montessori education is the development of the whole person, with particular emphasis on the development of reason and the will, along with a lifelong love of learning. For this reason, children in a Montessori environment are expected to work at their own pace and have a major role in setting their own work schedule rather than just doing specific assignments given by the teacher. This vast amount of freedom given to the children is tempered by three very important limits: the public school curriculum, the daily work journal used by each child to track his/her progress, and frequent individual meetings between the child and the teacher. The trained Montessori teacher is expected to help each child progress through the state public school curriculum, which is available in the classroom for the children to refer to in planning their studies. As part of each child's assessment (including standardized assessments, Montessori records, the child's work journal, and Montessori teacher's observation notes), the Montessori teacher reviews with the child where the child is in terms of development within the Montessori curriculum and state standards and sets goals with the child for further development. There is also a consideration given to the developmental level of the child; that is, more of the responsibility for covering the state curriculum falls on the teacher's shoulders in the early grades with the child taking more direct responsibility as she/he matures.

#### A6. Scheduling (Aligns with WBWF)

Cornerstone's schedule is established to support the child's development. The day begins with breakfast together – any child who is hungry is invited to eat. Once in the Montessori environment, children have free access to the entire curriculum. In a morning three-hour work cycle, guides offer individual and small group lessons, children choose work independently, and children move freely about the classroom. During this time as well, special education and ELL and literacy services are pushed into the environment; children identified for these services work with the teacher individually or in small groups alongside their peers in the classroom. A two-hour minimum work period follows lunch and recess, with children continuing to make independent work choices and receiving lessons from their guides.

In the kindergarten classes, part of the Children's House, the program is all-day (care is available 7:30-5:30). We offer a nutritious, catered lunch, which the children enjoy as a community. For much of the children's day they may choose work within the environment. There is also group time for music, stories, movement, and games. Children have time to play outside at least once a day (weather permitting). There is also the opportunity to use an indoor large motor space.

Children are free to choose work from the beautiful and well-defined areas of the environment. The adults in the environment serve as guides who show the children how to use the concrete materials. Working with the materials not only helps develop coordination, concentration, independence, and a sense of order; it also helps the child become more disciplined and accomplished. Children in a Montessori environment usually have healthy self-esteem because they are helped to do things themselves. The children have ownership of the environment and take good care of it, returning materials with care.

Instruction occurs one-on-one and in small groups conducted at the child's pace. Montessori materials are organized in a logical, sequential nature, providing a structure that guides a child's discovery. A series of presentations, activities, and developmentally appropriate materials are designed to enable the child to master specific skills.

In the elementary program, grades 1-6, the work periods are supplemented by "class congress" or "council," where children address community concerns and problem-solve together. Silent reading and read-aloud are also incorporated into the daily schedule, giving children a sustained period to develop a love of reading and story-telling. As in the Children's House, lunch is a community affair, with meals served family-style and children responsible for the cleanup and setup of their lunch. A full hour is provided for recess, allowing children to gain valuable physical skills and to practice being in community in a less structured environment.

The 1.5 hour lunch/recess time gives children the opportunity to experience life at Cornerstone in a non-academic setting. This year, recess was a combination of group activities, led by designated "recess leads," and free play. Children enjoyed the experience of learning new games and the rotating staff who led those activities were able to practice leadership skills in a safe environment. This year we also had an earlier dismissal than is typical, due to the needs of our bus transportation company. Dismissing children at 3:00 was very supportive of the classroom teams, who were able to use the end of the day for meeting and collaborating, cleaning and preparing, record keeping, and communicating with parents.

A7. Professional Development and Teacher Evaluation Systems (Aligns with WBWF)

## Professional Development Opportunities

### All Staff In-Service Trainings

The entire staff typically meets 4 times annually, in addition to pre- and post-program weeks bookending the school year, to engage in Professional Development trainings pertinent to growing in the knowledge, understanding and skills needed to carry out our mission, i.e. providing high quality Montessori education for all children. Specifically, during the 2020-2021 academic year, meetings and topics were as follows:

**Pre-Program week, August 27-September 4, 2020.** In addition to all-staff trainings on topics ranging from blood-borne pathogens to mandated reporting, CMES Board Secretary Jess Goff spoke to staff on the topic of charter school management; Amanda Wilmot, Cornerstone's Special Education Director, provided *Special Education for General Educators* training for all staff and paraprofessional training for our para team; and the kindergarten teams participated in a workshop with Montessori Center of Minnesota trainers on observation.

**MEA Weekend, October 15-16.** OutFront MN provided a training for all Cornerstone staff on LGBTQ+ issues and how to create a more inclusive school community for staff, children, and families.

**Friday, February 12.** Cornerstone Director of Elementary Pedagogy Liesl Taylor led a working meeting on the roles and responsibilities of staff, the developmental characteristics of the elementary child, and Montessori pedagogy during distance learning.

**Friday, March 12.** In advance of the return to in-person learning, the staff worked in their environments and teams to prepare the school for children.

**Friday, May 7.** Cornerstone Reading Specialist Megan Riemer presented a workshop on the science of how children learn to read and then facilitated level-wide conversations about how this information can be applied to teaching literacy in the Montessori environment.

**Post Program Week, June 14-16.** Evaluating our program relative to Special Education, parent education/engagement, daily schedules, and what to keep/what to change from the 2020-21 school year.

**Early Childhood Reflective Dialogue (Monthly):** Throughout the 2020-21 school year, the Early Childhood staff, including the kindergarten teams, engaged in a monthly Reflective Dialogue circle led by one of Cornerstone's social workers. Topics ranged from racial bias in the classroom to emotional responses to children's behavior.

**Lead Guide/Specialist Meetings (Monthly):** Head of School and all lead teachers and specialists (Special Education Teachers, Literacy, Math, and Behavior Specialists, ELL Teacher)

Standing Agenda

- Immediate issues/concerns
- Sharing – successes, challenges, assessments, progress towards goals.
- Supporting our support staff
- Lesson planning discussion (informed by observation, children's work, assessments)
- Child Find (reserve at least 20 minutes for this discussion, longer if needed) and intervention discussion.

**Level Meetings (Monthly):** Lead Guides and assistants, aides, paraprofessionals, all specialists, and school administration. Level Lead/Program mentor facilitates meeting.

- Immediate issues/concerns
- Systems and routines
- Intervention discussion for children who need additional support.

Over the course of the year, additional conversations were held to support ongoing needs. These workshops included sessions with Amanda Wilmot to support our paraprofessional and Special Education staff, and sessions with Liesl Taylor to support individual growth and team development.

Additional Staff Development Training by Individual:

Cynthia Crook (ELL Teacher)

- The Brain and Reading: Why Learning to Read is Hard and What to Do About It; February 8, 2021

Anna Davis (Special Education Paraprofessional)

- Community Solutions for Racial Justice, Transformation and Liberatory Education in Minnesota; May 27, 2021

Jess Goff (Upper Elementary Teacher)

- Racial Equity Leadership Institute; March 18-December 16, 2021

Heidi Holm (Special Education Paraprofessional)

- Completed a Bachelor's Degree and Minnesota state teaching license in Special Education

Molly McDermott (Kindergarten Teacher)

- Completed coursework toward a Minnesota state teaching license

Brianna Olson-Carr (Kindergarten Teacher)

- Abolitionist Teaching and the Future of Our Schools; July 13, 2020
- "I [STILL] can't breathe": Supporting kids of color amid racialized violence; July 13, 2020
- Association Montessori Internationale Refresher Course; February 12-15, 2021
- Completed coursework toward a Minnesota state teaching license

Amber Osterkamp (Math Specialist)

- Understanding and Improving the Universal Tier: Back to School Strategies for Meeting the Needs of All Students; September 9, 2020
- Culturally Responsive Teaching: Awareness to Action; February 24, 2021

Megan Riemer (Reading Specialist)

- Bringing the Science of Reading to Life in the Classroom; August 13, 2020

Lindsay Ruble (Upper Elementary Classroom Assistant)

- Understanding Identity to Support the LGBTQ+ School Community; October 10, 2020
- Tools for Anti-Racist Teaching; PBS series, ongoing
- Community Solutions for Racial Justice, Transformation and Liberatory Education in Minnesota; May 27, 2021

- Non-Violent Communication (NVC Rising) Global Festival; May 28-31, 2021

Sarah Sharp (Upper Elementary Classroom Assistant)

- De-Centering Whiteness in Montessori Spaces; September 22, 2020

David Shubat (Special Education Teacher)

- Completed a Bachelor's Degree and Minnesota state teaching license in Special Education

The following staff also completed the AMI 6-12 Orientation Course: Hannah Bain, Anna Davis, Sulmy Galdamez, Tera Iverson, Gabbie Pearson, Joseph Ruble, Lindsay Ruble, Sarah Sharp, Suzi Splinter.

### **Staff Evaluation**

Staff at Cornerstone engage in a self-review, as well as a review with school administration. Every staff member meets with the Head of School in the fall to set goals for the year. In late winter, they complete a self-review rubric assessing their work as defined by the job description and their goals set in the fall. This rubric is then also completed by the staff member's lead guide, Special Education teacher, and/or the Head of School. Every staff member meets with either their lead guide or the Head of School to discuss the rubric.

Lead guides complete a more in-depth self-assessment, based on a rubric designed by the Montessori Center of Minnesota for effective Montessori pedagogy. These self-assessments are repeated by the Director of Elementary Pedagogy. The guide meets with both the Director of Elementary Pedagogy and the Head of School, and receives a written summary from the Head of School.

Evaluation at Cornerstone is intended to be productive and on-going. Staff are frequently asked to consider their work, through team meetings and conversations with other staff. The lead guides and licensed specialists (ELL, Literacy and Math, Special Education) meet at minimum monthly with the Director of Elementary Pedagogy and the Head of School. The Special Education team meets monthly, as well, offering the paraprofessionals direct opportunities for peer support and conversation with the Special Education teachers.

#### A8. Innovative Practices, Initiatives and Future Plans

Applying a high-quality AMI Montessori curriculum to a public charter school is Cornerstone's first and most important innovative practice. Acknowledging "developmentally appropriate" as an ideal learning environment, child-centered practices are being merged into many traditional systems. At Cornerstone, the innovative practices of Montessori are time tested yet remain innovative in that they are being applied in their purest form in the public sector, increasing access to high quality Montessori education for all children. Now more than ever, it is of particular importance for our children to experience education that fosters optimal outcomes both academically and developmentally – ensuring every child the chance to reach his or her fullest potential. Whereas more privileged children come to school having already had a wealth of positive experiences and viewing themselves as capable learners and important people, *many children represented in our student population have experienced the opposite*. Due in part to limited opportunities, they are often the children who start academically behind expected grade levels and then continue to fall further behind each year. The children at Cornerstone are given freedom and independence to manage their own learning, with the guidance of a highly trained adult. In a world where children are rarely trusted to make decisions for themselves, being told "you are capable" is profoundly meaningful, particularly for children who do not have stable environments outside of school.

Over the past several years, we have designated considerable resources to supporting academic achievement. This year, the math program blossomed under the direction of Amber Osterkamp, an AMI-trained, state licensed teacher with a math endorsement. Amber worked full-time providing interventions directly to children in 2<sup>nd</sup>-6<sup>th</sup> grades and supporting the guides in establishing high-quality math instruction within the environments. With the disruption to learning in the spring of 2020, we began the year with a cohort of 1<sup>st</sup> grade children whose reading skills were deeply limited. Megan Riemer, our Reading Specialist, spent a tremendous amount of energy and effort to both bring those children closer to grade level and to introduce the Children's House and Lower Elementary staff to the Heggerty Method, a phonemic awareness curriculum combining movement and sound recognition. FastBridge, which we used in 2019-20 for math progress monitoring, continued to be a valuable tool. In 2020-21, we added use of its social-emotional/behavior monitoring tool (SAEBRS), and look forward to introducing the reading assessment in 2021-22.

Our School-Based Mental Health program continues to be a shining example of the ways in which Cornerstone meets the needs of the whole child. Particularly for children who participated in our on-site care program during distance learning, access to Nora Springer and Terri Strom, our two licensed social workers, Liesl Taylor, our Director of Elementary Pedagogy, and Tess, our therapy dog, provided children with an outlet for processing the traumas of this past year. While Terri and Nora focused more on individual processing during distance learning, they also worked with small groups on our return to in-person learning. Throughout the year, Liesl focused on small groups, working through the Zones of Regulation curriculum and social skills curricula with the children as their needs required. Providing on-site mental health supports for our children is tremendous in encouraging comfort with school as an institution, particularly for children and families with histories of educational trauma, and in giving children the tools to cope and thrive despite the world around them.

During the 2021 summer, our first general education summer program was a huge success (discussed above in section A3). We are hopeful to continue this program in years to come. One parent wrote of her two children, "They were so much more regulated than they have been with other camps, and it's clear that they love being with people and a routine they know." This feedback was



echoed by other parents, and by the children, and we relish the joy of children in our environments year-round.

As we wrote in the 2019-20 Annual Report,

It must be noted that the Montessori curriculum does not translate easily or quickly to a digital format [...] The 2020-21 school year in many ways will be one of rebuilding: we don't know when or how we will be able to be together as a community again, and children's academics will need to return to where they were before they can move forward. We are confident that we have the resources and the people to put in place strong structures for children's academic and social-emotional growth, and we recognize that it will take time before we see the fruits of this labor.

Like the year before, the 2020-21 school year cannot be separated from the challenges of operating during a global pandemic that disproportionately impacted the demographics of our community. In order to provide consistency, joy, and equity, the three pillars underpinning our Safe Learning Plan, we opted to begin the year in distance learning, with a robust on-site childcare program for the children of essential workers and children who had behavioral or technological reasons for requiring in-person school. We continued with distance learning until all staff were vaccinated in early April, pausing monthly to reassess the pandemic's ebbs and flows and the educational and social/emotional impacts on the children we serve. Our expectations of the 2020-21 school year held true: it was a full 13 months before our community was fully back together, and children's academic skills faltered. At the same time, many of our children thrived in distance learning, as they were able to participate more fully in their family lives, engage more meaningfully 1:1 with support staff and teachers (particularly children who were on-site), and, for some of our children in Special Education, without the stress of social pressures. Thriving during distance learning was possible not only for the reasons just listed, but also because we maintained consistency during the year, which we know is best for children, and because we worked incredibly hard to make sure that our distance learning program was equitable and accessible for all families and served the whole child. In addition to academic presentations with Montessori materials, children had opportunities for art, music, geography, and other cultural lessons that followed their interests and attracted their attention. We sent home, with every child, handmade Montessori math materials, science and engineering activities, art supplies, books, and more, so that every child could access their work, regardless of what it was and of what their family could provide. And we continued to serve prepared meals to families weekly, along with a food shelf filled with donations. This year is not one we hope to ever repeat, and yet our community remains strong, with limited turnover of staff and children, and enthusiasm on the horizon for "normal" to return in 2021-22.

#### A9. Awards

Cornerstone continues to be the only AMI-recognized public elementary school in Minnesota. Cornerstone also continues to demonstrate excellence in financial reporting, with an MDE School Finance Award for Fiscal Year 2020.

We were pleased to receive a Minnesota Youth Orchestra grant this year, which will be utilized in 2021-22 due to Covid restrictions last school year.

## B. Governance and Operational Elements

### B1. Teacher Licensure Verification

District Number	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2021 2020-21 (Yes, No)	Status SY2022 Yes-Returning No-Not	Additional Notes
4201-07	Cornerstone Montessori Elementary School	Crooks, Cynthia	267424	ELL	K-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Dernovsek, Kes'ava	1001336	Lower Elementary	1-3	Yes	No	Moved out of state
4201-07	Cornerstone Montessori Elementary School	Goff, Jessica	391619	Upper Elementary	4-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Johnson, Mara	486194	Upper Elementary	4-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	McDermott, Molly	500248	Kindergarten	Kindergarten	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Olson-Carr, Brianna	511826	Kindergarten	Kindergarten	Yes	No	Changed career direction
4201-07	Cornerstone Montessori Elementary School	Osterkamp, Amber	455024	Math Specialist	1-3	Yes	No	Accepted position with another district
4201-07	Cornerstone Montessori Elementary School	Riemer, Megan	396133	Literacy Specialist	K-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Shubat, David	1007745	Special Education	K-6	Yes	No	Accepted position with another district
4201-07	Cornerstone Montessori Elementary School	Splinter, Suzanne	332621	Special Education	K-6	Yes	Yes	
4201-07	Cornerstone Montessori Elementary School	Taylor, Liesl	424839	Director of Elementary Pedagogy School Based Mental Health	1-6	Yes	No	Accepted teaching position in private school
4201-07	Cornerstone Montessori Elementary School	Wade, Sara	407070	Lower Elementary	1-3	Yes	Yes	

## B2. Management and Administration

***See attachment B2 for 2020-21 organizational chart.***

The school is led by the Head of School who is hired and held accountable for the success of the school by the Board of Directors. The Head of School reports to the Board of Directors monthly and is reviewed annually by the Head of School Review Committee using data including the Head of School's Professional Development Plan, Annual Goals, and parent and staff surveys.

The Head of School oversees all aspects of the school, manages all staff, and is the strategic leader of the school. The Director of Business Operations manages many operational aspects of the school (e.g., the lunch program, busing, MDE MARSS reports, etc.). The Director of Elementary Pedagogy provides support to the teachers in their classroom work and oversees the Montessori program in grades 1-6. In the classroom environments the teachers are supported in their work and guided by the Head of School and the Director of Elementary Pedagogy. The Director of Elementary Pedagogy observes in the classroom and meets with teachers on a weekly basis to discuss lessons and student progress. The teachers are responsible, with the support of assistants, for supporting the growth and development of each Cornerstone student.

Each year the Head of School submits a Professional Development Plan to the CMES Board for approval. In this plan are events she intends to attend, as well as skills she intends to gain. The Director of Business Operations and the Director of Elementary Pedagogy discuss their professional development goals with the Head of School.

Notable professional development activities from our administrative team are listed below.

### Alyssa Schwartz, Head of School

ADSIS Fall Conference; September 24, 2020

Montessori Advocacy Conference; October 2-4, 2020

Govern with Confidence: Tools for High-Stakes Decision Making During COVID-19; October 21, 2020

Ratwik, Roszak & Maloney Virtual School Law Seminar; October 30, 2020

The Anti-Bias and Anti-Racist Administrator; November 2, 2020

COVID-19 and The Color of Justice; November 16, 2020

St. Thomas Leadership Forum; December 9, 2020

Equity in Uncertain Times—A Conversation for School Systems Leaders; January 15, 2021

AMI 0-3 Orientation Course; March 2-April 8, 2021

Special Education Trends; March 11, 2021

AMI 6-12 Orientation Course; April 12-29, 2021

ADSIS Spring Conference; April 22, 2021

St. Thomas Spring Leaders Forum; May 10, 2021

Professional Charter Leaders Mentorship Network; February 12-May 14, 2021

### Liesl Taylor, Director of Elementary Pedagogy

Coaching Across Lines of Difference; October 9, 2020

Equity Leadership Summit; September 17-December 15, 2020

### Chris Bewell, Director of Business Operations

FNS SNP COVID-19 Back to School Webinars; July 7, 14, 21, 28, August 4, 2020

MDE Ed-Fi 2020-21 School Year Webinar; July 21, 2020

MDE MARSS Student ID Validation Webinar; August 18, 2020  
MDE Ed-Fi Syncing to Production Webinar; August 20, 2020  
Schoology Onboarding Technical Webinar; August 26, 2020  
Success with Schoology Webinar; September 23, 2020  
FNS Summer Food Service/Seamless Summer Webinar; November 10, 2020  
Managing Students in WIDA AMS Webinar; November 12, 2020  
COVID-19 and The Color of Justice with Dr. Michael Osterholm Webinar; November 16, 2020  
FNS – What to do When COVID-19 Hits Your Food Service Webinar; November 24, 2020  
GoToWebinar – COVID-19 Vaccines: Considerations for Employers; January 12, 2021  
SchoolinSites Website Training; January 25, 2021  
MDE P-EBT Data Entry Training for Public Schools Webinar; February 3, 2021  
FNS – Meals in the Classroom Best Practices Webinar; March 9, 2021  
FNS – SFSP for Program Year 2022 Webinar; April 13, 2021  
FNS – Renewing Food Service Management & Vended Meal Contracts Webinar; April 27, 2021  
FNS – Team Nutrition 2021 Webinar; May 4, 2021  
MDE – Title I Parent and Family Engagement Webinar; May 12, 2021

### B3. Organizational Strengths, Challenges and Plans

Cornerstone has a strong operational environment, as evidenced by positive parent survey results, a robust fund balance, and several years of Governance Awards from our preceding authorizer, Volunteers of America. We are supported by committed board members who believe in our mission of providing high-quality Montessori to a diverse community, and who take care to follow best practices of board governance. Our greatest strength as a school is our staff: highly trained AMI Montessorians who also hold Minnesota state teaching licenses and support staff who seek to meet the needs of the children they work with. These individuals devote themselves daily to the hard work of supporting children's development; they do not compromise the Montessori pedagogy and have developed structures for balancing state testing and curricular requirements with children's freedom. We have overall low teacher turnover, particularly among licensed staff, which leads to a community that is stable and invested in the long-term vision of the school.

As in any year, we face similar challenges to other public charter schools in finance (the ever-widening discrepancy between revenue and expenditures) and in our reliance on enrollment for fiscal stability. We are beginning to make use of federal and state grants that were previously underutilized, and we are working to seek out private grant opportunities as they arise. Fundraising is an area where we hope to strengthen our work in the future: Cornerstone struggles to recruit and retain community members for its board, limiting success in development endeavors. Our board chair, Jean Melancon, is committed to strengthening the board and has done an outstanding job during her tenure of broadening Cornerstone's presence in the community.

The CMES Board continued its work in broadening Cornerstone's reach in the East Side community this year. Board members volunteered at community events, met with local leaders, and completed a successful marketing campaign to increase applications during open enrollment. The Board also worked towards accomplishing goals from the recently established strategic plan. Equity Alliance, a local organization focusing on equity in schools, was engaged to complete an equity audit at Cornerstone, which will begin in the fall of 2021, with the intention of creating an action and training plan to foster an anti-racist school environment in every aspect of our operations. Discussions around school expansion continue, and the Board is always on the lookout for new members and funding opportunities. With the promise of a more stable year in 2021-22, the Board can continue its work in the Equity and Access pillars, while also devoting time and resources to Community and Sustainability, areas where Cornerstone is already strong.

As discussed in section A8, it is not possible to consider our strengths and challenges in 2020-21 without acknowledging the enormous disruption Covid-19 had on our community. We ended the year in a strong place, financially in the black and with a high fund balance, retaining most of our staff, and connected to all of our families, but it was a challenging year for all. Distance learning was not ideal for children, families, or staff, yet it was the safest way to protect our community. We worked hard, continuously, to improve our offerings, and to have a safe return to campus when the timing was right. And most importantly, we maintained the strengths that we brought into the school year: a remarkable and dedicated staff, a committed and supportive board of directors, and a community of families and children who believe in Montessori and access to high quality, learner-centered education.

#### B4. School Enrollment and Attrition Trends

We began the 2020-21 school year with no waitlist. We had 23 children on our waitlist in August 2020 and each family was contacted and offered the opportunity to enroll. Due to Covid-19 challenges and distance learning only options, many families decided to continue with their child's learning plan from the previous year instead of making a change to a new school. Several families with multiple children moved out of the area, however we did gain a few enrollments once we began in person learning in April. By the end of the school year, total enrollment was 138 children with an Average Daily Membership (ADM) of 135.68. Our open enrollment period for the 2021-22 school year generated waitlists in most grades, an excellent way to start the year.

School Year	Total	K	1	2	3	4	5	6	Attrition/Retention Rates
2011-2012	58	21	22	15					89%
2012-2013	81	22	23	22	14				96%
2013-2014	102	22	21	18	21	17	2	1	94%
2014-2015	118	19	23	19	16	25	16	0	91%
2015-2016	129	24	18	21	15	16	22	13	93%
2016-2017	132	21	18	18	21	18	19	17	94%
2017-2018	138	24	24	18	16	22	18	16	90%
2018-2019	143	21	21	27	18	19	27	10	88%
2019-2020	142	21	19	21	27	17	19	18	83%
2020-2021	138	20	21	22	21	25	13	16	87%
2021-2022 est	138	20	20	21	22	18	26	11	

2020-21 Grade	# students who enrolled in the school on or before Oct 1	# students who enrolled after Oct 1	# students who left after Oct 1	# students enrolled at the close of the school year	# students that remained enrolled in the school for the full year
K	20	1	1	20	19
1	19	2	0	21	19
2	20	2	0	22	20
3	20	2	1	21	19
4	24	2	1	25	23
5	15	0	2	13	13
6	17	0	1	16	16

Cornerstone's open enrollment period in 2020-21 was the month of November, with a public lottery held December 10. As required in Minnesota Statutes, section 124E.11, Cornerstone Montessori Elementary School must offer preferential enrollment to siblings of students currently enrolled and to a foster child of that pupil's parents at Cornerstone Montessori Elementary School. As allowed for in Minnesota Statutes, section 124E.11, Cornerstone Montessori offers preferential enrollment to children of school employees. Cornerstone Montessori Elementary

School does not give preference to students of the private preschool Cornerstone Montessori School. The enrollment process may not consider eligibility based on intellectual ability, aptitude, measurement of achievement, athletic ability or any other specific characteristic of children whose enrollment application is received in a timely manner.

**Enrollment Process:** Current students of Cornerstone Montessori Elementary School are considered enrolled for the purpose of determining the number of openings for the following year. On the first day of the Open Enrollment period, the number of openings in each grade level will be determined and the Open Enrollment process will begin. Prospective new students must submit enrollment applications by the Open Enrollment deadline.

If openings still exist in any grade after the Open Enrollment deadline, enrollment applications received after the deadline will result in admission on a first-received, first-enrolled basis. In the event post-deadline enrollment results in a full class and later enrollment applications are received, those students will be placed on a waiting list in the order in which the applications were received.

**Lottery Process:** If more enrollment applications are received during the open enrollment period than available openings in any grade, a public lottery for those openings in those grades must be held. Each of the grades is subject to the lottery process.

The lottery is conducted by a third-party, unrelated to school staff, board, or applicants. It occurs in a public meeting with adequate notice. The students who are not chosen are placed on a waiting list in the order their names are drawn.

Upon admission, the family is notified and is required to complete the Student Enrollment Form and return it to the school by the stated deadline. Once CMES receives the Student Enrollment Form, an enrollment packet is given to the family for completion. The enrollment packet includes the following forms: Health Information, Emergency Information, Home Language Questionnaire, Computer and Internet Usage Contract, General Permission Slip, Parent Permission for Child Pickup, Parent Directory Permission, Family and Cultural Information, and Immunization Records.

***Please see attachments B4.1 for the Enrollment Policy, B4.2 for the Acceleration and Retention Policy, B4.3 for the 2020-21 Application Form, and B4.4 for the 2020-21 Enrollment Form.***



## B5. Community Partnerships

Cornerstone Montessori Elementary School is co-located with the Montessori Center of Minnesota (MCM) and shares a Head of School and Kindergarten teachers with Cornerstone Montessori School, a private preschool serving children 16 months to age 5. This relationship has helped to establish CMES as one of the premier public Montessori schools in the country. Student teachers from MCM observe and do their student teaching at Cornerstone, and staff work for the elementary training course in the summer. Cornerstone's staff also benefit from workshops and mentorship opportunities provided by MCM. Cornerstone Montessori School enrolls 1/3 children receiving state or local scholarships, 1/3 children receiving private scholarships, and 1/3 children paying full tuition. This diverse student body, embedded in the community of St. Paul's East Side, yields a lottery pool for CMES' Kindergarten class that is already committed to the program and to Montessori (please note there is no priority given to CMS children in the lottery).

Cornerstone works with the East Side Area Business Association to promote strong connections in the Greater East Side community. Cornerstone has been able to share community resources with families through this partnership, and is able to reach new families through relationships with organizations like Merrick Community Services and the Hazel Park Learning Center. This year, in particular, CMES Board Chair Jean Melancon developed strong relationships with ESABA and its member organizations, for example, volunteering at the Family Values for Life Mother's Day event. Our relationship with the East Side Boys and Girls Club parallels these connections: many of our children attend the Boys and Girls Club for after-care and we are able to promote their resources as a result. We are grateful for the opportunity to know and work with others in our community who serve children and families with integrity.

Elementary children in the Montessori environment set up "going outs" rather than whole-class field trips. Children find opportunities to further their interest-driven research in the community and make the arrangements themselves to access these trips (under the supervision of a licensed adult!). These opportunities support children to feel empowered and capable to engage with adults in positions of authority, as well as to deepen their learning in an experiential capacity. The relationships built during going outs are strengthened and renewed as children share with each other their experiences in the broader community. While going outs were not possible this year, the children still experienced their annual puberty presentation from the Family Tree Clinic, engaged deeply on community topics relevant to their experiences (such as the January 6 coup attempt in Washington DC and Derek Chauvin's conviction in Minneapolis this April), and had weekly virtual field trips in their digital classrooms. Our summer program returned to community excursions, with field trips to the Como Zoo and Conservatory and Phalen Regional Park.

## B6. Board Member Orientation and Training Plan

Prior to being nominated for election, potential CMES board members meet with the Board Chair to answer any questions they may have and to ensure that they understand the role of the board. Elections are held in May and membership officially begins on July 1st of the elected year. The CMES Board Chair guides new board members through an orientation process. Administrative activities include establishing Cornerstone e-mail addresses for board related correspondence and directions are given to open an account with the MN Association of Charter Schools to register for new board member classes. The Board Chair monitors progress made in completing the statutory training requirements in the areas of Board Governance, Finance, and Employment Law during the first year on the board, with at least one of the classes taken within the first 6 months of being on the board. As part of the orientation process, board members are provided an eHandbook of Board Member Information that includes basic legal documents, school organization documents, a review of the current strategic plan, board operations information, financial operations information, student and program information, and staffing and school operations information.

Ongoing training in financial matters occurred as part of the audit presentation in November. The auditor detailed every component of the financial reports and guided the board members in developing a deeper understanding of the financial condition of the school.

Cornerstone's Business Manager, Joe Aliperto (Dieci School Finance, LLC), presented proposed budget revisions to the board as needed throughout the school year. During these presentations, Mr. Aliperto covered every component of the school's revenue and expenses, elaborating on any changes to state or federal law and their impact on the school's financial condition. These sessions are dynamic and interactive, allowing for the active participation of each board member.

Cornerstone is a member of Minnesota Association of Charter Schools (MACS), thus board members are invited to various seminars and presentations throughout the school year with other member charter schools. Notices of these events are passed along to board members in advance, and a summary is provided following the events when information has relevance to a strategic initiative.

The Governance Committee provided opportunities for ongoing training at regular board meetings for 2020-21, including:

- Recap and Discussion of Triangle and Associates webinar titled *The Shape of What's to Come* that focused on recommendations about how boards can function during the pandemic
- Annual Triangle board orientation Zoom session. Theme: *The Future is Not What It Used to Be: Governing the Independent Montessori School in the New Age*
- Audit Report with Abdo Eick & Meyers; educated board on audit findings, audit terms, etc.
- Presentation by Paris Dunning, Executive Director of the East Side Area Business Association titled *What's Happening on the East Side*
- Guest Speaker Katie Keller Wood, EdD, Executive Director of Cincinnati Montessori Secondary Teacher Education Program (CMStep), presented an overview of a Montessori Adolescent (grades 7-12) adolescent environment.
- Guest Speaker Ben Moudry, Head of School, Lake Country, Minneapolis, presented areas for discussion to help establish a Montessori adolescent program.
- Guest Speaker Matthew Howell, Treasurer, Oak Hill Board of Trustees, presented financial considerations in establish and ongoing operations of a Montessori adolescent environment.
- Our financial manager, Joe Aliperto, presented a detailed explanation of financial statements

including clarification of financial terms.

Individual board members also participated in continuing education and training opportunities, including:

Jean Melancon, Board Chair

1. Classes/Webinars Attended
  - a. Triangle and Associates webinar titled *The Shape of What's to Come* that focused on recommendations about how boards can function during the pandemic.
  - b. Lead Montessori Webinar, Prague, on *Education Trends*
  - c. Annual Triangle board orientation Zoom session. Theme: *The Future is Not What It Used to Be: Governing the Independent Montessori School in the New Age*
  - d. *COVID and the Color of Justice* Webinar with Dr. Michael Osterholm and Andi Egbert
2. Books Read
  - a. *The Warmth of Other Sons* by Isabel Wilkerson, about the migration of Black citizens who fled the South for northern and western cities in search of a better life.
  - b. *How to Be an Antiracist* by Ibram X. Kendi, about racism concepts with suggestions for anti-racist individual actions and systemic changes.
  - c. *A Promised Land* by former US President Barack Obama.
  - d. *Caste: The Origins of Our Discontents* by Isabel Wilkerson, highlighting the US social structure as an unrecognized caste system.
3. Attended periodic St. Paul East Side Area Business Association information sessions to learn about area services relevant to CMES:
  - a. Housing Plans to address St. Paul's east side family needs.
  - b. Information on the new Wakan Tiki Interpretative Center highlighting Indigenous history in the St. Paul area where CMES is located.
  - c. 180 Degrees, an organization that assists sexually exploited youths, runaways and homeless youth in reentering society.

Julaine Roffers-Agarwal, Vice Chair

Completed three of ten courses towards Equity and Diversity Certificate at University of Minnesota  
**My Role in Equity and Diversity Work** November 6, 2020  
**Navigating Challenging Conversations** February 5, 2021  
**Addressing Implicit Bias and Microaggressions** March 5, 2021

Additional training and discussion

**Identifying Bias in Science and Culture in Developmental Biology**; Annual Meeting of the Society for Developmental Biology, July 10, 2020

**Optimizing Different Mentoring Strategies in the Research Lab**; Annual Meeting of the Society for Developmental Biology, July 11, 2020

**Workshop: Strategies to Lessen Biases in Science**; Annual Meeting of the Society for Developmental Biology, July 11, 2020

**Cagney Coomer- Nerd Squad. The Movement**; Annual Meeting of the Society for Developmental Biology, July 12, 2020 (presentation from minority graduate student about founding and running an organization to increase science enthusiasm and education in underrepresented minority children and increase awareness of science-centered careers in these individuals)

Reading and book discussions

**How to Be an Antiracist**, by Ibram X. Kendi (including series of discussions with work colleagues with a focus on how to integrate antiracist approaches in academic science lab work environment, classrooms, and administration)

**Caste: The Origins of Our Discontents**, by Isabel Wilkerson

**Everything I Never Told You**, by Celeste Ng

**Such a Fun Age**, by Kiley Reid

Podcasts

**Nice White Parents**, The New York Times. Chronicles the history of a school in New York City and how the influence of different demographics of parents has changed the operations, approach, and outcomes for students over time.

**Code Switch**, National Public Radio. Presentation and discussion of different race-related topics including language, culture, history, and current events.

## B7. Board Member Information

Below is the Board Member Information Template for the 2020-2021 CMES Board of Directors. Ongoing training activities can be found in section B6.

If board members do not complete their required training, the board member is not able to participate in meetings after the deadline. They will be reinstated as a voting member following completion of the required trainings.

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attend Rate	Governance Course 100	Employment Course 300	Financial Management Course 200
Marcus Almon	7/1/19	6/30/22	Trustee	Parent	Attorney	marcusalm on@corner stone- elementary .org	651- 774- 5000	73%	8/19/2020 through MACS	11/22/2019 through MACS	4/28/2020 through MACS
Carolyn Ganz	10/16/19 elected 7/1/20	6/30/20 6/30/23	Trustee	Community Member		carolyngen z@cornerst one- elementary .org	651- 774- 5000	100%	8/19/2020 through MACS	2/27/2020 through MACS	1/22/2020 through MACS
Jessica Goff	7/1/16 reelected 7/1/19	6/30/19 6/30/22	Secretary	Teacher file folder #391619	AMI certified Montessori teacher	jessgoff@c ornerstone- elementary .org	651- 774- 5000	100%	3/11/2017 through MACS	3/11/2017 through MACS	11/28/2016 through MACS
Jean Melancon	7/18/17 reelected 7/1/20	6/30/20 6/30/23	Board Chair	Community Member	Previous Montessori Board Chair, Business & Board Consultant	jeanmelanc on@corner stone- elementary .org	651- 774- 5000	100%	9/21/2017 through MACS	10/3/2017 through MACS	11/26/2017 through MACS
Maisah Outlaw	11/20/18 reelected 7/1/21	6/30/21 6/30/24	Trustee	Community Member	AMI certified Montessori teacher	maisahoutl aw@corner stone- elementary .org	651- 774- 5000	100%	6/12/19 through MACS	6/18/19 through MACS	5/30/19 through MACS
Julaine Roffers- Agarwal	7/1/18 reelected 7/1/21	6/30/21 6/30/24	Vice-Chair	Parent	Project Management, communication	julaineroffe rsagrawal@ cornerston e- elementary .org	651- 774- 5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	10/30/2018 through MACS
Sarah Stocco	12/18/19 elected 7/1/20	6/30/20 6/30/23	Trustee	Community Member		sarahstocco @cornersto ne- elementary .org	651- 774- 5000	91%	1/13/21 through MACS	1/27/21 through MACS	5/19/20 through MACS
Alyssa Schwartz	NA	NA	Ex-Officio	Head of School	AMI certified Montessori teacher	alyssaschw artz@corne rstone- elementary .org	651- 774- 5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	9/24/2018 through MACS

## **C. Financial Elements**

### **C1. Fiscal Health**

Cornerstone continues to be in a strong financial position, with an unaudited end-of-year fund balance, as of June 30, 2021, of \$849,041, or 36.5%. The fact that the school has consistently achieved an uncommitted fund balance of at least 20% of expenditures since its fifth year of operation is both consistent with the school's fund balance policy and wise operating procedure, as the fund balance will help the school weather unanticipated emergencies and unforeseen events, including increased state funding holdbacks.

Joe Aliperto of Dieci School Finance LLC performed the accounting services for Cornerstone Montessori Elementary for the 2020-21 school year, and Paychex performs the payroll services.

Key financial highlights for the 2020-21 school year include:

- Expected total general fund revenues of \$2,355,921
- Expected total general expenditures of \$2,323,307
- Expected fund balance for all funds projected at \$849,041 (36.5%)
- The 2020-21 budget was set at 142 ADM. The actual ADM for the 2020-21 school year was 135.64. The ADM in FY20 was 143.1, a decline of 7.46 from FY20 to FY21
- Average cash on hand throughout the 2020-21 school year was 108 days, or \$656,158

Cornerstone's enrollment for the 2021-22 school year is 138 (ADM) as of 10/7/21. The projected general fund revenues for FY22 are \$2,315,010.41 and general expenditures are \$2,268,892.35.

***Please see attachment C1 for the FY22 Budget, which also contains the FY21 Revised Budget.***

## C2. Internal Controls and Board Oversight

Cornerstone's Finance Committee, which consists of the Board Chair, Board Treasurer, the school's contracted finance manager, the Director of Business Operations, and the Head of School, meet monthly to oversee the school's finances. The position of Board Treasurer is currently filled by the Board Chair. The Finance Committee review monthly financial statements prepared by the contracted finance manager, as well as monthly donations, the school budget, and any federal or state grants/allocations that require discussion. The reviewed financial statements and donations are submitted to the school board members for review and acceptance at the monthly school board meetings.

Thanks to both Joe Aliperto of Dieci School Finance, LLC, and to our Finance Committee, the school's finances remain strong. Due to the conscientious approach of our Board Chair Jean Melancon, Director of Business Operations Chris Bewell, and Head of School Alyssa Schwartz (all of them working in concert with Joe Aliperto), CMES has again achieved its fund balance goal of at least 20% of expenditures.

Abdo Eick & Meyers, LLP, Certified Public Accountants, prepared the school's annual audit in 2020.

### C3. Awards

Please see section A9 for school awards and honors.



# World's Best Workforce Summary

## Required for All Districts

### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

*The 2020-21 report summary document will be submitted to the Minnesota Department of Education by the December 15, 2021 deadline and posted to Cornerstone's website.*

### Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

*Cornerstone's Annual Public Meeting was held on September 27, 2021*

### District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

*Cornerstone's District Advisory Committee reflects the diversity of the school which includes teaching staff, support staff, parents and administration.*

### Equitable Access to Effective and Diverse Teachers

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

*All of Cornerstone's lead teachers and specialists (literacy, special education, ELL) are licensed and most have been employed at the school for more than four years. One new lead teacher joined us in 2020-21. In addition to Minnesota state teaching licenses, the lead teachers are also AMI-certified Montessori guides, highly trained to address each child's needs. We are committed to ensuring that all of our students, including low-income children and children of color, have equal access to these adults, and all children are matched to their environment based on conversations with their previous level guide and the Head of School to assure classroom diversity and the best fit for individual children.*

*As part of Cornerstone's community professional development Amanda Wilmot, Cornerstone's Special Education Director, provided Special Education for General Educators training for all staff and paraprofessional training for our para team; OutFront MN provided a training for all Cornerstone staff on LGBTQ+ issues and how to create a more inclusive school community for staff, children, and families;*

*and Liesl Taylor provided sessions throughout the school year for all staff to support individual growth and team development.*

*Our goal is for all children, regardless of background, to have a high-quality Montessori experience at Cornerstone. Our math specialist provided interventions for children performing below grade level, which supported children in need of greater skills. Our school-based mental health program provided support for children in all grade levels and provided options to sustain longer-term interventions for children coping with trauma. By giving all children access to the supports that will assist them achieve academically and personally, we hope to eliminate achievement gaps within our community.*

**WBWF Requirement:** WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

*Cornerstone's student body is fairly well represented by our staff overall. Each of our kindergarten classrooms is staffed by a Latina woman and an African-American woman, and both of our Lower Elementary classrooms include support staff who are Latina or African-American. Unfortunately, only one of our licensed teachers is a person of color.*

*Cornerstone is committed to hiring teachers who reflect our community, although the challenge of recruiting trained AMI Montessori guides with state teaching licenses is one shared by AMI schools and teacher training programs across the country. Cornerstone has, with the support of the Montessori Center of Minnesota, sponsored three women of color to attend AMI training to become kindergarten teachers. With a small staff, and minimal turnover at the licensed level, we have few opportunities to hire new teachers of color.*

*We are interested in sponsoring a person of color to attend AMI teacher training when the next training cohort begins in 2022.*

### **All Students Ready for School**

*The kindergarten year at Cornerstone is a part of the Children's House, a mixed age, developmentally appropriate classroom led by a trained AMI primary guide. The Montessori environment is known for its support of the development of strong executive function; our expectation is that children will show growth through the year. Children who are not demonstrating strong executive function are given individual support and lessons in areas of the classroom that best support this growth. In addition, Cornerstone's kindergarten children are supported through work with our Literacy Specialist, who provides direct instruction to children struggling with early literacy skills.*

### **All Students in Third Grade Achieving Grade-Level Literacy**

*Cornerstone children are assessed three times each year with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tool, allowing growth to be measured from fall to spring. Children whose scores indicate they are behind grade-level or at risk of falling behind are given additional lessons by our Literacy Specialist and children for whom English is not a first language work with our ELL Teacher. In addition to DIBELS, we use MCA data to determine overall reading progress for the community and classroom observation/assessment to identify individual needs.*

### **Close the Achievement Gap(s) Between Student Groups**

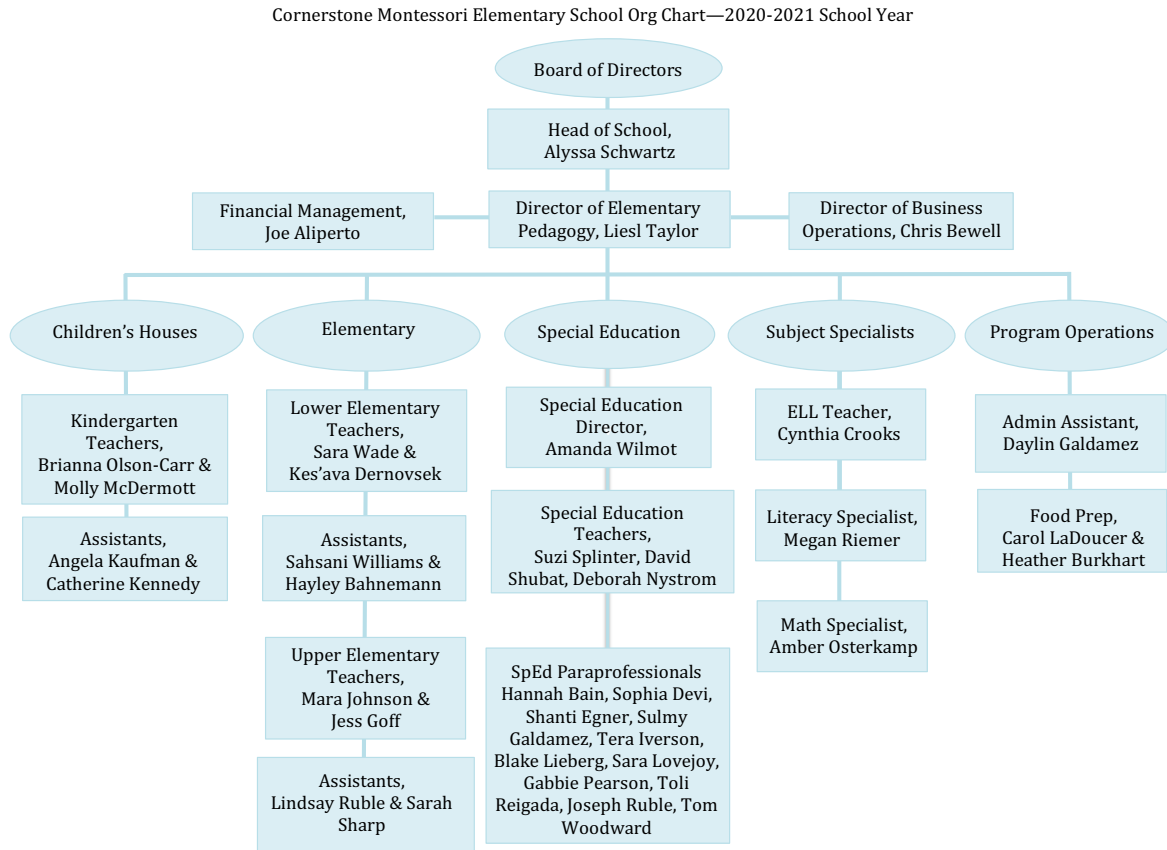
*In the fall 2020 assessment, 58% of children demonstrated grade level proficiency and 14% scored just below grade level. Children in grades 1-6 who scored below grade level in the fall and all kindergartners were assessed again in January 2021. Of these children, 25% scored at or above grade level, with an additional 17% scoring just below grade level. The spring assessment of all children indicated that 73% read just below, at, or above grade level. In addition, children who had been most affected by the lack of in-person learning between March 2020 and April 2021 made a remarkable amount of progress when they returned to school.*

*Math proficiency is measured four times per year assessing children in grades 2-6. In the fall, 61% of children scored as low or no risk of meeting grade-level benchmarks; by spring, that percentage had increased to 66%. From fall to spring, 32% of Cornerstone's children demonstrated aggressive growth in their math proficiency. As with reading, children who struggled the most benefited from a return to in-person learning.*

### **All Students Career- and College-Ready by Graduation**

*Over the past several years, we have designated considerable resources to supporting academic achievement. This year, the math program blossomed under the direction of an AMI-trained, state licensed teacher with a math endorsement. Interventions were provided directly to children in 2<sup>nd</sup>-6<sup>th</sup> grades and support was provided to the classroom teachers to establish high-quality math instruction within the environments. With the disruption to learning in the spring of 2020, we began the year with a cohort of 1<sup>st</sup> grade children whose reading skills were deeply limited. Our Reading Specialist spent a tremendous amount of energy and effort to both bring those children closer to grade level and to introduce the staff to the Heggerty Method, a phonemic awareness curriculum combining movement and sound recognition. FastBridge continued to be used for math progress monitoring and we added use of its social-emotional/behavior monitoring tool (SAEBRS) for the 2020-21 school year. We look forward to introducing the FastBridge reading assessment in 2021-22.*

## Appendix B2: CMES 2020-21 Organizational Chart



## Appendix B4.1: CMES Enrollment Policy #509

Policy #509

### *Cornerstone Montessori Elementary School* **Enrollment Policy**

Under Minnesota law, Cornerstone's enrollment process starts with an enrollment period. The enrollment period will be February 1 through March 1. Notice of this enrollment period will be made public through postings in community centers and newsletters targeting the Phalen Village community and the school's website.

The enrollment model for each grade will be approved by the Board of Directors prior to the start of the Open Enrollment period. This enrollment model will accommodate slight over-enrollment to account for likely student attrition.

**Enrollment Preference:** As required in Minnesota Statutes, section 124E.11, Cornerstone Montessori Elementary School must offer preferential enrollment to siblings of students currently enrolled and to a foster child of that pupil's parents at Cornerstone Montessori Elementary School. As allowed for in Minnesota Statutes, section 124E.11, Cornerstone Montessori offers preferential enrollment to children of school employees. **Cornerstone Montessori Elementary School may not and will not give preference to students of the private pre-school Cornerstone Montessori School. Any family from Cornerstone Montessori School who wants their child to attend Cornerstone Montessori Elementary School must participate in the enrollment and lottery process.** Cornerstone Montessori Elementary School is a public school and as such, the enrollment process may not consider eligibility based on intellectual ability, aptitude, measurement of achievement, athletic ability or any other specific characteristic of children whose enrollment application is received in a timely manner.

#### **Enrollment Process:**

Current students of Cornerstone Montessori Elementary School are considered enrolled for the purpose of determining the number of openings for the following year. On the first day of the Open Enrollment period, the number of openings in each grade level will be determined and the Open Enrollment process will begin. Prospective new students must submit enrollment applications by the Open Enrollment deadline.

If openings still exist in any grade after the Open Enrollment deadline, enrollment applications received after the deadline will result in admission on a first-received, first-enrolled basis. In the event post-deadline enrollment results in a full class and later enrollment applications are received, those students will be placed on a waiting list in the order in which the applications were received.

**Lottery Process:** If more enrollment applications are received during the open enrollment period than available openings in any grade, a public lottery for those openings in those grades must be held. Each of the grades is subject to the lottery process.

The lottery, if necessary, will be conducted on March 10. If March 10 falls on a weekend or holiday, the lottery will be held on the next business day following the weekend or holiday.

The lottery will be conducted by a third-party, unrelated to school staff, board, or applicants. It will occur in a public meeting with adequate notice. The students who are not chosen will be placed on a waiting list in the order their names are drawn.

Upon admission, Cornerstone may require additional information about enrolling students including information on special education needs, health care summaries, family background, and family routines and habits.

**Kindergarten Enrollment:** Prospective students entering kindergarten must be five years of age on or before September 1 of the kindergarten year.

**Non-Discrimination Statement:** No child may or will be denied admission to Cornerstone Montessori Elementary School on the basis of gender, religion, ethnicity, or intellectual or physical ability. Cornerstone Montessori Elementary School is a tuition-free school. Students from all backgrounds are encouraged to apply.

Board Approved: August 28, 2012

Board Amended: January 22, 2019

Revised: October 20, 2020

## Appendix B4.2: CMES Acceleration and Retention Policy #513

Policy #513

### *Cornerstone Montessori Elementary School* **Acceleration & Retention Policy**

Cornerstone Montessori Elementary School accepts children into grade levels based on their age on or before September 1 of the school year with 5 years being the age for acceptance into Kindergarten. Cornerstone will provide each child with an educational environment that provides optimal challenge and meets the child's developmental needs. Due to the nature of the Montessori environment, the training of the teacher which covers multiple ages, and the multi-age classrooms, lessons can often be remediated or accelerated to meet the needs of each child.

Cornerstone staff members—teachers and administrators—will continually and consistently assess the needs and development of each child to determine the best individual learning plan. Decisions to advance or retain a child will be made by the Head of School in conjunction with the child's parents and will be based on staff experience and assessment of the needs of the child.

Board approved: May 17, 2011  
Board revised: January 22, 2019

## Appendix B4.3: CMES 2020-21 Application Form



### Application Form for the **2020-21** School Year Enrolling grades K-6

Cornerstone Montessori Elementary School will accept applications for enrollment for the **2020-21** academic year, from **November 1 to December 1, 2019**. To be eligible for kindergarten your child must be 5 years old by September 1, 2020. If you wish to enroll your child at Cornerstone Montessori Elementary School, please complete and return to:

Cornerstone Montessori Elementary School, 1611 Ames Avenue, Saint Paul, MN 55106  
or Fax: 651.209.0846

For more information, please contact the school at 651.774.5000

#### Student Information (Please print clearly)

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

Street Address \_\_\_\_\_

City / State / Zip \_\_\_\_\_

Grade for **2020-2021** School Year (please circle one)    K       1       2       3       4       5       6

#### Parent / Guardian Information (Please print clearly)

Parent / Guardian 1 \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

Parent / Guardian 2 \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

The Minnesota Government Data Practices Act requires that you be informed that the information you provide is considered private. You are not legally required to provide any information on this enrollment application. Cornerstone Montessori Elementary School staff will have access to any information you do provide and use it in the enrollment process. Failure to provide the information requested would necessitate that an enrollment decision be made without the benefit of reviewing the information you could provide. If you do provide the requested information, it is our expectation that any information you provide will be truthful.

**I hereby verify that the above information is true and correct to the best of my knowledge.**

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

No child will be denied admission to Cornerstone Montessori Elementary School on the basis of gender, religion, ethnicity, immigrant (legal or non) status, or intellectual or physical ability. Cornerstone Montessori Elementary School is a charter public school and is tuition-free. Students from all backgrounds are encouraged to apply.

If more people apply than the number of spaces available for a given grade, program, or facility, Cornerstone Montessori Elementary School will conduct a public lottery to determine admittance to the school. The only preference we give in admitting students is for children who are siblings of current Cornerstone Montessori Elementary School students or children of Cornerstone Montessori Elementary School staff. In order to get this preference, parents **MUST** submit an application before the end of the open enrollment period. **The lottery will be held on Tuesday, December 10, 2019, at 5:00 p.m.**

(CMES Office Use) Date Received: \_\_\_\_\_ Notice of Enrollment Sent on Date: \_\_\_\_\_



## Appendix B4.4: CMES 2020-21 Enrollment Form

### Cornerstone Montessori Elementary School

1611 Ames Avenue, St. Paul, Minnesota 55106

Phone: 651.774.5000 Fax: 651.209.0846

### Student Enrollment Form 2020-21

**Student Name** (first middle & last) \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Gender \_\_\_\_\_

Last School Attended \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Grade (Sept. 1, 2020) \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone or Main Contact Cell Phone \_\_\_\_\_

Country of Birth \_\_\_\_\_ Home Primary Language \_\_\_\_\_

**Parent/Guardian 1 Name** (first & last) \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phones: Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

e-mail \_\_\_\_\_

**Parent/Guardian 2 Name** (first & last) \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phones: Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

e-mail \_\_\_\_\_

### Siblings

Name \_\_\_\_\_ Age \_\_\_\_\_ School Attending \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ School Attending \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ School Attending \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ School Attending \_\_\_\_\_

The U.S. Department of Education requires the following two-part question regarding race and ethnicity. Please complete both Part A and Part B.

Part A. **Is this student Hispanic/Latino?** *(Choose only one)*

☐ **No, not Hispanic/Latino**

☐ **Yes, Hispanic/ Latino**

(A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.)

The above part of the question is about ethnicity, not race. **No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your student's race to be.**

Part B. **What is the student's race?** *(Choose one or more)*

☐ **American Indian or Alaska Native**

(A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)

☐ **Asian**

(A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.)

☐ **Black or African American**

(A person having origins in any of the black racial groups of Africa.)

☐ **Native Hawaiian or Other Pacific Islander**

(A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.)

☐ **White**

(A person having origins in any of the original peoples of Europe, the Middle East or North Africa)

Did your child receive special services or participate in special programs at a previous school? \_\_\_\_Yes \_\_\_\_No

Does your student have an IEP? \_\_\_\_Yes \_\_\_\_No

Does your student receive any other community services? \_\_\_\_Yes \_\_\_\_No

Provider \_\_\_\_\_ Phone \_\_\_\_\_

Are there any custody related issues? \_\_\_\_Yes \_\_\_\_No

Other Comments:

The Minnesota Government Data Practices Act requires that you be informed that the information you provide is considered private. You are not legally required to provide any information on this enrollment form. Cornerstone Montessori Elementary School staff and the Minnesota Department of Education will have access to any information you do provide. Failure to provide the requested data would necessitate that education decisions are made without the benefit of reviewing the information you could provide. If you do provide the requested information, it is our expectation that any information you provide will be truthful.

Signature of parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C1: CMES 2021-22 Budget

### Cornerstone Montessori Elementary School FY22 Original Budget

Description	FY21 Revised Budget ADM 135.00	FY22 Original Budget 140.00	Change from FY21 Budget
<b>Fund 01 - General Fund</b>			
<b>Operating Revenues</b>			
<b>State Revenues</b>			
School Trust Land Endowment	5,078.70	5,266.80	188.10
Literacy Incentive Aid	12,660.00	12,660.00	-
General Education Aid	1,061,871.14	1,099,493.35	37,622.21
General Education Aid-Extended	2,270.70	2,354.80	84.10
Charter School Lease Aid	177,390.00	183,960.00	6,570.00
State Special Ed Aid	660,027.62	672,093.54	12,065.92
Long-term Facilities Maintenance	17,820.00	18,480.00	660.00
Student Support Grant	3,500.00	3,500.00	-
ADSIS Grant	58,390.20	75,915.74	17,525.54
Dept of Health	5,500.00	5,500.00	-
<b>Total State Revenues</b>	<b>2,004,508.36</b>	<b>2,079,224.23</b>	<b>74,715.86</b>
<b>Federal Revenues</b>			
Title I Program	26,424.46	26,908.74	484.28
Title II Program	5,125.00	3,861.18	(1,263.82)
Title IV Program	19,814.62	8,040.00	(11,774.62)
Esser Formula	-	-	-
Esser Grant	-	-	-
GEER money	-	-	-
CRRSA Act Funds	-	90,691.03	90,691.03
Covid Relief Funds	42,756.68	-	(42,756.68)
ARP Act Funds	-	36,354.00	36,354.00
Federal Special Education Aid	20,953.05	20,953.05	-
Federal Special Ed - ECSE	3,861.18	3,861.18	-
Federal Special Ed Aid - CEIS	3,800.98	3,877.00	76.02
<b>Total Federal Revenues</b>	<b>122,735.97</b>	<b>194,546.17</b>	<b>76.02</b>
<b>Other Local Revenues</b>			
Interest	200.00	200.00	-
Donations	16,040.00	16,040.00	-
Miscellaneous and Grants	20,000.00	25,000.00	5,000.00
General Fundraising	-	-	-
<b>Total Other Local Revenues</b>	<b>36,240.00</b>	<b>41,240.00</b>	<b>5,000.00</b>
<b>Total Operating Revenues</b>	<b>2,163,484.33</b>	<b>2,315,010.40</b>	<b>79,791.88</b>

**Cornerstone Montessori Elementary School  
FY22 Original Budget**

Description	FY21	FY22 Original	Change from
	Revised Budget	Budget	FY21 Budget
ADM	135.00	140.00	
Operating Expenditures			
Administration			
Salaries and Wages	158,397.85	161,565.81	3,167.96
Benefits	31,387.83	26,620.22	(4,767.61)
Purchased Services	107,420.57	107,420.57	-
Supplies	25,690.00	25,690.00	-
Equipment	-	-	-
Dues and memberships/Chargebacks/Transfers	20,840.27	27,979.31	7,139.04
Total Administration	343,736.52	349,275.91	5,539.39
Elementary Education			
Salaries and Wages	399,569.23	376,966.61	(22,602.62)
Benefits	94,125.69	104,794.86	10,669.17
Purchased Services	4,250.00	4,250.00	-
Supplies	14,968.00	14,968.00	-
Equipment	1,200.00	1,200.00	-
Fees/Memberships/Dues	1,927.00	1,927.00	-
Total Elementary Education	516,039.92	504,106.47	(11,933.45)
Title I			
Salaries and Benefits	24,213.79	24,698.06	484.28
Purchased Services	1,954.97	1,954.97	-
Supplies	255.70	255.70	-
Total Title I	26,424.46	26,908.74	484.28
Total Title II	3,861.18	3,861.18	-
Total Title IV	19,814.62	8,040.00	-
State Special Education			
Salaries and Wages	429,192.60	437,776.45	8,583.85
Benefits	98,380.53	103,891.55	5,511.02
Purchased Services	111,550.00	111,550.00	-
Supplies	1,000.00	1,000.00	-
Total State Special Education	640,123.13	654,218.01	14,094.87
Total ADSIS Grant	97,317.00	126,526.23	29,209.23
Federal Special Education			
Purchased Services	20,953.05	20,953.05	-
Total Federal Special Education	20,953.05	20,953.05	-

**Cornerstone Montessori Elementary School  
FY22 Original Budget**

Description	ADM	FY21 Revised Budget 135.00	FY22 Original Budget 140.00	Change from FY21 Budget
<b>Special Education - CEIS &amp; Third Party Billing</b>				
Salaries and Wages		3,800.98	3,877.00	76.02
Purchased Services		3,000.00	3,000.00	-
Supplies		2,500.00	2,500.00	-
<b>Total CEIS &amp; Third Party Billing</b>		<b>9,300.98</b>	<b>9,377.00</b>	<b>76.02</b>
<b>Total Corona Relief Grants</b>		<b>42,756.68</b>	<b>127,045.03</b>	84,288.35
<b>Instructional Support Services</b>				
Salaries and Wages		11,785.38	-	(11,785.38)
Benefits		7,854.54	5,976.30	(1,878.23)
Purchased Services		14,764.51	14,764.51	-
Supplies		9,470.00	9,470.00	-
<b>Total Instructional Support</b>		<b>43,874.43</b>	<b>30,210.81</b>	<b>(13,663.61)</b>
<b>Total Grants</b>		-	-	-
<b>Student Support Services</b>				
Purchased Services		145,832.80	139,291.00	(6,541.80)
Supplies		400.00	400.00	-
<b>Total Student Support Services</b>		<b>146,232.80</b>	<b>139,691.00</b>	<b>(6,541.80)</b>
<b>Facilities and Maintenance</b>				
Purchased Services		60,804.92	61,804.92	1,000.00
Building Lease Expense		197,100.00	204,400.00	7,300.00
Supplies		1,474.00	2,474.00	1,000.00
Facility/Grounds Equipment		-	-	-
<b>Total Leases and Maintenance</b>		<b>259,378.92</b>	<b>268,678.92</b>	<b>9,300.00</b>
<b>Total Operating Expenditures</b>		<b>2,169,813.68</b>	<b>2,268,892.35</b>	<b>110,853.28</b>
<b>Net Operating Income</b>		<b>(6,329.35)</b>	<b>46,118.05</b>	<b>(31,061.40)</b>
<b>Fund 02 - Food Service</b>				
<b>Revenues</b>				
State & Federal Aids		82,208.33	45,887.14	(36,321.20)
Sales		-	29,942.50	29,942.50
Permanent Fund Transfer		-	6,378.70	6,378.70
<b>Total Revenues</b>		<b>82,208.33</b>	<b>82,208.33</b>	-
<b>Expenditures</b>				
Lunches, Milk and Supplies		82,208.33	82,208.33	-
<b>Total Expenditures</b>		<b>82,208.33</b>	<b>82,208.33</b>	-
<b>Food Service Fund Net Income</b>		-	-	-

**Cornerstone Montessori Elementary School  
FY22 Original Budget**

Description	FY21	FY22 Original	Change from
	Revised Budget	Budget	FY21 Budget
ADM	135.00	140.00	
<b>Committed &amp; Assigned Funds</b>			
Montessori Materials	-	10,000.00	10,000.00
Staff Development	-	-	-
Equity in Education	-	20,000.00	20,000.00
<b>Total Committed &amp; Assigned Funds</b>	<b>-</b>	<b>30,000.00</b>	<b>30,000.00</b>
<b>NET INCOME ALL FUNDS</b>	<b>(6,329.35)</b>	<b>16,118.05</b>	<b>(61,061.40)</b>
% Instructional, Instr & Pupil Support	64.8%	67.2%	
<b>Beginning Fund Balance</b>	<b>851,046.00</b>	<b>844,716.65</b>	
<b>Ending Fund Balance</b>	<b>844,716.65</b>	<b>860,834.70</b>	
<b>Fund Balance Percentage</b>	<b>38.93%</b>	<b>37.45%</b>	