



2020 CSP Subgrant Application

Submitted by Laylah Sullivan,
On behalf of the Pullman Community Montessori Board of Trustees

August 24, 2020

EXECUTIVE SUMMARY

At scale, Pullman Community Montessori (PCM) will serve 280 Grade K-9 students in Pullman, WA. Our school will be the only public school alternative for Pullman and local resident families. PCM will use a community emboldened, place-based Montessori educational model to meet the diversifying needs of our rural yet dynamic and growing community. PCM's education model is personalized to students' needs and prepares them—through rigorous academics, a robust social-emotional program, and career and life skill development—to ensure every student has the opportunity, skills, and mindset to be successful in college, career, and life.

Our community, Pullman, is the largest city in rural Whitman County, Washington, with a population of 32.4K; 37.5% of residents are estimated to be living below the poverty line. PCM, like all public charter schools, will serve all interested students when space is available. However, addressing the needs of our at-risk populations is a priority. Academic achievement data and parent concerns drive our desire to build a school to address the needs of underserved students from across the area.

PCM and its Board of Trustees is committed to supporting whole-child student outcomes delivered through a place-based Montessori model aligned with best practices; focusing on complying with charter contract requirements and financial, operational, and academic performance framework goals; establishing a culture of excellence, community, and collaboration focused on equity and cultural humility; and collaborating with critical stakeholder groups—students, families, and the community—to ensure goals stay aligned to the school's mission and stay relevant to the community PCM serves.

PART II: NARRATIVE

Section A. Grant Project Goals

With proximity to diverse community, educational, and environmental resources, PCM is strongly positioned to achieve our **mission** of providing the support and resources necessary for all students to reach their full potential for future success in high school, college, career, and life. Strategically building our relationship with the local school district, community-based organizations, and local land grant universities will allow us to fulfil our **vision** to be an instrument of change, helping to progress our education system to better meet the needs of students, families, and educators in our region and state. Our model includes a strong focus on expanding opportunities and addressing the needs of our local at-risk students and families that are evidenced by community feedback and student academic assessment data PCM is also committed to serving as a local exemplar for a robust community-based educational resource ecosystem. To aid in fulfilment of our mission and vision, the following CSP grant project goals have been created (alignment with rigorous academic standards outlined in [Section B, C, and D](#)).

Goal 1: PCM will develop and implement a high-quality place-based Montessori curriculum and program with the assistance of a diverse start-up team.

Justification: In any small business, schools as no exception, securing high quality and diverse start-up staff is a critical component to ensuring success. A diverse staff is particularly important in PCM’s model with its commitment to diversity, equity, and inclusion (DEI), to ensure students have reflective role models, and to ensure multiple life lenses contribute to the formation of the school’s culture. Development and support of the start-up team is another critical component to galvanizing team alignment around the school’s mission and vision and building the staff culture necessary to support students and families cohesively and effectively. To this end, high-quality professional development and program support partnerships are critical to preparation and maintenance of the startup team and to ensure program fidelity. These critical partnerships are outlined in [Section I](#).

Performance Measure(s)	Timebound Target			
	Fall 2000 – Spring 2021	September 2020	July 2021	Fall 2000 – Spring 2021
<ul style="list-style-type: none"> National recruitment sources used, paired with competency-based hiring process. Partnership 	Hire remaining administrative staff member by 9/2020 and all teaching staff by 5/2021.	Secure contracts with high fidelity organizations to support program and	Implement, with support of partner organizations, an early onboarding	Head of School and Montessori Coach finalize program design for integration of place-based

contracts secured. <ul style="list-style-type: none"> Finalize place-based Montessori program design and integrate CASEL competencies. 		staff development.	program for teachers.	aspects, CASEL competencies, and other standards.	
<p>Goal 2: PCM will procure the materials, furnishings, technology, services, and supplies necessary to fully furnish the facility, implement the PCM's program, and meet the academic, environmental, and social-emotional needs of students and teachers.</p>					
<p>Justification: A full complement of Montessori aligned learning materials and access to appropriate technology are critical to delivering a high-fidelity program, diversifying options for diverse learning styles to meet the needs of all learners (including those classified as at risk), and increase student engagement. Procuring the Montessori aligned furnishings is essential to creating the flexible learner-centered physical environment necessary to accommodate a diverse array of learning needs and allow students to practice their executive functioning and social-emotional skills. A safe physical space, updated to current code requirements, is a critical component of setting up a safe physical environment.</p>					
Performance Measure(s)	Timebound Target				
	2020-21	2021-22	2022-23	2023-24	2024-25
<ul style="list-style-type: none"> Materials, furnishings, technology, services, and supplies procured for each classroom. Rental agreements secured for year 1. Sprinkler systems installed to meet code requirements. Start-up transportation services secured. Financial accounts set-up, audit agreement secured, appropriate insurance established. 	<ul style="list-style-type: none"> ✓ Year 1 leases secured by fall 2020 ✓ Setup for 4 classrooms, 80 students ✓ Transportation provider secured in early 2021. ✓ Initial account setups with Joule Growth Partners and ESD 101 ✓ Appropriate startup insurance procured 	<ul style="list-style-type: none"> Setup for +2 classrooms, +44 students Year 1 Audit firm selected contracted 	<ul style="list-style-type: none"> Setup for +3 classrooms, +54 students 	<ul style="list-style-type: none"> Setup for +1 classroom, +36 students 	<ul style="list-style-type: none"> Setup for +1 classroom, +28 students
<p>Goal 3: PCM will expand community awareness about the school, address our communities needs and priorities, meaningfully engage with prospective students and families on the implementation and operation of the school, and meet our enrollment targets</p>					
<p>Justification: Engaging families in the design and development of PCM has been critical from the outset of this process. Additionally, enrollment is directly tied to revenue. Although our community is small, the critical nature of starting with strong engagement and enrollment and recruiting our target population, drives the need to hire a part-time Family and Community Engagement (FACE) Coordinator during our planning year to ensure all deliverables and our engagement and enrollment goals are met.</p>					
Performance Measure(s)	Timebound Target				
	Fall 2020				
<ul style="list-style-type: none"> FACE Coordinator hired to support Head of School and Montessori Coach in outreach and recruitment. 	<ul style="list-style-type: none"> FACE hired by September 15, 2020. Best practice enrollment targets outline by WA Charters met (50% by 4/30/21, 80% by 6/15/21, 90% by 8/1/21) 				

<ul style="list-style-type: none"> • Year 1 enrollment targets met. • Parent satisfaction and sense of voice high in year 1. 	<p>Fall survey to assess family involvement options show high level of satisfaction.</p>
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Section B. Educational Philosophy, Key Design Elements, and School Culture

Educational Philosophy To meet our mission of helping all students, particularly our anticipated student population of low-income students and students with disabilities, reach their full potential, PCM will implement the time-tested, research-based, data-driven Montessori model with quality and fidelity.^{1 2 3 4} Complementary Teton Science Schools (TSS) Place Network place-based practices will strengthen and support existing Montessori place-based practices and serve as the main avenue of learning for our adolescent community (Grade 7-9). Montessori is a universally designed model and developmental philosophy that recognizes children as innate seekers and developers of knowledge. The Montessori approach builds a strong whole-child foundation, both in executive functioning skills and academics, while supporting students to become self-empowered lifelong learners, global citizens, environmental stewards, and compassionate and collaborative leaders, capable of bringing positive changes to their communities and the world! The TSS place-based education model is similar in design and philosophy, supporting similar outcomes for students, making it an ideal paring with Montessori.

Essential Design Elements. Our essential design elements—*developmentally appropriate age-grouped classrooms, self-directed learning environment, and learning through action and community*—create the academic frame for an agency-promoting and diverse classroom that relies on differentiation to meet the needs of all learners, including those who are classified as at-risk. Our high expectations for all, and push-in rather than pull-out practices, help maintain an inclusive and equitable system where all are valued for their differences. Our integrated multi-

tiered system of supports (MTSS), encompassing academic, behavioral, and social-emotional aspects, is discussed in [Section E](#).

PCM’s essential design elements align to the non-negotiable features of a fully implemented Montessori classroom^{5 6 7} and align with TSS place-based education features⁸. TSS placed-based model not only aligns with Montessori practices but is a high performing exemplar of place-based education. Every Place Network school is performing at or above the district mean in math proficiency and 6 of 7 Place Network schools are performing at or above the district mean in ELA proficiency. Of the four Place Network Schools where data is available, all are performing at or above the district and state mean in science proficiency. Close alignment to these parameters ensures that PCM’s implementation is consistent with the Montessori philosophy and practice, while enriched with effective place-based approaches. A more in-depth view of how PCM’s essential design elements connect with core features is provided on page 87 of our [draft Charter Contract](#).

Classroom Design. The main features of any Montessori school striving to comply with Association Montessori Internationale (AMI) standards, the strongest industry-accepted pedagogical standards,⁹ are listed in the following table.

Each classroom:
1. includes one Montessori-certificated teacher at the appropriate age level.
2. includes one Montessori-trained non-teaching classroom assistant.
3. features developmentally aligned three-year age groups (ages 3-6, 6-9, 9-12, 12-15).
4. is driven by uninterrupted work periods (3 hours in the AM, 2-3 hours in the PM).
5. has a complete set of Montessori materials.
6. includes a well-balanced division of ages as well as an appropriate number of children to ensure social development – lower elementary: 24-35 children, upper elementary: 24-35 children.

The developmental mode and our status as a charter allows us to reimagine the school day, how students are grouped, how they transition throughout the day, and how they interact with

teachers and curriculum. PCM will leverage this status and align with all AMI standards with the exception of the 3-6 age grouping. PCM will feature a standalone kindergarten due to the limitations in WA State funding for early childhood education. This position poises PCM to pivot to offer a Montessori aligned 3-6 classroom if state funding becomes available.

Culture. Our core values, built in collaboration with our community and taking the form of **We Are LEADERS**, create the internal framework and outline actions each member should aspire to take, to build and maintain our culture.

L	I LEAD by example; empowering others to be humble, collaborative leaders.
E	I show EXCELLENCE by taking care in my work.
A	I take ACTION , showing integrity and compassion at all times.
D	I work with others to uphold a DIVERSE , equitable, inclusive environment.
E	I ENGAGE with my community.
R	I build RESILIANCE in myself and others.
S	I strive to be a systems-thinking problem SOLVER!

This blueprint of actions displays how we create and reinforce the habits and language that support an environment of diversity, equity, and inclusion, where differences are the norm and accountability, integrity, character, and a growth mindset are held in high regard. Our expectations that all participants of PCM’s community—students, teachers, staff, and parents—uphold and support our core values, display our high standards for all and our plan to expand community beyond our classroom walls. Evidence of our commitment to our expanded community concept lies in the conception of our model, which has incorporated input from prospective students, parents, other community members, and business owners. This commitment to listening and valuing each stakeholder’s input is intentionally an ongoing process. We also give specific attention to internal input from our teaching teams to reinforce a strong

culture of educational excellence. Combined, these commitments ensure a strong culture of inclusion that prioritizes educational excellence for all.

Parent involvement is crucial to helping a student reach their full potential. Thus, our culture is designed such that parents feel vested and are equipped with the tools necessary to make a positive contribution to their child's growth. Additionally, as supported by evidence that one positive and caring adult connection in an at-risk student's life can significantly alter their trajectory, we expand our 'family' network outside of just parents of students. PCM actively works to build relationships and opportunities for involvement and input, with not only families, but also with our local community partners, to increase the support for each of our students. This expanded culture creates a strong and supportive educational ecosystem for students to thrive. The forethought and intentionality we put into building positive culture is clearly displayed throughout our program: from our mission, vision, and core values; to the programs, policies, and practices used to align our program and engage all stakeholders; to the curriculum we use and the calendar we operate by; and to the staff we hire, evaluate, and retain via strategic policies and practices. Explicit examples of how culture is built and maintained include: student contributions to common area wall art, student monthly newsletter, family universities throughout the school year, student led family nights, parents engaging as community experts in the classroom. The complete list is expansive and distributed between administration, school staff, teachers, students, and parents.

Behavioral Expectations and Discipline. PCM's commitment to building a strong and supportive community and culture is reflected in our approach to discipline. Our approach to discipline is integral to our mission of helping each student reach their full potential for future

success as this requires the skill of self-regulation. Self-regulation, like other skills, must be practiced consistently to build competency. As reflected in all other aspects of our model, PCM believes all students can achieve success if they are provided the tools, the opportunity for practice in a safe and supportive environment, and the mentorship to help in implementation, reflection, and revision. PCM recognizes that all members of its community will be on a spectrum of ability regarding executive functioning and social-emotional skills. Students from low-income backgrounds and students with disabilities, our primary anticipated student populations, may need additional supports. While similar general policies and procedures will be followed to ensure equity, each incident will be treated individually, meeting each student where they are to create the most effective support plan. With this in mind, PCM has developed a discipline program and policy aligned with the Montessori philosophy focused on building independent, self-regulating learners early on. PCM will employ a multi-layered Positive Behavioral Interventions and Supports (PBIS) system featuring restorative justice practices and collaborative problem solving. This tiered system is enmeshed with our MTSS model, complements our social-emotional learning (SEL) program, and is easily visualized by the MTSS triangle in [Section E](#).

Enrichment Programs. PCM's enrichment programs extend students' option to learn through action and community, apply concepts to real-world examples, and hone leadership and executive functioning skills. Our enrichment programs include an annual TSS-aligned week-long Outdoor Science School (OSS) that takes place during the school year. Upper elementary and adolescent community students will participate in their OSS in the fall. OSS programs will be co-designed and organized by students and. These upper elementary and adolescent community students will help to plan and host the OSS for lower elementary students in the spring.

Additionally, Grade 5 and up will participate in the Eastern Washington Regional Science and Engineering Fair in Spokane, WA every spring. These programs will be funded through targeted fundraising. Grades K-4 will host their own in-house science fair for families.

Section C. Curriculum, Instructional Strategies, and Technology

Curriculum. Students who complete PCM's Montessori standalone-kindergarten, elementary, and adolescent curricula will meet or exceed required Washington State Standards for English language arts (ELA), math, science, social studies (SS), civics, art, physical education, and foreign language. English-language learners (ELL) will receive English Language Proficiency standards through differentiation that occurs during work blocks. In most cases, unless stated otherwise in a student's Individualized Education Plan (IEP), students with IEP's will be served in the general classroom environment. Research looking across high-fidelity Montessori programs garners positive results across multiple aggregates (ELL, SpEd, BIPOC), revealing that students who have attended Montessori for at least a three-year duration show increase in academic marks, executive functioning, social problem-solving, general social skills, student motivation, and socialization.^{10 11 12 13 14 15 16 17 18} Both the Montessori and TSS place-based education models also have years of learning science supporting their best practices and methods employed with high fidelity.^{19 20}

PCM's K-6 program will engage students through hands-on, visually stimulating, Montessori materials following the Montessori scope and sequence. TSS place-based projects will bolster the projects already included in the Montessori programming. In K-6 classrooms, core content is presented by teachers according to the Montessori scope and sequence during AM and PM well supported uninterrupted blocks of work time. The scope and sequence provides a

detailed outline of all lessons, materials, and additional resources supporting instruction in each area of study. Transparency in Montessori and state standards alignment will be achieved through developed and under-development Montessori-state standards cross-maps.

In 2013, to address how Montessori's scope and sequence aligns with Common Core State Standards (CCSS), over fifty AMI professionals collaborated to create maps connecting AMI elementary Montessori scope and sequence to the CCSS for math and ELA in Grades K-6. Creation of the documents disclosed that the Montessori curriculum not only covers the expectations outlined in CCSS, but surpasses expectations with its holistic educational approach. Similar work is being done with Next Generation Science Standards (NGSS) currently. Public Montessori programs, including the high-fidelity programs such as Montessori Education Centre (Mesa, AZ), employ the use of these cross-maps. The Montessori Education Centre Charter School was one of 23 public charters schools to make the 2019 National Blue Ribbon Schools list.²¹ The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups.

Adolescent Community Targeted Learning Blocks. A fully-fledged adolescent Montessori curriculum (Grades 7-9) was never designed by Dr. Maria Montessori as she had done with the primary and elementary levels. The programs in existence today are based on the observations and experience of Dr. Montessori as outlined in her book *From Childhood to Adolescence*. Dr. Montessori's preferred method was a farm school, some of which are long established in the United States. However, considering 21st century needs, this format is not universally realistic nor directly responsive to the current needs of our society. Therefore, adolescent Montessori

programs today such as Sojourner Truth Schools, a newly approved charter school serving middle and high school students in Washington DC, make accommodations to meet the demands of our modern culture and higher education without compromising the goal of Montessori ideals.²² Distilled, this goal emphasizes that to set up young adolescents for success in high school requires a program that incorporates creativity and choice, promoting the collaborative and social nature of adolescents and strengthening their growing independence through organization and time-management skill building. Thus, PCM will partner with TSS Place Network to create and deliver a Washington State standards-aligned curriculum for math, ELA, civics, science, and SS to adolescents that ensures they are ready for the rigor of high school level courses and on a pathway to college upon exit of PCM.

Adolescent Community Core Content Courses & Electives. While Grades 7-9 students will still work in a mixed-age environment, they will also participate in standards-aligned AM targeted learning blocks. This core content work time builds a strong content foundation that is applied through afternoon place-based project work time. Students in Grades 7-8 experience humanities and STEM blocks while Grade 9 student experience ELA, biology, and a semiweekly rotation of core content courses in algebra, world history, and Spanish/French with semi-weekly place-based project work. In the adolescent program students will take physical education (PE for Life) and arts electives that are aligned to Washington State standards and will draw from OSPI's Grade Level Standards and Resources bank²³ for curriculum. This coursework sets PCM adolescent students up for success in any traditional high school.

At all levels, in addition to standards aligned curriculum, additional standards and daily features will be included to ensure a whole-child focused education, for example Morning Circle

and Character and Leadership. K-adolescent program students will participate in morning circle and character and leadership time which will employ curriculum that integrates CASEL-SEL standards, topic-relevant Teaching Tolerance Social Justice Standards, and Washington Health Education Standards. Traditional Montessori grace and courtesy curriculum will be integrated with CASEL-SEL standards for Grades K-6.

Instructional Strategies. Montessori teachers teach by: (1) preparing learning environments that are filled with high-interest, developmentally appropriate learning opportunities, (2) serving as a dynamic link between individual students and the environment, and (3) protecting student engagement in their work. Teachers identify stages of physical, intellectual, social, and emotional development, which guide their preparation of the learning environments and curriculum content suitable for each stage. This knowledge, combined with Montessori teachers' ongoing clinical observation tool known as Child Study, enables Montessori teachers, in collaboration with specialists when appropriate, to design lessons that meet the needs of individual students in the Montessori environment at any moment in time. In this way the Montessori curriculum is matched to the readiness and interest of individual students, rather than expecting a student to adapt themselves to the curriculum at the time the teacher wants to cover the material. Montessori instruction entails a unique combination of student-centered and highly structured learning. In developmental approaches like Montessori, structure is achieved through the organization of the learning environment rather than the teacher's behavior. Within this frame, the teacher's key role shifts from delivering content to supporting student engagement within the prepared environment. Additional instructional strategies at all levels

include: adult modeling, self-directed learning, large- and small-group instruction, personalized instruction, lessons designed around hands-on authentic learning, and place-based learning.

Task lists and student goals maintained in increasingly student-driven Personalized Work Plans (PWP) help guide what core content the student is covering during a given work cycle. Each student is held to equal and high expectations for proficiency of standards, but pace (to some degree) and learning experience may vary depending on the student interest. Students engage with Montessori materials and place-based projects to develop a deep understanding and show proficiency. Rubrics are the most frequent competency-based evaluation tool for measuring student proficiency. Progress toward achieving each content standard is tracked in Transparent Classroom, our learning management system

Use of Technology. PCM is committed to helping students develop 21st century skills in an age appropriate manner. We also recognize the need for practice and appropriate accessibility for state testing. To that end PCM has adopted the age appropriate K-9th grade WA Computer Science Learning Standards & EdTech Learning Standards. PCM has also budgeted for a 1:1 student to computer ratio. This will poise PCM to respond quickly in the event of a school closure that necessitates movement to a virtual setting. PCM will have a Child Internet Protect Act policy and a school technology policy to ensure students are not exposed to offensive, violent, or mature content while using the internet.

Section D. Assessment and Data

Assessment System. PCM will employ all required state standardized tests as one component of a more comprehensive and integrated assessment system that aligns with recent research indicating standardized tests are not in and of themselves a holistic metric to assess the

complex suite of skills necessary for students to be successful in life, whether at the primary, secondary, or advanced education levels.²⁴ Whole-child progress in areas of executive functioning, cultural humility, and social-emotional competency will also be monitored and assessed, as they are shown to be integral to academic and lifelong success.²⁵ To this end, PCM uses an integrated, competency-based approach to assessment anchored in the use of PWP for each student. PCM’s assessment system will use a combination of metrics, that rely on internally designed and norm-referenced evaluations to measure and guide student proficiency and progress. PCM’s competency-based assessment plan is delineated in the table below. Also included are examples by grade levels of the assessment PCM uses to ensure students are meeting or exceeding growth goals and achievement benchmarks. PCM incorporated NEWA MAP testing and growth as an academic performance framework goal (see [501\(c\)3 attachment](#)). How teachers use data to address the needs of students is discussed in more detail in the following section.

Assessment Categories				
Diagnostic assessments	inform teachers of each student’s beginning level of proficiency on academic standards and non-academic skills and competencies, informing goal-setting for each student on PWP and a baseline against which to measure student growth.			
Formative assessments	are smaller scope internal progress checks such as daily Child Study, tasks that occur during work cycles, quizzes, and individual work proficiency checks that inform students and teachers about student mastery over specific standards, skills, and competencies. These assessments inform the work planning and goal setting sessions for the PWP through which teachers guide students.			
Interim assessments	help students and teachers make timely mid-course corrections related to student progress and proficiency. Nationally-normed interim assessments provide data about student growth and proficiency on grade level standards. Interim project-based assessments rely on internally created rubrics that assess a full suite of skills (academic, SEL, executive-functions) to provide a more holistic picture of mastery.			
Summative assessments	provide students and teachers with snapshots of overall proficiency of grade level core content standards.			
Student Assessments				
Subject/Standards	Diagnostic	Formative	Interim	Summative

ELA -WA K-12 ELA Standards -WA K-12 Social Studies Standards (Humanities 7-9)	AIMSweb (K-8)	NWEA MAP (K-9)		
	WaKIDS Inventory (K)	Self-correcting/didactic materials (K-6)		Montessori skills inventories ^A Standards-aligned project rubrics Smarter Balanced Assessment Consortium (SBAC) (3-8)
Math -WA State K-12 Math Standards	Child Study, ^B including behavior inventories, work curve graphs, probatory questions, exit slips, quizzes, work samples, and portfolios of work—housed in PWP's	Outdoor Science School portfolios (K-9) Eastern WA Regional Science and Engineering Fair Process Evaluation Rubric (5-9)	Washington Comprehensive Assessment of Science (WCAS) (5 & 8)	Exhibitions of Work (K-6) and Passion Project Rubric Mastery (7-9)
Science -WA K-12 Science Standards -WA Computer Science Learning Standards & EdTech Learning Standards (STEM 7-9)			Standards-aligned project rubrics	
Social Studies -WA K-12 Social Studies Standards			Teacher observations, skills inventory with goals New Family Questionnaires ^D	Student-constructed goal check-ins
Character and Leadership -Grace and Courtesy -TSS-CASEL Competencies -Teaching Tolerance Anti-Bias Framework and Social Justice Standards -WA Health Education Standards and Performance Indicators	Above-referenced diagnostics	Self-evaluation checks with mentor	Employability Skills Rubric ^E Mastery	Passion Project Rubric Mastery
			High School and Beyond Plan and Portfolio	
Placed-Based Learning -WA K-12 ELA, Math, Science, and SS Standards -TSS-CASEL Competencies -Employability Skills (7-9)				
^A Montessori skills inventories: benchmarking document aimed at clarifying what is expected of a student moving from one age grouping to another.				
^B Child Study: formalized observation approach encompassing a suite of Montessori-specific protocols, rubrics, and checklists to garner quality data to inform lessons and personalized work plans. ²⁶				
^C Minnesota Executive Functioning Scale (MEFS) App: nationally normed, tablet-based, game-like tool used to assess executive functioning skills. ^{27 28}				

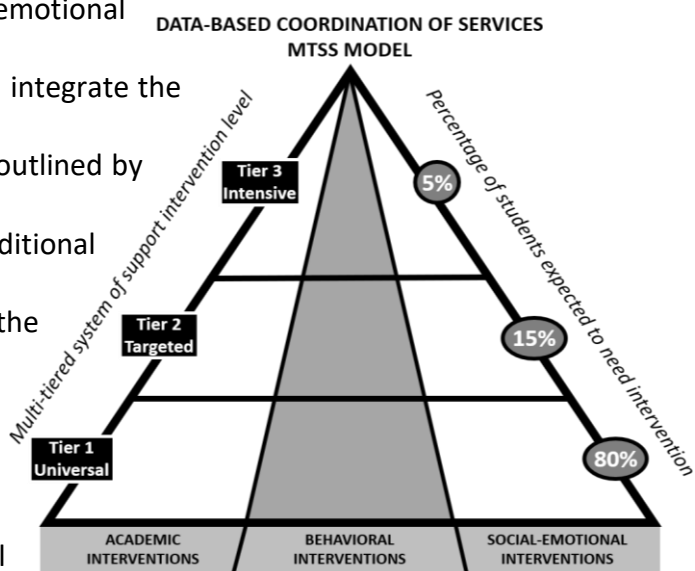
<p>^D <i>New Family Questionnaires</i>: families share their own perception of their child’s strengths, challenges, interests, and unique qualities as well as habits and routines.²⁹</p> <p>^E <i>ES Rubric</i>: (employability skills) adapted from Sojourner Truth School. There is no single, widely recognized set of employability standards. Truth’s model was informed by research from the American Institutes for Research, the Perkins Collaborative Resource Network, and DC Public Schools Tenacity Employability Skills Curriculum.³⁰ Truth’s employability skills curriculum supports growth in three specific character traits, demonstrated with evidence, to set students up for success in professional careers: poise, initiative, and perseverance.</p>	
Target Achievement* Benchmarks for Summative State or Norm-referenced Assessments	
SBAC-ELA and SBAC-Math	≥75% of Grades 3-8 students will meet or exceed proficiency.
WCAS	≥75% of Grades 5-8 students will meet or exceed proficiency.
NWEA MAP Growth	Grades K-9 students will show one or more years of growth in both reading and math each year on the nationally normed Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). Students who come in below grade level in reading and math will realize 1.25 or more years of growth in one year, in alignment with our academic school specific performance framework goal.
<p>*Achievement benchmarks are informed by 2018-19 results from Pullman School District for low-income students and students with disabilities, two of our biggest anticipated student populations, and by the performance of Spokane Public Montessori, the closest peer school to our region, which serves 19% students with disabilities.</p>	

Student cohort progress is monitored by teachers through formative and interim assessments. One Wednesday per month is reserved for teachers to do a similar age grouping data dive and plan interventions and upcoming curriculum. Five full days per academic year are planned for deep data dives and forward planning sessions where teaching teams look at interim assessment data within and across age groupings. The Montessori coach (MC) is responsible for planning and managing both deep dive processes, helping teachers to analyze and interpret data, including from nationally normed assessments, and making determinations about what schoolwide teacher PD and coaching is needed based on student cohort outcomes. The MC will be responsible for helping teachers use the results to inform their practice. Additionally, the administrative team will host family university events to help families understand how to understand their child’s results. Sharing of results and reporting of data to the community and our authorizer will occur through our annual progress report publication.

Section E. Effectively Serving All Students

MTSS. PCM is committed to providing an inclusive learning community where every child develops to their full potential and individual differences are respected, embraced, and understood to be the norm. Student performance and growth must include multiple areas—academic, behavioral, and social-emotional—for students to possess the skills necessary to navigate the complexities of life and school. Failing to build a proper foundation in one of these areas could cause shortfalls in other areas. As our model employs the Universal Design for Learning (UDL)³¹ approach, our program is already predisposed to address the needs of all learners. UDL is an educational approach, based on research in learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual differences. PCM will be intentional in our implementation of a timely, integrated, tiered instructional approach to meet the specialized needs of any student demonstrating academic, social, or emotional

challenges. Following best practices, we will integrate the closely aligned tiered intervention strategy outlined by the Seneca Family of Agencies Unconditional Education model³² to complement the traditional Montessori practices underpinned by the UDL approach (see graphic to right modified from the original



Seneca MTSS model graphic). We will also use the eight best-practice, student-centered categories outlined by Innovate Public Schools: *Believe in me, Include me, Catch me when (or*

Before) I fall, Meet me where I am and challenge me, Know me, Involve me and my family, and Stick with me, to continually evaluate and align our policies, procedures, practices.³³ Honoring the philosophy of Dr. Montessori, which promotes the integration of relevant cultural technology and data-driven practices, we blend restorative practices³⁴ informed by a holistic trauma-informed, attachment-based educational approach, and CASEL competencies, to provide the behavioral and social-emotional supports necessary to support student academic success. Each tier represents increased levels of support in the respective category, starting with our universal Tier I base that employs a strong schoolwide program. Tier II and III reflect intensified and increasingly personalized interventions.

Supports for All Students (Tier I). Essential to student success is the creation of a strong Tier I foundation in all categories. Primary pitfalls for the at-risk student—sense of isolation, poor attendance, and disengagement from academics³⁵—are addressed through our personalized learning model and focus on whole-child education, which gives equal weight to development of academic and social-emotional skills. Additionally, our commitment to hold high expectations for all students reinforces our belief in each students’ abilities, which helps them to build that same belief in themselves. We acknowledge that a student’s success in academics is not only influenced by the strength of their executive functioning skills, but also their ability to have a sense of control over what, when, where, and how they learn curriculum.^{36 37} This impact of student choice has been shown to be most beneficial for students with learning challenges and those prone to disengaging or dropping out.³⁸ The addition of providing students, particularly at-risk students, an environment where they feel they belong can dramatically change the trajectory of their life. Our commitment to focusing on differences as the norm, formation of strong bonds

among students and adults, and training and practice of SEL skills for school and life improve students' sense of belonging. Additionally, our personalized education method allows for advanced differentiation to capture the attention of students who are prone to disengaging when forced to move lockstep with a group of their peers. Daily opportunities for student-teacher work plan check-ins reduces the chance of a student falling behind.

PCM has developed a comprehensive identification and support plan for the variety of students classified as at-risk and/or educationally disadvantaged. In a nutshell, interim assessment data as well as other data (discipline records, attendance data, work samples, teacher observation data, etc.) will be used to determine whether additional support is necessary for a student and identify the type of academic, behavioral, and social-emotional interventions that would be most appropriate. Students who are identified to have greater learning needs than those that may be addressed through Tier 1 supports may be identified for additional in-class accommodations. These students will be referred to the Community Team (CT) for problem solving and development of a more specialized accommodation plans. After 4-6 weeks of high-fidelity implementation and progress monitoring overseen by the Montessori coach, the CT will re-examine student progress. At this time new accommodations may be developed, or the student may be referred to an elevated support team. For students not entering our program with a designation (IEP, 504, Highly Capable (HiCap)), teachers and support teams will carefully monitor students within the first three months of school to ensure personalized student needs are being met. To identify HiCap students, all students will be given a screener to aid in avoidance of disproportionately identifying students based on demographics. PCM staff will receive support and development around identifying and interrupting this type of internal bias. Additionally, staff

will regularly review qualitative and quantitative data when students are referred to ensure that all students who may qualify are identified. Teams will also review data, at least annually, to identify patterns of over- and underrepresentation.

Food Services Plan. PCM is committed to providing healthy breakfast and lunch at an affordable price for all its students. Our food service program may be contracted out, in part or whole, to Pullman School District Food Services. Our facility will house a commercial kitchen for various culinary uses which may eventually be used to operate our own in-house food service program. Our program, regardless of whether self-run with advice from PSD or contracted to PSD, will meet the current meal pattern and nutrition standards and federal requirements to offer free or reduced-price meals to eligible students as outlined by OSPI.³⁹

As traditional Montessori practices encourage students to participate in preparation of food and snack, PCM will work with our insurance provider and local Health Services to devise a strong program for safe student involvement. PCM will pursue registration in the USDA Fresh Fruit and Vegetable Program (FFVP) which provides participating elementary schools with a variety of free fresh fruits and vegetables throughout the school day to offset our snack program budget. Additionally, as research supports the importance of providing breakfast to children and youth, PCM will strive to offer an alternative breakfast model through the Universal Breakfast in the Classroom program.⁴⁰ Students who eat a good breakfast perform better in school, have better attendance, and exhibit fewer behavior problems. Qualification for this program requires a 40% free and reduced-price lunch population which we believe we can exceed.

Transportation Plan. PCM students will receive transportation services to and from school in accordance with state law, including those to mitigate hazards for walkers. Based on

our proposed location, grades served in Year 1 (K-5), and preliminary discussions with prospective families, we anticipate over half of our students will require school-provided transportation. The other half will likely walk or be driven to school. Further information on PCM's transportation plan can be found in the [PCM Transportation Plan](#) attachment.

Section F. Staffing and Professional Development Plan

Staffing & Recruitment. Putting PCM's culture into action our first year will begin before school starts and be initiated on a broad scale through our hiring practices. PCM's staff structure can be viewed in the [PCM Staffing Plan](#) attachment. PCM has budgeted for sufficient staff to deliver a high-fidelity Montessori program, provide the support necessary to maintain our coaching model, adequately address the needs of our anticipated student population, and accommodate the growth of our program. To ensure we secure top talent and experience and a diverse pool of candidates, we will conduct a national search early, leveraging connections with advisors and partners and using well-recognized Montessori job boards and recruitment services. Hiring will include a rigorous multi-stage process informed by TNTP's research and best practices outlined in the Teacher Recruitment and Selection Toolkit.⁴¹ Our hiring and retention practices to promote and maintain staff diversity, ensure equity, and promote and maintain cultural humility are informed by trainings administered by Dr. John Scott as part of the WA Charters School Leadership and Design Fellowship, and UC Berkley's "A Toolkit for Recruiting and Hiring a More Diverse Workforce" publication.⁴²

PCM's salary schedule is comparable with rural districts serving students in eastern Washington. Our budget projections consider a standard 3% cost of living increase per year. However, adjustments will be made as necessary to meet annual cost of living increases in

Pullman. In addition, indirect incentives to work at PCM include: a family-like community of professionals with a common mission and vision, a high level of professional development, an exceptional coaching model, high-quality teaching teams, opportunities for innovation and creativity with a strong evidence-based curriculum, and being valued as a professional. Montessori teaching positions are highly coveted, particularly a Montessori coach position.

Professional Development (PD) Plan. To build a culture of excellence, all stakeholders must be included, especially those who guide student progress—teachers. Teachers must be provided with excellent support and PD to remain responsive and empowered to meet ever-changing student needs. According to research, teachers are not satisfied with traditional PD formats, citing that system-driven, compliance-based PD is not effective.⁴³⁴⁴ Rather, teachers describe ideal PD as relevant, interactive, and delivered by someone who understands their experience, and that it is sustained or ongoing over time. With this in mind, PCM leaders will help ensure that PD is responsive to teachers’ needs, has a clear focus, is driven by data, and that everyone is accountable to established goals.⁴⁵ This more personalized approach to PD is attentive to the collective and individual needs and preferences of PCM’s leadership team. PCM’s program will include over 30 days of PD annually.

PD Components	Description	Timing
Annual Growth Portfolios (AGPs)	Like PCM students, teachers engage in a continuous cycle of improvement, organized and tracked through personalized Annual Growth Plans (AGPs). AGPs identify specific goals for improvement using the SMART goal method. Goals will tie back to specific appraisal tools used to assess performance and plan growth and individual interest (examples on pg 117 of draft Charter Contract). Goals will not only include pedagogical goals but also community LEADER goals (to improve SEL and executive functioning skills), teaching team goals, PLC goals (i.e., how to actively participate and strengthen the PCM PLC), DEI-related goals, and goals to increase cultural humility. This will be accompanied by a resource list (books, articles, videos, workshops, and	Ongoing

	others) to plan how goals will be achieved.	
Staff Summer Institute	Staff Summer PD occurs for three weeks prior to student arrival. Over these three weeks, the PM half of the day is reserved for room setup, teaching team collaboration, and the K Warm-Up Program (the week before school starts) while the AM half of the day is reserved for schoolwide and small-group PD and culture building. *The exception to this will be Year 1, where staff will start July 1.	July-August
Classroom Observations	The head of school will engage in short (15+ minute), unannounced, classroom snapshot observations. Feedback will be provided in a 1:1 meeting the same week, per the Leverage Leadership 2.0 coaching model.	Monthly
Extended Coaching Sessions	Each teacher will receive individualized observation and coaching weekly over a 12-week time period during the year. During the coaching cycle, the MC will work side-by-side with the teacher in the classroom during one morning work period per week. A follow-up discussion will take place between the two during the teacher's planning period on the same day. This time provides the opportunity to discuss and determine areas of strength and needed growth for the teacher/assistant and the classroom environment, any concerns with specific students, and the best possible practices the teacher can implement in the classroom.	Annually in a 12-week block
DERS	The MC will facilitate the Developmental Environmental Rating Scale (DERS) appraisal tool in each classroom. This tool provides an opportunity to grow the teaching team's classroom environment practices.	5X per year
Room Swaps	Teachers participate in observations of colleagues teaching in their room. Peers provide same-day feedback while noting and absorbing new ideas and approaches to add to their toolkit.	5X per year
Deep Data Dives & Forward Planning Sessions	All staff will engage in full-day data dives looking at large trends and drilling down in groups on addressing smaller trends. Data will drive planning. Integrated PD will scaffold development of staff skills in this process.	5X per year (no school)
Wednesday PLC Sessions	A PLC is a group of educators engaged in an ongoing process in which participants work collaboratively in recurring cycles of collective inquiry and active research to achieve better results for students. ⁴⁶ PLCs are driven by a focus on learning, a collaborative culture of collective responsibility, and a results orientation. This approach effectively shifts the focus from the need for teachers to improve to a focus on how teachers can work together, engaging their dedication to lifelong learning, to meet the needs of students. The PCM PLC plans Montessori and place-based curriculum during Wednesday PD time. During these PM half days, teachers will engage in schoolwide and small-group PD and planning. Topics will be dependent on need but will include sessions on DEI (follow-up to summer PD), cultural humility, using data to assess performance, school policies, and/or issues pertinent to the whole community.	Weekly on Wednesday half days
Friday	Fridays will start with a full-staff community meeting to address any	Weekly on

Community Meetings	school issues, provide shoutouts to celebrate successes, and perform cultural maintenance.	Friday mornings
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Section G. Financial Management and Monitoring Plan

Financial Management and Monitoring. The Head of School (HOS) will assume the Chief Financial Officer (CFO) duties in collaboration with the contracted CFO support and ESD liaison and NEW ESD 101 during start-up through Year 4. PCM HOS and Board of Trustees (BOT) is developing effective and high-quality systems, policies, and processes for financial planning, accounting, purchasing, and payroll. This includes the establishment and maintenance of strong internal controls and capacity for complying with all financial reporting requirements, PCM’s charter contract, and the School District Accounting Manual (SDAM). The PCM BOT is finalizing the draft Financial Policies and Procedures Manual submitted in our charter application. Financial policies and procedure and controls will be reviewed annually, or more frequently if needed, by the CFO support organization in collaboration with the HOS, to ensure that updates to the SDAM and other regulations are incorporated in PCM’s policies and procedures and adopted by the BOT.

PCM’s **Multi-Year Operating Budget** attachment displays that by year 5 PCM’s core program is sustainable on public funding. Also displayed is procurement of sufficient resources, personnel, and materials to meet the needs of our anticipated student population; including securing critical partnerships to support program development and PD and securing specialized staff such as the SpEd Teacher-Program Manager and trained paraprofessionals. The attachment also reflects an additional source of secured multi-year grant revenue; the WA Charters Planning and Implementation Grant (see **Other Grant Funding** attachment). The **PCM Project Budget** attachment, accompanied by the **Budget Narrative**, outlines how PCM intends to use CSP

funding and the importance the funding plays in PCM's program establishment and development. The PCM Board and administrative team is aware of the responsibilities associated with compliance and reporting related to use of CSP funds and is reviewing PCM's Financial Policies and Procedures Manual to ensure compliance.

PCM's budget accounts for sufficient resources to successfully address the needs of our educationally disadvantaged and at-risk student populations including: transportation, food services for all students, nurse services, a full time sped teacher and program manager beginning year 1, SpEd materials, a 1:1 ratio of trained classroom paraprofessionals to teachers, and a plan to expand support program needs as the school grows (focusing on a home-grown model after base staff are secured). The PCM also maintains a healthy cash reserve for contingencies in the event our actual student population needs increase above the projected needs. Our facilities plan also includes space for students with IEPs that stipulate the need for services outside of the classroom environment.

Facilities Plan. PCM has identified and is in the process of securing a facility that will accommodate our growth from conception to capacity, the Gladish Community and Cultural Center. We have secured year 1 space for planning year improvements and are working with Gladish building management and Washington Charter School Development (WCSD), to develop a master lease with a promissory note to guarantee growth within the building according to PCM's expansion timeline. Our facility costs are reasonable at an average of 13% of PCM's annual budget. See our **Facilities Plan** attachment for more detail.

Section H. Board Capacity and Governance Structure

Role and Composition. The management of all affairs, property, and interests of PCM are vested in its Board of Trustees (BOT). PCM's BOT positions include chair, vice-chair, treasurer, assistant treasurer, secretary, assistant secretary, and other such positions designated during board expansion. In accordance with our bylaws, PCM's governing BOT will consist of between 5-11 members who serve a term of two years. Members may serve up to four consecutive terms or a maximum of eight years. The thoughtfully tailored bylaws lay a path to maintain a healthy board structure and practices while the BOT LEADERS Application Packet clearly documents roles, responsibilities, and expectation for the full BOT and individual members. The BOT packet also includes a Conflict of Interest and Code of Ethics Policy and Conflict of Interest Disclosure Form PCM bylaws also outline a founding election cycle that ensure no more than one-third of members turn over in any given year following approval. PCM's governing documents, including bylaws, articles of incorporation, proof of nonprofit status, proof of filing for tax-exempt status, and a signed statement of assurances, can be viewed in the attachments and draft Charter Contract.

The BOT is in the process of establishing standing committees in accordance with PCM bylaws and will delegate intermittent duties to ad hoc committees or working groups as necessary. All committees are extensions of the board, report to the board, and do not have decision making power outside of board approval. Each BOT member will serve on a committee on an annual rotating basis as to expand their understanding of the full BOT's structure. The only exception will be the treasurer who chairs the Finance Committee. Committees will be held to all the same operating norms and quality and professional standards as the full board. Updates, provided by the committee chair or designated representative in absence of the

committee chair, will be built into the monthly BOT agenda as to promote active committee operation. Standing committees include: Governance, Finance, Development, Academic Excellence, and Leadership Evaluation and Support.

The present composition of the BOT is reflective of our community and includes a diverse array of professional experiences; practical expertise; socioeconomic, cultural, and ethnic backgrounds; and temperaments that set us up for a strong start (see **Board and Leadership Resumes** attachment). The BOT's current collective experience is more than sufficient to govern a non-profit public school and includes education; deep Montessori expertise and connections; small business and charters school management, finance, compliance, and operations; grant identification, writing, and compliance; nonprofit board development and governance; technology management; and strategic planning. PCM's founding board is committed to strategically growing to ensure not all members are commonly affiliated and that identified gaps are filled (legal, school finance, large-scale accounting and finance, and human resources). The board seeks to add a treasurer with nonprofit and K-12 finance experience as its next officer. Additionally, we will increase racial and ethnic diversity, ensuring our composition reflects our community.

Investing in Governance. The BOT has adopted well-established best practices for policies, systems, and structures outlined by Governing for Greatness⁴⁷ and BoardOnTrack,⁴⁸ and informed by WA Charters trainings. PCM has secured a full membership with BoardOnTrack to ensure a strong foundation for governance is established, Open Public Meetings Act (OPMA) and Public Records Act (PRA) requirements are more easily met, and board SMART goals and acumen strengths/gaps are more effectively monitored. The PCM BOT will participate in ongoing PD and

has developed a comprehensive Planning Year PD Plan which includes development in governance, executive appraisal, model fidelity, DEI and anti-racist operation, financial compliance and reporting, OPMA-PRA compliance, and fund development. The BOT is also committed to annual review of conflicts of interest and quarterly (or more frequent when appropriate) check-ins on Logic Model progress and alignment. The Logic Model serves as a high level view of PCM’s needs and goals (see **Board and Leadership Resumes** attachment).

Section I. School Leadership and Management

Leadership & Management Team. The BOT’s focus is effective governance—setting organizational goals focused on outcomes. The HOS’s focus is effective management—devising and overseeing strategies and day-to-day operations that achieve those outcomes. The full management team is outlined in the table below:

Head of School (HOS): Reports and presents data to the BOT. Core responsibilities include: oversight and accountability for schoolwide operations and finances, primary liaison to the governing board and charter authorizer, provider of external-facing leadership on communications, partnership-building, and fundraising, facilities and business management duties. Conducts interim and annual reviews* for the Montessori coach (MC). Manages MC’s annual growth portfolio (AGP) (see Accountability section below). Collaborates with external contractors and coaches to assist in oversight of the MC’s AGP and advise their Deep-Dive Reviews (DDR). Conducts all reviews and manages AGPs for all other staff, with the exception of the teachers, program manager, and classroom assistants. Liaison for the independent Community Engagement Committee (plans, coordinates, and manages all small fundraising and community engagement events). Chief financial officer duties will be assumed by the HOS in a slow-release relationship with a contracted financial consulting firm.
Montessori Coach (MC) – Director of Instruction, Assessment, and PD: Reports to HOS and presents academic data to BOT. Core responsibilities include: instructional coach, staff professional development manager, and acting director of instruction and assessment. Manages teacher and classroom assistant AGPs. Conducts interim and annual reviews* and manages AGPs for classroom assistants and the SpEd teacher/program manager. Works collaboratively with the HOS and contracted external advisors to design the adolescent community program and hire teaching staff in Year 1.
Director of Operations (DOO): (This position is not filled until Year 5 of operation.) Reports to HOS. Core responsibilities include purchasing and logistics (food, transportation, community-based organization coordination and logistics). Conducts interim and annual reviews* and manages AGPs for Office Manager/Administrative Assistant. PCM anticipates adding a DOO in Year 5 to accommodate for growth.
CFO Support and ESD 101-PCM Liaison: Works with the HOS to transition CFO responsibilities internally. Joule Growth Partners will likely fill this consultant role.

Special Education (SpEd) Teacher-Program Manager: Reports to the MC. Conducts interim and annual reviews* and manages AGPs for all relevant specialized teaching personnel. This may often include co-management with the MC as our classroom assistants are trained paraprofessionals. Will be the point of contact for coordinating services with ESD 101 and any specialized personnel we contract and/or add through program expansion during our first few years of operation, while we begin growing our team internally.

External Advisers and Consultants: Partnerships with National Center for Montessori in the Public Sector (NCMPS), TSS Place Network, and WA Charters will ensure high-quality training and support for our board and management team in our first four to five years of operation. Consultant agreements with Montessori Northwest, Spokane International Academy, Spokane Public Montessori, and the Sojourner Truth Montessori Public Charter School will provide targeted advice to the BOT, HOS, and MCs.

**Interim and annual reviews include: Interim Reflection, Year-in-Review Extended Reflections, annual Deep-Dive Reviews*

Once the school opens, the HOS will use Montessori Dashboard to share school progress with the BOT. The platform is aligned with the Essential Elements of Montessori in the Public Sector (EEMPS) Rubric, which PCM has adopted as one of its performance frameworks. The Dashboard serves as a data aggregation system that streamlines analysis of financial, operational, and academic performance through the lens of the EEMPS Rubric and improves overall visual presentation to stakeholders. The EEMPS rubric is used to evaluate overall school performance and public Montessori fidelity. The HOS resume, PD and Accountability Plan, as well as the MC's job description are included in the **Board and Leadership Resumes** attachment. The HOS, supported by a hiring team, are in the process of securing the MC position.

Accountability. Evaluation of performance is a continuous process and incorporates a suite of tools. First, all personnel within the school, including the administrative team, will create and maintain an AGP that identifies specific goals for improvement using the SMART goal method. Goals will tie back to specific Montessori Assessment Playbook appraisal tools used to assess performance and plan growth. The role-specific appraisal tools will be incorporated into portfolios for evidence and ease of alignment.

The BOT will establish a Governance Committee (GC) and Leadership Support and Evaluation Committee (LSEC) to ensure quality standards and growth for the respective groups/or persons. In addition to governing the school, the board will also be responsible for hiring and assessing the HOS on a semi-annual basis. The GC will oversee board evaluation. Similar to administrators and staff of PCM, the BOT will engage in a continuous cycle of improvement lead by monthly check-ins on SMART goals. Once established, LSEC will lead evaluation of the HOS, which will rely on multiple measures including: the HOS's annual growth portfolio that is aligned with EEMPS Rubric and includes Montessori Playbook evaluation documents (see [HOS PD and Accountability Plan](#)). The HOS evaluation is also a metric for assessment of overall BOT effectiveness and will be considered in the annual BOT evaluation.

The BOT's attentiveness to the challenges faced by the leadership team and their strategic plan to address the potential challenges is clearly outlined in the plan for assessing and supporting the leadership team (see [HOS PD and Accountability Plan](#)) and in the partnerships with NCMPS and TSS to support program development and leadership.

Section J. Student Demand and Community/Local Support

Community Driven Model & Current Engagement. Assessments of demand included surveys, polls, focus groups, one-on-one meetings, community forums, and our Community Advisory Council (CAC). Families within our community have informed our education model in a myriad of ways. Comments and design session results have illuminated demand for: multicultural education; behavioral support for students requiring more strategies; music and drama in rural schools; support for students with different needs; opportunities for middle school students to learn vocational and home/life skills; and more targeted support for at-risk students, particularly

those who have disabilities or are on 504 plans. Concern for adequate academic rigor for the highly capable student population has also been voiced, as well as concerns about this population's social-emotional preparedness upon graduation. A desire for better communication with families regarding students' needs and how they are being met was also expressed. This feedback, supported by student assessment data, informed our design process and identified key areas we needed to be attentive to. Other impacts our community has had on educational program development include: formalizing our mission and vision, identifying our school name and logo, and outlining key needs specific to our community. **Demand & Enrollment Goals.** Growing demand for PCM's model has been confirmed in numerous 1:1 conversations, a growing Facebook following (317 followers), individual letters of support from community members and organizations, and "enrollment interest" from prospective parents accounting for approximately 40% of PCM's year 1 enrollment target. Interested families represent a wide swatch of our community residents including: families of color, low-income families, and Montessori and non-Montessori families. PCM founders are confident, with growing community interest and employment of a FACE Coordinator, that our enrollment plan is achievable and will be reflective of the targets outlined in the **Enrollment** attachment. To ensure PCM reaches those families who are underserved, PCM has applied for a Free and Reduced Price Meals lottery preference (see Enrollment Policies and Procedures submitted with our **draft Charter Contract**). Additionally, PCM has developed a robust **Enrollment and Recruitment Plan** (attached) that specifically canvases events and locations that will inform our desired demographics.

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