



CORNERSTONE

MONTESSORI ELEMENTARY SCHOOL

Annual Report – 2022-23 School Year
(including World's Best Workforce Report)



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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 one of two AMI-recognized public Montessori school in the state of Minnesota, and therefore one of the only AMI-recognized schools 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) 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. In 2020-21, 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 21st 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 (Aligns with Evaluation Rubric)

The 2023 Minnesota Comprehensive Assessment results for CMES show the great efforts our teachers undertook in returning achievement to pre-pandemic levels. Reading proficiency (60.5%) continues to be well above the state proficiency percentage of 51.1% (1.2a). While math proficiency is an area we continue to address, the relative consistency of 2022's scores (34% proficient) to 2023's (32.9%) show that the 2019 drop to 17.8% proficient was an aberration. Additionally, while the state's 2023 percentage of 46% proficient show a significant decline from pre-Covid scores, CMES' scores (36.3% proficient) are holding somewhat steadier (and higher) than assessments prior to 2020 (1.2b). Significantly, Cornerstone's math scores are within 10% of the statewide proficiency in 2023, which demonstrates the considerable work done to improve children's mathematic mastery.

Percent Meeting or Exceeding on MCA Reading 2022-2023 School Year (1.1)			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	22	31.8%	13.6%
Grade 4	22	50.0%	9.1%
Grade 5	19	57.9%	0%
Grade 6	19	42.1%	36.8%
Overall	82	45.7%	14.8%

Percent Meeting or Exceeding on MCA II/III Math 2022-2023 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	21	4.7%	14.3%
Grade 4	22	27.3%	18.2%
Grade 5	19	21.1%	10.5%
Grade 6	19	36.8%	10.5%
Overall	81	22.5%	13.8%

Cornerstone's growth between 2022 and 2023 continues to be strong, and especially when viewed in comparison with the state achievement levels. 58.6% of children who completed the MCAs in both years maintained or improved achievement level in math (1.4b), compared to 56.3% statewide; and 63.9% maintained or improved in reading (1.4a). Again, compared to the statewide percentage of 60% maintaining or improving achievement levels, children at Cornerstone demonstrate remarkably consistent growth.

The Science MCAs are an area where children consistently achieve highly (1.10). In 2023, 68.4% of Cornerstone's fifth years met or exceeded standards, compared to 23.8% proficient in St. Paul Public Schools and 39.2% statewide.

With small sample sizes in our subpopulations, drawing conclusions year over year is challenging. Of the subpopulations identified, only Free/Reduced Lunch, Special Education, Black, and Latine children had sizes large enough to count:

Subpopulation Proficiency (Reading, 1.3a)		
Subpopulation	Cornerstone % Proficient	Statewide % Proficient
FRL	41.1%	33.9%
Special Education (1.12a)	30.8%	25.8%
Black	41.7%	30.9%
Latine	38.5%	31.1%

Subpopulation Proficiency (Math, 1.3b)		
Subpopulation	Cornerstone % Proficient	Statewide % Proficient
FRL	21.1%	27.2%
Special Education (1.12b)	0.0%	24.5%
Black	8.3%	21.3%
Latine	7.7%	24.3%

Nine children receiving ELL services were assessed in the 2023 MCAs. In reading, Cornerstone's children performed within 0.5% of the statewide percentage (1.11a). CMES' children did not perform within 10% in mathematics (1.11b).

Internal assessments at Cornerstone help to guide our approach to individual interventions and class-level instruction. This year FastBridge assessments were used for both reading and math. Children who demonstrated grade level proficiency in the fall assessments were assessed again in the spring, while children who were below grade level in the fall were targeted for intervention and assessed in the winter, as well as the spring.

Using the aMath FastBridge assessment for grades 2-6, earlyMath for grade 1, aReading for grades 2-6, and Early Reading for kindergarten-grade 1, we see the compounding effects of Montessori (and intervention) over time. In reading, 63% of children overall are on target to meet grade level standards, but in grade 6 90% of children are at low or no risk of needing intervention. (1.6a). Our math results show similar strength in the upper grades, with 66% 5th and 6th graders on target to meet grade level standards (1.6b).

% At Low or No Risk - Reading				% At Low or No Risk - Math			
	# of Students Tested, Spring	% At Low or No Risk	# At Low or No Risk		# of Students Tested, Spring	% At Low or No Risk	# At Low or No Risk
Kindergarten	22	50%	11				
Grade 1	17	59%	10	Grade 1	17	53%	9
Grade 2	16	19%	3	Grade 2	16	25%	4
Grade 3	22	64%	14	Grade 3	22	27%	6
Grade 4	22	68%	15	Grade 4	22	55%	12
Grade 5	19	68%	13	Grade 5	19	63%	12
Grade 6	19	89%	17	Grade 6	19	68%	13
Overall	137	60%	83	Overall	115	49%	56

While we still see the effects of Covid in our test results, with the 2nd and 3rd years who were in preschool and kindergarten during the height of distance learning generally showing lower proficiency and growth scores, we continue to be encouraged by the cumulative effects of our

Montessori program. This year's 6th years demonstrated remarkable proficiency and growth in both math and reading, and there are clear trends that as children spend more time at Cornerstone, their proficiency increases.

In our first year since 2020-21 with a full-time math specialist, we are excited by the number of children meeting growth goals. Not only did 30% of children make more than 1 year's growth over the course of the year, but an additional 29% of children made typical growth, maintaining their achievement levels in the low or some risk categories (1.7b). In reading, we saw similar strides: 45% of children made more than 1 year's growth, while an additional 30% made typical growth (1.7a).

% Meeting Growth Goals - Reading (1.7a)				% Meeting Growth Goals - Math (1.7b)			
	<u># of Students Tested, Fall & Spring</u>	<u>% Meeting Goal</u>	<u># Meeting Goal</u>		<u># of Students Tested, Fall & Spring</u>	<u>% Meeting Goal</u>	<u># Meeting Goal</u>
Kindergarten	20	0%	0				
Grade 1	17	35%	6	Grade 1	16	12%	2
Grade 2	9	33%	3	Grade 2	14	29%	4
Grade 3	20	48%	12	Grade 3	19	21%	4
Grade 4	22	59%	13	Grade 4	21	33%	7
Grade 5	19	47%	9	Grade 5	17	29%	5
Grade 6	19	74%	14	Grade 6	18	55%	10
Overall	126	45%	57	Overall	105	30%	32

Cornerstone's school-specific goal of meeting AMI standards was met in 2022-23. At both the Primary (3-6 years, including Kindergarten) and Elementary (6-12 years) levels, CMES was fully recognized (1.10). Cornerstone's excellence within the field is also demonstrated by the attractiveness of our program for visitors from the broader Montessori community. We hosted observers from across the country, including trainees from North Dakota, Colorado, and Minnesota, and current teachers at multiple schools in Minnesota and Iowa; and we provided consultation to Montessori schools looking to increase access in our state. In addition, one of our lead guides, Sara Wade, was accepted into the prestigious AMI Training of Trainers program, which will ultimately allow her to provide teacher training at the 6-12 level.

The 2023-24 school assessment calendar can be found at:
<https://content.myconnectsuite.com/api/documents/dd2c75672a474d588b78ecd504ef2d7e.pdf>.

See Attachment A2 for the 2022-23 AMI/USA Consultation Report.

A3. After School and Summer Programming

Free before care is offered at Cornerstone from 7:30 to 8:45am; 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. Prior to the pandemic, after care for elementary aged children was available through the Boys and Girls Club across the street from our campus. When the Boys and Girls Club changed their programming, we were unable to offer any after-care options for our 1st-6th grade children until the 2022-23 year, when we partnered with the Sanneh Foundation to allow Cornerstone children to attend their KidzTyme program at the Conway Center using school transportation.

Summer programming is offered for children who qualify for Extended School Year Special Education services annually. Using Covid relief funds, we were thrilled to offer a General Education summer program in the 2021 and 2022 summers. In the summer of 2022, we served 59 1st-6th graders for six weeks, and an additional 12 kindergartners for 7 weeks. The 1st-6th grade children participated in a Montessori work cycle, field trips, and themed activities such as creating and performing plays, while the kindergarten children continued in their Children's House environments.

The General Education summer program was incredibly important for meeting the needs of our low-income and families of color. In the two summers that we offered programming, we served 118 unique children in grades 1-6, 79% of whom were children of color, qualified for Free/Reduced Lunch, and/or received Special Education services. We actively sought funding to enable the program to continue in the summer of 2023, however we only were able to generate enough funds to sponsor the enrollment of kindergartners. Using the existing early childhood program staff, 8 kindergarten children were fully funded to participate in eight weeks of school this summer. We are committed to keeping any programming free for families and will continue to explore funding opportunities, given that we expect state/federal funding to be insufficient or unavailable.

A4. Parent Involvement (Aligns with WBWF and Evaluation Rubric)

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 2022-2023 parent satisfaction survey, 30 families responded, of the roughly 120 families enrolled (the survey is administered to both Cornerstone Montessori School and Cornerstone Montessori Elementary School families). 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, 93.3% indicated of respondents indicated they were satisfied with how their children were progressing at Cornerstone, 90% would recommend Cornerstone to family or friends, and 96.7% were satisfied with their experience in the community (6.7%, 6.7% and 3.3%, respectively, neither agreed nor disagreed or did not know with each statement).

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. One major goal for the 2023-24 school year is to increase communication with families around their children's academic experiences in the classroom.

We returned to fully in-person family events this year, including Parent Partnerships, and we added a Fall Festival which we hope to make an annual tradition. Events were best attended when they centered around the children – sharing work, for example, or our newly annual ice cream social. This has always been true, but it is clear that parents have less capacity to attend purely educational events than they have in the past and we will continue to work towards offering programming that is meaningful and supportive to families. Our most significant community events – Kindergarten Fly-Up and the Sixth Year Honoring Ceremony – were open to all families, once again, and the feeling of togetherness was palpable. This year we held our Honoring Ceremony at a nearby church, allowing all families who wanted to attend to do so comfortably, in contrast to previous years where we have crowded into a too-small space and needed to restrict attendance. We also recorded the graduation to share with family members out of town.

During the 2021-22 school year, we engaged in an equity review with Equity Alliance MN. This review, or audit, was the first step in building out the equity pillar of our strategic plan. Through surveys and listening sessions, more than 89 individual parents shared their experiences at Cornerstone, a huge number when compared to our annual surveys. A community opportunity to discuss the survey results was less well attended than we'd hoped, perhaps due to weather, but we are eager to continue this work and are excited for professional development and working group experiences for our staff this coming year, and for the Board of Directors' new Equity Committee to become active.

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 classroom teachers who have been AMI certified; our Head of School is also trained and we have committed to sending 5 current employees to AMI training over the next 3 years.

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.

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 they mature.

While Montessori is the foundation of our program, and the lens through which we view all decisions related to the children, the pandemic has made clear the areas where our Montessori albums fall short of the children's needs. For example, the elementary Montessori curriculum assumes children are capable readers when they enter 1st grade, an assumption that does not always match reality. In order to teach children in Lower Elementary to read, a practice that Dr. Montessori did not envision, we supplement our Montessori materials with Words Their Way, Handwriting without Tears, Heggerty, and Orton-Gillingham. As with any Montessori material, the children are given presentations on these curricula and are able to choose them if they wish. Children who do not need the additional supports do not receive the lessons; in that way we meet children where they are, regardless of their skills when coming in to the environment.

Additions to the Montessori environment are made in conversation with the entire Lead Guide/Specialist team, based on need and expertise. We also consult with AMI Montessori teacher trainers when making decisions. The goal in introducing any intervention into the environment, particularly one that takes the children's scheduled time, is that it be provided until it is no longer needed. During much of the 2021-22 school year, for example, we designated "silent writing" time, to ensure that children were practicing handwriting. As children mastered the skills and demonstrated they were able to make that work choice independently, the group time decreased.

In the 2022-23 school year, we looked for opportunities to provide additional enrichment in the environment, while giving the licensed teaching staff time to collaborate and prepare without children. In the fall we invited artists from COMPAS to visit each class over the course of three months, and in the winter/spring we held monthly workshops with Urban Roots, a local environmental education organization. While the children thoroughly enjoyed these monthly afternoons, we did not find the experience as useful for teachers as we had hoped, and we will be looking at different ways moving forward to both support children's interaction with unique opportunities and to support time for the teachers to plan.

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, ELL, math, 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 8:00-5:30). 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 together 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. In 2022-23, we had a designated Recess Coordinator to oversee group games, organize the children for trips "across the street" to the Boys and Girls Club field, and support the development of gross motor skills. As discussed in the previous section, we also had opportunities this year for the children to work with local organizations on skills and experiences that we would be unable to provide ourselves. In 2023-24, we are looking forward to working with Bird by Bird, a program of the Department of Natural Resources, for regular bird and wildlife exploration with children who choose to participate.

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

Professional development is an important part of our annual calendar, offering opportunities for personal enrichment, school-wide shared learning, and preparations and planning for improvement and community growth. In addition to the professional development opportunities that are detailed in the attached spreadsheet, Cornerstone staff meet regularly to review systems and troubleshoot pressure points within our work:

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.

Special Education Meetings (Weekly and Monthly): Paraprofessionals met with Special Education Director Deana Siekmann through the winter to support individual growth and team development; each classroom paraprofessional team met weekly with their respective Special Education teacher; and the Special Education teachers and staff (Head of School, School Social Worker) met weekly with Amanda Wilmot, our longtime Special Education Director, and other Special Ed team members.

The Children’s House (Kindergarten) teams meet weekly, as do the Elementary Lead Guides. Elementary teams meet every other week with their entire environment staff and specialists. The Head of School meets with each licensed teacher monthly and as needed, and paraprofessionals/assistants as needed/requested.

All Montessori trained staff are invited each year to attend the AMI Refresher Course, held in February; two of our elementary guides went to Baltimore for the conference this year. We also sent three staff members to the Montessori for Social Justice conference in Chicago, IL, and five staff began their AMI Elementary Diploma training (one at The Montessori Institute in Denver and four at the Montessori Center of Minnesota, just next door). Six licensed teachers also completed their LETRS training offered through the Department of Education.

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, supervisory Special Education teacher, or the Head of School to discuss the rubric.

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 Head of School. Each classroom's Special Education team meets weekly, as well, offering the paraprofessionals direct opportunities for peer support and conversation with the Special Education teachers.

Please see attachment A7 for information about the 2022-23 in-service opportunities.

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.

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. Our first full-time mental health professional, Antje Veit, joined us in mid-October and instantly became a most valuable player on the school team. Antje provided individual sessions for children with IEPs and for children with specific needs, offered social skills lessons in small groups, and coordinated a pen pal program with children in Ghana. 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. Antje was supported in her work by an MSW intern, who offered additional small groups, and in FY23 we are excited to have two Social Work interns attracted to our innovative programming.

With the support of a student-led environment club and passionate staff, Cornerstone is leaning into the resources our campus has to offer. This past year we received funding from PrairieCare to obtain a significant amount of recess equipment, with the goal of using recess to support social-emotional learning. Children learned cooperative games and practiced leadership strategies, utilizing our outdoor space and considerable recess time to develop the skills that were negatively impacted by distance learning. We also received funding from Ramsey County to purchase meal equipment to replace the single-serving plastic containers we began using during Covid, a water bottle filling station, and consistent, identifiable garbage and recycling bins for the entire school. In just the first month of school, more than 200 plastic water bottles have been replaced with our filling station, and children oversaw the labeling and distribution of the bins. We have not yet fully launched our new meal distribution, due to electrical needs, but are excited to see that come this fall. Further use of our campus included children requesting that we purchase waders so as to clean the pond regularly, the introduction of "Children's House service," in which Upper Elementary children read to and worked with the 3-5 year olds at Cornerstone Montessori School, and a new annual tradition of a Fall Festival for families to gather together early in the year for building community connections. With so many opportunities and resources in our own backyard, fuller use of the space we have helps to reinforce the importance of our location on the East Side and the benefits of our school size and capacity.

A9. Awards

Cornerstone received a 2023 School Finance Award from the Minnesota Department of Education.

B. Governance and Operational Elements

B1. Teacher Licensure Verification (Aligns with Evaluation Rubric)

Please see attachment B1 for the Teacher Licensure Verification chart.

B2. Management and Administration (Aligns with Evaluation Rubric)

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 teachers are responsible, with the support of assistants and paraprofessionals, for supporting the growth and development of each Cornerstone student. An additional position, Elementary Program Manager, was added in 2021-22 to support the Director of Business Operations and Head of School with day to day programming, such as lunch and recess, and she supported the teachers in meeting the needs of their classrooms.

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 Elementary Program Manager 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

Montessori Advocacy Conference – September 30-October 2, 2022

Ratwik, Roszak & Maloney Charter School Law Conference – December 2, 2022

SPED Fiscal Monitoring - Risk Assessment/Transportation/Third Party Reimbursement – December 14, 2022

SPED Fiscal Monitoring – Procurement/Inventory – January 10, 2023

SPED Fiscal Monitoring – CEIS, Proportionate Share, and Internal Controls – February 7, 2023

Farm to School – First Bite Grant – February 9, 2023

AMI Educateurs sans Frontieres – February 23, 2023

Raising Antiracist Children – March 1, 2023

Farm to School – Buying Local Produce – March 8, 2023

Embracing Equity Leadership Residency Kick-Off – March 29, 2023

Minnesota Association of Charter Schools Regional Meeting – April 20, 2023

Kraus Anderson Human Resources Conference – May 4, 2023

Montessori for Social Justice Conference – June 23-25, 2023

Held positions on the Board of Directors for the Montessori Public Policy Initiative (Board Secretary) and the Montessori Accreditation Council for Teacher Education

Chris Bewell, Director of Business Operations

MDE Ed-Fi Training – July 26, 2022

MDE MARSS University – Changes for next year – August 9, 2022

MDE/FNS Tips for Approving Applications for Educational Benefits – August 30, 2022

MDE/FNS Transitional Meal Patter Requirements – September 13, 2022

MDE/FNS Direct Certification Benefit Update – October 6, 2022

MDE/FNS Verification Reporting and MARSS Error for Direct Certification – October 11, 2022

Lessons from the Field: Supporting needs of runaway/ homeless children – November 30, 2022

MDE Test Administration for All DACS – December 14, 2022

MDE SpEd Fiscal Monitoring: Risk Assessment/Transportation/3rd Party Reimbursement – December 14, 2023

MDE SpEd Fiscal Monitoring: Procurement/Inventory – January 10, 2023

MDE/FNS Resource Management – January 10, 2023
MDE SpEd Fiscal Monitoring: CEIS/Proportionate Share/Internal Controls – February 7, 2023
MDA AGRI 2023 Farm to School Grantee Webinar – February 9, 2023
MDE/FNS What meal programs can I operate this summer? – February 14, 2023
SchoolinSites Connect Suite Webinar – March 10, 2023
MDE/FNS STAR – Effective Strategies for Streamlining Procurement and Record Keeping – March 30, 2023
State Demographer Presentation to Authorizers and Charter Schools – March 31, 2023
MDE/FNS – FFVP Overview and Application Process – April 6, 2023
MDE/FNS Minnesota Free School Meals Program Overview – May 9, 2023
MDE New MEGS System Webinar – May 16, 2023
MDE/FNS CEP Program and Application Process Overview – May 23, 2023
Funding and Sustaining After School Programs – June 7, 2023

Lindsay Ruble, Elementary Program Manager

Certified Food Safety Manager Certification – August 1-16, 2023
The Montessori Institute, Denver, AMI Elementary Diploma Course – September, 2022-present

Please see attachment B2 for 2022-23 organizational chart.

B3. Organizational Strengths, Challenges and Plans

Cornerstone has a strong operational environment, as evidenced by positive parent survey results, a robust fund balance, and consistency in administration. 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, especially with the current inflation rates) and in our reliance on enrollment for fiscal stability. We 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 has grown in its ability to attract community members for its board, which we have particular hope will lead to increased success in development endeavors. Our board leadership, Julaine Roffers-Agarwal as chair and Jean Melancon as vice-chair, is committed to strengthening the board and both members have done an outstanding job during their tenures of building CMES' presence in the community.

The Board of Directors has also worked towards accomplishing goals from the 2020 strategic plan. The organization hired to complete an equity audit, Equity Alliance, unfortunately closed while working with us, however we quickly pivoted to engage with Embracing Equity, a national non-profit with experience in Montessori and school-based organizations. Two CMES staff and one CMS staff member began participating in a Leadership Residency Cohort, with school and organization leaders from around the country, with the intention of creating an action and training plan to foster an anti-racist school environment in every aspect of our operations. This cohort is a year-long experience that we are excited to see to fruition, and is supplemented by the creation of a board standing Equity Committee, which is in its early days of implementation.

The long-term impacts of Covid remain visible in our program, with attendance frequently low and staffing levels difficult to maintain. Our children continue to require greater remediation, especially in the early grades, than they typically would, drawing the Montessori guides away from Cosmic Education. And staff and children alike demonstrate high needs, emotionally and socially. Though Cornerstone remains strong in most ways, financially in the black and with a high fund balance, retaining most of our staff, and connected to all of our families, it was a challenging year for many, after a series of challenging years. We continue to emphasize educating the whole child and meeting every single person in our community where we are, and so we are able to build on our strengths: 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 (Aligns with Evaluation Rubric)

We began the 2022-23 school year with 139 children enrolled and a waitlist for most grades. During the school year two families moved out of state and an equal number of new children were enrolled. By the end of the school year, total enrollment was 139 children with an Average Daily Membership (ADM) of 140.55. We were pleased to see our enrollment rebound after two difficult years of Covid-related closures, significant absences, and distance learning.

Enrollment Trends

2022-23 Grade	Number of students who enrolled in the school on or before Oct 1	Number of students who enrolled after Oct 1	Number of students who left after Oct 1	Number of students enrolled at the close of the school year	Number of students who remained enrolled in the school for the full year
K	20	2	0	22	20
1	19	0	1	18	18
2	17	2	1	18	16
3	22	0	0	22	22
4	22	0	1	22	21
5	19	0	0	19	19
6	20	0	1	19	19
Total	139	4	4	139	135

Attrition Chart

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	135	19	17	23	22	18	24	12	90%
2022-2023	139	22	18	18	22	22	19	19	89%
2023-2024 est	140	19	21	20	20	21	19	20	

School Demographics (as of October 1)

American Indian	4	2.9%
Asian	9	6.5%
Black or African American	18	13.0%
Hispanic or Latine	25	18.1%
White	67	48.6%
Multiracial	15	10.9%
Special Education	21	15.2%
English Language Learners	15	10.9%
Free/Reduced Lunch	76	55.1%
Homeless/Highly Mobile	1	0.7%

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.

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 offers preferential enrollment to children of school employees. CMES 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.

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.

The 2022-23 open enrollment period was February-March, with the lottery held April 10, 2023.

Please see attachments B4.1 for the Enrollment Policy, B4.2 for the 2022-23 Application Form, and B4.3 for the 2022-23 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 Family Values for Life, the Hazel Park Learning Center, and the East Side Boys and Girls Club. CMES children participate in after-care at the Conway Center, a free program offered through the Sanneh Foundation. We provide busing to Conway, so that children whose parents cannot pick them up at 4:00 have a safe, supportive environment to spend their late afternoons. This relationship has been a great success in our community and we are excited to continue it in FY24.

In an effort to provide greater enrichment opportunities in the 2022-23 school year, we invited COMPAS teaching artists into our classrooms for monthly opportunities throughout the fall to learn about different techniques and create art under the supervision of an experienced practitioner. In the spring we brought in Urban Roots, an East Side organization focusing on environmental education for monthly activities, an opportunity that resulted in a wonderful write-up in The Pioneer Press. And our annual Family Tree Clinic presentations, on puberty and healthy relationships, were successes in our Upper Elementary environments.

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. In a return to going outs after Covid, children engaged in interest-driven research at the Rocky Mountain Chocolate Factory, the St. Paul Humane Society, Ha Tien Super Market, and the Midtown Global Market. We also sent children receiving DAPE services to a metro-wide DAPE event at Hamline College, with one of our special education teachers,

Whole class activities do happen, as well, allowing children to experience the cultural offerings of our rich community. Children attended dance and music performances at Northrop and the Ordway Center, completed follow-on work at the Como Zoo, and visited Camp Ihduhapi for outdoor activities and enriching experiences.

B6. Board Member Orientation and Training Plan (Aligns with Evaluation Rubric)

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), additionally presents proposed budget revisions as needed throughout the school year and monthly reviews of the school's finances. During these presentations, Mr. Aliperto covers 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 allow 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 2022-23, including:

- 9/18/22 – Open Meeting Law & Crisis Management Plan – Julaine Roffers-Agarwal
- 10/17/22 – Audit Presentation – Brad Falteysek, Abdo Eick & Meyers
- 11/15/22 – CMES Literacy Program – Megan Riemer, Reading Specialist
- 1/17/23 – CMES ELL Program – Cynthia Crooks, ELL Teacher
- 2/21/23 – Revised Budget Presentation – Joe Aliperto, Accountant
- 2/25/23 – Board Retreat
- 6/20/23 – Board Year Timeline Presentation – Jean Melancon & Julaine Roffers-Agarwal

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

Tyler Bouwens

- Community Centric Fundraising
 - This fundraising was provided by Minnesota Council of Nonprofits and had 4 different presenters. The information was related to using the 10 principles of community-centric fundraising to empower DEI initiatives and help organization transition from donor-centric fundraising.
- Read *Onward: Cultivating Emotional Resilience in Educators* by Elena Aguilar

- Watched *Screenagers*, a film about how technology affects social, emotional, and educational health of adolescents
- Toured the following schools
 - Twin Cities Academy (public charter)
 - Highland Park Junior High School (public district school)
 - Oak Hill Montessori Community School Junior High (public charter)

Carolyn Ganz

- UST Network gathering at Global Academy – April 12, 2023
- State Demographer Presentation to Charter Schools – March 31, 2023
- Read *Zero Chance of Passage: The Pioneering Charter School Story* by Ember Reichgott Junge

Jean Melancon

- Marc Frankel Presentation to Minnesota Montessori schools – October 14, 2022
- Read following books:
 - *Know My Name, a Memoir* by Chanel Miller. A transformative book on how we think about the many aspects of sexual assault, highlighting the culture and criminal justice system biased to protect perpetrators.
 - *The Radium Girls: The Dark Story of America's Shining Women* by Kate Moore. Historical nonfiction bestseller about women employees and their courageous fight for justice in a toxic work environment.
- Reviewed St. Paul East Side Area Business Association information to ensure that CMES participates in events that enable us to promote our school.

Julaine Roffers-Agarwal

- Read the following books:
 - Alexie, Sherman, *The Absolutely True Story of a Part-Time Indian*
 - Coates, Ta-Nehisi, *Between the World and Me*
 - Hawthorne, Britt, *Raising Antiracist Children*
 - Kendi, Ibram X., *How to Raise an Antiracist*
- Marc Frankel Presentation to Minnesota Montessori schools – October 14, 2022
- UMN School of Dentistry Microaggressions Workshop – February 22, 2023
- UMN School of Dentistry Bystander Workshop – March 29, 2023
- UMN Health Coaching Seminar: Celebrating Pride Month: The Power of Showing up on Our Full Selves – June 6, 2023
- Attended the following productions:
 - Circus Abyssinia: Tulu!, Children's Theatre Company.
 - Carmela Full of Wishes, Children's Theatre Company
 - Locomotion, Children's Theatre Company
 - The ReMINDers, Ordway Theater

Sarah Stocco

- Educateurs sans Frontieres presentation with AMI Global – February 23, 2023
- *Raising Anti-Racist Children* book discussion with Britt Hawthorne – March 1, 2023
- Read the following books:
 - *Raising Anti-Racist Children* by Britt Hawthorne
 - *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* by Bessel van der Kolk
 - *You Just Need to Lose Weight: And 19 Other Myths About Fat People* by Aubrey Gordon
- Listened to the following podcasts:

- Good Inside with Dr. Becky Kennedy: What You Need to Know About the Emotional Lives of Teenagers
- On Being with Krista Tippett
- The Thrilling New Science of Awe with Dacher Keltner
- The Evolutionary Power of Children and Teenagers with Alison Gopnik
- We All Know in our Bones That Things Are Harder Than They Have to Be with Isabel Wilkerson

B7. Board Member Information (Aligns with Evaluation Rubric)

Please see attachment B7.

C. Financial Elements

C1. Fiscal Health (Aligns with Evaluation Rubric)

Cornerstone continues to be in a strong financial position, with an unaudited end-of-year fund balance, as of June 30, 2023, of \$1,205,444, or 42.2%. 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. That said, the fund balance is higher than we prefer, and we are committed to spending down some of the available funds to support equity initiatives and teacher training.

Joe Aliperto of Dieci School Finance LLC performed the accounting services for Cornerstone Montessori Elementary for the 2022-23 school year, and Paychex performs the payroll services.

Key financial highlights for the 2022-23 school year include:

- Expected total general fund revenues of \$2,733,526
- Expected total general expenditures of \$2,772,902
- Expected fund balance for all funds projected at \$1,205,444 (42.2%)
- The 2022-23 budget was set at 141 ADM. The actual ADM for the 2022-23 school year was 140.55
- Average cash on hand throughout the 2021-22 school year was 110.1 days

Cornerstone's enrollment for the 2022-23 school year was 140.55 ADM. The projected general fund revenues for FY24 are \$2,675,157 and general expenditures are \$2,701,287. The ADM for 2023-24, as of September 27, 2023, is 138.92.

Please see attachment C1 for the FY24 budget.

C2. Internal Controls and Board Oversight (Aligns with Evaluation Rubric)

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, meets monthly to oversee the school's finances. The Finance Committee reviews 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 President Julaine Roffers-Agarwal, Board Treasurer 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 2022.

C3. Awards

Please see section A9.

World's Best Workforce Summary

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 2022-23 report summary document will be submitted to the Minnesota Department of Education by the December 15, 2023 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 18, 2023.

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 FastBridge aReading (2nd-6th grades) and Early Reading (K-1st grades) tools, allowing growth to be measured from fall to spring. Children whose scores indicate they are at risk of falling behind grade level standards 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 FastBridge, 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

With small sample sizes in our subpopulations and considerable overlap in categories, it is difficult to ascertain the achievement gap in meaningful ways. In the 2023 reading MCAs, the following demographic subgroups outperformed the state: Free/Reduced Lunch, Special Education, and Black and Latine students. In mathematics, Cornerstone's FRL population scored within 6% of the state's. Through support from specialists in reading, math, and social-emotional/behavior, we aim for all children to achieve to their fullest potential.

All Students Career- and College-Ready by Graduation

Over the past several years, we have designated considerable resources to supporting academic achievement. Our Reading and Math Specialists have spent a tremendous amount of energy and effort to bring children closer to grade level following learning loss during the Covid-19 pandemic and to introduce the Montessori teachers to additional curricula that support learning and academic growth. In 2022-23, FastBridge continued to be used for math, reading and social-emotional/behavior progress monitoring.

REVISIT CONSULTATION REPORT

School Name: Cornerstone Montessori Elementary School
School Address: 1611 Ames Avenue, St. Paul, MN 55106
Consultant: Kate Sargent Consultation Date: November 21, 2022

CONSULTANT'S COMMENTS

During my visit to Cornerstone Montessori Elementary School, I observed in all four elementary classrooms. I saw many examples of growth, progress, and hard work in each environment. The guides, assistants, and administrative team worked very hard to meet the requirements from the last consultation visit.

I was happy to see the addition of work journals for each child, as well as the removal of “My Work Choices” checklists. Upper Elementary students utilized more traditional, composition-style notebooks, while Lower Elementary students used handmade journals with wide ruled paper. Students used the journals appropriately, adorned with the date in the heading and work choices made throughout the day, as they were made.

There were many examples of collaborative work in each classroom. In Mara’s room, two students followed up to a rounding lesson using one piece of paper. Two other children used an encyclopedia and paper map to record their geographic findings. In Jessica’s classroom, one copy of “Halloween Research,” written by four students, was on display. There was also a student-made character list posted beside a shelf, which points to the collaboration through a student-produced play in the works. I also observed three children graphing equations on a dry erase board and recording the answers on one piece of paper. Two of Sara’s students completed Long Division with Racks and Tubes at a table, while three others created a large poster about the three states of matter. Hayley’s classroom had a diorama-in-progress about sea turtles resting on a shelf, with two student names labeled on the front, which pointed to collaborative big work. There was also a large, student-made chart about angles hanging on the wall, and several small groups writing research reports and stories together during my observation.

Each classroom offered a two-hour work cycle of free choice in the afternoon. Three classrooms started with work time and ended with Read Aloud, while one classroom started with Read Aloud and ended with work time. During the afternoon, I saw students complete handwork, such as crochet and felting wool, drawing the flags of countries on a paper map, reading quietly or in small groups, completing pet care, practicing spelling and reading lessons with tickets, and receiving lessons, such as Hayley’s lesson on Cause and Effect in writing. I found the work of the children to be dynamic and engaging. This allowed the guides to tend to reviews with small groups or individuals, and to give lessons.

I did not observe the use of worksheets as work choices in the classrooms during my visit. Before a work period began in one Upper Elementary classroom, students were given the choice to complete a spelling worksheet or sudoku puzzle on paper. Upon receiving more information from the guide, I learned that these

LEVEL CONSULTATION REPORT

were “warm up” activities made available before the work period began. I would like to recommend moving away from these types of sheets, because they limit the second plane child’s characteristic of reason and restrict the child’s ability to experience a sensorial approach to learning. As Dr. Montessori wrote:

“The mind of the child is found to be at this age on an abstract level. He is not satisfied with a mere collection of facts; he tries to discover their causes. It is necessary to make use of this psychological state, which permits the viewing of things in their entirety...” (From Childhood to Adolescence, page 36).

I saw that several students had created a binder of their own examples of math puzzles for each other. This should serve as proof that the “warm up” activities have provided scaffolding that can be removed; now the children can help one another think of creative and exciting follow up activities, even during the transition into the work cycle.

Haley’s Classroom was spotlessly clean and meticulously organized by subject area. Materials and charts were beautifully organized. Hayley’s full-time assistant, Noa Strohman, showed understanding of the needs of the classroom, refilling consumables, taking attendance on the computer, and listening to students read. Students showed responsibility and accountability for their environment by pushing in chairs, wiping spills with cloths, avoiding interrupting the guide, and tidying work in their bins and on shelves.

Lastly, mindfulness practice is no longer presented as an all-class lesson in the middle of a work cycle. A full-time social worker is available at school and teaches lessons to students by invitation only. During my visit, I did not see any of these lessons take place in the classrooms.

FINAL SUMMARY

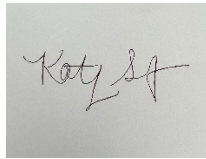
I was so pleased to see cosmic education at work in the classrooms. Students were actively engaged in big work and collaborative work. Guides, paraprofessionals, and aides were on the same page about how to redirect children to lessons. The removal of worksheets, journals, and teacher-led afternoons opened the environments to meet the needs of the students.

The guides at Cornerstone Montessori Elementary School have worked very hard to meet the requirements from the visit in April 2022. I know that Alyssa also worked very hard to make sure that these changes took place. Together, the team showed tremendous progress towards meeting the goals set out last Spring. I wish everyone a healthy, hardworking school year!



STATUS GRANTED 2022-2023 Recognized <input checked="" type="checkbox"/> Affiliated <input type="checkbox"/> Associated <input type="checkbox"/> <hr/>	
Comments:	

Consultant's signature:



KATE SARGENT

For the academic year: 2022-2023

Date: 11/22/22



Appendix A7

A7. Professional Development Offerings

School Name: Cornerstone Montessori Elementary School

Year Reported On: SY2023

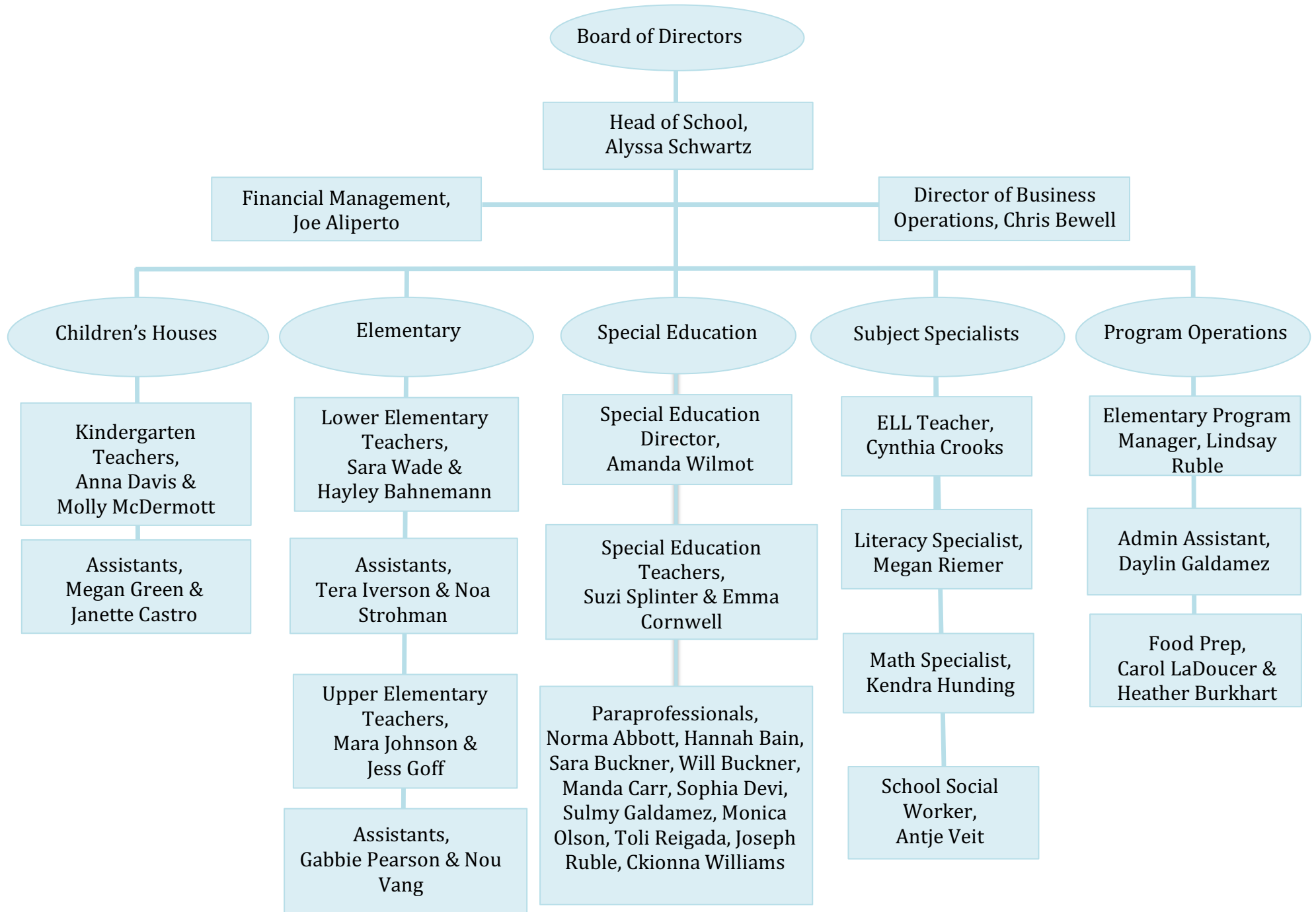
Training Title	Training Provider	Audience (e.g. all staff, math teachers, Title IX staff)	Date/s	Required? Y or N
1 Teaching Reading in Montessori	Alison Awes	Licensed Teachers	8/4/22	N
2 Supporting Children in the Montessori Environmer	Sara Wade	All Staff	8/27/22	Y
3 National School Lunch Program	CKC Good Food	All Staff	8/30/22	Y
4 CPR/First Aid	American Heart Association	All Staff	9/1/22	N
5 Special Education at Cornerstone	Indigo Education	Paraprofessionals	9/1/22	Y
6 Proper Pencil Grip and OT Tricks	Jackie Hillstrom	All Staff	10/20/22	Y
7 Goal Setting for a Great Year	Cornerstone Admin	All Staff	10/20/22	Y
8 Secondary Trauma Learning Circle	Cornerstone Admin	All Staff	11/7/22	N
9 Zones of Regulation	Mary Watkins	All Staff	1/3/23	Y
10 Equity Review Summary	CMES Board of Directors	All Staff	1/9/23	Y
11 Dissociative Identity Disorder	Olga Trujillo	All Staff	2/17/23	Y
12 Neurodivergence in Montessori	Sara Wade	All Staff	3/9/23	Y
13 Mental Health Consultation	Nora Springer	Kindergarten Teachers	5/12/23	Y
14 Looking Backward and Looking Forward	Cornerstone Admin	Licensed Teachers	6/15/23	Y
15 Mental Health Consultation	Nora Springer	Kindergarten Teachers	6/15/23	Y
16 Early Childhood Language Development	Zero to Three	All Staff	6/15/23	N

Appendix B1

B1. Licensure Template

School Name: Cornerstone Montessori Elementary School
Year Reported On: SY2024

Teacher Name	Returning in		Subject Taught	Grade(s) Taught	File #	Function Code	Student Level	Function Description	Expiration Date	Notes
	At School in SY23? Y or N	SY2024? Y, N or New								
Bahnemann, Hayley	Y	Y	Lower Elementary	1-3	482561	180100	K-6	Elementary Education	6/30/24	Tier 4 license expires 6/30/26
Burgess, Kaitlyn	N	New	Math	2-6	1004964	180100	1-6	Elementary Education	6/30/28	
Cornwell, Emma	Y	Y	Special Education	K-6	1011527	180100	K-6	Elementary Education	6/30/24	Out of Field Permission for Special Education
Crooks, Cynthia	Y	Y	English Language Learners	K-6	267424	60206	K-12	English as a Second Language	6/30/27	
Davis, Anna	Y	N	Kindergarten	Kindergarten						Anna coteaches with a licensed teacher (Molly in SY22, Megan G in SY23)
Goff, Jessica	Y	Y	Upper Elementary	4-6	391619	180100	1-6	Elementary Education	6/30/28	
Green, Megan	Y	Y	Kindergarten	Kindergarten	1020800	180150	B-Grade 3	Early Childhood Education	6/30/24	
Hunding, Kendra	Y	N	Math	2-6	288104	180100	1-6	Elementary Education	6/30/27	
Johnson, Mara	Y	Y	Upper Elementary	4-6	486194	180100	K-6	Elementary Education	6/30/23	
McDermott, Molly	Y	Y	Kindergarten	Kindergarten	500248	180150	B-Grade 3	Early Childhood Education	6/30/28	
Riemer, Megan	Y	Y	Reading	K-6	396133	50196	K-12	Reading	6/30/27	
Splinter, Suzanne	Y	Y	Special Education	K-6	332621	199810	K-12	Academic and Behavioral Strat	6/30/26	
Veit, Antje	Y	Y	Social Work	K-6	1005504	940710	PreK-12	School Social Worker	6/30/26	
Wade, Sara	Y	Y	Lower Elementary	1-3	407070	180100	K-6	Elementary Education	6/30/27	
Wright, Dannika	N	New	Elementary Float	1-6	477695	180100	K-6	Elementary Education	6/30/25	



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 31. 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 April 10. If April 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

Revised: January 19, 2021

Appendix B4.2



**Application Form for the 2022-23 School Year
Enrolling grades K-6**

Cornerstone Montessori Elementary School will accept applications for enrollment for the **2022-23** academic year, from **February 1 to March 31, 2022**. To be eligible for kindergarten your child must be 5 years old by September 1, 2022. 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

Fax: 651.209.0846 or email: info@cornerstone-elementary.org

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 **2022-2023** School Year (please select/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 Monday, April 11, 2022, at 5:00 p.m.**

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

Appendix B4.3

Cornerstone Montessori Elementary School

1611 Ames Avenue, St. Paul, Minnesota 55106

Phone: 651.774.5000 Fax: 651.209.0846

Student Enrollment Form 2022-23

Student Name (first middle & last) _____

Age _____ Date of Birth _____ Gender _____

Last School Attended _____

City _____ State _____ Grade (Sept. 1, 2022) _____

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 B7

Cornerstone Montessori Elementary School Board of Directors Information – 2022-23 School Year

Updated 8/15-23

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attend Rate	Governance Course 100	Employment Course 300	Financial Management Course 200
Tyler Bouwens	7/1/22	6/30/25	Trustee	Parent		tylerbouwens@cornerstone-elementary.org	651-774-5000	90%	10/27/2022 through MACS	8/8/23 with Nancy Dana	9/26/22 through MACS
Carolyn Ganz	10/16/19 elected 7/1/20 reelected 7/1/23	6/30/20 6/30/23 6/30/26	Trustee	Community Member	Financial Expertise	carolyngenz@cornerstone-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 reelected 7/1/22	6/30/19 6/30/22 6/30/25	Secretary	Teacher file folder #391619	AMI certified Montessori teacher	jessgoff@cornerstone-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 Reelected 7/1/23	6/30/20 6/30/23 6/30/25	Vice-Chair Treasurer	Community Member	Previous Montessori Board Chair, Business & Board Consultant	jeanmelancon@cornerstone-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	maisahoutlaw@cornerstone-elementary.org	651-774-5000	80%	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	Board Chair	Parent	Project Management, communication	julaineroffersagrawal@cornerstone-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 reelected 7/1/23	6/30/20 6/30/23 6/30/26	Trustee	Parent		sarahstocco@cornerstone-elementary.org	651-774-5000	90%	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	alyssaschwartz@cornerstone-elementary.org	651-774-5000	100%	9/12/2018 through MACS	11/10/2018 through MACS	9/24/2018 through MACS

Appendix C1

Cornerstone Montessori Elementary School
FY24 Original Budget

	FY23 Revised Budget II	FY24 Original Budget	Change from FY23 Revision
ADM/PPU	141.00	141.00	-
Fund 01 - General Fund			
Operating Revenue			
State Revenue			
3rd Party Billing - Dept of Health	-	-	-
School Trust Land Endowment	5,682	5,588	(94)
General Education Aid	1,102,171	1,262,919	160,747
English Learner Cross Subsidy	624	581	(43)
Literacy Incentive Aid	12,660	15,741	3,081
Charter School Lease Aid	185,274	185,274	-
Long-term Facilities Maintenance	18,612	18,612	-
Student Support Grant	-	-	-
State Special Ed Aid	877,089	895,749	18,660
ADSIS Grant	52,992	99,436	46,444
Total State Revenue	2,255,105	2,483,900	228,795
Federal Revenue			
Title I	23,566	28,000	4,434
Title II	3,114	3,967	853
Title IV	10,000	10,000	-
Federal Special Ed Aid	15,801	15,801	-
Early Childhood Special Education (ECSE)	80	80	-
Coordinated Early Intervening Services (CEIS)	2,792	2,792	-
Summer Programming	2,000	-	(2,000)
CRRSA Act Funds	53,781	-	(53,781)
ESSER III	128,456	34,488	(93,968)
ESSER III - Learning Loss	-	40,736	40,736
Expanded Summer Program	108,322	-	(108,322)
ESSER III - HUS	-	10,000	10,000
COVID Testing Grant	20,000	-	(20,000)
P-EBT Coordinator Revenue	628	-	(628)
Total Federal Revenue	368,540	145,864	(222,676)
Other Local Revenue			
Interest	2,500	4,000	1,500
Donations	1,550	1,000	(550)
Prairie Care Grant	6,605	-	(6,605)
Give to the MAX - November Campaign	2,500	2,500	-
Grant - O'Shaughnessy	20,000	-	(20,000)
Vanguard Charitable Fund Grant	10,000	-	(10,000)
Miscellaneous Revenue	10,000	6,300	(3,700)
HOS Reimbursement - MTCN	31,593	31,593	-
Total Other Local Revenue	84,748	45,393	(39,355)
Total Operating Revenue	2,708,393	2,675,157	(33,236)

Cornerstone Montessori Elementary School
FY24 Original Budget

	FY23 Revised Budget II	FY24 Original Budget	Change from FY23 Revision
ADM/PPU	141.00	141.00	-
Operating Expenditures			
Administration			
Salaries and Wages	144,287	169,783	25,496
Benefits	36,318	38,165	1,847
Purchased Services	116,870	116,870	-
Supplies	22,135	22,135	-
Dues/Memberships/Other	25,435	21,900	(3,535)
Total Administration	345,045	368,853	23,808
Elementary Education			
Salaries and Wages	331,863	398,657	66,794
Benefits	91,541	107,709	16,167
Purchased Services	13,750	13,750	-
Supplies	29,805	32,000	2,195
Total Elementary Education	466,959	552,116	85,157
State Special Education			
Salaries and Wages	493,782	519,270	25,488
Benefits	118,641	123,286	4,645
Purchased Services	213,750	203,900	(9,850)
Supplies	-	-	-
3rd Party Billing	-	-	-
Total State Special Education	826,174	846,456	20,283
ADSIS Grant			
Salaries and Wages	65,615	126,227	60,612
Benefits	21,826	35,550	13,725
Supplies	880	3,950	3,070
Total ADSIS Grant	88,320	165,727	77,406
Federal Funds			
Title I	23,566	28,000	4,434
Title II	3,114	3,967	853
Title IV	10,000	10,000	-
Federal Special Education	15,801	15,801	-
ECSE	80	80	-
CEIS	2,792	2,792	-
Summer Programming	110,322	-	(110,322)
CRRSA Act (ESSER II)	53,781	-	(53,781)
ARP Act (ESSER III)	128,456	85,223	(43,232)
COVID Testing Grant	20,000	-	(20,000)
Total Federal Funds	367,912	145,864	(222,048)

Cornerstone Montessori Elementary School
FY24 Original Budget

	FY23 Revised Budget II	FY24 Original Budget	Change from FY23 Revision
ADM/PPU	141.00	141.00	-
Instructional Support Services			
Salaries and Wages	45,900	47,736	1,836
Benefits	13,514	14,867	1,353
Purchased Services	5,000	5,000	-
Supplies	350	350	-
Total Instructional Support	64,764	67,953	3,189
Student Support Services			
Transportation	257,759	262,859	5,100
Health Services	2,000	2,000	-
Total Student Support Services	259,759	264,859	5,100
Facilities and Maintenance			
Purchased Services	82,500	82,500	-
Supplies	1,100	1,100	-
Facilities Lease	205,860	205,860	-
Total Facilities and Maintenance	289,460	289,460	-
Total Operating Expenditures	2,708,393	2,701,287	(7,106)
Net Operating Income	0	(26,130)	(26,130)
Fund 02 - Food Service			
Revenue			
State Revenue	10,090	64,000	53,910
Federal Revenue	68,765	52,600	(16,165)
Local Revenue	26,535	-	(26,535)
Total Revenue	105,390	116,600	11,210
Expenditures			
Purchased Services	21,200	25,000	3,800
Supplies	84,190	91,600	7,410
Total Expenditures	105,390	116,600	11,210
Food Service Fund Net Income	-	-	-
Designated Expenses			
General Fund Committed			
Staff Development - AMI Sponsorship	10,000.00	40,000.00	30,000.00
Equity in Education	6,500.00	20,000.00	13,500.00
Total Expenditures - Committed Funds	16,500.00	60,000.00	43,500.00
NET INCOME ALL FUNDS	(16,500)	(86,130)	(69,630)