



CORNERSTONE

MONTESSORI ELEMENTARY SCHOOL

Annual Report – 2025-26 School Year
(including Comprehensive Achievement and Civic Readiness Report)



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Academic Elements

A1. Mission and Vision

Mission

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

Vision

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

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

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

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

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

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

Using academic data collected through the Minnesota Comprehensive Assessments (MCAs) FastBridge, and Capti ReadBasix, 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 as 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 CACR and Evaluation Rubric)

The 2026 Minnesota Comprehensive Assessment results for CMES demonstrate the considerable effort our teachers undertake each year to support children in meeting grade-level standards, and also reflect the significant increase in our special education population, with relative consistency over the past two years (when our population dramatically increased). Reading proficiency (43.1%) is just below the statewide proficiency percentage of 48.6% (1.2a), and reflects for us a consistent downward trend since 2022's high of 65.3% proficient. Math proficiency we continue to monitor closely; scores continue to be well below the state average (44.9%) and have dropped by nearly half since 2023 (19.4% of children proficient this year, compared to 35% in 2023 and 26.0% proficient in 2024 (1.2b)). In our 5th grade class this past year, nearly half the children received ELL or special education services (or both); in this group we saw the lowest overall scores in reading and, unusually for our students, exceptionally low science MCA scores (12.5% proficient). These results were fully half as high as the statewide percentage and a third lower than Saint Paul Public Schools (1.10).

Percent Meeting or Exceeding on MCA Reading 2025-2026 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	24	16.7	20.8
Grade 4	16	31.3	18.8
Grade 5	16	31.3	6.3
Grade 6	16	31.3	18.8
Overall	72	26.4	16.7

Percent Meeting or Exceeding on MCA Math 2025-2026 School Year			
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>
Grade 3	24	33.3	0.0
Grade 4	16	12.5	6.3
Grade 5	16	12.5	0.0
Grade 6	16	6.3	0.0
Overall	72	18.1	1.4

With new MCA standards in reading, there is no way to measure growth year over year in 2026 (1.4a). In math, however, we continue to see the same declines in North Star progress as we do in raw achievement. 18.2% of Cornerstone children maintained or improved achievement level in math this year (1.4b), compared to 54.9% statewide. The average progress in mathematics for Cornerstone students was 0.7, quite a bit lower than the state's 1.8 average progress score. We will continue to monitor our math assessments closely and will continue to work towards improvement in both our general education instruction and Tier 2 instruction.

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

MCA Subpopulation Proficiency (Reading, 1.3a)		
<u>Subpopulation</u>	<u>Cornerstone % Proficient</u>	<u>Statewide % Proficient</u>
FRL	19.2	31.6
Special Education (1.12a)	33.4	25.5
ELL (1.11a)	0.0	9.6
Latine	13.3	28.6

MCA Subpopulation Proficiency (Math, 1.3b)		
<u>Subpopulation</u>	<u>Cornerstone % Proficient</u>	<u>Statewide % Proficient</u>
FRL	15.4	26.1
Special Education (1.12b)	8.3	24.0
ELL (1.11b)	0.0	12.5
Latine	0.0	23.4

Internal assessments at Cornerstone help to guide our approach to individual interventions and class-level instruction. This year FastBridge assessments were used for K-3rd grade reading and K-6th grade math; Capti ReadBasix was used for 4-6th grade reading. 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.

FastBridge/Capti ReadBasix Achievement Report

% At or Above National Median – Reading				% At or Above National Median – Math			
	<u># of Students Tested Spring</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>		<u># of Students Tested Spring</u>	<u>% At or Above National Median</u>	<u># At or Above National Median</u>
KG	21	24	5	KG	19	42	8
Grade 1	17	35	6	Grade 1	18	17	3
Grade 2	21	33	7	Grade 2	19	21	4
Grade 3	23	48	11	Grade 3	23	26	6
Grade 4	18	28	5	Grade 4	18	22	4
Grade 5	18	17	3	Grade 5	19	15	3
Grade 6	17	41	7	Grade 6	17	29	5
Overall	135	32.6	44	Overall	133	24.8	33

Using a variety of assessment tools within FastBridge and Capti, we see generally positive results in reading, especially, and promising over time results in math (42% of kindergartners scored at or above the median, compared to 15% of 5th graders; 1.6b). These grade by grade breakdowns also reflect the significant degree to which the children in each class receive additional services. In

reading, only 17% of 5th graders are on track to meet grade level standards, compared to 48% in 3rd grade and even just 10% more in 4th grade (1.6a).

FastBridge/Capti ReadBasix Growth Report

% Meeting Growth Goals – Reading				% Meeting Growth Goals – Math			
	<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>
KG	21	10	2	KG	20	20	4
Grade 1	15	34	5	Grade 1	14	64	9
Grade 2	19	42	8	Grade 2	18	83	15
Grade 3	23	40	9	Grade 3	23	26	6
Grade 4				Grade 4	17	24	4
Grade 5				Grade 5	17	42	7
Grade 6				Grade 6	16	19	3
Overall				Overall	125	38	48

The percentage of children meeting growth goals in math was overall quite positive, with 38% of children overall meeting their goal. Of note is that the grades that had lower achievement scores demonstrated stronger growth: for example, only 17% of 1st graders were at or above the national median, but 64% reached their goal. This suggests that the work children (and staff) put in over the course of the year does pay off. In reading, it is difficult to assess growth with the new requirement to use different measures in different grades. We are not comparing the same outcomes, but also Capti ReadBasix does not have an easily generated way to monitor growth overall. The 4th grade lexile scores show a 145-point growth from fall to spring, and the growth in individual subtests is also clear (a 20 point increase from fall to spring in word recognition and decoding for 5th graders and a 19 point increase for 6th graders), however it is difficult to ascertain whether the fall and spring scores are comparing apples to apples and whether these are statistically significant outcomes.

Cornerstone's school-specific goal of meeting AMI standards was fully met in 2025-26. Both Primary level (3-6 years, including Kindergarten) and Elementary (6-12 years) were 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 adult learners in Montessori training programs, college students from Metro State University, and current teachers at multiple Montessori and charter schools in Minnesota and Wisconsin; and we provided consultation to Montessori schools looking to increase access in our state.

The 2026-27 school assessment calendar can be found at:

<https://content.myconnectsuite.com/api/documents/47e007c2715b4cdc8e9c5b665172af01.pdf>

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 began to partner with the Sanneh Foundation to allow Cornerstone children to attend their KidzTyme program at the Conway Center using school transportation. This continues to be a strong relationship, with 16 children participating in 2025-26 (up from 12 the year prior).

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. In the summer of 2024, we sponsored kindergarten enrollment in summer school for 2 children. 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/Guardian Engagement (Aligns with CACR 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 2025-2026 parent satisfaction survey, 33 families responded, of the roughly 100 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, 100% of respondents indicated they were satisfied with how their children were supported at Cornerstone, 100% would recommend Cornerstone to family or friends, and 100% were satisfied with their experience in the community.

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. We are always aiming to increase communication with families around their children's academic experiences in the classroom; we continued to send monthly newsletters with photos and classroom updates, and we provided digital photo albums for each classroom. Parents/caregivers were also invited to observe in their children's classrooms, with strong responses, and a nearly 100% attendance rate at parent/teacher conferences.

During the school year we host bimonthly Parent Partnership events, which alternate between events with children (such as Children Teach Adults, where children share work with their parents) and more traditional family education nights. We are constantly considering ways to improve the relevance and ease of attending these events. During Operation Metro Surge this past winter, a Know Your Rights training with Indivisible MN was exceptionally well-attended and showcased the commitment our families and staff have to caring for each other.

Operation Metro Surge was, of course, hugely impactful in our community. At its peak, the families who were not at risk took on the donation and delivery of groceries, art supplies, books, games, and more, to approximately 18 families who sheltered in place, while other families provided rides to children to and from school. Prior to Operation Metro Surge, our community also came together to care for families whose SNAP benefits were cut in the government shutdown that fall. These experiences exemplified the best in our community, even as they showcased the worst that our country has to offer to those most in need.

Events this year were best attended when they centered around the children – sharing work, for example, or our annual ice cream social and fall festival. 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, and the feeling of togetherness was palpable. This year we once again 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.

The Board of Directors at CMES continues to have strong parent representation, with three parent members and an additional 4 parents serving on committees.

A5. Curriculum (Aligns with CACR)

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 2 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, UFLI, Lively Letters, 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.

Children access additional experiences by choice, engaging in supplemental curricular activities such as Bird by Bird, a program of the Department of Natural Resources, for regular bird and wildlife exploration. We are always on the lookout for these sorts of opportunities, so that children who are interested can have additional curiosities satisfied in the school setting.

A6. Scheduling (Aligns with CACR)

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

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

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

In the elementary program, grades 1-6, the work periods are supplemented by "class congress" or "council," where children address community concerns and problem-solve together. Silent reading and read-aloud are also incorporated into the daily schedule, giving children a sustained period to develop a love of reading and story-telling. As in the Children's House, lunch is a community affair, with meals served 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 1.25 hour lunch/recess time gives children the opportunity to experience life at Cornerstone in a non-academic setting. Licensed teaching staff oversee the children at school and "across the street" at the Boys and Girls Club field, supporting the development of gross motor skills and collaborative play skills.

A7. Professional Development and Teacher Evaluation Systems (Aligns with CACR 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): 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 and assistants as needed/requested.

Our overall staff priority this year was to complete the READ Act requirements for support staff. Megan Riemer, our Reading Specialist, was trained to provide Paraprofessional Structured Literacy Training to our team. Each in-service day in the 2025-26 school year we devoted time to this training for all staff who had not completed LETRS, including behavior specialist staff and classroom assistants. Simultaneously, 5 licensed teachers, including the Head of School, completed the second year of LETRS training. In addition to these required trainings on-site, staff participated in workshops offered by the Montessori Center of Minnesota and several attended the AMI Refresher Course (continuing education for AMI Montessori educators). Our new Special Education Coordinator likewise provided regular professional development at monthly meetings and in-service days to support paraprofessionals with their work.

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 assessing their work as defined by the job description and their goals set in the fall. This self-evaluation 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 2025-26 professional development 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.

In the fall of 2024, the CMES Board of Directors approved a strategic plan to carry us through the 2027 school year. Being unable to complete all goals from the prior strategic plan, due to a lengthy interruption from Covid-19, the Board opted to continue building on the pillars of Access, Equity, Community, and Sustainability. The Advancement Committee has been fully built out, taking on the work of finding sustainable funding streams as well as increasing parental engagement with the school through events and conversations. One teacher board member started the Bike Bus, which builds Community through a weekly ride to and from school for children who live in the neighborhood. Bike Bus has two routes, one to the south of school and one to the west, and it is so fun to see the children ride in and out each week.

The big change at Cornerstone over the past several years has been the doubling of our special education population, seemingly overnight. We have gained a reputation supporting neurodiverse children well, and we are both proud of this reputation and, at times, overwhelmed by how it has impacted our staffing structure and classrooms. Our Setting III special education classroom, called Prairie, became fully functional in 2024-25, with a cohort of 4-6 children with complex disabilities. While it is not a true Montessori classroom, Prairie functions much like one and we believe it to be the only Setting III environment in the country that meets the special education needs of children in a Montessori context. We consider it at the heart of our mission to find innovative, powerful, and child-centered ways to continue to integrate Montessori and special education.

See appendix A8 for the 2024-27 Strategic Plan.

A9. Awards

Head of School Alyssa Schwartz was one of three finalists for the Minnesota Association of Charter Schools Leadership Award in 2026.

Governance and Operational Elements

B1. Teacher Licensure Verification (Aligns with Evaluation Rubric)

B1 - Teacher Licensure Verification

Teacher Name	File Folder #	Subject	Courses Taught	Grade(s) Taught	License Details	Years of Employment
Bird, Elizabeth	1052579	Elementary Education	Upper Elementary	4th-6th	Tier I	SY27
Cornwell, Emma	1011527	Elementary Education	Special Education	K-6	Out of Field Permission	SY26 & SY27
Crooks, Cynthia	267424	English as a Second Language	English Language Learners	K-6		SY26 & SY27
Cruz Sanchez, Mariana	1046398	Academic/Behavior Strategist	Special Education	K-6	Tier I, 1st renewal	SY26 & SY27
Domally, Latricia	515224	Academic/Behavior Strategist	Special Education	K-6		SY26 & SY27
Fabel, Jessy	475741	Elementary Education	Math	1st-6th		SY26 & SY27
Fendt, Tom	1003623	Elementary Education	Lower Elementary	1st-3rd		SY26 & SY27
Goff, Jess	391619	Elementary Education	Upper Elementary	4th-6th		SY26 & SY27
Morris, Rachel	N/A		Kindergarten	K	co-teaches with Sara	SY26 & SY27
Olson, Monica	1033110	Visual Art	Special Education	K-6	Out of Field Permission	SY26 & SY27
Riemer, Megan	396133	Reading	Reading	K-6		SY26 & SY27
Saathoff, EG	1047164	Social Work	School Social Worker	K-6		SY26 & SY27
Schoenherr, Kristin	469500	Elementary Education	Kindergarten	K		SY26
Schwartz, Alyssa	511769	Early Childhood Education	Kindergarten	K		SY26 & SY27
Splinter, Suzi	332621	Academic/Behavior Strategist	Special Education	K-6		SY26 & SY27
Vazquez, Claudia	N/A		Kindergarten	K	co-teaches with Alyssa	SY26 & SY27
Wade, Sara	407070	Elementary Education	Kindergarten	K		SY26 & SY27
Wright, Dannika	477695	Elementary Education	Lower Elementary	1st-3rd		SY26 & SY27

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 to support 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 and the Head of School's Professional Development Plan is found in attachment B2.

Alyssa Schwartz, Head of School

Ratwik, Roszak & Maloney Annual Law Conference – October 3, 2025

Supporting the Characteristics of the 6-12 Child – October 11, 2025

Crisis Prevention Refresher – November 14, 2025

MDE – ADSIS Fall Orientation – September 18, 2025

MDE – ADSIS Spring Conference – April 21, 2026

MDE – Montessori Networking sessions

National Center for Montessori in the Public Sector Conference – April 17-19, 2026

MACS Regional Director meetings

LETRS Units 5-8

Tier 2 license renewal and successful completion of Tier 3 pathway, including passage of MTLEs

Chris Bewell, Director of Business Operations

MDE/FNS – Direct Certification Deep-Dive – August 14, 2025

MASA – Federal Reconciliation Bill Informational Session – August 18, 2025

FNS – Internal Controls for School Nutrition Programs – September 16, 2025

MDE – Rigorous Course Taking and MCCC Reporting – September 16, 2025

SNAP Administrative Review Welcome – Community Eligibility Provision Focus – September 25, 2025

MDE – Procurement Review Training SY25-26 – October 1, 2025

MDE – Resource Management Review Training SY25-26 – Public and Charter Schools – October 9, 2025

PFML Training – How to File for the Minnesota PFML Private Plan – MetLife – October 15, 2025

FNS Administrative Review Entrance Conference – October 17, 2025

FNS Administrative Review Exit Conference – October 28, 2025

MDE – Introduction to MARSS in Ed-Fi Reporting – November 19, 2025

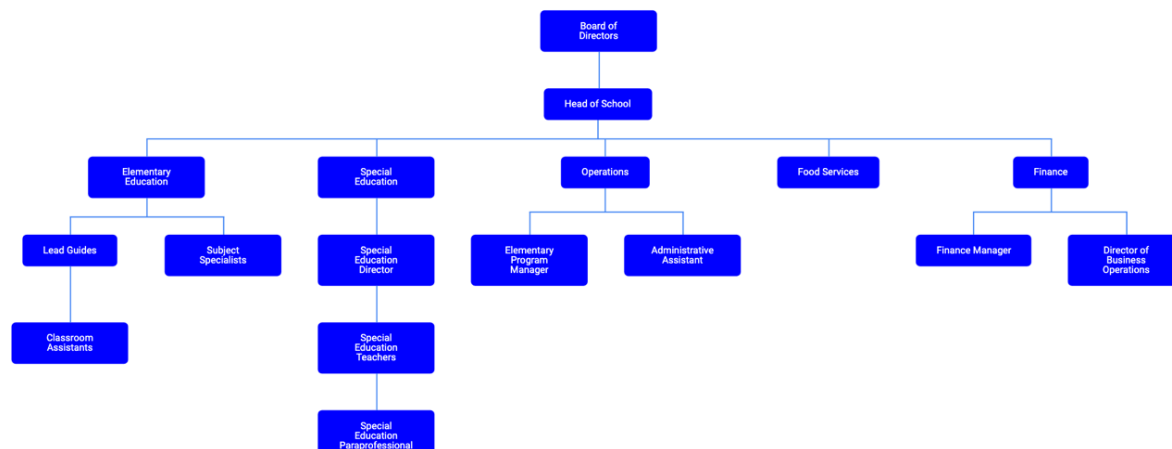
Minnesota PFML: Claims and Portal Demo – MetLife – December 3, 2025

MDE – DAC Test Administration Training – December 9, 2025
MDE – WIDA ACCESS Test Security and Test Monitoring Training – December 9, 2025
Employer Response to ICE webinar – Kraus Anderson – January 22, 2026
FNS – Fresh Fruit and Vegetable Program & Application Overview – March 5, 2026
MDE – Compensatory FY26 Count Adjustment Information Session – March 26, 2026
MDE – ESEA Consolidated Application in MEGS – May 6, 2026

Lindsay Ruble, Elementary Program Manager

Supporting the Characteristics of the 6-12 Child – October 11, 2025
Trust for Public Land Schoolyard Summit – November 6, 2025
Mental Health First Aid – March 20-27, 2026
Ramsey County Foster Care Licensing Requirements
Continued Coursework in Elementary Education – Metro State University

2025-2026 Organizational Chart



See attachment B2 for the FY26 Head of School Professional Development Plan.

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 Rachel Droogsma 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.

Over the past two years we have seen our special education population rise significantly, with more than 30% of the student body receiving services in fall 2025. Our first permanent Setting III environment was established in January 2024 and its impact could be felt immediately in how designating space limited access to sensory and regulatory spaces for other children. We are proud to be pioneering the implementation of Montessori with children who have complex cognitive disabilities, and even after a full school year it at times feels that we are building the plane as we fly it. We do not expect these higher needs to decrease and how they affect the school as a whole will likely take time to be fully apparent.

Among our general education population, long-term impacts of Covid likewise remain visible, 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, with a high fund balance and high student/teacher retention, there are newly existential fears about public schooling in this country that add to the stress and concern for our staff, administration, and parents. 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.

We cannot avoid addressing Operation Metro Surge and its impact on our immigrant and BIPOC communities this past year. Between December and March, many of our children stayed home. Initially we found volunteers to drive children to school, but quickly determined this was a liability risk, and ultimately just 2-3 families opted to continue carpooling with other families. Distance

learning, as well as grocery delivery, was put in place and had budgetary impacts, as well as the impact of isolation and distress for the children. One parent was detained, towards the end of the operation, and this of course had an even more significant impact on the family and the community. As with all of the other challenges we have faced, Cornerstone staff and families demonstrated resilience and generosity, and these types of experiences highlight the ways in which schools hold greater value in families' lives than merely educating children and the ways in which those values are underfunded and under-resourced in our society.

B4. School Enrollment and Attrition Trends (Aligns with Evaluation Rubric)

We began the 2025-26 school year with 134 children enrolled and waitlists only for kindergarten. For the third year in a row, we additionally had more children come and go than was typical previously, which leads us to suspect that families are less loyal, as it were, to their local schools and are more likely to transition quickly and without notice to new environments. By the end of the school year, total enrollment was 139 children with an Average Daily Membership (ADM) of 135.79. As we enter 2026-27, enrollment is exceptionally strong at 144, the highest seen since 2019.

Enrollment Trends

School Year	K	1	2	3	4	5	6	Total Enrollment
2021-2022	19	17	23	22	18	24	12	135
2022-2023	22	18	18	22	22	19	19	139
2023-2024	20	21	20	18	19	18	20	136
2024-2025	20	19	22	20	18	18	16	133
2025-2026	21	17	21	25	17	17	16	134
2026-2027	22	27	18	20	26	17	14	144

Attrition Chart

2025-26 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	21	0	0	21	21
1	17	2	0	19	17
2	21	1	1	21	21
3	25	1	2	24	23
4	17	1	0	18	17
5	17	2	0	19	17
6	16	1	0	17	16
Total	134	6	3	139	132

School Demographics (as of October 1)

American Indian	4	3.0%
Asian	9	6.7%
Black or African American	26	19.4%
Hispanic or Latine	27	20.1%
White	49	36.6%
Special Education	44	32.8%
English Language Learners	19	14.2%
Free/Reduced Lunch	61	45.5%
Homeless/Highly Mobile	1	1.5%

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 2025-26 open enrollment period was February-March, 2025, with the lottery held April 7, 2025.

Please see attachments B4.1 for the Enrollment Policy, B4.2 for the 2025-26 Application Form, and B4.3 for the 2025-26 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 3:45 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 FY27.

We have continued to work with Bird by Bird at the Department of Natural Resources this year, and our children went on a day trip to Camp Ihduhapi and sixth years had a 2-night camping trip at Osprey Wilds. Our annual Family Tree Clinic presentations, on puberty and healthy relationships, were successes in our Upper Elementary environments. Children also participated in a variety of Going Outs, including to SeaQuest, Ha Tien Supermarket, and the Como Zoo, among other outings in the community.

Our community relationships and the children's work Going Out into the community is a pillar of our strategic plan and is emblematic of how we want to show up, and how we model for the children to show up, in our neighborhood. Care of the community is one of the first things we present in our Children's House, that we have a responsibility to and for each other, and building strong connections with the people around us reinforces the value we place on relationship.

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, as well as ensures compliance with ongoing training requirements. 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. The CMES Board complies with legislation requiring that board members complete training prior to being seated.

Ongoing training in financial matters occurred as part of the audit presentation in October. 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 2025-26, including:

Training Title	Training Provider	Dates
Community Agreements	Jess Goff	8/19/25
Governance 101	Nancy Dana	9/16/25
Audit Report	Abdo Eick & Meyers	10/21/25
Board Retreat	Julaine Roffers-Agarwal	10/26/25
Introduction to Montessori	Sara Wade	3/17/26

All board members were encouraged to attend or view Board Governance for Minnesota Montessori Schools, with Marc Frankel, Triangle Associates, on December 5, 2025.

B7. Board Member Information (Aligns with Evaluation Rubric)

Please see attachment B7.

Financial Elements

C1. Fiscal Health (Aligns with CACR and Evaluation Rubric)

Cornerstone continues to be in a strong financial position, with an audited end-of-year fund balance, as of June 30, 2026, of \$965,466, or 27.7%. 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 and federal priority changes.

Joe Aliperto of Dieci School Finance LLC performed the accounting services for Cornerstone Montessori Elementary for the 2025-26 school year, and Paychex performs the payroll services.

Key financial highlights for the 2025-26 school year include:

- Total general fund revenues of \$3,408,610
- Total general expenditures of \$3,479,290
- The 2025-26 budget was set at 135 ADM. The actual ADM for the 2025-26 school year was 135.79.
- Average cash on hand to end the 2025-26 school year was 56.0 days

The 2026-27 budget is set at an ADM of 137. The projected general fund revenues for FY27 are \$3,169,691 and general expenditures are \$3,239,727. The ADM for 2026-27, as of October 8, 2026, is 144.

Please see attachment C1 for the FY27 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, the Head of School, and other board members as desired, 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 Carolyn Ganz, 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 FY26 audit. Abdo issued a clean audit with no findings.

Appendix A7 - 2025-26 Professional Development Opportunities

Training Title	Training Provider	Audience	Dates	Required?
Power of Play	Playworks MN	All staff	8/21/25	N
Crisis Prevention	Indigo Education	All staff	8/26/25	Y
Montessori Community of Practice	Montessori Center of Minnesota (MCM)	All staff	Throughout year	N
Conferencing with Confidence	Gina Murray, MCM	Kindergarten staff	9/27/25	N
Supporting the Characteristics of the 6-12 Child: The Essential Elements of Effective Practice	Alison Awes, Director of 6-12 Training, MCM	All staff	10/11/25	N
Mandated Reporting	EG Saathoff, School Social Worker	All staff	8/30/25	Y
CPR/First Aid, Bloodborne Pathogens, and Allergy/Emergency Responses	Navigate Care	All staff	8/30/25	Y
Playworks SparkPlay	Brandon Elsner, Playworks MN	Elementary staff	9/8/25	Y
Test Security Training and Active Monitoring for Statewide Assessments	PearsonAccess Next	Elementary staff	Throughout spring	Y
LETRS for Instructional Support Staff	Megan Riemer	Support staff	10/17/25, 1/5/26, 2/13/26	Y
Movement & Sensory Needs in the Children's House: Strategies for Inclusion	Paige Henry, Common Roots Montessori School	All staff	10/25/25	N
AMI 6-12 Orientation Course	Alison Awes, Director of 6-12 Training, MCM	All staff	February 2026	N
Mini Montessori	Lindsay Ruble, Elementary Program Manager	Elementary staff	2/13/26	Y
AMI Refresher Course and Workshops	AMI/USA	AMI-trained staff	2/13-15/26	N
Dual Language Instruction	Silvia Dubovoy, AMI 3-6 Trainer	Kindergarten staff	3/19/26	N
Public Montessori Conference	National Center for Montessori in the Public Sector	All staff	4/17-4/19/26	N
Montessori in Motion	Montessori Sports	All staff	4/26/26	N
Glowback: Trauma-Informed Feedback	Creative Kuponya	Kindergarten staff	6/15/26	Y

Cornerstone Montessori Elementary School



Strategic Plan 2024 – 2027

Defining our Future

CMES BOARD OF DIRECTORS / Fall 2024

Our 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.

Our 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 elevated level 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 Board of Directors

Julaine Roffers-Agarwal (Chair)	Jean Melancon (Vice-Chair)	Carolyn Ganz (Treasurer)
Rohan Chougule	Sarah Stocco	Rachel Droogsma
Jess Goff (Secretary)	Alyssa Schwartz, Head of School	

2019-2024 CMES Strategic Plan: what we achieved

During the 2020-2024 timeframe the school board and leadership successfully navigated the impact of Covid-19 and focused on stabilizing school operations, safety for students and staff while advancing high priority strategic initiatives including the four areas of our 2019-2024 Strategic Plan:

ACCESS

- Offered a general education summer program and extended school year for students as funding allowed.
- Implemented school-based mental health program and additional classroom support to address learning loss and mental health impacts resulting from the pandemic.
- Established an innovative Federal Setting Three special education program for eligible children, integrating the Montessori approach with special education services for children with complex disabilities.
- Researched requirements for adolescent (7th-8th grade) program establishment, including:
 - MN state and Montessori curriculum design
 - MN state requirements for licensed staff
 - Physical space needs
 - Administrative support
 - Programmatic structure necessary to support a given adolescent program size
 - Budget and timeline requirements for all aspects

The Board ultimately determined that CMES is not currently positioned to establish an adolescent program but we leave open the possibility of an adolescent program in the future.

COMMUNITY

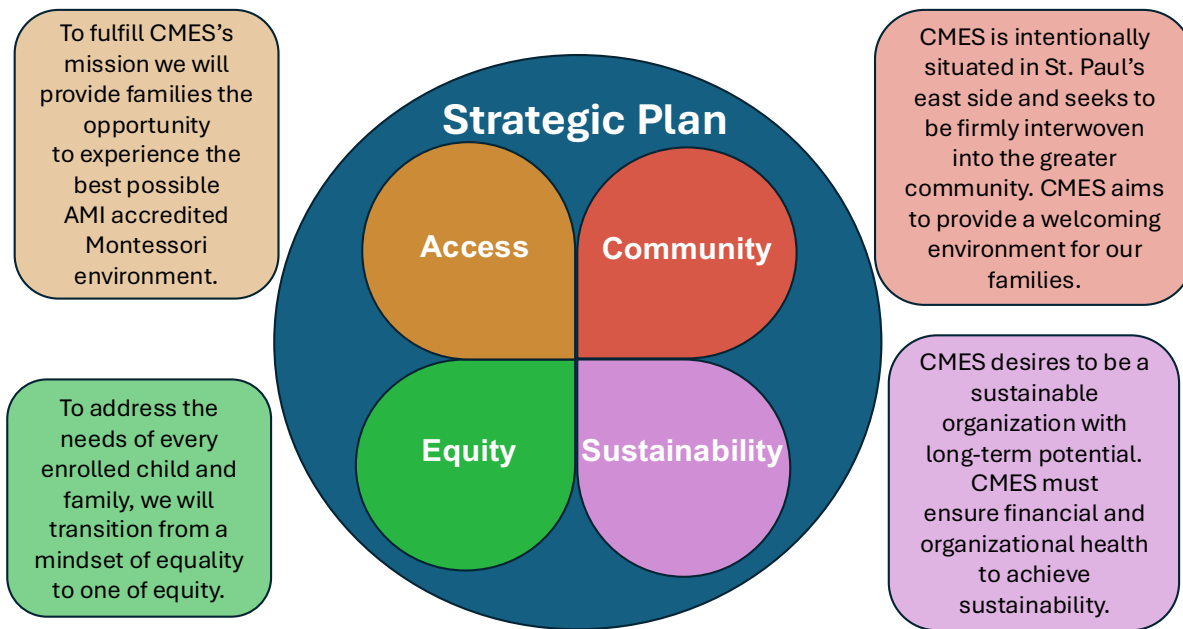
- Provided students with events led by community organizations which provided relief for staff overburdened by the demands of providing remote learning options and gave students opportunities to interact with wider community members.
- Employed acting Heads of School as necessary during leaves of absence to ensure continuous staff support.
- Maintained membership with the East Side Area Business Association to evolve relationships with ESABA members especially those providing services to east side families and thus better connect our families with those services.
- Provided newsletters to donors, alumni families, and board members keeping them current on Cornerstone activities.

EQUITY

- Dedicated necessary funds to improve equity-focused programming including:
 - Hired firm to conduct an equity assessment using input from staff, parents, and students and began implementation of suggested changes.
 - Partnered with MCM to enroll two CMES staff and one CMS staff in year-long leadership residency.
 - Implemented year-long professionally-facilitated staff cohort programs and identity groups.
- Established a standing Equity Committee to examine practices, policies, and communications with a perspective on diversity, equity, and inclusion.
- Supported staff diversity and provided professional development opportunities to staff at all levels.

SUSTAINABILITY

- Maintained a sound fund balance while utilizing all Covid-related funds available via state and federal programs.
- Developed multi-year financial scenarios to ensure the school's viability throughout the pandemic.
- Provided salary and benefits to ensure high staff retention.
- Enlisted services of a grant writer to apply for funds specific to the school's mission.
- Established a strong relationship with our new charter school authorizer, the University of St Thomas, resulting in UST renewing our contract for an additional five years, the MN maximum allowable contract duration.
- Continued to review and refine all school and board policies to ensure compliance with MN statute updates.
- Conducted ongoing education for board members on good board practices and enlisted speakers and other methods to become more informed about initiatives being addressed by the board.



2024-2027 CMES Strategic Plan: looking ahead

While much was achieved in 2019-2024, the COVID pandemic necessitated that the Board and school leadership refocus and readjust priorities to respond to the needs of the school as they arose. The board conducted retreats in fall 2023 and 2024 to discuss strategy and identify strategic initiatives. To expand on this, we consulted with a smaller pool of staff, current and alumni parents to ensure that the previously identified areas were still those of greatest need and will continue to engage with the families and staff when researching initiatives. Because we have not completed all of the previously defined goals, the 2024-2027 strategic plan will support the same four areas, Access, Community, Equity, and Sustainability, further extending strategic initiatives.

ACCESS

1. Identify a strategy to attract and retain enrolled children and families in accordance with our mission.
 - a. Examine opportunities for new programming and extracurricular activities.
 - b. Establish a long-range vision for the size and grade level offerings, particularly focusing on the interface of CMES's kindergarten with the Montessori Center of Minnesota's early childhood program.
2. Utilize physical space creatively to meet the dynamic needs of the children, staff, and program.

COMMUNITY

1. Invigorate parent/family involvement within the school community.
2. Collaborate with the Montessori Center of Minnesota to provide an equitable experience for staff and families of Cornerstone Montessori Schools.
3. Explore strategic relationships with local organizations for programming and community enrichment.

EQUITY

1. Implement an equity plan that establishes a framework for individuals, the organization, and the community, including supporting personal and professional growth around topics of diversity, equity, and inclusion.
2. Increase staff diversity, retain exceptional personnel, and provide opportunities for professional growth and leadership development.

SUSTAINABILITY

1. Develop supplementary revenue sources through strong relationships with funding partners.
2. Ensure engagement of staff in commitment to Montessori pedagogy and the mission of CMES.
3. Emphasize Montessori practice and the value of charter school models in our marketing and community engagement activities.
4. Maintain best practices for school governance.

Appendix B2

2025-26 Professional Development Plan

LETRS Training

In compliance with READ Act, complete the second year of the LETRS training, including 24 hours of live virtual sessions.

MDE Montessori Leaders Cohort

MDE has started a monthly professional development/networking group for Montessori school leaders and I look forward to participating in these more relevant-to-Cornerstone sessions.

Supporting the Characteristics of the 6-12 Child

Alison Awes, Director of 6-12 Training at MCM, is hosting a workshop on effective elementary practice this October.

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, local businesses, school newsletters and the school's website.

The enrollment capacity for each grade will be determined by the Head of School prior to the start of the Open Enrollment period.

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 space 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

Revised: January 16, 2024

Appendix B4.2



Application Form for the **2025-26** School Year Enrolling grades K-6

Cornerstone Montessori Elementary School will accept applications for enrollment for the **2025-26** academic year, from **February 1 to March 31, 2025**. To be eligible for kindergarten your child must be 5 years old by September 1, 2025.

☐ *My child will turn 5 between September 2 and December 31 and I would like to apply for Early Entrance to Kindergarten.*

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 **2025-2026** School Year (please select/circle one)

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 ____ / ____ / ____

How did you hear about Cornerstone Montessori Elementary School?

☐ Website ☐ Word of Mouth ☐ Flyer ☐ Newspaper ☐ Radio ☐ Postcard ☐ Other _____

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 7, 2025, at 5:00 p.m.**

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 2025-26

Student Name (first middle & last) _____

Age _____ Date of Birth _____ Gender _____

Last School Attended _____

City _____ State _____ Grade (Sept. 1, 2025) _____

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 – 2025-26 School Year

Updated 6/30/26

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attend Rate	Governance Course 100	Employment Course 300	Financial Management Course 200	Annual Ongoing Training
Rohan Chougule	appointed 7/1/23 elected 7/1/24	6/30/24 6/30/26	Trustee	Community Member	Strategic and financial planning, big picture focus	rohanchougule@cornerstone-elementary.org	651-774-5000	100%	7/30/24 with Nancy Dana	8/8/23 with Nancy Dana	10/30/2023 Through MACS	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/21/25 – ABDO – FY25 Audit 10/26/25 – Board Retreat – Strategic Plan & Recruitment 3/17/26 – Introduction to Montessori – Sara Wade
Rachel Droogsma	elected 7/1/24	6/30/27	Board Vice Chair	Parent		racheldroogsma@cornerstone-elementary.org	641-774-5000	91%	7/30/24 with Nancy Dana	2/28/25 with Nancy Dana	10/23/24 Through MACS	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/21/25 – ABDO – FY25 Audit 10/26/25 – Board Retreat – Strategic Plan & Recruitment
Tom Fendt	elected 7/1/25	6/30/28	Trustee	Teacher file folder #1003623			641-774-5000	91%	6/17/2025 through MACS	6/10/2026 with Joe Aliperto	11/24/25 Through MACS	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/26/25 – Board Retreat – Strategic Plan & Recruitment 3/17/26 – Introduction to Montessori – Sara Wade

Cornerstone Montessori Elementary School Board of Directors Information – 2025-26 School Year

Updated 6/30/26

Carolyn Ganz	appointed 10/16/19 elected 7/1/20 reelected 7/1/23	6/30/20 6/30/23 6/30/26	Treasurer	Community Member	Financial Expertise	carolynsenz@cornerstone-elementary.org	651-774-5000	100%	8/19/2020 through MACS	2/27/2020 through MACS	1/22/2020 through MACS	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/21/25 – ABDO – FY25 Audit 10/26/25 – Board Retreat – Strategic Plan & Recruitment 3/17/26 – Introduction to Montessori – Sara Wade
Megan Riemer	elected 7/1/25	6/30/28	Trustee	Teacher file folder #396133			641-774-5000	100%	6/17/2025 through MACS	6/10/2026 with Joe Aliperto	11/24/25 Through MACS	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/21/25 – ABDO – FY25 Audit 10/26/25 – Board Retreat – Strategic Plan & Recruitment 3/17/26 – Introduction to Montessori – Sara Wade
Julaine Roffers-Agarwal	elected 7/1/18 reelected 7/1/21 reelected 7/1/24	6/30/21 6/30/24 6/30/27	Board Chair	Community Member	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	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/21/25 – ABDO – FY25 Audit 10/26/25 – Board Retreat – Strategic Plan & Recruitment 3/17/26 – Introduction to Montessori – Sara Wade

Cornerstone Montessori Elementary School Board of Directors Information – 2025-26 School Year

Updated 6/30/26

Sarah Stocco	appointed 12/18/19 elected 7/1/20 reelected 7/1/23	6/30/20 6/30/23 6/30/26	Secretary	Parent	Outdoor education background, former teacher	sarahstocco@cornerstone-elementary.org	651-774-5000	91%	1/13/21 through MACS	1/27/21 through MACS	5/19/20 through MACS	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/21/25 – ABDO – FY25 Audit 10/26/25 – Board Retreat – Strategic Plan & Recruitment
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	8/19/25 – Jess Goff & Julaine Roffers-Agarwal – Community Agreement 9/16/25 – Nancy Dana – Division of Labor between School & Board 10/21/25 – ABDO – FY25 Audit 10/26/25 – Board Retreat – Strategic Plan & Recruitment 3/17/26 – Introduction to Montessori – Sara Wade

Cornerstone Montessori Elementary School
FY27 Original Budget

	FY26 YTD 05.14.26	FY26 Revised Budget	FY27 Original Budget	Change from FY26 Revised
ADM/PPU	133.4	135.0	137.0	2.0

Fund 01 - General Fund

Operating Revenue

State Revenue

3rd Party Billing - Dept of Health	5,923	3,743	3,743	-
School Trust Land Endowment	9,995	9,451	9,995	544
General Education Aid	1,010,021	1,320,481	1,348,489	28,008
Literacy Incentive Aid	9,798	15,741	15,741	-
Charter School Lease Aid	-	176,076	180,018	3,942
Hourly Worker Unemployment	9,184	-	-	-
Other State Grant	1,700	-	-	-
Library Aid	8,912	10,000	10,000	-
Student Support Aid	18,000	20,000	20,000	-
State Special Ed Aid	753,782	1,300,790	1,340,870	40,080
ADSIS Grant	-	82,254	84,078	1,824
Total State Revenue	1,827,315	2,938,537	3,012,935	74,398

Cornerstone Montessori Elementary School
FY27 Original Budget

	FY26 YTD 05.14.26	FY26 Revised Budget	FY27 Original Budget	Change from FY26 Revised
ADM/PPU	133.4	135.0	137.0	2.0

Federal Revenue

Title I	34,545	41,524	31,400	(10,124)
Title II	-	4,302	3,573	(729)
Title IV	7,485	10,000	10,000	-
Federal Special Ed Aid	-	16,401	16,401	-
Early Childhood Special Education (ECSE)	-	26	26	-
Coordinated Early Intervening Services (CEIS)	8,976	9,100	5,000	(4,100)
E-Rate	5,901	6,872	6,872	-
Total Federal Revenue	56,907	88,226	73,272	(14,953)

Other Local Revenue

Interest	1,886	10,500	10,500	-
Donations	2,506	3,000	3,000	-
St. Paul & Minnesota Foundation	30,000	30,000	30,000	-
Give to the MAX - November Campaign	3,034	1,493	1,493	-
Bigelow Foundation Grant	-	-	-	-
Prairie Care Grant	-	-	-	-
Miscellaneous Revenue	225	4,000	4,000	-
HOS Reimbursement - MTCN	25,169	34,137	34,491	354
Total Other Local Revenue	62,821	83,130	83,484	354

Total Operating Revenue	1,947,043	3,109,893	3,169,691	59,798
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Cornerstone Montessori Elementary School
FY27 Original Budget

	FY26 YTD 05.14.26	FY26 Revised Budget	FY27 Original Budget	Change from FY26 Revised
ADM/PPU	133.4	135.0	137.0	2.0

Operating Expenditures

Administration

Salaries and Wages	147,222	174,769	177,359	2,590
Benefits	37,826	53,152	53,783	631
Purchased Services	125,153	137,815	137,815	-
Supplies	14,169	16,485	16,485	-
Dues/Memberships/Other	8,452	40,900	40,900	-
Total Administration	332,823	423,121	426,343	3,222

Elementary Education

Salaries and Wages	249,350	397,026	432,785	35,759
Benefits	45,087	128,100	135,874	7,774
Purchased Services	7,682	13,750	13,750	-
Supplies	16,620	17,000	17,000	-
Total Elementary Education	318,739	555,876	599,409	43,533

State Special Education

Salaries and Wages	588,065	730,852	775,114	44,262
Benefits	93,770	177,539	176,374	(1,166)
Purchased Services	329,595	287,640	287,640	-
Supplies	1,428	-	-	-
3rd Party Billing	-	3,743	3,743	-
Total State Special Education	1,012,859	1,199,774	1,242,871	43,097

Cornerstone Montessori Elementary School
FY27 Original Budget

	FY26 YTD 05.14.26	FY26 Revised Budget	FY27 Original Budget	Change from FY26 Revised
ADM/PPU	133.4	135.0	137.0	2.0

ADSIS Grant

Salaries and Wages	61,007	112,761	115,415	2,655
Benefits	11,574	22,609	22,995	386
Supplies	419	1,720	1,720	-
Total ADSIS Grant	73,000	137,090	140,130	3,040

Federal Funds

Title I	24,230	41,524	31,400	(10,124)
Title II	-	4,302	3,573	(729)
Title IV	8,615	10,000	10,000	-
Federal Special Education	26,247	16,401	16,401	-
ECSE	-	26	26	-
CEIS	7,653	9,100	5,000	(4,100)
Total Federal Funds	66,745	81,354	66,400	(14,953)

Instructional Support Services

Salaries and Wages	62,181	49,665	53,060	3,395
Benefits	9,586	13,778	14,307	529
Purchased Services	6,632	5,600	5,600	-
Supplies	-	350	350	-
Total Instructional Support	78,399	69,393	73,318	3,925

Cornerstone Montessori Elementary School
FY27 Original Budget

	FY26 YTD 05.14.26	FY26 Revised Budget	FY27 Original Budget	Change from FY26 Revised
ADM/PPU	133.4	135.0	137.0	2.0

Student Support Services

Salaries and Wages	-	20,000	20,400	400
Transportation	274,894	354,790	363,094	8,304
Health Services	300	1,100	1,100	-
Total Student Support Services	275,194	375,890	384,594	8,704

Facilities and Maintenance

Purchased Services	62,008	106,042	106,042	-
Supplies	-	600	600	-
Facilities Lease	179,337	195,640	200,020	4,380
Total Facilities and Maintenance	241,345	302,282	306,662	4,380

Total Operating Expenditures	2,399,104	3,144,780	3,239,727	94,946
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Net Operating Income	(452,061)	(34,888)	(70,036)	(35,148)
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Fund 02 - Food Service

Revenue

State Revenue	14,489	21,500	21,500	-
Federal Revenue	67,656	79,861	79,861	-
Local Revenue	-	20,000	20,000	-
Total Revenue	82,144	121,361	121,361	-

Cornerstone Montessori Elementary School
FY27 Original Budget

	FY26 YTD 05.14.26	FY26 Revised Budget	FY27 Original Budget	Change from FY26 Revised
ADM/PPU	133.4	135.0	137.0	2.0

Expenditures

Purchased Services	18,433	20,000	20,000	-
Supplies	101,160	101,361	101,361	-
Total Expenditures	119,593	121,361	121,361	-
Food Service Fund Net Income	(37,449)	-	-	-

Designated Expenses

General Fund Committed

Staff Development - AMI Sponsorship	15,000	15,000	-	(15,000)
Total Expenditures - Committed Funds	15,000	15,000	-	(15,000)

NET INCOME ALL FUNDS	(504,510)	(49,888)	(70,036)	(20,148)
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Beginning Fund Balance	1,036,144	912,515
Transportation Reduction	(73,741)	-
Ending Fund Balance	912,515	842,480
Fund Balance Percentage	29.0%	26.0%