

ISTHMUS MONTESSORI ACADEMY

1402 PANKRATZ STREET
Suite 150 Madison, WI 53704
(608)661-8200

July 28, 2016

Board of Education:

Isthmus Montessori Academy, Inc. submits this initial application for an instrumentality charter to establish Madison's first public AMI Montessori school. Isthmus Montessori Academy, Inc. was founded and opened to make an AMI Montessori education accessible to all children and families, and over the last four years of operations has secured a client base, physical plant, and community support. Based on this proof of concept, we are excited and well-prepared to partner with MMSD in offering this research-supported method of education to additional students of the Madison community.

We sincerely invite you to visit our website at www.isthmusmontessoriacademy.org, and to come tour our facility and observe our learning environments in action. Please contact us with any questions and to make an appointment for a tour and observation time.

With appreciation,

Melissa Droessler and Carrie Marlette
Co-Heads of School
Isthmus Montessori Academy

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AUG 25 2016

Superintendent





Charter School Proposal Initial Application Form

Prior to completing the Initial Application Form, all applicants should carefully review Board of Education Policy 10,000 (Charter Schools), <https://board.madison.k12.wi.us/policies/10000> and the Charter School Original Proposal Applicant's Guide. Applicants are also strongly encouraged to contact the MMSD Chief of Staff prior to submitting the Initial Application Form in order to learn more about the District's charter school application and approval processes.

For schools opening for the 2017-2018 school year, twelve (12) copies of the completed Initial Application Form must be filed with the MMSD Chief of Staff by no later than 3:00p.m on August 1, 2016. Late applications will be returned unopened.

Name and contact information for individual who will serve as the primary contact person for the Charter School Proposal Committee ("Committee"):

Name: Melissa Droessler
 Address: 1402 Pankratz Street | Madison, WI 53704
 Telephone: 608.661.8200
 Email Address: administration@isthmusmontessoriacademy.org

I. School Information

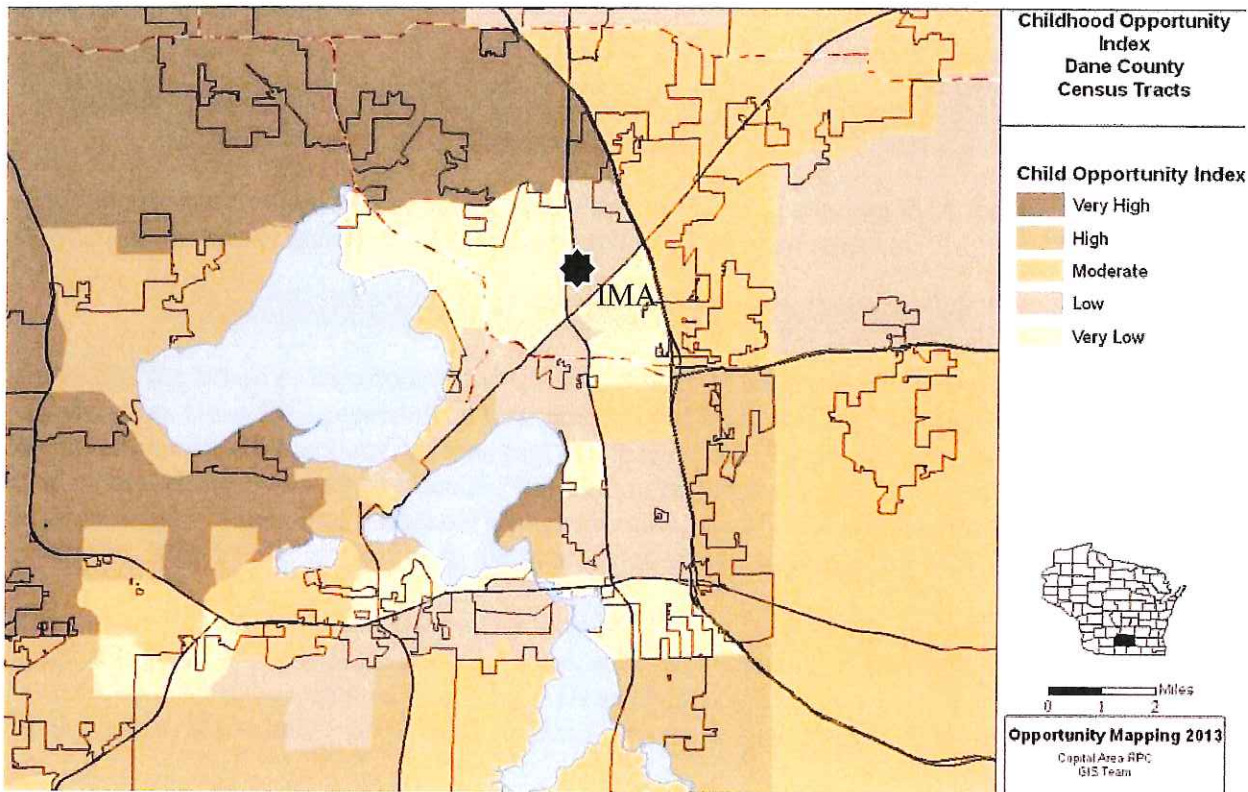
- A. Describe the current Charter School Proposal Committee (Proposal Development Team and/or Planning Group) and any supporting partners

Charter School Proposal Committee is comprised of Carrie Marlette and Melissa Droessler, founders and current Heads of School (a role which would be replaced by a single Principal) of Isthmus Montessori Academy (IMA), the school requesting a charter, which is currently operating both as a private 3K-9 school and as a licensed child care facility, offering full time, year round school to children aged 2 months through five years, as well as early morning, after school, and summer child care for school-age children. Because the school is certified in the method established by the Association Montessori Internationale (AMI), the school submits to review and monitoring and receives technical assistance from this international entity. The founders/committee are also affiliated with Wisconsin Montessori Association (WMA), International Montessori Council (IMC), North American Montessori Teachers Association (NAMTA), and National Accreditation Commission (NAC). Because a tenet of AMI Montessori is community service and community involvement, IMA will continue working to develop positive relationships with other organization serving the same populations and geographic area.

- B. Statement of proposed school Purpose

While AMI Montessori methods are a century old, well-documented, well-supported, and are currently recognized as an effective tool for various US public school districts seeking to address opportunity and achievement gaps; a public Montessori school would be unique among MMSD schools. IMA Heads of School have a collective 35 years teaching experience, including Melissa's tenure at the Craig Montessori School, one of ten Montessori schools that are part of the Milwaukee Public School District, at which children with backgrounds identical to some of Madison's hardest-struggling students thrive in an AMI

Montessori environment. While Madison is served by seven popular Montessori schools, collectively educating over 300 students, these schools are tuition-based and families must private pay, sometimes with the help of small scholarships. This is in direct contrast to the philosophic origins of Montessori education as an urban school for poor children. Isthmus Montessori Academy was born of a desire to see a Montessori education implemented as a tool to serve any MMSD children that could benefit from this scientific method. Opening up this technique of education to families and communities that have historically been excluded by being priced-out is exactly the type of social justice innovation that MMSD should support through the use of school charters.



C. Statement of proposed school Vision

IMA seeks to eventually be incorporated into MMSD district school offerings after an initial cycle of operating under an instrumentality charter to be Madison’s first AMI Montessori public school and the first fully inclusive and accessible Montessori school in the area. Through strategic partnerships with MMSD and targeted information and recruitment, IMA will accelerate outcomes for students of all abilities by providing each child with a customized learning plan and system of support that allows all students to reach their highest potential. An increasing research base has, for decades, shown that children educated in fully implemented AMI Montessori programs demonstrate superior intellectual and social capacities, benefitting from the environment that is highly enriched, student-centered, and structured to support self-regulation, independence, collaboration, creativity, and respect for self and others.¹

D. Proposed School Logistics (name, years of operation, grade level enrollment, length of school day, etc.)

Name: Isthmus Montessori Academy

Year of opening: (Private school since 2012), Public Charter in 2017

¹ See www.public-montessori.org/sites/default/files/resources/EDCS%20Outcomes%20Charts%20and%20Graphs.pdf

Grades: 3K-12²

Enrollment: 223 in year one, 356 in year five

Calendar: Aligns with MMSD

Hours of Business Operation: 7:30a.m.-5:30 p.m., M-F (daily childcare available all school days 7:30-8:00 am and 3:00-5:30pm)

Instructional Hours: 8:00 a.m.-3:30 p.m., M-F, with flexibility to adjust to accommodate MMSD transportation coordination

II. Governance Structure

A. Describe the proposed school governance council

The Governance Council will be comprised of nine members, including IMA founders, the Principal, IMA teachers, Community members, and family members of enrolled students.

B. Describe the school leadership structure

Currently, the Board of Directors of IMA, Inc., a 501(c)(3) nonprofit, advises IMA in all functions of the organization. Upon IMA receiving an instrumentality charter, this Board will govern the daycare and the community outreach functions of IMA, Inc., while responsibility for operating the Charter School would shift to the school Governance Council. This shift notwithstanding, the Board of IMA, Inc. will conduct an informational evaluation of the school's administration, specifically with regard to fidelity to AMI principles. This will be in addition to the formal evaluations performed by MMSD.³

The Governance Council, in collaboration with MMSD, will govern the charter school in accordance with applicable policies of the MMSD Board; local, state, and federal laws and regulations; and a management letter or contract to be executed jointly by IMA and MMSD. The IMA Governance Council will create, implement, evaluate and revise specific policies, procedures and rules as deemed appropriate.

IMA sees the value in the Bridging Committee in place in existing charter school relationships, and would also establish a similar work group composed of representatives of IMA's umbrella organization, school administration, and representatives from MMSD's elementary and secondary school leadership, and the charter school administrative staff. This team will identify and address any issues or opportunities arising from the IMA/MMSD relationship.

The Principal will manage the day-to-day operations of the school. The work of both the Principal and the Governance Council will be informed and complemented by a school-based leadership team (SBLT), composed of members of the school community (Principal, teachers, parents, community members). The SBLT will be responsible for the development, implementation, and monitoring of the School Improvement Plan, and may make recommendations concerning the instructional needs and operations of the school, recommend activities designed to increase parent involvement in the school, and recommend the creation of *ad hoc* advisory teams to address specific areas of need. Participation will be open to any interested members of the school community. Membership will be as volunteers, though transportation and childcare accommodations will be made to facilitate participation.

Families not participating in the SBLT will be solicited for their feedback during informal interactions with school staff and parent liaisons, and through the formal channels of biannual surveys and parent-teacher

² These are the grades IMA currently serves and will offer as children advance. IMA understands MMSD may only charter a subset of these grades, such as 4K-9, leaving the rest private.

³ See Appendix for the current board composition

conferences. IMA Principal the Board of Directors, and the SBLT will work in concert to establish any additional means needed for all families and stakeholders to provide meaningful, constructive feedback to the Governance Council

III. Student Demographics

A Anticipated attendance area

IMA will enroll students from Madison's Isthmus area and neighborhoods surrounding the school (Franklin, Randall, Lapham, O'Keefe, Marquette, Elvehjem, Emerson, Lakeview, Gompers, Blackhawk, Lindbergh, Mendota, Lowell, Hawthorne, Sandburg, Schenk, Whitehorse, and Kennedy).

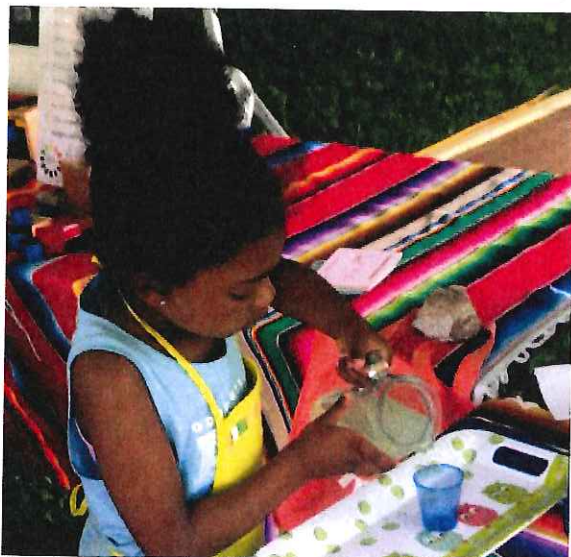
B Primary student demographics you anticipate serving

Upon receipt of a charter, while information and recruitment efforts are new, IMA anticipates school demographics to most closely resemble those of MMSD's Shabazz High School. It is the closest district school to our facility, draws students from both within and beyond the immediate area, and has an educational philosophy and approach with similar values to those that families seek in Montessori.

However, by no later than year four, as capacity expands, knowledge spreads, the recruitment plan takes full effect, and the school becomes more integrated into the highly diverse Northside neighborhood around it, demographics will shift to align more with those of the nearby Emerson Elementary, which substantially reflect MMSD district wide demographics.⁴

Recruitment

Out of this demographic focus, the school has adopted an Inclusivity Action Plan and recruitment strategy to ensure access by populations that have not historically had access to Montessori education in this community, including: low income students, students of color, highly-mobile students and unaccompanied minors, students from immigrant and non-English-speaking families, and justice-involved youth.⁵ IMA will recruit through open houses, informational booths at resource fairs and festivals, and through existing relationships with organizations with related missions such as 1800 Days, Women in Focus, and GSAFE, and through advertisements in newspapers reaching various groups of students/families.



A visitor to IMA's booth at Juneteenth concentrates to pour



IMA participates in MMSD's Early Childhood Parent Resource Fair

⁴ Any discussion of MMSD statistics is based on review of those published at <https://accountability.madison.k12.wi.us/stats>

⁵ Special education students remain a target group for this school, but are not included in this list because they are not under-served by Montessori offerings. AMI Montessori has long been identified and employed as an effective educational option for students with physical and developmental disabilities, including ASD diagnoses.

Enrollment Projections

Isthmus Montessori Academy will serve children in 3K through 9th grade upon receiving a charter, expanding to serve all grades 3K-12 by year four.

Multi-Age Classrooms	Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Primary/Children's House	3K*	34	34	34	34	42
	4K	34	34	34	34	42
	5K	34	34	34	34	42
Lower Elementary (ages 6-9)	1	17	25	25	25	25
	2	17	17	25	25	25
	3	17	17	17	25	25
Upper Elementary (ages 9-12)	4	10	20	20	20	25
	5	10	20	20	20	20
	6	15	20	20	20	20
Junior High (ages 12-15)	7	15	15	15	15	15
	8	15	15	15	15	15
	9	5	15	15	15	15
High School (ages 15-18)	10			10	20	15
	11				10	20
	12					10
	Total	223	266	284	312	356

* 3K included in enrollment and planning, but not in per-pupil funding assumptions. See Appendix for a discussion of 3K approach.

Admission Policies

Importance of continuous programming. Continuous participation throughout primary and secondary school allows children to realize the *full* benefits of this scientific method, though benefits will accrue to children enrolled for shorter terms, as long as a critical mass of classmates are rooted in the method.

3K - 1st Grade enrollment. Applications will be subject to an annual initial application deadline. If applications exceed available enrollment slots, lottery and waitlist processes will ensue. Siblings and children of founders, staff members, or IMA students are exempt from lottery and will be granted admission upon timely application.

Admission after the start of 1st Grade. Older students may submit an application for enrollment by using the standard MMSD school transfer process whenever IMA would be an educationally appropriate placement,⁶ and when such a transfer would not result in more children in the receiving class having more non-Montessori children than those with experience. IMA anticipates that school transitions might create increased demand for transfer among 6th and 9th graders.

Enrollment by MMSD referral. In order to ensure IMA's availability as a resource for families that may not matriculate through application and lottery, IMA will partner with MMSD to establish a process by which a portion of open initial and back-fill seats may be filled by administrative transfer.

⁶ There are no specific thresholds or barriers to entry. AMI Montessori is a whole-child educational approach which is unfamiliar to many families and which is most effective when families and students intend to complete the entire program. IMA is available to provide tours, observations, or home visits to ensure students and/or their families interested in a transfer have a basic understanding of the method and some intentionality around attending. See appendix for further discussion

IV. Family Engagement

- A. Describe the Committee's vision and beliefs around the role of families in the school.



Under the school's Inclusivity Action Plan, IMA intends that all attending families feel welcome and empowered to play an active and productive role in the learning community. All employees from support staff to administrators commit to a goal of engaging with parents and communities in authentic and mutually supportive ways, fostering a school environment that is comfortable and enjoyable for families. Progress toward these goals is measured by a biannual customer service survey, through informal feedback such as parent-staff conversations and by measuring and tracking family participation rates at school and community events.

Family liaisons. Two parents volunteer each year to serve as family liaisons, available to discuss or problem-solve around any needs that could be supported within the school community (meal trains, carpools, hand-me-downs, etc.). These liaisons also provide a confidential venue for relaying questions or feedback to the administration. Liaisons work with the SBLT and the administration to honor and represent all families of the school community.

Annual All-Parent Orientations. The beginning of the school year offers several meetings at various times for families to come to meet other families, hear an overview of the curriculum and instruction, and ask any questions.

DEEP Meetings. Throughout the year, eight free, public seminars provide a forum for **d**iscussion, **e**xploration, and **e**ducation for **p**arents ("DEEP") about Montessori methods and about tools that families can use to help empower children to meet their personal and academic potential. They also provide a venue for families to ask questions and share experiences about child development, the home environment, and the family's role in the school community. These meetings are advertised to families of attending children, other MMSD families, interested community members, and education professionals. Past topics include positive discipline, addressing transitions, talking about race, and more.



A student explains her work to a classmate's mother

Most mandatory, recommended, and social events are held at the school, which is ADA compliant, accessible by public transit and with free parking. For evening meetings, childcare is provided, which includes a meal, and refreshments are offered to attendees. IMA is committed to using translation or

interpretation resources to meet any additional language needs of interested families. For families with unique scheduling or mobility needs, the administration remains committed to finding creative solutions for engagement, including honoring family requests for conferences before or after school hours, and at libraries, coffee houses, or in students' place of residence.

V. Curriculum and Instructional Design

A. Describe your Curriculum vision

Montessori classrooms are multi-year, multi-age classrooms, designed to allow a single teacher to work with up to 30 students, all with various strengths, needs, and abilities including, but not limited to children who are English Language Learners and children who have different abilities. Social skills, leadership, and community services are all hallmarks of the program. These attributes lend themselves to fine-tuning the classroom and curriculum to align with inclusion principles and individual child needs. This is why study after study has shown AMI Montessori classrooms as effective tools in addressing challenges such as achievement, behavior, and opportunity gaps.⁸

Montessori education aligns with Common Core standards, the IB curriculum, and state standards for science, mathematics, English, social studies, visual arts, theater, music, world languages, and physical education, all while meeting the objective of teaching to the whole child. In the teaching of all topics and subjects, the focus moves from personal to global, from simple to complex, from concrete to abstract, familiar to unfamiliar. Alongside academics, Montessori focuses on a child's social and personal development, and integrates fine arts, physical education, and developmentally appropriate discussions of each student's place and responsibility within their community.

During each three-hour work period, students move about the classroom choosing their own work and completing lessons at their own pace, and in the order best suited to their own development. Montessori materials are high quality, precisely designed, and created to develop one skill, like mini learning modules.⁹ This freedom and responsibility fosters a motivation to learn, and keeps them happy, busy and confident in their role and value within their community, valuing people's differences and similarities.

This is the only method of education that offers 100% differentiated curriculum, allowing each child to learn each subject at exactly their own pace while developing skills in time-management, achieving learning goals by the end of the three-year cycle. These goals within the method also meet or surpass the expectation and requirements established by MMSD for grade advancement and graduation. An example progression in science from junior and senior high may be computer programming and coding, urban agriculture, physical science and robotics, chemistry, and biology at 11th and 12th grade.



An elementary student prepares a poster to present her research

⁸ For a concise overview, see: Lillard, A.S. & Else-Quest, N., "Evaluating Montessori Education," *Science* 131: 1893-94 (Sept. 29, 2006).

⁹ See Appendix for a detailed discussion of the use and purpose of Montessori materials.

Upon receipt of an instrumentality charter, IMA will begin the process of seeking accreditation required to offer the IB Diploma Programme. This is a three-year process that will be completed the same year in which IMA celebrates its first eleventh-grade class. The Adolescent curriculum will have prepared these students to undertake this rigorous program, and each student will be supported in completion of this diploma program. In addition to the advanced coursework available through IB, students are encouraged to explore their interests in-depth, embarking on independent study or travelling to the nearby Madison College as appropriate.

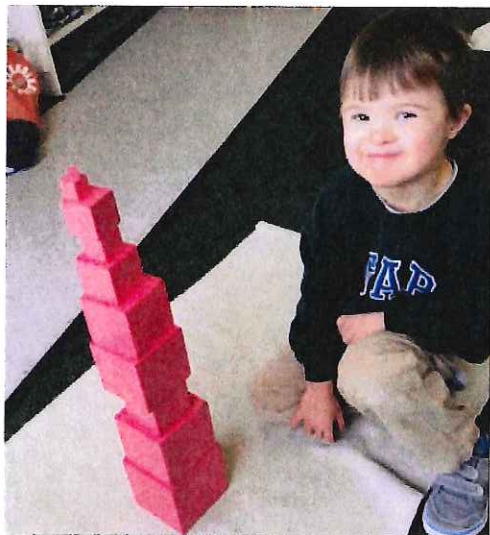
See appendix for an explanation of the subject matter covered in each classroom and the method by which it is introduced

B. Describe your Instructional Design strategies

The AMI Montessori cycle of work and learning for teachers and students is as follows:

1. Teacher begins with careful and thorough observation.
2. From these observations, the teacher forms a developmental goal and learning objective.
3. The teacher makes an action plan to meet the needs of the child. This may include planning necessary lessons, adapting the environment, adapting the instructional presentation, and/or collaboration with other school or community or family resources.
4. The teacher implements the action plan.
5. Teacher observes, reflecting on the goal and the action plan, and setting a continuation or a new goal and action plan, as necessary.

For example, the teacher may observe a first grader expressing difficulty with multiplication using a three-digit multiplier using the large bead frame. The teacher documents the observation, assesses the child's understanding of the mathematical practice and concept, and may introduce a new material or a new use for a familiar material to teach the target concept an alternate way (about a dozen Montessori materials offer concrete representation of dynamic multiplication), or the teacher may connect the student with a compatible peer who has a stronger grasp of the concept, furthering both students' understanding through working together.



A primary student works with the Pink Tower



A primary student learns multiplication with the materials

Montessori takes an asset-based approach to individual and cultural differences, and teachers are trained to incorporate culturally relevant vocabulary and practices into the classroom. This principle, combined with the visual nature of a Montessori classroom and Montessori instruction, and the use of peer-partnership in learning, supports English Language Learners, or other students with diverse language and communication needs.

The AMI Montessori method provides an individualized education plan for every student, which is possible due to the rigorous training teachers receive in observation, assessment, and response to student needs using intervention techniques and materials from the classroom culture and environment. Student progression from one three-year class to another tends to align with learning benchmarks, but is actually based on stages of psychological development. This “social promotion” keeps students with the teacher, environment, and peer group that meets their developmental needs, while scaffolding to meet academic needs.

Interventions, whether for remediation or advanced learners, are immediate, constant, and invisible. Each AMI Montessori classroom includes learning materials from both the classes ahead and before, allowing teachers to offer advanced or remedial coursework without revealing individual student progress relative to the rest of the class either to the student receiving the intervention or to the classmates. Because each material has multiple uses and can be included in numerous lessons, students’ use of a specific material provides no indication to themselves or their peers that they may be receiving remediation or advanced learning. It is only an AMI-trained teacher or guide who can recognize and monitor student progress.

Teachers communicate regularly with support staff, ELL teachers, and families throughout a student’s progress towards learning objectives and academic goals. Students from 3K-12 receive quarterly descriptive report cards, similar to MMSD elementary and middle schools, which include information on student work, assessments, weekly conferences (with elementary and secondary students), and presentation evaluations. Additionally, teachers administer state and national assessments and regular formative and summative tests throughout each year. In High School, the students also receive letter grades. The results of all these varied assessments comprise an ongoing student portfolio.

VI. Student Behavior Management

A. Describe the Committee's philosophy around student behavior management.

IMA supports MMSD’s BEP, and understands that adoption and compliance with the BEP is a fundamental requirement of receiving and retaining an instrumentality charter. Attendance, attrition, and classroom behavior will be measured and documented monthly to be included in an annual report created by the principal.

The AMI Montessori curriculum and instructional methods emphasize personal freedom and personal responsibility, and this focus leads to a strong culture and climate of peace, respect, inclusion, and accountability. This is identified as the principle of ‘Grace and Courtesy.’ Students are instructed in positive behavior, conflict resolution, consensus-building, and the importance of taking care of themselves, their environment, and each other.



Family involvement is integral to the Montessori method, and is especially important with regards to maintaining a safe, welcoming school. Families are included from the earliest onset of behavior concerns, are asked for input as to what might be prompting a child's actions, are consulted as to the plan of addressing the situation, and are provided with tools and strategies to maintain a consistent response between school and home. Whatever circumstances and responses occur at school, adult guides observe, document, communicate with children and families, and make plans for continued success.¹⁰

Younger children that might engage in unwelcome behaviors are redirected towards positive choices. When more advanced children with increased expectations of personal responsibility are involved in incidents that disrupt the school culture of safety and respect, the response is community-based and collaborative, consistent with restorative justice principles.¹¹ *In the four years the school has been operating, not one student has been suspended or expelled*, because the model is successful in addressing behaviors before they escalate, and because it does not support educational exclusion in any but the most urgent circumstances. Where a child must be removed from the classroom environment, IMA recognizes that learning and development is not suspended, and is committed to ensure continued access to services in a way that maximizes education during the child's absence from the classroom.

The AMI Montessori method is founded upon recognizing and honoring each child's journey and story; it is a trauma-informed educational environment, supportive and responsive of each member of the community. This is a strength that can be leveraged in applying the BEP in a careful and deliberate way to the benefit of the entire school community. IMA already conducts staff and family trainings on positive discipline and nonviolent communication, which are open to the public, and would also be available to provide such trainings to interested MMSD staff from other schools.

VII. Key Partnerships

- A Describe any partnerships that the school expects to pursue in the first few operating years of the contract.



Visiting IMA's partner, Scotch Hill Farm

IMA values its developing and continuing partnerships with multiple community organizations. IMA works directly with the Montessori Institute of Milwaukee in connecting interested candidates with the AMI

¹⁰ Lillard, A. S. (2011). Mindfulness practices in education: Montessori's approach. *Mindfulness*, 2(2), 78-85

¹¹ See Appendix for examples of the Montessori approach to various disciplinary situations.

Montessori training. IMA works in partnership with GSAFE to create further learning opportunities and genuine service work with the intention of increasing leadership opportunities for LGBTQ youth and youth of color as well as continuing to strive for greater racial, gender, and trans social justice.

Community engagement, micro-entrepreneurship and environmental responsibility are all components of an AMI Adolescent Program. In furtherance of these goals of preparing adolescents for leadership in their communities and careers, new partnerships have been established for 2016 that will provide adolescents with skills, knowledge, and opportunities for service. The teens themselves will help shape the partnership relationship with these entities including Community Groundworks, Wisconsin School of Music Association, Wild Rumpus Circus, the Chazen Museum of Art, and the Central Library's Bubbler.

IMA will continue valuable learning and service partnerships with Scotch Hill Farms, Gaelic Fusion Dance Company, Henry Vilas Zoo, and the Northside Council.

VIII. Human Resources

- A. Above and beyond the competencies the District hires staff and administration for, are there additional competencies that the proposed school would need in the hiring process? Retention or the staff evaluation process?

The School Board will employ all personnel for the school, and therefore, all MMSD hiring practices, employment requirements, certifications, and standards will apply.¹² No additional school-specific competencies are required, though the following staff credentials are required to implement AMI standards with fidelity:

- **School Administrators** shall have a minimum 10 years teaching experience in an AMI Montessori school, AMI Montessori training at the Primary and/or Elementary level. A careful review of the country's public Montessori landscape reveals that the most successful schools are those whose leaders are thoroughly steeped in the AMI methodology, and have seen cohorts of students pass through multiple three-year age groupings.
- **IMA Lead Teachers** shall be either AMI certified for the specific age range they teach or have completed more than 50% of the training, with full completion expected by the beginning of the second year.
- **IMA High School Teachers** shall maintain licensure as IB teachers, in addition to the requirements for IMA Lead Teachers, and High School staff certification.
- **IMA Educational Assistants** shall have received a Montessori Theory course.
- **IMA Support Staff**, working in special education, psychology, diagnostics, social work, art, music, gym, or library science shall attend workshops and have opportunities for observation and discussion to support their understanding and practice of Montessori principles.
- **All employees and volunteers** at the school shall commit to developing and maintaining genuine, positive connections with children, families, and the local community.

IMA currently reflects the diversity of the district, *among our academic staff*, and is committed to hiring, recruitment, and training practices that will maintain this representation. To combat barriers that prevent individuals from underrepresented communities from pursuing education and certification as AMI Lead Teachers, the school has developed inclusive recruitment policies and a fine-tuned "Grow Our Own" program to support recruits in obtaining the necessary training and credentials to become full members of the faculty. These include opportunities for flexible work scheduling, for reduced childcare tuition for the candidate's own children, and for assistance financing the necessary training. It is the goal of IMA to

¹² AMI Montessori teacher training is recognized as a pathway to licensure under Wis Stat 118.194(1)(b); no waiver of certification or competency requirements is needed or requested.

develop leadership among under-represented populations, increasing the diversity of teachers qualified to teach and to lead within the field.

An AMI Montessori school is most successful when academic and support staff are a consistent presence throughout a child's education. Montessori schools typically outperform conventional schools in staff retention because the Montessori environment is vibrant and inspiring in its ability to educate and guide each child to reaching his or her fullest potential.¹³ In addition to desirable working conditions, IMA is committed to supporting professional growth and development and staff advancement, and works with each member of staff to identify and track an annual personal professional development plan, which is included in the annual report.

IX. Waivers

- A. Are there any initial waivers that the Charter School Committee believes they will need at this time? If yes, please state the item being waived and the reason for the need for the waiver.



A selection of Montessori materials

IMA expects to demonstrate variance from typical presentation of policy as to the following handbook sections:

3450 Class Size

Over the course of the charter, IMA intends to expand the grades served up through high school. During the process of expansion, some classes may have enrollment lower than the stated minimum.

3611 Evaluation of Learning Materials

IMA does not request a waiver to 3611, but acknowledges that a Board review of the entire compendium of AMI Montessori materials and curricula is a burdensome undertaking. IMA seeks to establish a plan whereby MMSD will either 1) determine to grant blanket approval for all materials that align with and are approved by AMI and its auditors, or 2) will indicate whether they would prefer to

¹³ Klinker, Joan M., Dave Riley, and Mary A. Roach. "Organizational climate as a tool for child care staff retention." *YC Young Children* 60.6 (2005): 90.

conduct a specific review of each material, either by reviewing a) the Juliana Group, Inc or Nienhuis Montessori USA catalogues of materials or b) by coming to the school to be introduced to each of the thousands of materials individually. If this last option is preferred, MMSD should identify a two-day period to devote to this.

4011 Entrance into Four-Year-Old Kindergarten, Five-Year-Old-Kindergarten, and First Grade

An AMI Montessori primary classroom includes children at 3K-5K ages. IMA would like to draw on Wisconsin's 150-year history of public 3K and 4K in communities throughout the state, and serve all primary students in the room as MMSD Kindergarten students. There is increasing research and focus on the value of high-quality educational interventions for the youngest children, an option often inaccessible to families without sufficient means. This is an opportunity for an additional data-supported research-based innovation. Otherwise, under current policies, 3K students in this type of mixed-age class would be private day care students, and 4K/5K would be MMSD students.

4615 Animals on School Premises

IMA is not requesting a waiver to 4615 as it pertains to the school building, animal education, and class pets, but would like to alert MMSD to the educational goal of early exposure to the biology curriculum, as well as internship-level education in the agricultural/culinary skills. IMA intends to expand its current gardens to a micro-farm and orchard and possibly farm animals, and requests a waiver 4615 as it pertains to lands surrounding the school, accessed for these purposes.

X. Budget

- A. Using the funding formula set forth in Section IV.B. of Policy 10,000, and in consultation with the Assistant Superintendent of Business or his/her designee, provide a budget for the first year of operation.

Assumptions:

Classrooms

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Primary	3	3	3	3	4
Lower El	2	2	2	3	3
Upper El	1	2	2	2	2
Adol	1	1	1	1	1
HS	0	0	1	1	1
Total	7	8	9	10	11

Lead Teachers

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Primary	3	3	3	3	4
Lower El	2	2	2	3	3
Upper El	1	2	2	2	2
Adol	1	1	1	1	1
HS	0	0	3	3	3
ELL (BRT)	0.5	0.5	1	1	1
Total	7.5	8	11	13	14

Assistant Teachers

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Primary	2	2	2	2	2
Lower EL	1	1	1	1.5	1.5
Upper EL	0.5	1	1	1	1
Ado	0.5	0.5	0.5	0.5	0.5
HS	0.5	0.5	0.5	0.5	0.5
World Languages	0.5	0.5	0.5	1	1
BRS				0.5	1
Total	5	5.5	5.5	7	7.5

Other Staff

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Principal	1	1	1	1	1
Special Ed Asst	1	1	1.6	1.8	2
Student Services	1.2	1.5	2	2.8	4
Food Service	0.8	0.8	1	1	1
Clerical	0.5	0.5	0.5	1	1

Value Considerations

School leadership participates in information-sharing and referral networks with the home-birth, home-schooling, and private Montessori school communities, and will continue to recruit through those channels as well. IMA represents the following opportunities to add value to the district:

Current clients. 15% of current students live outside the MMSD attendance area, representing the potential to add open enrollment revenues to MMSD. Most current families that do reside within MMSD are committed to providing a Montessori education to their children. By holding an instrumentality charter, IMA can bring these families back into MMSD, and capture future families with similar interests. This adds both revenue, and additional committed and involved families to the MMSD community.

Competitive advantage. IMA believes it can compete with a number of Madison's private schools for additional families who reside inside and outside Madison, that are not attending MMSD. Schools such as Madison Community Montessori, Madison Country Day School (only IB H.S. in the region), Preschool of the Arts, Wingra School, and virtual and homeschooling options all offer alternative methods of education that are currently popular. While MMSD has excellent schools, these alternative methods are not currently offered within the district, and the private offerings are costly. Families currently attending or considering these and similar schools will be drawn to IMA as a charter because of the high fidelity to the AMI method, the larger student body, the wider range of ages served, the diversity the school will represent, and the opportunity to participate in public education in their community.

Relief of pressure. IMA believes that it can serve the district by diverting certain families from district schools marked by excessive demand. Many district families will see IMA as an alternate source of 'added value' they see in schools offering dual language immersion, arts emphasis, or Advance Placement courses. By offering a similar added value, IMA can divert some enrollment interest from these programs with excess demand, opening more slots at these schools to MMSD families. Additionally, due to the IMA attendance area, many children who do have access to these 'added value' options will for the first time have the choice between multiple such options.

Limited "vacuum effect" in other elementary schools. Given the focus on admission among 3K-1, loss by other schools would primarily be in siblings of enrollees, and as resulting from MMSD referral.

Projections	Year 1	Year 2	Year 3	Year 4	Year 5
Open Enrollment from outside MMSD	15 (existing)	10	12	15	20
Recapturing MMSD –area students currently in private or home-schools	50 (existing)	30	30	35	40
Administrative transfer	10	10	12	12	15

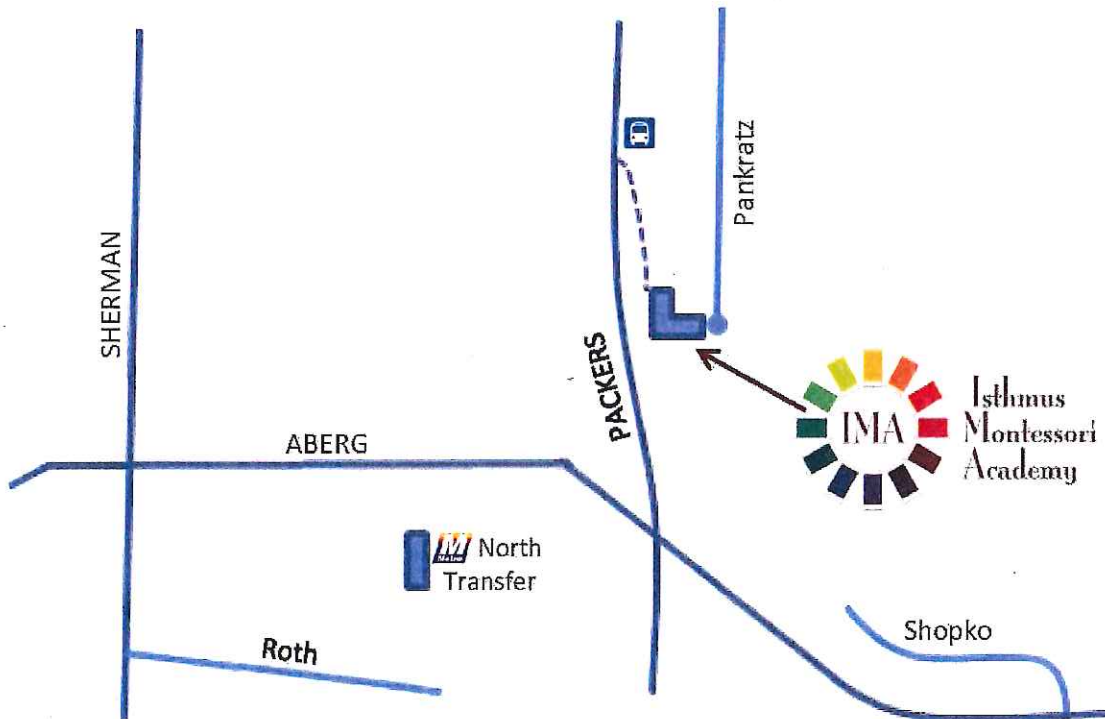
Calculations:

<< See attached budget on MMSD template >>

XI. Facility

- A. What is the proposed Location for the school (specific address, if available, otherwise a description of the area of town and any unique features of desired locations)?

IMA is currently located at 1402 Pankratz Street, near the intersection of Aberg and Packers Avenues. The facility is located in the heart of a community that might most benefit from new and expanded access to Montessori methods. It is accessible by public transit, is stable, secure, and offers easy free parking to families and staff.



- B. If there is a specific address, verify that the location will hold the number of students expected to be enrolled when at capacity.

IMA, Inc. holds a five-year lease with the exclusive option to expand into the entire building, 14,676 square feet, when enrollment supports expansion. IMA, Inc. currently leases only 5,000 sq ft of the building, of which 1,000 sq ft would continue to be occupied solely by the infant and toddler programs and would not be part of the charter school.

Unless MMSD cares to identify an alternate facility, IMA, Inc. is prepared to maintain its role as leaseholder, to whom MMSD might become a sub-lessor for charter school classrooms and for access to common areas shared by the school, the private day care, and the family and community resource functions. As the school expands to capacity, the increase of additional classes would require expanding into half of the building by year three, and into the entire building in year four. This will represent significant build-out costs, but is the only alternative to denying access to interested families in need.

Alternatively, should MMSD identify an alternate facility which would accommodate the charter school, and have leasable space available for the other functionalities of IMA, Inc., IMA can exercise the termination clause and terminate the existing lease for \$15,000. An alternate facility decision should give due weight to the interests of IMA, Inc, which include being located as centrally as practical in the city of Madison, accessible by public transit, and with sufficient space to serve all interested children that might benefit from a method of education from which they have historically been excluded. A facility plan that could only accommodate the numbers currently enrolled would be insufficient to meet this imperative of equitable access.



Isthmus Montessori Academy

APPENDICES

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GLOSSARY

As in any field of science, the AMI Montessori method is associated with a specific lexicon and cannot be explained or discussed without the use of some terms of art. While every attempt has been made to define these terms when used in the charter application, IMA has adapted this glossary of key Montessori terms and concepts for reference by the review panel

Absorbent mind

A mind able to absorb knowledge quickly and effortlessly. Montessori said the child from birth to six years has an "absorbent mind."

Adaptation

Related to the idea of an absorbent mind (Haines, 1993) is a special power of the young child that can be called the power of adaptation. This power is a process whereby the young child absorbs the culture of her time and place, taking in all the spirit, the customs, the ambitions and attitudes of a society simply by living in that society.

Analysis of movement

A technique used by Montessori teachers. The adult, when showing a complex action to a child, breaks it down into its parts and shows one step at a time, executing each movement slowly and exactly. The action thus becomes a sequence of simple movements and the child has a greater chance of success when "given the liberty to make use of them." (Montessori, 1996, p. 108)

Children's House

The English name for Montessori's "Casa dei Bambini" (Italian). A place for children from 3-6 years to live and grow. Everything necessary for optimal human development is included in a safe and secure environment.

Classification

Sorting. Allocating or distributing according to common characteristics. The young child engages in classification activities because the process is essential for the construction of the intellect. The Montessori classroom offers many opportunities for classification.

Concentration

Deep engagement. The young child focuses attention on aspects of the environment essential for development. From a Montessori perspective, concentration is "a consistent activity concentrated on a single work—an exercise on some external object, where the movements of the hands are guided by the mind." (1983, p. 149).

Concrete to abstract

A progression both logical and developmentally appropriate. The child is introduced to a concrete material that embodies an abstract idea such as size or color. With hands-on experience, the child's mind grasps the idea inherent in the material and forms an abstraction. Only as the child develops is he or she gradually able to comprehend the same idea in symbolic form.

Control of error

A way of providing instant feedback. Every Montessori activity provides the child with some way of assessing his own progress. This puts the control in the hands of the learner and protects the young child's self-esteem and self-motivation. Control of error is an essential aspect of auto-education.

Coordination of movement

One of the major accomplishments of early childhood. Through the child's own activity, she refines muscular coordination and consequently acquires increasingly higher levels of independent functioning. Because of this developmental need, children are drawn to activities which involve movement and especially to pastimes which demand a certain level of exactitude and precision.

Creativity/imagination

Imagination involves the forming of a mental concept of what is not actually present to the senses. Creativity is a product of the imagination and results from the mental recombining of imagined ideas in new and inventive ways. Both are dependent mental imagery formed through sensorial experience.

Cycle of activity

Little children, when engaged in an activity that interests them, will repeat it many times and for no apparent reason, stopping suddenly only when the inner need which compelled the child to activity has been satisfied. To allow for the possibility of long, concentrated work cycles, Montessori advocates a 3-hour uninterrupted work period.

Development of the will

The ability to will, or choose to do something with conscious intent, develops gradually during the first phase of life and is strengthened through practice. The Montessori environment offers many opportunities for the child to choose. Willpower, or self-control, results from the many little choices of daily life in a Montessori school.

Deviations

Behavior commonly seen in children that is the result of some obstacle to normal development. Such behavior may be commonly understood as negative, (a timid child, a destructive child, etc.) or positive (a passive, quiet child). Both positive and negative deviations disappear once the child begins to concentrate on a piece of work freely chosen.

Discipline from within

Self-discipline. The discipline in a well-run Montessori classroom is not a result of the teacher's control or of rewards or punishments. Its source comes from within each individual child, who can control his or her own actions and make positive choices

regarding personal behavior. Self-discipline is directly related to development of the will.

False fatigue

A phenomenon observed in Children's Houses around the world, often at approximately 10 a.m. The children seem to lose interest in work, behavior becomes disorderly, and the noise level rises. It may appear as if the children are tired. However, if the directress understands this is simply false fatigue, they will return to work on their own and their work will be at an even higher level than before.

Grace and courtesy

An aspect of Practical Life. Little lessons which demonstrate positive social behavior help the young child adapt to life in a group and arm her with knowledge of socially acceptable behavior; practical information, useful both in and out of school.

Help from periphery

The periphery is that part of the child that comes into contact with external reality. The child takes in impressions through the senses and through movement. Help from periphery means presenting objects and activities in such a way so as to evoke purposeful movement on the part of the child. "We never give to the eye more than we give to the hand." (Standing, 1957, p. 237).

Human tendencies

A central tenet of Montessori philosophy is that human beings exhibit a predisposition to exploration, orientation, order, abstraction, work, self-perfection, communication and a spiritual life. The tendencies are universal, spanning age, culture and racial barriers; they have existed since the dawn of the species and are probably evolutionary in origin.

"Montessori stresses the need to serve those special traits that have proven to be tendencies of man throughout history."

(Mario Montessori, 1966, p. 21).

Independence

Normal development milestones such as weaning, talking, etc., can be seen as a series of events which enable the child to achieve increased individuation, autonomy, and self-regulation. Throughout the four planes of development, the child and young adult continually seek to become more independent. It's as if the child says, "Help me to help myself."

Isolation of difficulty

Before giving a presentation, the Montessori teacher analyzes the activity she wants to show the child. Procedures or movements that might prove troublesome are isolated and taught to the child separately. For example, the simple movement of holding and snipping with scissors is shown before cutting curved or zigzag lines; folding cloths is shown before table washing, an activity requiring folding. A task should neither be so hard that it is overwhelming, nor so easy that it is boring.

Indirect preparation

The way nature has of preparing the intelligence. In every action, there is a conscious interest. Through this interest, the mind is being prepared for something in the future. For example, a child will enjoy the putting together of various triangular shapes, totally unaware that because of this work his mind will later be more accepting of geometry. Also called "remote preparation," the deeper educational purpose of many of the Montessori activities is remote in time.

Language appreciation

From the very first days in the Montessori classroom, children are given the opportunity to listen to true stories about known subjects, told with great expression. Songs, poems and rhymes are a part of the daily life of the class. The teacher models the art of conversation and respectfully listens to her students. Looking at beautiful books with lovely, realistic pictures is also a part of language appreciation.

Learning explosions

Human development is often not slow and steady; acquisitions seem to arrive suddenly, almost overnight, and with explosive impact. Such learning explosions are the sudden outward manifestation of a long process of internal growth. For example, the explosion of spoken language around two years of age is the result of many months of inner preparation and mental development.

Mathematical mind

All babies are born with mathematical minds. That is, they have a propensity to learn things which enhance their ability to be exact and orderly, to observe, compare and classify. Humans naturally tend to calculate, imagine, abstract and create. But this vital part of intelligence must be given help and direction for it to develop and function. If mathematics is not part of the young child's experience, his subconscious mind will not be accepting of it at a later date.'

Maximum effort

Children seem to enjoy difficult work, work which tests their abilities and provides a sense of their growing power. They exult in giving their maximum effort. A tiny child will struggle to carry a tray with juice glasses or push a heavy wheelbarrow whereas school age children, if allowed to make up their own problems will prefer to sink their teeth into a challenging equation $(1+2+3+4...+10) \div 2$ rather than drill on $3+5=$ _ and $6+2=$ _.

Memory games

During the age period of 3-6, children build their memory; sensorial games provide children an opportunity to strengthen their mental muscles. A typical game goes like this: A child picks up a geometric shape from a drawer, lightly traces the shape with her fingers, and sets it on the table. She must then carry that shape in her mind as she walks across a room full of distractions and finds its match amongst a set of cards at the opposite end of the room. Games like this build visual memory, a key component of reading. Similar

games are played using other sensory modes: auditory, tactile, etc.

Mixed ages

One of the hallmarks of the Montessori method is that children of mixed ages work together in the same class. Age-groupings are based on developmental planes. Children from 3 to 6 years of age are together in the Children's House. Six to 9-year-olds share the lower elementary, and the upper elementary is made up of 9 to 12-year-olds. Because the work is individual, children progress at their own pace; there is cooperation rather than competition between the ages.

Normalization

If children are repeatedly able to experience periods of spontaneous concentration on a piece of work freely chosen, they will begin to display the characteristics of normal development; a love of work, attachment to reality, and a love of silence and working alone. Normalized children are happier children: enthusiastic, generous, and helpful to others. They make constructive work choices, and their work reflects their level of development.

Obedience

An act of will that develops gradually, showing itself "unexpectedly at the end of a long process of maturation." (Montessori, 1967, p. 257). While the inner development is going on, little children may obey occasionally, but be completely unable to obey consistently. As their will develops through exercise of free choice, children begin to have the self-discipline or self-control necessary for obedience

Points of interest

Montessori realized that if children spend too much time on a complex task or fail to master necessary details, the exercise ceases to interest them. She suggested that points of interest be interspersed throughout each activity. These points guide the child toward the goal and stimulate repetition and interest

by offering immediate feedback, or what Montessori called "control of error." The child's performance becomes refined through trial and error, the points of interest acting as signposts along the path to success.

Practical Life

This is one of the four areas of the Montessori prepared environment. The exercises of practical life resemble the simple work of life in the home: sweeping, dusting, washing dishes, etc. These purposeful activities help the child adapt to his new community, learn self-control, and begin to see himself as a contributing part of the social unit. His intellect grows as he works with his hands; his personality becomes integrated as body and mind function as a unit.

Prepared environment

The Montessori classroom is an environment prepared by the adult for children. It contains all the essentials for optimal development but nothing superfluous. These include order and reality, beauty and simplicity. Everything is child-sized to enhance the children's independent functioning. A trained adult and a large enough group of children of mixed ages make up a vital part of the prepared environment.

Presentation

The teacher does not teach in the traditional sense, but rather shows the child how to use the various objects and then leaves him free to explore and experiment. This is called a presentation. To be effective, it must be done slowly and exactly, step by step, and with a minimum of words.

Psychic embryo

The first three years of life is a period of mental concentration, just as the nine months in utero is a period of physical creation. The brain awaits experience in the environment to flesh out the genetic blueprint. Since so much mental development occurs after birth, Montessori called the human infant a psychic embryo.

Repetition

The young child's work is very different from the adult's. When an adult works, he sets out to accomplish some goal and stops working when the objective is achieved. A child, however, does not work to accomplish an external goal, but rather an internal one. Consequently, they will repeat an activity until the inner goal is accomplished. The unconscious urge to repeat helps the child to coordinate a movement or acquire some ability.

Sensitive periods

Young children experience transient periods of sensibility and are intrinsically motivated or urged to activity by specific sensitivities. A child in a sensitive period is believed to exhibit spontaneous concentration when engaged in an activity that matches a particular sensitivity. For example, children in a sensitive period for order will be drawn to activities that involve ordering. They will be observed choosing such activities, becoming deeply concentrated, sometimes repeating the activity over and over, without reward or encouragement. Young children are naturally drawn to aspects in the environment that meet their developmental needs

Sensorial materials

The sensorial materials were created to help children in the process of creating and organizing their intelligence. Each scientifically designed material isolates a quality found in the world such as color, size, shape, etc., and this isolation focuses the attention on this one aspect. The child, through repeated manipulation of these objects, comes to form clear ideas or abstractions. What could not be explained by words, the child learns by experience working with the sensorial materials.

Simple to complex

Moving from the simple to the complex is a principal used in the sequence of presentations in a Montessori classroom. Children are first introduced to a concept or

idea in its simplest form. As they progress and become capable of making more complex connections, they are eventually able to handle information that is less isolated.

Socialization

"The process by which the individual acquires the knowledge and dispositions that enable him to participate as an effective member of a social group and a given social order." (Osterkorn, 1980, p. 12) "Optimal social learning takes place when the children are at different ages." (Hellbrugge, 1979, p. 14)

Sound games

Many children know the alphabet but have not analyzed the sounds in words nor are they aware that words are made up of separate sounds (phonemic awareness). From the age of two (or as soon as the child is speaking fluently) sound games can make them aware of the sounds in words. In England, they use the nursery game, "I Spy." The sound of the letter and not the letter name is pronounced.

Three-hour work cycle

Through years of observation around the world, Montessori understood that children, when left in freedom, displayed a distinct work cycle that was so predictable, it could even be graphed. This cycle, with two peaks and one valley, lasted approximately three hours. In Montessori schools, children have three hours of open, uninterrupted time to choose independent work, become deeply engaged, and repeat to their own satisfaction.

Three period lesson

"The famous three period lesson of Sequin" (Standing, 1957, p. 307) is actually quite simple. The first period is Naming: "This is thick. This is thin." The second period is Recognition: "Give me the thick. Give me the thin." The third period consists of The Pronunciation of the Word: "What is this?" In three simple steps, the entire learning process is brought into play. The three period lesson is used for giving language.

Vocabulary enrichment

The young child's vocabulary increases exponentially in the years from 3-6. To feed this natural hunger for words, vocabulary is given: the names of biology, geometry, geography, and so forth, can be learned as well as the names of qualities found in the sensorial material. The child's absorbent mind takes in all these new words "rapidly and brilliantly." (Montessori, 1946, p. 10)

Work

From an evolutionary perspective, the long period of childhood exists so children can learn and experiment in a relatively pressure-free environment. Most social scientists refer to this pressure-free experimentation as

"play," although Montessori prefers to call this activity the "work" of childhood. Children are serious when engaged in the kind of play that meets developmental needs. Given freedom and time, they choose purposeful activities over frivolous ones.

Writing to reading

In a Montessori environment, children usually begin writing before they can read. They are keen to create words with a box of loose letters (the moveable alphabet) or write their words with chalk or pencil. About six months later, they begin to understand what reading means, and they do so only through associating it with writing. (Montessori, 1936/1983, p. 142)

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CURRENT IMA BOARD

The following Persons serve on the Board of Directors of IMA, Inc, the 501(c)(3) nonprofit that currently operates IMA in all functions, and which will, if IMA receives an instrumentality charter, continue to govern the daycare and the community outreach functions of IMA, Inc., while the operations of the Charter School would shift to the responsibility of the school Governance Council.

Melissa M. Droessler M.Ed., AMI Montessori Primary Directress, AMI Montessori Elementary Teacher

Melissa is from Minneapolis, Minnesota, where she attended Golden Valley Montessori School. After working as an assistant in Carrie Marlette's Montessori classroom, Melissa decided to take the Montessori training and become an AMI Montessori elementary teacher with a Masters in Education in 2005. After teaching in Madison for many years, Melissa received her state teaching license and taught in Milwaukee at Craig Montessori School. Melissa completed her AMI Montessori Primary training in 2009, and opened IMA with Carrie Marlette in 2012. Melissa thoroughly enjoys speaking Spanish with her students, as well as playing the flute and piano in her classrooms. Above all else, Melissa adores working and learning with families and children of all ages. Melissa has been in Montessori primary and elementary classrooms for ten years, she serves on the board of the Montessori Institute of Milwaukee and as Vice President of the Wisconsin Montessori Association, and she is excited to be a part expanding access to AMI Montessori for communities in Madison.

Carrie Marlette M.Ed., AMI Montessori Elementary Teacher

Carrie earned a Journalism Bachelor of Arts degree from the University of Wisconsin-Madison in 1978. She then completed the Association Montessori Internationale training at the elementary level (for students ages six through 12) in 1995 and received her M.A. in Education at Loyola College in Baltimore, MD that same year. Carrie also attended Edgewood College in Madison to study the Orton-Gillingham program to help students with reading, spelling, and writing. Carrie taught at Madison Central Montessori School for 15 years. During that time, she served on the curriculum committee and the Retention Task Force. Both of Carrie's children attended Montessori at the primary level and her son continued in the elementary class through the fifth year. Implementing true Montessori methods with a thriving "Going Out" program is Carrie's goal for IMA.

Ingrid Andersson

Ingrid has been a midwife in Madison for 12 years. She attended the Frontier School of Midwifery and Family Nursing, the oldest school of nurse-midwifery in America, and received a Masters of Science in Nursing Education from UW-Madison. Prior to becoming a midwife, Ingrid worked as an RN in high-risk pregnancy, postpartum and newborn care at St. Mary's Hospital in Madison. As a nurse, she traveled to Kenya to learn from traditional and British-model midwives. Previously, she worked as a doula, journal editor, farm-hand, orchard-picker, nanny, baker and waitress while completing degrees in European Studies and Cultural Anthropology. Besides practicing full-time as a home birth nurse-midwife (CNM), Ingrid serves on the Dane County Fetal and Infant Mortality Review panel and the steering committee for the Wisconsin Environmental Health Network. Ingrid founded Mothers Milk Alliance in Madison to connect donors of safe human milk with infants in need. She is a member of American College of Nurse-Midwives, American Midwifery Educators,

Breastfeeding Coalition of Dane County, and Wisconsin Guild of Midwives. And from 2005-2007, Ingrid worked with hundreds of midwives and families around WI to help achieve state licensure for Certified Professional Midwives.

Troy Vosseller, MBA, JD

Troy is a 2006 graduate of UW-Madison. While an undergrad, Troy started the Scennie Nation t-shirt company (www.scennie.com), which he continues to own and operate. Troy went on to earn his MBA in Entrepreneurial Management and Law Degree, both from University of Wisconsin - Madison. In addition to running Scennie Nation, Troy currently works as a Supervising Attorney with the UW Law School's Law & Entrepreneurship Clinic — a program providing free legal services to startup businesses and entrepreneurs.

Jessi Wortman, MS, OTR/L

Jessi obtained her Master of Science in Occupational Therapy from the University of Wisconsin Milwaukee in 2000. She has experience in a variety of pediatric settings over the last 12 years, including early intervention, private practice, schools and home-based practices. She has worked with a wide variety of diagnoses including orthopedic issues, neurological, cognitive and/or behavioral disorders. Continuing education experiences Jessi holds include Crisis Intervention Training, Handwriting Without Tears training, The Wilbarger Deep Pressure Touch Protocol (DPPT), Therapeutic Listening, Astronaut Training (a Sound-Activated Vestibular-Visual Protocol) and Food Chaining (a feeding approach for difficult eaters). Her additional training includes Pediatric Vision Therapy, Pre-reading and Writing exercises, Oral/Motor and Feeding difficulties, and treatment strategies for children with Developmental Delays. Jessi is certified by the National Board of Occupational Therapy (NBCOT). She holds a current Wisconsin and Illinois Occupational Therapy License as well as a Department of Public Instruction license.

ENROLLMENT BY TRANSFER FOR ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL

Because IMA would be a young and growing school, because the culture and expectations in a Montessori school are those that require some degree of commitment, and because IMA is committed to serving the district as a resource to serve children most in need of what this method has to offer, IMA would seek in elementary, junior high and high school transfers some indication that the student or family was willing to learn enough about the Montessori Method to determine whether it offered a good fit and whether the family could commit to remaining in the program as long as practical.

The following represent some circumstances that might make Montessori a beneficial placement, even among students with no experience in the method.

- Students who have high levels of mobility or who are homeless or unaccompanied will realize benefits from a stable school environment where most children continue throughout their education, they remain with the same instructor for a three-year cycle, and there are no daily worksheets or problem sets to be completed after the school day.
- Montessori is an exceptionally good placement option for students who experience stress as a result of individual attributes that they perceive as differing from normative ideals. LGBTQ and gender non-conforming youth, and children whose culture, ethnicity, or personality is underrepresented in their community will find in Montessori a welcoming community and a curriculum that takes an asset-based approach to individual differences.
- Montessori's freedom of choice may benefit children with typical or high aptitude that have nonetheless been identified or perceived as having behavioral or learning difficulties because they have physical needs to move their bodies or are bored with the subject matter and present these frustration in ways that disrupt their classrooms.
- Because of Montessori's focus on developing independence, life skills, service, and responsibility, pregnant and parenting youth would stand to gain the critical skills necessary to thrive and to foster success in their children. These youth would also benefit from the option to bring their children with them to school, and have these infants benefit from the highest quality care in an environment that also supports breastfeeding and bonding and empowers the parents to model excellence and achievement.
- Students who may have remedial-level achievement in certain academic areas but are advanced learners in other subjects or skill-sets may find the special education options and advanced learning opportunities equally insufficient to meet their particular needs, but would naturally find a place within a peer group of Montessori students who all approach the curricula at their own pace.
- Families whose children are in every way typical but are interested in more information and skills to support their own development as well as that of their children may benefit from being a part of the Montessori community, observing classroom activities and attending the parent and community education seminars.

STATEMENT ON THREE-YEAR OLD KINDERGARTEN:

The Wis Stat 120.12 (25) opportunity

Wisconsin has a long history and a constitutional commitment to early childhood education. WI-DPI reports that the very first Kindergarten in the United States was a one-room school in Watertown, Wisconsin, which opened in 1856, serving children ages two to five.

The AMI Montessori primary classroom is a multi-year, multi-age class grouping of students in 3K-5K. By entering the class at age three, the model introduces children to concepts and opportunities at precisely the time that they are most developmentally suited to begin this learning, and affords them the maximum time needed to master the three-years' worth of material. The presence of these younger students also provides opportunities for the 4K and 5K students to learn and practice the important skills of modelling, and empathy.

Wisconsin has adopted a universal 4K model, representing a strong commitment to providing quality education in the earliest years. While this has led to improved outcomes, it perhaps does not go far enough toward serving the best interests of the youngest learners in Wisconsin. An increasing body of research shows that quality education is critical to the success for all children of working parents. Now is the time to build upon the gains realized by universal 4K by exploring quality 3K education for Wisconsin children. In May of 2016, WPR reported that "just 1% of Wisconsin's 3-year-olds attended a state-funded preschool program in 2015, putting the state in the middle of the pack nationally for access. An additional 10 percent of 3-year-olds were enrolled in Head Start."¹⁴

IMA would like to support MMSD in moving toward providing 3K in this community, and is in a uniquely well-suited position to pilot this innovation for the school district. However, if MMSD is not prepared to partner with IMA in this pilot at the time of the beginning of the charter period, then IMA will continue to offer 3K through the current daycare model, with funding to come from Wisconsin Shares (for eligible families), scholarships such as the city of Madison and UW assistance grants, through tuition waivers, or through payment of tuition by families with means.

Even under the current daycare model, IMA is confident in its record and ability to continue to recruit 3K participants from families with diverse needs. IMA's 5-star rating from Youngstar allows families to use a public childcare subsidy at IMA, increasing access beyond families with means to pay. In fact, 40% of current IMA families receive some type of financial assistance. IMA will continue to offer 3K enrollment preference to families of school-age children that may have or expect infants and toddlers, and will leverage existing relationships and recruitment channels. IMA is excited and honored to have recently permitted the use of our facility for regular meetings of a local wellness and support group of Madison mothers of color, and expects that relationship will also provide opportunities to increase knowledge of our facility and programming among that community.

As 3K is not currently funded under the standard enrollment-based allotment, the budget included in this proposal is shown as a separate line item, using the general aid amount as a conservative estimate (private-pay families actually pay up to \$9900 per year for full-time

¹⁴ <http://www.wpr.org/report-wisconsin-stands-out-preschool-access>

3K), and to demonstrate that the model would continue to work even were MMSD to pursue what IMA believes may be available state funding for these 3K students

Legal and budgetary basis for MMSD to pursue funding for 3K

The state legislature created the flexibility not only for school districts to provide 3K education, but also to receive the formula funding for these students. General education aid is as follows:

121.05 Budget and membership report.

(1) The school district clerk shall include, as part of the annual school district report under s. 120.18, all of the following:

(a) The average of the number of *pupils enrolled* on the 3rd Friday of September and the 2nd Friday of January of the previous school year, including all of the following: (emphasis added)

Funding is accordingly based on "pupils enrolled" as defined earlier in statute as follows:

121.004 (7) Pupils enrolled.

(c)1. A pupil enrolled in kindergarten may be counted only if the pupil attains the age permitted under s. 120.12 (25) or required under s. 118.14 for kindergarten admission..."

And the first of these two references is the one in which the school board is granted flexibility:

120.12 School board duties. The school board of a common or union high school district shall:

(25) Prescribe procedures, conditions and standards for early admission to *kindergarten* and first grade. (emphasis added)

Under Wisconsin Statute, the term "kindergarten" applies both to 4K and 5K:

115.01(2) Grades. The educational work of the public schools is divided into 12 grades, besides kindergarten, which are numbered from one to 12 beginning with the lowest. The first 8 grades are the elementary grades. Where reference is made to "elementary grades", the reference includes kindergarten, where applicable. **Where reference is made to "kindergarten", the reference includes both 4-year-old and 5-year-old kindergarten, except as otherwise specifically provided.** The last 4 grades are the high school grades. A middle school is a school in which grades 5 to 8 are taught. A junior high school is a school in which grades 7 to 9 are taught. A senior high school is a school in which grades 10 to 12 are taught. This classification is not a limitation of the character of work or the studies that may be carried on in either the elementary or the high schools. (emphasis added)

Since 120.12 does not limit the board to determine criteria for early enrollment only to 5K, MMSD BOE may also elect to establish criteria for early admission to 4K, and might do so to permit three-year-olds enrolling in multi-year classrooms to be included.

Milwaukee's school board has done this by creating a number of 3K sites through its Administrative Policy 8.08, which may serve as a model for amending MMSD BOE 4011:

“THREE-AND FOUR-YEAR-OLD KINDERGARTEN

In addition to the regular kindergarten program, the Board may establish three-and four-year-old kindergarten programs at selected locations. The establishment of any such program shall be in keeping with budgetary limitations and the needs of the community.

(1) A child entering the three-year-old kindergarten program must be three years of age on or before September 1...”

AMI MONTESSORI EXAMPLES OF BEHAVIORAL LEARNING OPPORTUNITIES

Example #1: A seven year old takes another child's personal belongings, interrupting the other child's work. This situation may escalate before the children are able to reach understanding and resolution.

1. The AMI Montessori guide uses positive discipline, conflict resolution, and through intense observation and knowing the children involved; redirects the child who chose to disrupt another child by guiding them to arrange the disrupted belongings back as they were to achieve a sense of responsibility while guiding the child on a path to productive work following the child's interest.
2. This redirected child may then be included in mentoring a younger child within the mixed-age classroom that makes similar choices.
3. In weekly conferences, the AMI Montessori guide will help the child develop self-reflection skills through thoughtful and consistent, guiding questions about the child's choices.
4. The adult will assist the child in goal-setting activities, developing ways, with the child and family, to measure patterns of behavior, communicating regularly with the family about progress and areas for improvement.
5. The AMI Montessori guide works with the child and family to develop a plan for steady, positive messaging including work and communication goals for the child

Example #2: A thirteen-year-old disrupts a class meeting, after becoming angry, by throwing a table across the room.

1. The guide uses positive language to direct the student to safe choices and listens to the child's feelings.
2. The guide sits with the student outside of the continuing meeting to observe rather than collaborate.
3. The guide and the student discuss how fortunate all students are to have freedoms and responsibilities and the chance to solve problems, make plans, and set guidelines.
4. Student can ask questions and observe other classmates while feeling safe with the adult.
5. Student is directed to replace the table in its proper position, asking another child to help.
6. Student and the guide work together to develop self-reflection through goal setting, journaling, and productive choices.
7. Student and guide work with the student's family to become aware of the situation, use positive and productive language at school and home, and measure the behavioral progress through daily check-ins. These regular meetings can also involve other adults or older students who the child admires.
8. Once the student has shared a reflection or drafted and edited a reflection to the classroom community, the student is encouraged to choose to participate in the next class meeting, as each child's involvement is valuable.

9. The classroom culture of empathy and forgiveness is established in collaboration with the guide and the students through simulations, role-playing, and team building activities.

Example #3: A sixteen-year-old student brings an illegal substance to school.

1. After removing the substance from the child's possession; the guide communicates directly with the family, the administrative team, the family, and when appropriate, the child's support network at school.
2. The guide works with the child to understand the situation and the true intention of the child. This work first begins with trust developed through an AMI Montessori environment founded on mutual respect.
3. The guide or administrator reviews the guidelines regarding school safety with the child, and the child is presented with options regarding community service within the school and neighborhood focusing on health and brain development.
4. The child is invited to be an apprentice and then a part of a leadership team, working with children of the school and surrounding areas to assist in the growth of self-esteem.
5. The child is then asked to create a presentation as a part of their coursework and credit requirements. to the whole classroom community, when the child has shared a reflection or drafted and edited a reflection to the classroom community. *This event becomes a part of the child's story of success and overcoming obstacles.*

FURTHER DETAIL ABOUT MONTESSORI CLASSROOMS

In the Primary (3K-5K) period of development, children absorb the culture of their group, their society, and develop intellectually, physically, socially, and emotionally. The environment is carefully organized to meet the individual needs of the child while building collaboration, concentration, coordination, independence, and improved executive function. Early learning materials are self-correcting, providing for independent exploration and learning. Later lessons are presented through instructor modeling rather than through verbal instruction, benefitting children with diverse language needs. Children further their exploration and deepen their understanding of self-care, refinement of the senses, vocabulary enrichment, encoding and decoding, letter formation, composition, geography, social studies, patterns, probability, geometry, measurement, all four operations, and more. Children choose their work and develop the abilities and habits of life-long learning and social conduct.¹⁵ During a day's three-hour work period, a Primary student might begin sitting at a table tracing and writing numbers, then put on a smock and stand by the window to paint at an easel, then take a break to wash hands and help himself to a snack with a classmate, then get out a small rug and a globe and stretch out on the floor with another classmate to assemble a puzzle of North America. This freedom of movement meets the physical and developmental needs of each student.

Elementary (1st-6th) students continue an active exploration of the world and their place in it. They begin a study of the universe and life on earth through zoology, botany, biology, geology, astronomy, geography, history, and the interdependence of life. They refine their understanding through practical application, use of the scientific method, research-based inquiry of study, and continued focus on purposeful activities developing both inner faculties and a consciousness of others in the world. Children at this level maintain daily work journals, bi-weekly work conferences, portfolio development, and regular goal setting. Repetition and assessment is naturally built in to the use of the materials and small group lesson design. Children study literature, more in-depth composition, and further studies of mathematics through formula derivation using concrete materials, economic geography, science, physics, and chemistry. Another form of assessment in addition to standardized tests for elementary grades is the "Going Out." This is a milestone for each child's area of study, executing an independently planned outing to seek out experts in a particular field of study, culminating in a rubric-based, peer-reviewed presentation. At this stage of development, students develop their sense of reason and are most easily engaged by instruction that takes a narrative form. The AMI Montessori teacher may begin a Geometry lesson with a story of Euclid as a mathematician, then move onto an exploration of the iron insets, a material allowing children to independently test Euclid's theorem to prove or disprove it by manipulating shaped insets on a Pythagorean triangle. Each child pursues their independent research interest, while the guide assesses student understanding through observing and encouraging peer instruction and mentorship as they complete individual or small group work in each area of the classroom. Small group lessons are comprised of children of different ages and abilities so that all students have the opportunity to learn at their highest potential.

Adolescent (7th-12th) focuses on preparation for participation in society through both theoretical knowledge and practical experience, and an understanding of personal and social

15 Diamond, A., "The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes. Not Just Content," *Early Education and Development*, 2: 780-793 (2010)

responsibility.¹⁶ At the Adolescent Level the AMI Montessori teacher continues to guide each child on their own path towards intrinsic motivation and self-discipline as they present multiple opportunities for learning and developing one's self-esteem and self-concept. Generalist teachers are assisted by specialist teachers in subject areas including English, Mathematics, Social Studies, Arts, Science, World Languages, and Physical Education. Students combine academic study with practical work that shows the children their concrete contributions to the local and global community and environment. They continue to work at their own pace and interests and collaborate with their teacher to devise an Academic Career Plan that includes both co-operative and self-directed work, including micro-entrepreneurship. Montessori guides introduce advanced academic lessons, which are also integrated into their arts and physical education. Students may write a historical play, and design and engineer the sets or research and execute improvements and maintenance of the school farm. All adolescent students design and run their own businesses and service endeavors.

Within the Adolescent program, IMA hopes to inspire as many students as possible to embark on the curriculum of the International Baccalaureate (IB), an internationally recognized program to prepare students in junior high and high for college and career. It is a comprehensive, demanding course of advanced study uniquely compatible with a Montessori education. IB coursework is a broad and balanced, global in outlook, emphasizing the same 'learning how to learn' approach as AMI Montessori, and focuses on the development of the whole person. The IB Diploma is accepted as an indicator of college-readiness by universities worldwide.

Additional web resources:

1. Montessori Method

- a. <http://amiusa.org/>
- b. <http://www.ami-global.org/research>
- c. <http://www.public-montessori.org/>
- d. <http://www.ami-caa.org/>
- e. <http://amiesf.org/esf/esf.htm>
- f. <http://www.montessori-namta.org/>
- g. <http://mariamontessori.com/mm/>
- h. <http://www.public-montessori.org/resources/montessori-schools-help-children-exposed-trauma>
- i. <http://www.public-montessori.org/resources/montessori-intervention-children-dyslexia>

2. Montessori in Secondary Schools

- a. <http://www.montessori-namta.org/PDF/kahnresearch.pdf>
- b. <http://www.montessori-namta.org/PDF/rathundeframework.pdf>
- c. <http://www.montessori-namta.org/PDF/rathundecompar.pdf>
- d. <http://www.montessori-namta.org/PDF/outcomes.pdf>
- e. <http://www.montessori-namta.org/PDF/gebhardtseeleexpcards.pdf>
- f. http://www.public-montessori.org/sites/default/files/resources/Donabella_7th%20Grade%20Students%20Using%20Montessori%20Checkerboard.pdf

16 Rathunde, Kevin. "A Comparison of Montessori and Traditional Middle Schools: Motivation, Quality of Experience, and Social Context." *The NAMTA Journal*. Vol. 28, No. 3. Summer 2003.

MONTESSORI MATERIALS – FUNCTION AND EXAMPLES

Quality design

Throughout a Montessori classroom, are materials that facilitate experiential learning. They are scientifically designed to allow children to work independently with very little introduction or help. The students are empowered to come into class, choose their own work, use it appropriately, and put it away without help.



In the primary room, where nearly all learning is hands-on, children sort, stack, and manipulate objects in a range of colors, materials, and textures. Many of these objects will be made of smooth polished wood. Others are made of enameled metal, wicker, and fabric. Also available to explore are items from nature, such as seashells and birds' nests.

Montessori teachers make a point to handle Montessori materials slowly, respectfully, and carefully, as if they were made of gold. The children naturally sense these objects are important, and they learn to handle them accordingly, carrying their learning materials carefully with 2 hands from their place on the shelf to the child's chosen "work" area. While they may look like toys, these materials take students one step at a time, according to a predetermined sequence, through concepts of increasing complexity.

Specific

Each learning material teaches a single skill or concept at a time. For example, young children need to learn how to button buttons and tie bows, and the Montessori materials for teaching this are the "dressing frames" which remove all distractions and simplifies the child's task. The child sees a simple wooden frame with 2 flaps of fabric—1 with 5 buttonholes and 1 with 5 large buttons. His task is obvious. If he makes an error, his error is obvious. This built-in "control of error" in many of the Montessori materials allows the child to determine if he has done the exercise correctly. A teacher never has to correct his work. He can try again, ask another child for help, or go to a teacher for suggestions if the work doesn't look quite right.

Montessori materials use real objects and actions to translate abstract ideas into concrete form. For example, the decimal system is basic to understanding math. Montessori materials represent the decimal system through enticing, pearl-sized golden beads. Loose golden beads represent ones. Little wire rods hold sets of 10 golden beads—the 10-bar. Sets of 10 rods are wired together to make flat shapes of 100 golden beads—the hundred square. Sets of 10 flats are wired together to make cubes of 1,000 golden beads—the thousand cube. Children have many activities exploring the workings of these quantities. They build a solid, inner, physical



understanding of the decimal system that will stay with them throughout school and life. Later, because materials contain multiple levels of challenge, the beads can be used to introduce geometry. The unit is a point; the 10-bar is a line; the hundred square a surface; the thousand cube, a solid.

Hands-on

AMI Montessori holds that moving and learning are inseparable. The child must involve her entire body and use all her senses in the process of learning. She needs opportunities built into the learning process for looking, listening, smelling, touching, tasting, and moving her body.

Students are drawn to explore Montessori materials with the senses. For example, one would want to pick up the sound cylinders and shake them. These consist of 2 matched sets of wooden cylinders containing varying substances that create different sounds when shaken. The child sorts the sound cylinders using only his listening skill. Two cylinders have the barely audible sound of sand. Two have the slightly louder sound of rice inside them. Others contain beans or items that sound louder still. After matching the cylinders, the child can grade the cylinders—that is, put the cylinders in order of softest to loudest, or loudest to softest.

Multiple levels of challenge

Materials can be used repeatedly at different developmental levels. A special set of 10 blocks of graduated sizes called “the pink tower” may be used just for stacking; combined with “the brown stair” for comparison; or used with construction paper to trace, cut, and make a paper design. The pink tower, and many other Montessori materials, can also be used by older children to study perspective and measurement.

In exploring the “binomial cube”—made up of 8 red, black, and blue cubes and prisms—the early childhood student develops visual discrimination of color and form. The elementary child labels the parts to explore, concretely, the algebraic formula $(a+b)^3$. The upper elementary child uses the binomial cube as the foundation for work with more advanced materials to solve algebraic equations.



For students of every age, the Montessori materials represent tools to discover the answers to students’ own questions. Elementary and high school materials build on the earlier Montessori materials foundation. Because older students have built a solid foundation from their concrete learning, they move gracefully into abstract thinking, which transforms their learning. Now they learn how to carry out research. At these upper levels, students broaden their focus to include the community and beyond. They learn through service and firsthand experience. The Montessori materials support responsible interactive learning and discovery.

	2017-18 Year #1	2018-19 Year #2	2019-20 Year #3	2020-21 Year #4	2021-22 Year #5
Revenue Generators					
Per Student Multiplier	6,739	6,806	6,874	6,943	7,013
Enrollment	189	232	250	278	314
3K students (not funded through State Authority)	34	34	34	34	42
Revenue Sources					
State Authority	1,273,671.00	1,579,082.48	1,718,613.48	1,930,209.17	2,201,965.95
Allowable School Fee (\$40 - assume waived for 15% pupils)	7,582.00	9,044.00	9,656.00	10,608.00	12,104.00
State & Federal Grants	-	-	-	-	-
SAGE	-	-	-	-	-
Title I-A (*= includes TI funding, if received)	229,126.00	231,417.26	233,731.43	236,068.75	238,406.08
Alternate sources of 3K funding	120,000.00	62,000.00	62,930.00	63,873.95	64,817.95
Fundraising and Foundation support	11,150.00	13,300.00	14,200.00	15,600.00	17,800.00
Field Trip fees (from paying students only)	1,641,529.00	1,894,843.74	2,106,472.76	2,352,182.33	2,713,856.13
Total Revenue					

	FTE	FTE	FTE	FTE	FTE
Instructional Expenditures					
Staffing Expenditures (expressed in Full Time Equivalents)					
Classroom Teacher (incl. BR1)	4.50	509,384.85	7.50	599,506.79	10.00
Educational Assistant (incl. BR5)	4.50	204,183.27	5.00	231,407.71	5.00
Special Education Assistant	1.00	50,317.79	1.00	51,324.15	1.20
* Add'l SEA/BEA services for Title I-A			0.40	20,940.25	0.40
Student Services (Guidance, Psych, Social Work, Nurse)	1.20	102,423.83	1.50	130,592.94	1.50
* Add'l Student Services for Title I-A			0.50	44,401.60	0.80
School Administrator(s)	1.00	136,205.65	1.00	138,929.76	1.00
3K Staffing (1 Teacher, .5E.A. in Y1-Y4, 1 Teacher, 1E.A. in Y5)	1.50	101,053.93	1.50	103,075.01	1.50
Clerical Support	0.50	34,221.02	0.50	34,905.44	1.00
Custodian(s)	-	-	-	-	-
Other Staffing Cost (Professional Development)	-	6,000.00	6.24	6,242.40	6.24
Other Staffing Cost (Recruitment & Training)	-	4,100.00	4.18	4,182.00	4.18
SIP	-	2,500.00	2.55	2,550.00	2.55
SBLT	-	-	-	-	-
Other	-	-	-	-	-
Purchased Services					
Services (Equipment Repair, Conferences, Mileage)	-	1,800.00	1.83	1,836.00	1.83
Licensing and accreditation (IB, AML)	-	175,048.50	1.75	178,549.47	1.75
Rent	-	50,600.00	51.61	51,612.00	52.64
Utilities	-	11,150.00	13.30	13,300.00	14.20
Pupil Travel (research trips, field trips)	-	60,000.00	30.00	30,000.00	40.00
Construction	-	30,000.00	30.00	30,000.00	30.00
Supplemental bus route	-	-	-	-	-
Supplies					
General Supplies	1.00	1,000.00	1.04	1,040.40	1.06
Classroom Supplies Rental	42.00	42,000.00	56.18	56,181.60	63.67
Curriculum and Programming (* incl TI)	129.87	129,870.00	155.24	155,240.00	182.38
Other	-	-	-	-	-
Meal Program Sub-Budget - Breakfast, Snack, Lunch					
Food Service Staff	0.80	(36,813.01)	0.80	(37,549.27)	1.00
Meal revenues from paying pupils	-	80,208.00	88.30	88,308.00	92.72
NISLP Breakfast and Lunch reimbursements	-	136,080.00	149.68	149,688.00	181.22
Food Service Supplies	-	(204,120.00)	(225.76)	(225,760.00)	(263.46)
Food	-	1,679,433.85	1,853,480.52	2,306,393.15	3,076,078.43
Total Cost					

Net Revenue to Expenditures	\$ (37,904.84)	\$ 41,363.22	\$ (199,920.40)	\$ (720,896.11)	\$ (262,394.82)
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Carrie Marlette • carriemarlette@gmail.com • 608.354.3581

Education

Edgewood College of Madison, Wisconsin June 2006 – July 2006
Orton-Gillingham Training

Loyola University in Maryland August 1994 – August 1995
Master's Degree in Education

Montessori Institute of Milwaukee July 1994 – June 1995
Elementary Teacher Training

University of Wisconsin – Madison August 1974 - August 1978
Bachelor of Arts – Journalism Major

Professional Experience

Isthmus Montessori Academy, Inc. October 2011 – present
Board Officer, Head of School, Administrator and Elementary Teacher

- Co- founded and incorporated this non-profit school
- Serving as an officer on IMA board
- Working with Association Montessori Internationale and the Department of Children and Families to have our school accredited by AMI and licensed by the state of Wisconsin
- Preparing classroom, materials and curriculum to teach a Montessori, elementary class

Madison Central Montessori School August 1995 – June 2010
Elementary Teacher

- Prepared classroom, materials and curriculum to teach a Montessori, elementary class
- Responsible for lesson plans, parent conferences and student records
- Responsible for planning and implementing parent education programs
- Trained and managed elementary classroom assistant teachers
- Responsible for management of schedules and coordination of special teachers for art, physical education and world languages
- Served on curriculum committee and retention task force

University of Wisconsin – Madison October 1980 – June 1994
Olin House Manager

- Managed the housekeeping and catering staff for the Chancellor's residence
- Supervised and collaborated on catering and hosting of special events
- Assisted guests staying at the Olin House
- Managed daily care for the residence and the scheduling of special care for both the interior and exterior of the residence by the University's physical plant shops and departments
- Completed an inventory for the furnishings and collections of the Olin House

Dependable Floor Cleaning September 1983 – March 1985
Owner Operator

- Set up Sole Proprietorship cleaning business
- Accounting, payroll and tax preparation
- Scheduled and managed six employees

Melissa Droessler
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Education

Montessori Institute of Milwaukee - August 2009
AMI Montessori Primary (Early Childhood) Training

Loyola University in Maryland - September 2005
Master's Degree in Education

Montessori Institute of Milwaukee - May 2005
AMI Montessori Elementary Training

University of Wisconsin – Madison - May 2002
Bachelor of Arts – Communication Sciences and Rhetorical Studies

Professional Experience

Isthmus Montessori Academy - October 2011 – present
Board Officer, Head of School, Director and Primary Teacher

- Co-founded and incorporated this non-profit school
- Serving as an officer on IMA Board
- Working with Association Montessori Internationale and the Department of Children and Families to have our school accredited by AMI and licensed by the state of Wisconsin
- Manage daily operations of school community including family communication, family education, facility management, and all legal requirements
- Serve as Instructional Leader to all staff performing daily observations, formal observations, inservices, professional development, and all staff evaluations
- Prepare classroom, materials and curriculum to teach an AMI Montessori, primary class

Craig Montessori School *Milwaukee Public Schools* 2008 – 2011
Elementary Teacher

- Prepared classroom, materials and curriculum to teach an AMI Montessori, elementary class of 4th through 6th grade students
- Responsible for observations, lesson plans, parent conferences and student records
- Trained and managed classroom assistant teachers

- Responsible for writing and receiving grant awards for technology equipment for the Upper Elementary and Adolescent Programs

Madison Central Montessori School - 2002 – 2008

Elementary Teacher, Elementary Assistant, After School Teacher

- Prepared classroom, materials and curriculum to teach an AMI Montessori, elementary class
- Responsible for observations, lesson plans, parent conferences and student records
- Responsible for planning and implementing parent education programs
- Trained and managed classroom assistant teachers
- Responsible for management of schedules and coordination of special teachers for art, physical education, music, and world languages

WisPolitics – 2001 – 2002

Administrative Assistant

- Responsible for transcribing interviews with political figures
- Responsible for scheduling interviews
- Responsible for updating website

Professional Affiliations

Montessori Institute of Milwaukee
Secretary of Board

2012 – Present

Wisconsin Montessori Association
Vice President of Board

2012 – Present

Montessori Public Policy Initiative
Wisconsin State Delegate

2015 – Present