

Breakthrough Montessori Public Charter School
Annual Report 2022-2023



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2022-23 Board Chair: Michael Bing

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Message from the School

In 2022-23, Breakthrough Montessori served 346 children in PK3-grade 5. We offered six primary classrooms (for students in PK3-kindergarten), five lower elementary classrooms (for students in grades 1-3), and two upper elementary classrooms (for students in grades 4-5).

The 2022-23 school year saw Breakthrough Montessori leaping forward after the pandemic. We have continued to strengthen our Montessori program with notable gains in reading. The percentage of students who reached their annual growth goal in reading increased from spring 2022 to spring 2023. We are especially excited to see strong growth among our youngest learners, with a 10% increase in students kindergarten through grade 2 who met their annual growth goal in reading.

We expanded learning opportunities by adding “specials” for the first time. Students found so much joy in their new Physical Education, environmental education, and Spanish classes!

Thanks to the generosity of our family community, Breakthrough installed a custom-built jungle gym in our playground and raised funds to create a rain garden. The Breakthrough family community organized our second annual Book Fair and Field Day. Our school was once again open to families for classroom observations, Lesson Share Day, and more! In spring 2023, we came together for our first potluck since the pandemic.

We remain immensely proud of our school community: our families, faculty, and above all our students. In the words of Maria Montessori: “In the child is much knowledge, much wisdom. If we do not profit from it, it is only because of neglect on our part to become humble and to see the wonder of this soul and learn what the child can teach.”



School Description

Mission Statement

The mission of Breakthrough Montessori Public Charter School is to provide families of Washington DC with a fully-implemented, public Montessori program designed to enable children to develop within themselves the power to shape their lives and the world around them.

School Program

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

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

Our early childhood curriculum (ages 3-6 years) includes standards for the following areas of study:

- Language
- Mathematics
- Practical Life
- Sensorial

- Cultural Studies (includes science and social studies)

Our elementary curriculum includes standards for the following areas of study:

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

Our instructional approach is defined by the following characteristics:

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

Self-guided learning. Students work independently with materials that enable them to master concepts in language, mathematics, science, etc. Manipulation of these materials satisfies the young child's developmental need to learn by doing. The materials inherently develop independence, concentration, and control of movement while instilling a love of work and a joy of learning. Materials are sequenced progressively, supporting students as they move toward increasingly complex work.

Observation. Teachers carefully observe students, track progress, and invite them to receive new lessons when they are ready. One of the most important aspects of a teacher's work is gathering data and continuously assessing students' performance in order to make appropriate and timely instructional interventions that ensure every child achieves academic success.

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

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

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

Development. We support human development through rigorous and uncompromising application of the Montessori method. Our school is staffed with trained Montessori teachers who receive ongoing coaching.

Prevention. Because instruction at Breakthrough Montessori is tailored to the individual needs of students, our team seeks to address development challenges early.

Community: Our multifaceted commitment to community is grounded in robust family engagement, which begins with authentic, two-way communication with all Breakthrough families. Families engage with their child's education through classroom observations, monthly family events, parent-teacher conferences, and progress reports.

Family Engagement

Breakthrough seeks to serve not only the whole child, but the whole family. In the 2022-23 school year, Breakthrough organized the following opportunities for families to engage with the school.

- **Family Education Seminars:** Throughout the school year, Breakthrough offers family education seminars where parents & guardians engage with educators on topics such as consent and healthy relationships, Montessori curriculum, and literacy development.
- **Monthly family dialogue with school leaders:** Family members and school leaders gather every month to share school updates and hear family feedback.
- **Family Satisfaction Survey:** Breakthrough circulates a family satisfaction survey every winter with the aim of continuous improvement. In response to family survey data, Breakthrough took steps in 2022-23 to improve engagement of families of students with IEPs. We instituted a new series of family education seminars on Special Education referral and eligibility, as well as on the IEP process. We also piloted family observations of specialized instruction (parallel to classroom observations) and incorporated specialized instruction into our regular family updates on student progress through Transparent Classroom (our family engagement digital platform).
- **Classroom Observations:** Breakthrough encourages all parents and guardians to observe their child's classroom twice a year (in the fall and the spring).
- **School Home Association:** The School Home Association (SHA) is a volunteer group devoted to supporting the Breakthrough pillar of family and community engagement. Composed of parents and/or guardians of current students as well as Breakthrough staff, the SHA undertakes projects designed to promote robust, reciprocal connections between home and school. Feedback from the SHA informs decisions related to family and community engagement, fundraising, and other areas of the School's life. The SHA also supports the School's ongoing efforts to provide families with opportunities to learn more about Montessori education and how the Montessori philosophy informs the School's decisions. The School-Home Association (SHA) is a vital partner in helping Breakthrough achieve its mission of providing free, high-quality Montessori education to all families.

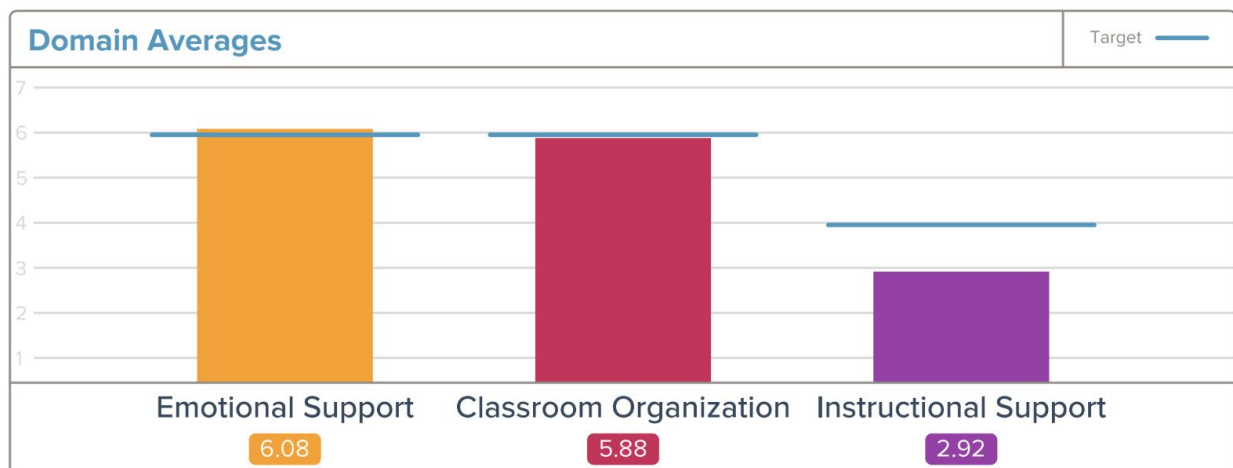


School Performance

Performance and Progress

Breakthrough Montessori uses the Public Charter School Board's Performance Management Framework (PMF) to establish and monitor our academic achievement expectations and outcomes. Below is a summary of the results of the different assessment tools Breakthrough uses.

Classroom Assessment Scoring System (CLASS): CLASS is an observation-based assessment of PK environments that focuses on the quality of teacher-child interactions. CLASS assesses three domains: emotional support, classroom organization, and instructional support. During the 2022-23 school year, CLASS observations were conducted in all six primary classrooms serving students in grades PK3 through kindergarten. Breakthrough's average scores per domain were as follows:



Breakthrough exceeded the target in Emotional Support (target: 6 / Breakthrough average: 6.08). The school fell slightly short of the target in Classroom Organization (target: 6 / Breakthrough average: 5.88). Finally, the school fell short of the target in Instructional Support (target: 4 / Breakthrough average: 2.92). However, it is worth noting that Breakthrough’s average domain score in Instructional Support increased from 2.70 in SY21-22 to 2.91 in SY22-23. In the primary Montessori classroom, educators use a plethora of hands-on learning materials that enable children to explore concepts in language, math, science, and more. As children engage with the materials in a tactical fashion, Montessori educators use verbal explanations less frequently than one might observe in other educational environments. Montessori educators furthermore use observation of student engagement with materials to assess understanding. As the CLASS assessment relies heavily on verbal interactions to gauge instructional support, Breakthrough’s multi-sensory approach to instructional support is not fully captured by this tool.

Teaching Strategies (TS) Gold. TS Gold is the tool we use to assess the progress of students in PK3 and PK4. This assessment measures growth over time in social-emotional, cognitive, language, literacy, and mathematics.

In spring 2023, results from TS Gold showed that over 90% of primary students had reached expectations for kindergarten readiness in literacy and math (note that SY22-23 TS Gold data is still pending validation by the Public Charter School Board at the time of writing).

iReady. iReady is an adaptive test that identifies the ceiling of a student’s skills in reading and math. Following Breakthrough’s Five Year Charter Review, Breakthrough selected iReady as the externally validated assessment our School will use to measure student growth in reading and math. The School conducted iReady for the first time in spring 2021.

In school year 2022-23, 48% of students in kindergarten through grade 5 met their typical annual growth goal in reading (a 2% increase from SY21-22). Forty-two percent of students met their typical annual growth goal in math (a 1% decrease from SY21-22).

Per Breakthrough Montessori’s Five Year Charter Review Conditions, the School will specifically report growth measures for students in kindergarten through grade 2.

- 46% of K-2 students met their typical annual growth goal in reading. This is an improvement from SY21-22 when 36% of K-2 students met their reading growth goal.
- 47% of K-2 students met their typical annual growth goal in math. This is an improvement from SY21-22 when 45% met their math growth goal.

SY22-23 iReady Growth & Performance by Grade in Reading

GRADE	PERFORMANCE RELATIVE TO NATIONAL NORM (PERCENTILE)	% OF STUDENTS WHO MET TYPICAL GROWTH	QUADRANT
Kindergarten	44th	40%	Low performance / Low growth
Grade 1	53rd	51%	High performance / High growth

Grade 2	49th	45%	Low performance / Low growth
Grade 3	45th	47%	Low performance / Low growth
Grade 4	57th	50%	High performance / High growth
Grade 5	68th	58%	High performance / High growth

SY22-23 iReady Growth & Performance by Grade in Math

GRADE	PERFORMANCE RELATIVE TO NATIONAL NORM (PERCENTILE)	% OF STUDENTS WHO MET TYPICAL GROWTH	QUADRANT
Kindergarten	56th	52%	High performance / High growth
Grade 1	39th	45%	Low performance / Low growth
Grade 2	42nd	45%	Low performance / Low growth
Grade 3	40th	30%	Low performance / Low growth
Grade 4	26th	33%	Low performance / Low growth
Grade 5	44th	37%	Low performance / Low growth

PARCC: Students at Breakthrough Montessori took the PARCC exam for the second time in 2022-23. Our school community set the internal goal for 55% of students to achieve a score of 3 or higher in both English Language Arts (ELA) and mathematics. Breakthrough surpassed its goal in ELA with 58% of students achieving a score of 3 or higher. We fell slightly short of our goal in math with 53% of students achieving a score of 3 or higher.

More specifically, 36% of students scored a 4 or 5 on ELA, and 31% did so in math. A score of 4 or 5 on PARCC indicates proficiency and means that a student is on track to take college level courses without remediation. A higher percentage of Breakthrough students achieved proficiency than the overall District, where 31% of elementary students scored proficient in ELA, and 29% did so in math.

Breakthrough's results speak to the steady progress our school has made in ELA. The percentage of students achieving a score of 3 and above increased from 2022 to 2023, as did the percentage of students achieving a score of 4 and above. This improvement is also reflected in our iReady scores. In spring 2023, the percentage of students who met their growth goal in reading increased from 46% to 48%. More specifically, we saw a 10% increase in the percentage of students in kindergarten through grade 2 who achieved their growth goal, pointing to a strong foundation for early childhood literacy here at Breakthrough.

Our 2022-23 PARCC results also highlight the need for increased attention on mathematics. While the percentage of students at Breakthrough who scored proficient is higher than the District's, we nonetheless saw a dip in our

school's PARCC math scores from 2022 to 2023. We also saw a dip in iReady math scores with 43% of students meeting their growth goal in 2022 and 42% doing so in 2023.

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

In spring 2023, implementation of the DERS showed the following:

- 5 of 6 primary classrooms (PK3-kindergarten) are high functioning overall (1 primary classroom categorized as developing).
- Elementary: 1 classroom rated as optimal; 4 classrooms rated as high functioning; and 2 classrooms rated as developing.

Essential Elements Rubric: Breakthrough Montessori engages in a periodic evaluation based on the Essential Elements Rubric of Montessori in the Public Sector. The rubric rates schools in five domains: Montessori Adults, Montessori Learning Environments, Family Engagement, Leadership and Organizational Development, and Assessment. Due to ongoing challenges related to the pandemic, Breakthrough did not conduct a spring assessment using the Essential Elements Rubric. The School plans to return to this practice by the 2023-24 school year. Data collected with the rubric from previous years indicate that the majority of Breakthrough's classrooms are high-functioning Montessori environments.

Attendance and Re-enrollment: In addition to assessments, Breakthrough looks at attendance and re-enrollment as indicators of our School's success. Breakthrough's In Seat Attendance for school year 2022-23 was 92.58% (a significant increase from 2021-22 when In Seat Attendance was 88.6 percent). Breakthrough calculates its re-enrollment rate for the 2022-23 school year at 82.2% (please note this figure is pending validation from OSSE).

Progress Towards Mission: When reviewed comprehensively, these results (CLASS, TS Gold, iReady, PARCC, DERS, attendance, and re-enrollment) show progress towards the School's mission to "provide families of Washington DC with a fully-implemented, public Montessori program designed to enable children to develop within themselves the power to shape their lives and the world around them." Results from the DERS, as well as past results from the Essential Elements Rubric, demonstrate that Breakthrough Montessori offers a fully-implemented, public Montessori program that promotes holistic human development through student-led exploration, individual and small group lessons, and hands-on learning with progressively sequenced materials. Results from CLASS show our early childhood environments offer strong emotional support and classroom organization. Finally, iReady and PARCC scores show progress towards rigorous academic growth and achievement.

To ensure our mission is robustly supported, Breakthrough builds an ecosystem of support around students. For example:

- Breakthrough ensures all students have access to evidence-based literacy instruction by coupling Montessori literacy curriculum with the Orton Gillingham Approach, which is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to students.
- In 2022-23, Breakthrough continued to work with Reading Partners to provide high-dosage reading tutoring to 39 students in kindergarten through grade 5.
- In 2022-23, twelve additional students received targeted reading support with our literacy specialist

Leadership Retention: Per the conditions set forth by the DC Public Charter School Board during the school's Five Year Review (December 2020), Breakthrough Montessori designed a leadership retention plan during SY21-22. This plan was submitted to the DC Public Charter School Board and was approved on March 8, 2021. The plan articulates Breakthrough's strategy for comprehensive staff development and retention, including leadership. Leadership development must be embedded within a comprehensive strategy for developing the talent pipeline for all roles necessary to operate a high-fidelity, high-quality public Montessori program. Likewise, leadership retention is inextricably linked to overall staff satisfaction and retention.

The plan articulates the following strategies for leadership retention:

- Professional development for leadership team
- Professional development for administrative team
- Leadership coaching
- Leadership review
- Flexibility and autonomy

During the 2022-23 school year, Breakthrough took the following steps to implement the strategies laid out in the plan:

- The executive director participated in professional development on a variety of topics related to Breakthrough's school-wide goals for student outcomes, including workshops on Multi-Tiered Support Systems (MTSS) and data-driven approach to serving students in Special Education.
- The executive director created a data dashboard that integrates classroom data with assessment data. The goals of this dashboard are:
 - Foster a culture of data-informed instructional planning: Pull together student attendance, assessment, and skill-development data in one place so administrators can identify school-wide trends and classroom teams can pinpoint each student's precise needs.
 - Center equity: Continuously assess any differences between demographic groups and special populations (SpEd, ELs, at-risk) in order to address opportunity gaps.
- The executive director and principal received leadership coaching during the school year.

The plan looks to data on leadership retention to judge the efficacy of these investments with a goal of, on average, an annual leadership retention of 75% or higher, with average years of service of departing leaders 5 or more. By

the end of the 2022-23 school year, the current executive director had served at the school for 7 years (5 years in the position of executive director). The principal departed the school after one year of service.

Finally, the leadership plan looks at student outcome data to evaluate the efficacy of leaders, as well as the impact of their retention on the School. While the School fell short of the retention plan's goal of 65% of students meeting growth targets in reading and math in SY22-23, we continue to work toward this benchmark. As noted earlier in this report, 48% of students in kindergarten through grade 5 met their typical annual growth goal in reading, and 42% of students met their typical annual growth goal in math.

Unique Accomplishments

We have continued to strengthen our Montessori program with notable gains in reading. The percentage of students who reached their growth goal in reading has increased. We are especially excited to see strong growth among our youngest learners, with a **10% increase in students kindergarten through grade 2 who met their growth goal in reading.**

We introduced specials for the first time. Students have found so much joy in Spanish, Physical Education, and Environmental Education.

We installed our custom-built climber in our playground and celebrated the generosity of families, which made this possible.

Our School Home Association (SHA) continued to build wonderful traditions for our school with our second annual Book Fair and Field Day. Our school was once again open to families for fall and spring observations, Lesson Share Day, and more. In spring 2023, we came together for our first potluck since the pandemic.

Our elementary classrooms embarked on "going-outs" - an important Montessori experience that had been delayed by the pandemic. Students visited the National Zoo, the animal shelter, the National Museum of the American Indian, the National Museum of Natural History, the National Museum of African American History and Culture, Audi Field, and more!

Student creativity flourished across our school with projects such as: A production of Hamlet, Knitting Club, Rain Garden Committee, Hanging Gardens, butterfly pavilions, and the creation of our 5th grade mural in the playground.

Staff and families work to build a culturally-affirming school environment by celebrating and exploring cultures and heritages within our community and across the globe.

We celebrated our first "Moving On" Ceremony where we acknowledged our 5th grade students transitioning to middle school, as well as our 5th grade students who will complete 6th grade here at Breakthrough. Whether students joined as PK4 students when the school first opened, or at different points of their primary or elementary journeys, all our 5th graders are founders and leaders of our school, and we couldn't be more proud.



List of Donors

- Alberto Behar and Sara Lipka
- Maryam Trowell and Luke McCloud
- Suzanne and Nicholas Munck af Rosenschold
- C'pher Gresham and Morganne Emerson
- Angie and David De Groot
- Vivek Swaminathan
- Casa Lala LLC
- Bertram Brown
- Andrew Robie and Danielle Spinato

SY 22-23 Data Report

Source	Data Point
PCSB	LEA Name: Breakthrough Montessori Public Charter School
PCSB	Campus Name: Breakthrough Montessori Public Charter School
PCSB	Grades Served: PK3-5
PCSB	Overall Audited Enrollment: 346

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	52	59	50	46	44	35	33	27	0

Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total Number of Instructional Days: 181 scheduled days; 180 recorded days (1 day of school closure due to inclement weather)
PCSB	Suspension Rate: 0.58%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.01%
PCSB	In-Seat Attendance: 92.58%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	Midyear Withdrawals: 3.18%*
PCSB	Midyear Entries: 0.0%*
PCSB	Promotion Rate (LEA): 98.02%
PCSB	College Acceptance Rate: Not Applicable

(SY19-20)	
PCSB (SY19-20)	College Admission Test Score: Not Applicable
PCSB (SY19-20)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 29%
School	<p>Number of Teachers: 24</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary*:</p> <ol style="list-style-type: none"> Average: \$73,030.58 Range -- Minimum: \$57,000 Maximum: \$91,573 <p>* Salary information reflects 10-month salaries paid out over 12 months. Teachers who join the school mid-year receive a prorated amount of the 10-month salary.</p>
School	<p>Executive Compensation:</p> <p>Emily Hedin: \$130,000</p> <p>Ino Okoawo: \$120,000</p> <p>Zareena Mohamen: \$103,268</p>



Appendix A : Staff Roster

Faculty

Administration

Emily Hedin, Executive Director
 Genevieve D’Cruz, Principal
 Ino Okoawo, Director of Operations
 Ashley Anderson, Director of Student Support

Kate Lechner, Elementary Coach
 Zareena Mohamed, Primary Coach
 Cierra Littlejohn, Nautilus Coach
 Ana Schwartz, Director of Equity and Engagement

Faculty

Primary Guides

Sasikala Venkataraman, primary teacher (PK3-K)
 Grace Lim, primary teacher (PK3-K)
 María Elena Herrera Garcia, primary teacher (PK3-K)
 Carolina Gil Jiménez, primary teacher (PK3-K)
 Bernadette O’Sullivan, primary teacher PK3-K)
 Jasmine Haddad, primary teacher (PK3-K)
 Ashley Kareithi, primary teacher (PK3-K)

Elementary Guides

Alex Guyton, elementary teacher (grades 1-3)
 Susan Shaw, elementary teacher (grades 1-3)
 Rachel Wilson, elementary teacher (grades 1-3)
 Evan Cook, elementary teacher (grades 1-3)
 Linsey Pointdjour, elementary teacher (grades 1-3)
 Margarita Diaz, elementary teacher (grades 4-5)
 Maggie Jackson, elementary teacher (grades 4-5)
 Maryam Banire, elementary teacher (grades 4-5)
 Jessica Roy, elementary teacher (grades 4-5)

Assistants

Shahad Al Samarrai, primary assistant
Jonathan Miot, primary assistant
Amani El Sharkawy, primary assistant
Kevin Kelly, primary assistant
Gisselle Ozuna Simpson, primary assistant
Sarah Magno, elementary assistant
Monae Jenkins, elementary assistant
Israa al Humarai, primary assistant
Kerry-Ann Mohammed-Espinoza, primary assistant
Genet Woldeyes, primary assistant
Hoandi Seibes, primary assistant
Chandrika Vidanaarachchige, primary assistant
Paola Nunez, primary assistant
Sa'Mone Bailey, elementary assistant
Andrea Solay, floating assistant
Lloyd Bryan, elementary assistant

Marda Hailu, elementary assistant
Suhair Yaseen, primary assistant
Louise Kelley, elementary assistant
Mbow Amphas Mampoua, elementary assistant
Gerald Caver, elementary assistant
Lloyd Bryan, elementary assistant
Sandra Simpson, primary assistant
Annissa DeSilva, elementary assistant
Darricka Allen, primary assistant
Natasha Hamer, floating assistant
Wykiea Latimore, primary assistant
Jenna Raduns, primary assistant
Beverly Richardson, primary assistant
Jordan Thomas, primary assistant
Jessica Prue, elementary assistant
Breona Washington, primary assistant
Feng Ndeh Vera, floating assistant

Instructional & Student Support Staff

Dustin Tamsen, Literacy Specialist
Jade Schuster, EL support
Ayana Williford, Social Worker
Di'Andra Price, Montessori Support Specialist
Sharae Crawford, Montessori Support Specialist
Shecona Frazier, Montessori Support Specialist
Angel Barber, Montessori Support Specialist
Diontae Williams, Special Education Teacher
Phebe Simpson, dedicated aide
Chiquita Carpenter, dedicated aide
Shaneil Smith, dedicated aide
Jamal Kinney, dedicated aide

Ariel Mata, dedicated aide
Kellen Alvarez, dedicated aide
Jackeline Melendez, dedicated aide
Aleiyah Hamilton, dedicated aide
Tyneshia McNeil, dedicated aide
Lakisha Pratt, dedicated aide
Kay Sanchez, dedicated aide
Theda Zawaiza, dedicated aide
Russia Ball, dedicated aide
Rabiatu Akinlolu, Special Education Coordinator
Atasha Jackson, Special Education Coordinator

Operations Staff

Landy Cervantes, Operations Associate
Melissa Vivas, Operations Associate
Anthony Toyos, Operations Associate

Deontae Byrd, Custodian
Emunah Ammi, School Nurse
Heather Erich, Front Desk Receptionist

Qualifications

- 100% of administrators hold a graduate degree.
- 81% of lead teachers are fully certified Montessori educators (having completed a year-long, full-time training course by an institute accredited by either the Association Montessori Internationale or the

American Montessori Society). In 2022-23, three lead teachers were not fully certified: one teacher was pursuing training while teaching. Two teachers were not Montessori certified educators; rather, they were educators with other backgrounds who stepped in to support a classroom following a mid-year departure of a lead teacher.

- 100% of teachers hold a Bachelor's Degree.
- 54% of teachers hold a Master's Degree ("teacher" includes lead teacher, Specials teacher, SpEd teachers, Montessori Support Specialists, and EL teacher).
- 100% of faculty, classroom assistants, and instructional support staff participate in professional development and in-service training specific to their role and responsibilities with children.
- Breakthrough faculty dedicated 146 hours to professional development at minimum in SY 2022-23.



Appendix B: Board Roster

- **Michael Bing*** (Small Business Development Manager, DC Department of Small and Local Business Development) Board Chair and Parent Representative
- **Vivek Swaminathan*** (Practice Leader, Gartner Inc.) Secretary and Parent Representative
- **Katie Brown** (Director of Professional Learning, National Center for Montessori in the Public Sector), Treasurer
- **Keith Whitescarver** (Director of Entrepreneurial Initiatives, National Center for Montessori in the Public Sector), Trustee
- **Sara Suchman** (Executive Director, National Center for Montessori in the Public Sector), Trustee
- **Kendra Harpster*** (Executive Editor, Kevin Anderson & Associates) Trustee and Parent Representative
- **Juliette Berg*** (Principal Researcher, American Institutes for Research) Trustee and Parent Representative
- **Maggie Kash*** (Public Affairs, Google) Trustee and Parent Representative

- **Christopher Lohse** (Senior Vice President and Managing Director, Education Practice, Software and Information Industry Association), Trustee
- **Betsy Romero*** (Assistant Principal at Shining Stars Montessori Academy Public Charter School), Trustee

*DC resident

Appendix C : Unaudited Year-End 2022-23 Financial Statement

Income Statement

July 2022 through June 2023

Income Statement		Actual	Budget
Revenue			
	State and Local Revenue	7,810,422	7,798,069
	Federal Revenue	439,519	456,639
	Private Grants and Donations	35,837	60,038
	Earned Fees	230,231	191,641
	Donated Revenue	70,000	36,793
	Total Revenue	8,586,010	8,543,180
Expenses			
	Salaries	4,203,239	4,362,901
	Benefits and Taxes	754,758	847,152
	Contracted Staff	140,964	51,030
	Staff-Related Costs	68,203	40,779
	Rent	861,433	850,575
	Occupancy Service	313,381	328,184
	Direct Student Expense	1,099,790	1,049,362
	Office & Business Expense	536,248	708,613
	Donated Expense	0	36,793
	Contingency	0	50,000
	Total Expenses	7,978,017	8,325,389
Operating Income		607,993	217,791
Extraordinary Expenses			
	Interest	381,572	316,537
	Depreciation and Amortization	514,832	302,585
	Total Extraordinary Expenses	896,404	619,122
Net Income		(288,411)	(401,331)
Cash Flow Statement		Actual	Budget
Net Income		(288,411)	(401,331)
Cash Flow Adjustments			
	Add Depreciation	514,832	302,585
	Operating Fixed Assets	(35,771)	(103,522)

	Other Operating Activities	(192,679)	220,699
	Per-Pupil Adjustments	(1)	(0)
	Restricted Equity	0	0
	Unrestricted Equity	0	0
	Facilities Project Adjustments	60,381	(138,413)
	Total Cash Flow Adjustments	346,762	281,349
Change in Cash		58,351	(119,982)

Appendix D : Approved 2023-24 Budget

		SY23-24
Revenue		
	State and Local Revenue	8,555,253
	Federal Revenue	275,830
	Private Grants and Donations	58,000
	Earned Fees	237,950
	Donated Revenue	-
	Revenue Total	9,127,033
Expenses		
	Salaries	4,658,929
	Benefits and Taxes	860,700
	Contracted Staff	125,000
	Staff-Related Costs	41,971
	Rent	899,337
	Occupancy Service	380,445
	Direct Student Expense	1,128,681
	Office & Business Expense	500,198
	Contingency	50,000
	Donated Expense	-
	Expenses Total	8,645,261
NET ORDINARY INCOME		481,773
Extraordinary Expenses		

	Depreciation and Amortization	535,262
	Interest	384,119
	Extraordinary Expenses Total	919,381
TOTAL EXPENSES		9,564,642
NET INCOME		(437,609)
Cash Flow Adjustments		
	Add Depreciation	535,262
	Operating Fixed Assets	(48,000)
	Other Operating Activities	22,199
	Per-Pupil Adjustments	-
	Facilities Project Adjustments	(252,303)
	Cash Flow Adjustments Total	257,158
CHANGE IN CASH		(180,450)
Starting Cash Balance		2,952,384
Change In Cash		(180,450)
ENDING CASH BALANCE		2,771,934