U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

FY 2024 Magnet Schools Assistance Program Grant Competition

CFDA # 84.165A

PR/Award # S165A240043

Gramts.gov Tracking#: GRANT14143996

OMB No. , Expiration Date:

Closing Date: May 13, 2024

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 05/10/2024

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Fairfax County Public Schools (FCPS)

* b. Employer/Taxpayer Identification Number (EIN/TIN): [redacted]

* c. UEI: [redacted]

d. Address:

* Street1: 8115 Gatehouse Road
Street2:
* City: Falls Church
County/Parish: Fairfax County
* State: VA: Virginia
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 22042-1203

e. Organizational Unit:

Department Name: School Improvement and Support

Division Name: Chief of Schools

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name: Marie
Middle Name:
* Last Name: Lemmon
Suffix:

Title: Assistant Superintendent

Organizational Affiliation: Fairfax County Public Schools

* Telephone Number: [redacted]
Fax Number:

* Email: [redacted]

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Educational Agency (LEA)

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-031424-001

* Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Program: Magnet Schools Assistance Program (MSAP), Assistance Listing Number 84.165A

13. Competition Identification Number:

84-165A2024-1

Title:

Office of Elementary and Secondary Education (OESE): School Choice and Improvement Programs (SCIP): Magnet Schools Assistance Program: (MSAP), 84.165A

14. Areas Affected by Project (Cities, Counties, States, etc.):

1239-Fairfax-Congressional-District Map-2.p | Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Fairfax County Public Schools Magnet Schools Assistance Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 011 * b. Program/Project: 008

Attach an additional list of Program/Project Congressional Districts if needed.

1240-Fairfax-Congressional-District Map-2. | Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2024 * b. End Date: 09/30/2029

18. Estimated Funding ($):

* a. Federal	[redacted]
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Michelle

Middle Name: C.

* Last Name: Reid

Suffix: Ed.D.

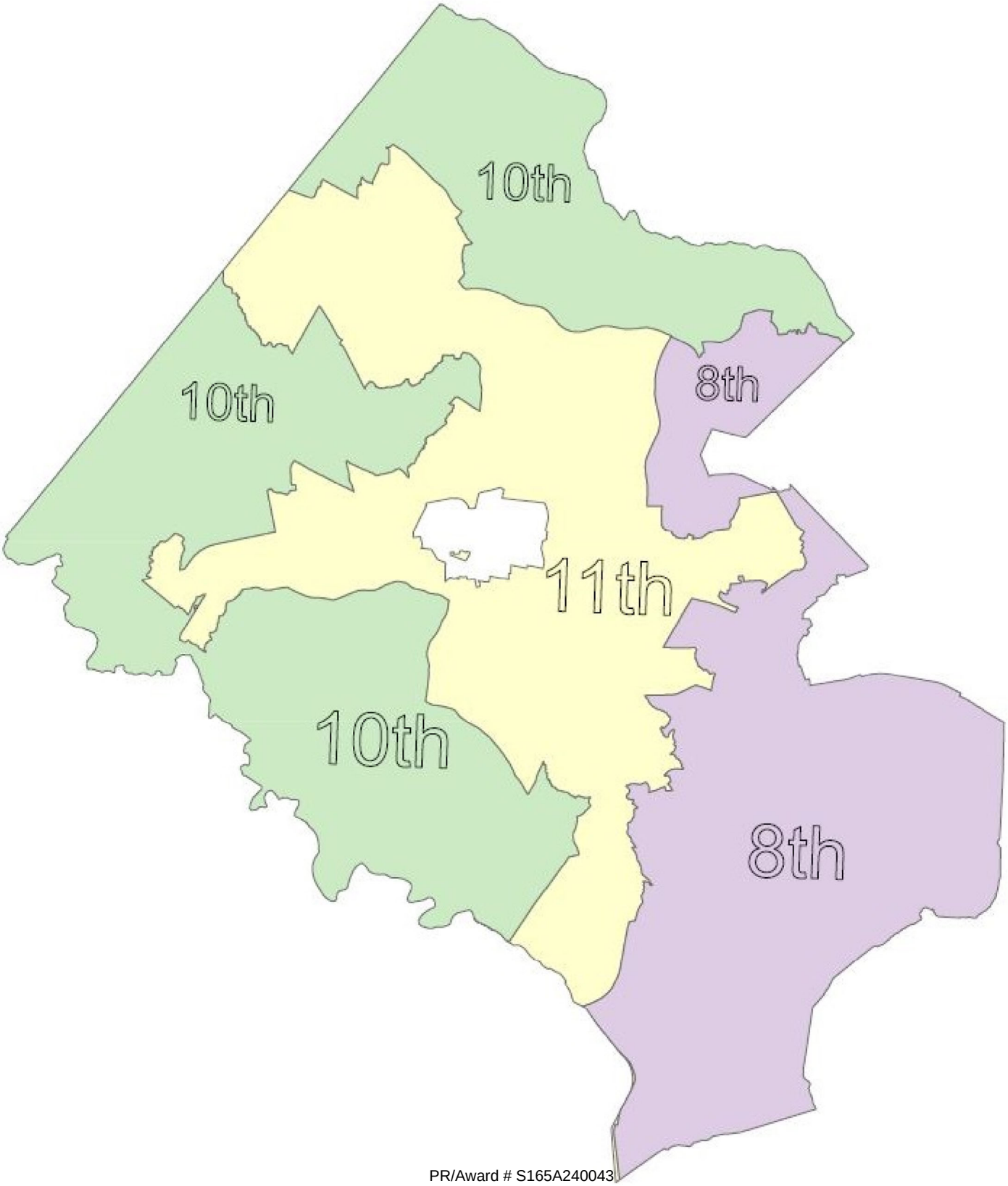
* Title: Division Superintendent

* Telephone Number: [redacted] Fax Number:

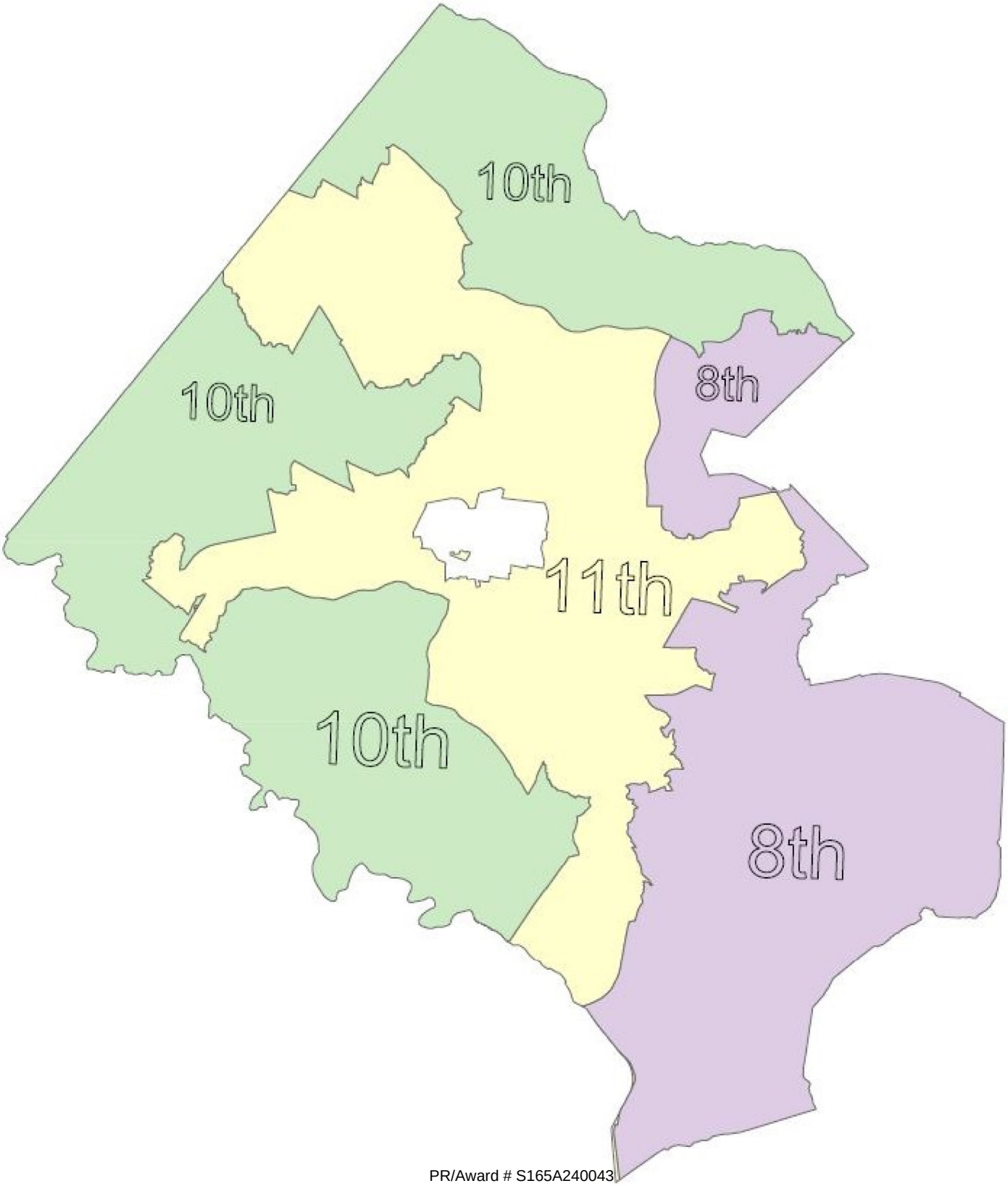
* Email: [redacted]

* Signature of Authorized Representative: DAVID B RAZMGAR * Date Signed: 05/10/2024

CONGRESSIONAL DISTRICTS IN FAIRFAX COUNTY



CONGRESSIONAL DISTRICTS IN FAIRFAX COUNTY



CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	Fairfax County Public Schools (FCPS)
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Dr.
* First Name:	Michelle
Middle Name:	C.
* Last Name:	Reid
Suffix:	Ed.D.
* Title:	Division Superintendent
* SIGNATURE:	DAVID B RAZMGAR
* DATE:	05/10/2024

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1236-Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

Project Abstract

Fairfax County Public Schools' (FCPS) proposed Magnet Schools Assistance Program (MSAP) grant project seeks to reduce racial and ethnic isolation in the West Potomac pyramid of FCPS by transforming an existing elementary school with Hispanic isolation into a Public Montessori School. FCPS believes that as a result of the diversification and the magnet program, students will have higher academic achievement, attain social-emotional competence through strong peer interactions, teachers will have built greater instructional capacity, and learning environments will offer more meaningful opportunities, and family engagement will increase. MSAP funding will support adding a whole school magnet program transforming Bucknell Elementary School into the Bucknell Magnet Public Montessori School. Through strategic marketing and a randomized lottery system, FCPS intends for the Hispanic makeup of Bucknell ES to be reduced by 16 percentage points with further reduction after the grant period ends. Funding would directly impact 1,384 students in FCPS over the 5 years of implementation by offering students the opportunity to access the Montessori approach to education. There is strong evidence to suggest that students who attend well-implemented Montessori programs have better academic achievement, like school more, have stronger executive functioning skills, and report positive relationships with peers and teachers. Through funding, FCPS will ensure that the Montessori model is implemented with fidelity by offering mixed-aged classrooms with groupings of pre-K and kindergarten, first through third grade, and fourth through sixth grade. This grant application is responding to the Absolute Priority 1 as it does not currently have a funding stream from MSAP.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1235-Consolidated Project Narative - FINAL.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

MSAP Project Narrative

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Absolute Priority 1

FCPS is applying for the Magnet School Assistance Program under Absolute Priority 1. It has no current active grants under the Magnet School Assistance Program.

Competitive Preference Priority 1: Need for Assistance

The Secretary evaluates the applicant's need for assistance by considering— (1) The costs of fully implementing the magnet schools project as proposed; (2) The resources available to the applicant to carry out the project if funds under the program were not provided; (3) The extent to which the costs of the project exceed the applicant's resources; and (4) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project—e.g., the type of program proposed, the location of the magnet school within the LEA—impacts the applicant's ability to successfully carry out the approved plan. (3 points)

FCPS serves an academically, culturally, and socioeconomically diverse population of children and families. The mission of FCPS is to "inspire and empower students to meet high academic standards; lead healthy ethical lives; and be responsible and innovative global citizens." FCPS is located in Fairfax County, Virginia, and was established in 1870 following the Civil War with the passage of the Virginia Public Free Schools Act and the state's readmittance to the Union. FCPS has grown from a mainly rural and farm-oriented county to currently being the 11th largest public school system in the nation, serving approximately 182,000 preschool through grade 12 students in 198 schools and centers across 406 square miles.

As a large urban school division located within the Washington, D.C. metropolitan area, FCPS represents an increasingly diverse population. Migration continues to be a major contributor to population growth in Fairfax County. Since the 1970s, racial and ethnic diversity has continued to grow, from both domestic and international migrations.

Fairfax County's population has been steadily rising, from 818,600 in 1990 to an estimated population of 1,144,447 in 2024. Also, during this same time period, ethnic diversity within the County has continued to increase. From 1990 to 2020, for example, the percent of Whites in Fairfax County decreased from 81.3 percent to 49.5 percent, Asians increased from 8.5 percent to 20.5 percent, and Hispanics increased from 6.3 percent to 17.3 percent. Demographically, 36.6 percent of FCPS' students identified themselves as White; 28.1 percent identified as Hispanic; 19.0 percent as Asian; 9.8 percent as African American; and 6.5 percent identified as multiracial or other.

In 2023, the FCPS School Board and Leadership Team created a long-term Strategic Plan through an extensive feedback process that included 117,089 feedback survey responses from students, families/caregivers, staff and community members. The outcomes of the feedback are the Strategic Plan Goals, a declaration of what the community believes students need to know and be able to do when they graduate from FCPS. These goals are anchored by four pillars: Differentiated & Culturally Responsive Learning Environments; Vibrant Home, School, & Community Partnerships; Diverse, Adaptive & Supported Workforce; and Culture of Equity, Excellence, & Accountability. Another key component of the division goals is centered on the equity commitments that are connected to each goal. For example, under the division's Academic Growth and Excellence goal, FCPS' equity commitment affirms that "we will utilize available evidence to provide access to challenging academic programs and necessary supports that celebrate each student's humanity, growth, and attainment of high levels of academic performance."

FCPS has a successful history of implementing magnet schools in the county. Bailey's Elementary School for the Arts and Sciences and Bailey's Upper Elementary are located in Falls Church, Virginia. Bailey's is in its twenty-second year as a magnet school. Bailey's offers a variety of science and arts enrichment programs that enhance learning and is one of seven schools in the Washington, D.C. metropolitan area to be a member of the Kennedy Center's Changing Education Through the Arts (CETA) program, a partnership which began in 1999 and helps teachers integrate arts with other subjects. Additionally, FCPS has a second elementary magnet program for arts and sciences at Hunter Woods Elementary School in Reston, Virginia. Both magnet schools operate through an established lottery program. FCPS also offers Dual Language Immersion (DLI) programs at seventeen elementary sites throughout the county. The DLI programs begin in Kindergarten or first grade and teach students math, science, and health in another language (French, German, Japanese, Korean or Spanish). There is a three-decade history of DLI programs in Fairfax County and a lottery application process is established for student enrollment.

The present MSAP application seeks to implement a whole school magnet program using the Montessori approach to education. The Montessori method was developed in 1907 by Maria Montessori, an Italian scientist, medical doctor, and educator, and served low-income and special needs children in its inception. Over the past century, Montessori education grew to be practiced in public and private schools throughout the world, with more than 5,000 Montessori schools currently operating in the United States, 500 of which are public programs. The Montessori method is characterized by mixed-age

student groupings, hands-on materials and curriculum, personalized learning, and independent work periods.

FCPS is requesting funding in this MSAP application to address minority group isolation at Bucknell Elementary School in Alexandria, Virginia. The MSAP funds will assist FCPS in transforming Bucknell ES into a Pre-Kindergarten through Sixth Grade Montessori school by the 2029-2030 school year. Bucknell ES is located in the West Potomac Pyramid, one of the most diverse communities within FCPS. Despite the diversity of the wider community, Bucknell ES predominantly consists of Hispanic students who comprise 65% of its population. Additionally, Bucknell ES is currently under-enrolled with 278 students and has the capacity to add classes to existing space within the school. The approach to be employed with MSAP funds would be to desegregate the school by transforming it into a Montessori magnet school that would accept students through a lottery process within the West Potomac Pyramid. Bucknell ES is one of eight elementary schools within the West Potomac Pyramid.

Table 1: Bucknell and feeder school demographics

School Name	SY 2023-24 Membership	Asian	Black	Hispanic	White	Multiracial	FRM	EL	SWD (level 2)
Bucknell ES	**278**	**3%**	**14%**	**65%**	**13%**	**5%**	**72%**	**32%**	**13%**
Belle View ES	400	2%	8%	35%	48%	7%	37%	25%	12%
Fort Hunt ES	570	2%	21%	23%	49%	4%	36%	10%	4%
Groveton ES	781	6%	17%	61%	14%	2%	80%	48%	4%
Hollin Meadows ES	607	11%	24%	35%	27%	2%	77%	34%	5%
Hybla Valley ES	883	4%	9%	84%	2%	1%	100%	62%	4%
Stratford Landing ES	718	6%	18%	12%	55%	9%	27%	4%	9%
Waynewood ES	726	2%	2%	7%	83%	5%	3%	1%	2%

The Montessori philosophy is grounded in fostering students' ownership of learning. Montessori education transforms the entire classroom into a learning experience, and the high level of student choice and investment used in the approach supports greater intrinsic motivation and independence. This approach to education is particularly impactful for students with socio-economic needs because early and sustained connection to one's learning leads to more successful academic and lifelong outcomes. Maria Montessori founded this educational model in her work with students of such need. This approach has supported positive academic and developmental outcomes for students for over a century since its founding.

The plan of implementing a Montessori school at Bucknell ES to address minority group isolation would begin with a planning year in School Year (SY) 2024-2025. Subsequently, seven primary classrooms would be established in SY 2025-2026, with phase-in of additional primary classrooms, then lower elementary, then final preparations for upper elementary over the course of SY 2026-2027 through SY 2028-2029, respectively. The MSAP funding will be utilized for staffing needs that are above the schools general allocation, professional development, classroom materials, and operational costs which will help create a sustainable and unique magnet school within FCPS. Bucknell ES would be the second of two public Montessori schools in the state of Virginia. The first being the Arlington Public Montessori School, which FCPS has already engaged as a learning partner. Because the distinct pedagogy of Montessori involves instructional materials to outfit each classroom that are different from traditional education, MSAP funds will be used for the startup costs associated with materials,

furniture, and curriculum resources. Additionally, professional development for teachers is essential to ensuring a successful Montessori program is implemented. Teachers will receive training to support their certification from the American Montessori Society in addition to their teaching licensing from the Virginia Department of Education.

The proposed project is supported by the FCPS Superintendent and School Board. The FCPS Office of Chief of Schools and the Department of School Improvement and Supports will ensure effective and efficient implementation and coordination of MSAP funds to meet the present grant's objectives and performance measures. FCPS will launch an outreach campaign to the West Potomac community designed to educate and attract a diversity of interested applicants to the lottery for the Montessori program at Bucknell ES.

Without MSAP funding, FCPS would have limited resources to reduce the minority group isolation at Bucknell ES and establish a Montessori magnet school in the district. The generous MSAP grant provides FCPS with the opportunity to impact student achievement in a quick and targeted approach providing our families in the West Potomac pyramid with a unique opportunity to have access to a different teaching model than what the surrounding schools offer. Two of the most important aspects of Montessori, namely primary classrooms that are mixed age between three- and four-year-olds and kindergartners, and staffing every classroom with an instructional assistant would not be possible without MSAP grant funding. Furthermore, the transportation costs, extensive training for teachers, and a summer camp for the program to be more attractive to families of pre-K children would be a challenge for FCPS without MSAP grant funding.

FCPS is dedicated to supporting responsible and innovative global citizens, the proposed site for the Montessori school is supported by the FCPS Leadership Team, Region 3 Leadership, the Department of School Improvement and Supports, the Instructional Services Department, the Office of Facilities Planning Services, and the Transportation Department. The district remains resolute in its mission to inspire and empower students. The proposed Montessori school would enable FCPS to implement a magnet program to address minority group isolation insofar as the extent of the project exceeds the district's present resources. The MSAP funding will provide the resources necessary to effectively carry out the planning, preparation, and implementation needed for progressively transforming the proposed site as described.

Competitive Preference Priority 2—New or Revised Magnet Schools Projects and Strength of Evidence to Support Proposed Projects

The Secretary determines the extent to which the applicant proposes to (1) carry out a new, evidence-based magnet school program; (2) significantly revise an existing magnet school program, using evidence-based methods and practices, as available; or (3) replicate an existing magnet school program that has a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups. (3 points)

FCPS is proposing to use funding provided through the MSAP to create a whole school Montessori magnet program at Bucknell ES. The significance of carrying out this new, evidence-based magnet school program is described in the Table 5 found in the attachments section. This proposal is seeking to transform a whole school through the Montessori pedagogical approach which differs from other models in significant ways.

Citation 1:

Lillard, A., Tong, X., & Bray, Paige (2023). Seeking racial and ethnic parity in preschool outcomes: an exploratory study of public Montessori schools vs. business-as-usual schools. *Journal of Montessori Research* 9 (1), 16-36.

https://journals.ku.edu/jmr/article/view/19540/18363

Citation Outcomes:

This exploratory study examined outcomes for students who entered a public Montessori school through a lottery program starting at age 3 and continued through elementary years. The study included a diverse group of students, half of whom were White, and half who were Hispanic, African American, or Multiracial. The outcome of the study suggests that the Montessori approach may cultivate greater parity amongst racial and ethnic groups than other school settings. The Montessori pedagogy is rooted in individual development and independence of learning that inherently provides access to materials and concepts for all students. This study underscored that the access and opportunity provided through the Montessori approach yielded closure of achievement gaps over the course of prekindergarten and kindergarten between racial groups as compared to control groups. The study further supported the following conclusions:

- Lower income students achieved more positive outcomes with Montessori education.
- Executive functioning skills and social understanding, which are predictive of academic achievement, were uniquely supported through the Montessori approach and multi-age grouping of students.

- Academic achievement gaps between White and minority students were closed for children in the Montessori program compared to the control group in the traditional school settings.
- The Montessori approach of supporting student independence and a learner-centered environment allowed students to take ownership of their learning rather than reinforcing interactions and structures that may directly or indirectly continue gaps.

Relevance to Proposed Project:

Similar to the study, FCPS will begin the initial phase of the MSAP project with a lottery system to form racially diverse preschool through Kindergarten mixed-age classrooms using the Montessori approach. The study provides research that will assist in educating the West Potomac pyramid community about the benefits of Montessori education. Additionally, this study supports that access and opportunities for minority children provided uniquely through the Montessori method may reduce achievement gaps.

FCPS is proposing a lottery system that will desegregate Bucknell ES from its current minority group isolation, comprised of Hispanic and lower income students and form a racially and economically diverse population that is representative of the wider West Potomac community. Groups represented in the study cited will be represented in the lottery system. Further, students will matriculate for three years in a multi-age preschool-Kindergarten environment that replicates the ages in the study.

Citation 2:

Davis Mallett, J. & Schroeder, J. (2015). Academic Achievement Outcomes: A Comparison of Montessori and Non-Montessori Public Elementary School Students. *Journal of Elementary Education* 25 (1), 39-53.

https://www.public-montessori.org/montessori/outcomes-studies-findings/

Citation Outcomes:

This study, conducted in an urban public school district in Texas with a racially and economically diverse population, did not find statistically significant differences in lower elementary academic outcomes between Montessori public school students compared to non-Montessori students, however, it did conclude that standardized reading and math results in upper elementary grades yielded higher results with Montessori students. Specifically, students in grades four and five who matriculated in Montessori for several years prior to the test administration achieved notably higher than their traditional school counterparts. The mean of non-Montessori academic achievement scores in fifth grade was 73.03 reading and 69.98 mathematics, compared to 80.91 reading and 76.96 mathematics for Montessori students. It is concluded by this study that a sustained education using the Montessori approach results in a cumulative positive effect on academic performance and consistently higher achievement outcomes throughout the progressive years of elementary school.

Relevance to Proposed Project:

This study holds several key components for FCPS. Firstly, because of the public school setting, all students are required by the state of Virginia to take the Standards of Learning (SOL) tests beginning in third grade. This study indicates that Montessori students performed better on standardized reading and math tests in upper elementary

grades. The proposed project is to begin the transformation of Bucknell ES into a whole school using the Montessori approach over the series of phased years. Students entering in preschool-Kindergarten years will receive a full Montessori elementary education as the phases progress. The approach will create constructivist learning experiences in multi-age classrooms that support the intrinsic and independent learning tenets that are foundational Montessori pedagogy. The current performance of students at Bucknell ES is historically lower – 46% in reading and 47% in mathematics. The proposed MSAP project will implement a new magnet program at Bucknell ES utilizing Montessori programming while still meeting Virginia standards. The cumulative effect of the Montessori approach vis-a-vis academic outcomes will be measured using the Virginia's SOL tests as students entering the program in primary years reach grade three and higher. The study cited underscores promising results for a cumulative positive effect of the Montessori model within the context of the public sector which builds upon a strong foundational basis of equitable outcomes for diverse populations.

Competitive Preference Priority 3—Selection of Students

The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination. (3 points)

The West Potomac Pyramid of Fairfax County is among one of the most greatly diverse student bodies in northern Virginia. West Potomac's diversity is an asset the school division and community strongly celebrates. The present MSAP application would select students from West Potomac Pyramid feeder elementary schools, as detailed in CPP1, to attend the Montessori magnet program at Bucknell ES through a lottery method. Academic examination will not be a factor in the lottery selection. Students presently

zoned to Bucknell ES will remain at the school and would be guaranteed admission to the Montessori program as applicable to their grade level and alignment with the phase-in process. To ensure minority group isolation is addressed, a randomized lottery system would be implemented to admit students from different socio-economic, racial, and ethnic backgrounds to the proposed magnet school. Although the lottery will be open to all students in the West Potomac pyramid, FCPS is expecting affluent, non-Hispanic families to apply through strategic marketing.

As the initial phase of this proposal targets pre-K, student selection would begin by ensuring that two-thirds of the pre-K slots were income eligible. Students zoned for Bucknell ES would have first priority, and the lottery would be available for additional students within the West Potomac Pyramid. One-third of the pre-K slots would be comprised of students in the West Potomac community who would not be in the Bucknell ES base school boundary. The lottery would be open for these students and through strategic recruitment would seek to increase affluent White and Asian enrollment. Kindergarten enrollment would include any student zoned for Bucknell ES; the remaining slots would be lottery based, with recruitment seeking to increase White and Asian enrollment. The goal would be to have enrollment of Montessori classes closely replicate the West Potomac pyramid to the greatest extent possible. Phasing in the Montessori program would allow for students in the primary classes to matriculate up to multi-aged Montessori classrooms in lower elementary using grant funds and eventually upper elementary with full implementation and transformation of the school.

A summary of enrollment projections for Bucknell ES with the lottery implementation follows. The enrollment projections incorporate the projected Bucknell base population.

Table 2: Projections of Enrollment of the Bucknell Magnet Public Montessori school

Summary of Bucknell Projections with Lottery Implementation								
	Pre-K	**Kindergarten**	**1**	**2**	**3**	**4**	**5**	**6**
2025-2026	99	49	38	37	34	41	30	34
2026-2027	119	135	49	39	33	35	40	30
2027-2028	85	96	135	49	35	34	34	40
2028-2029	70	85	96	135	49	37	33	34
2029-2030	70	70	85	96	135	49	34	30
2030-2031	70	70	70	85	96	135	49	34
2031-2032	70	70	70	70	85	96	135	49

The lottery for solely primary classrooms, removing the Bucknell base school projections are outlined as follows:

Table 3: Lottery for primary classes at the Bucknell Magnet Public Montessori School

	Lottery for K and PreK (removes Bucknell Base Projection) Total
2025-2026	53
2026-2027	95
2027-2028	34
2028-2029	34
2029-2030	26
2030-2031	26
2031-2032	27

The establishment of the Montessori program at Bucknell ES would allow for a transition in grades 1-6 as currently enrolled students matriculate through the traditional school model during the phase-in years and the enrolling Montessori students starting in

Primary classrooms matriculate up, completing the full Montessori school projected as follows:

Table 4: Lower and Upper Elementary enrollment projections

	Established Montesorri (1st grade to 6th)
2025-2026	0
2026-2027	49
2027-2028	184
2028-2029	280
2029-2030	365
2030-2031	435
2031-2032	505

Bucknell ES also houses four half-day classes (two classrooms) in the Early Childhood Class-Based (ECCB) program, as well as three full-day Preschool Autism Classrooms (PAC). Total projections for both ECCB and PAC remain constant at 50 students per year. When incorporating all Bucknell base school students, all projected Montessori lottery students, and all ECCB and PAC students, the total number of enrolled students at Bucknell ES is forecast as follows:

Table 5: Full enrollment projections for the Bucknell Magnet Public Montessori School

	Total Bucknell Montessori Magnet School
2025-2026	412
2026-2027	515
2027-2028	568
2028-2029	647
2029-2030	721
2030-2031	794
2031-2032	865

Competitive Preference Priority 4—Socioeconomic Diversity

The Secretary determines the extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs. (5 points)

Currently, 65% of Bucknell Elementary School students receive free or reduced meals. Of the 278 students enrolled, 65 percent are Hispanic, 14 percent are Black, 13 percent are White, 5 percent are Multiple Races, and 3 percent are Asian. The goal of the MSAP application is to desegregate Bucknell ES by transforming the school into a Montessori program that would attract greater diversity through a lottery application process – thus reducing the current minority group isolation that is present.

In 2019, the FCPS Office of Research and Strategic Improvement (ORSI) continued a study originally conducted by the school division in 2013 entitled “Socio-Economic Tipping Point Study of Elementary Schools.” The study was conducted in response to advisement by Joseph Murray, a nationally recognized expert on educational improvement, that one way to close achievement gaps in FCPS might be for low-income students to attend schools with lower overall levels of student poverty. While the study was largely conducted to inform criteria for boundary-setting, the results are relevant to the present MSAP application insofar as establishing a Montessori school at Bucknell ES would not displace the current population of the school community but rather expand it to represent the racial and socioeconomic diversity of the West Potomac Pyramid at large. In so doing, less represented racial and soci-oeconomic groups would be admitted to the Bucknell Magnet Public Montessori School through a lottery system that accounts for improved balance and reduction of minority group isolation.

As indicated in prior FCPS ORSI reports, the “tipping point” of overall school poverty means the difference between being viewed as successful or not, which highlights the potential importance of controlling school poverty levels as much as possible. Many FCPS schools with high enrollment levels of economically challenged students (approximately 40 percent or more), including Bucknell ES, continue to have difficulty meeting expected reading and mathematics pass rate benchmarks. Specifically, less that 50 percent of all Bucknell ES students receive a passing reading and mathematics score on their Standards of Learning (SOL) exams (VDOE school quality profiles). These scores corroborate the findings presented in the abovementioned report by ORSI. Schools with greater than 40 percent poverty have a difficult time meeting the needs of students academically.

The additional resources that FCPS provides to meet the challenges faced by Bucknell ES may be helping but are not fully addressing the challenges. The proposed MSAP application would reduce enrollment of economically challenged students without displacing them by adding a specialized program, namely Montessori, that is often sought out by affluent families. The lottery model that FCPS is proposing is similar to that of a public Montessori school in a neighboring county, Arlington Public Schools, who have successfully run a racially and socio-economically integrated Montessori school that demonstrates high academic performance.

Invitational Criteria 1: Whole School Magnet Programs

The proposed magnet program is intended to be a whole school approach. Because the proposed magnet program requires transformation of the educational approach, the

implementation of the program will begin with earlier grades and continue as students matriculate through each grade level. By the end of the grant period, the school would have all of the supplies and training necessary to implement a Montessori program for the entire school.

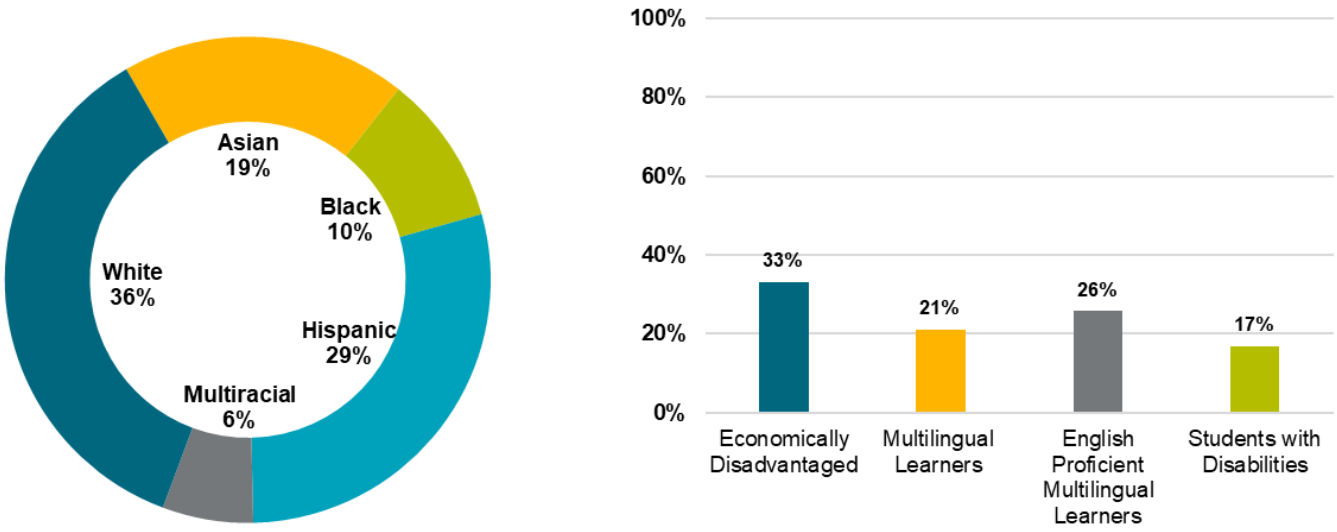
Selection Criteria 1: Desegregation

The effectiveness of the applicant's proposed desegregation strategies for the elimination, reduction, or prevention of MGI in elementary schools and secondary schools with substantial proportions of minority students. (section 4401(b)(1) of the ESEA, 20 U.S.C. 7231) (up to 10 points)

Fairfax County is a diverse community with varying racial and ethnic backgrounds and socio-economic statuses. It is a high cost of living area and one of the wealthiest counties in the nation yet has pockets of poverty affecting children aged 5 to 17 the most. Fairfax County acknowledges that while it is a great place to live, there are persistent disparities that are predictable by race and neighborhood that are due to inequitable policies, systems and practices within the Fairfax County Government. To alleviate these systemic issues, Fairfax County Government issued a policy called "One Fairfax", which "commits the county and its schools to intentionally consider equity when making policies or delivering programs and services." Fairfax County recognizes that one way of alleviating inequities is through the efforts of school leaders. In fact, the economic impacts of racial inequity in Fairfax has cost the county billions of dollars in its gross domestic product. Therefore, ensuring equity starting with its youngest citizens is not only a social priority, but an economic necessity to continue making Fairfax County a great place to live.

FCPS is home to 181,701 students from a variety of backgrounds and spans over 400 square miles. It is the largest school division in Virginia and within the top 10 largest in the country. FCPS student population consists of 19 percent Asian, 10 percent Black, 29 percent Hispanic, 6 percent Multiracial and Other Race, and 36 percent White. In addition, 33 percent of FCPS students are economically disadvantaged, 21 percent receive English Speakers of Other Languages (ESOL) services), and 17 percent are students with disabilities.

Figure 1: Demographic Backgrounds of Fairfax County Public Schools Students



Like Fairfax County, while FCPS is diverse, there are schools that do not share the same diversity as the entire school division. Research suggests that students have better academic, social, emotional outcomes during their K12 education and have greater postsecondary success when they attend school with peers from different backgrounds (Tefera, Frankenberg, Siegel-Hawley, & Chirichigno, 2011) Alternatively, when minority groups are specifically isolated, they tend to face lower academic performance, poorer social adjustment, and are less likely to be successful in college and career (Merolla &

Jackson, 2018). FCPS is committed to providing the best and equitable opportunities for each and every student. As such, FCPS is committed to addressing racial isolation in its schools by providing programmatic offerings that would attract more diversity at its schools.

One way that is proven to be successful in diversifying schools while simultaneously promoting high academic achievement are magnet programs (Betts, Kitmitto, Levin, & Eaton, 2015). Magnet programs are those that attract students across traditional boundaries through specialized programming. In a magnet school, the goal of the specialized programming is to attract families that would not typically attend the magnet school and to build capacity in teaching staff that creates a better learning environment for students (Betts et al., 2015). Research suggests that there are several key elements in designing a magnet school that are crucial to desegregation and achievement, which includes a strong theme, lottery-based admissions, extensive marketing and outreach, and free transportation (Asycue & Siegel-Hawley, 2019).

FCPS has offered magnet programs for over 30 years and currently has two elementary magnet programs that offer enhanced arts and science curricula and seventeen elementary magnet programs that offer language immersion. In addition, FCPS offers specialized elective career and technology courses in high school academies where students travel from a base school to take these courses. All of these programs have a specific focus or theme, selects students through a randomized lottery with no weight given to prior academic achievement, and offers free transportation through school bus depots. FCPS has experience with strong marketing of its programs, with families eager to participate in the various programs, so much so that there are

frequent waitlists for students to enroll in these programs or courses. Given this history, FCPS is well-positioned to design and implement a magnet program, and in turn reduce minority group isolation and promote a strong learning environment for its students. Transforming an entire school into a magnet school is the primary strategy for desegregating one of FCPS' schools that has Minority Group Isolation (MGI). However, as attractive as the magnet program will be, eliminating MGI will require creating engaging school communities, ensuring that school-based staff is highly trained, and strategically marketing to the community. The remainder of this narrative is organized by describing the selection of its magnet school and its feeders, followed by the plan to creating an engaging school community through the program of choice, a description of the marketing plan to the community, and a description of how FCPS will build capacity of the magnet school staff to ensure success of the program, and in turn, a reduction of minority group isolation and better outcomes for students.

Selection of the Magnet School and Description of Feeder Schools

FCPS organizes its schools into pyramids based on which high school each school feeds into. The West Potomac pyramid is unique in that it is the most populous pyramid in FCPS serving over 9,000 students. While some of its elementary schools are racially and ethnically diverse, there are also several elementary schools with racial and ethnic segregation (See Table 6 for more details). This means that the West Potomac pyramid has elementary schools located next to each other that are predominately White and predominantly Hispanic.

Table 6: Demographics of Schools in West Potomac Pyramid

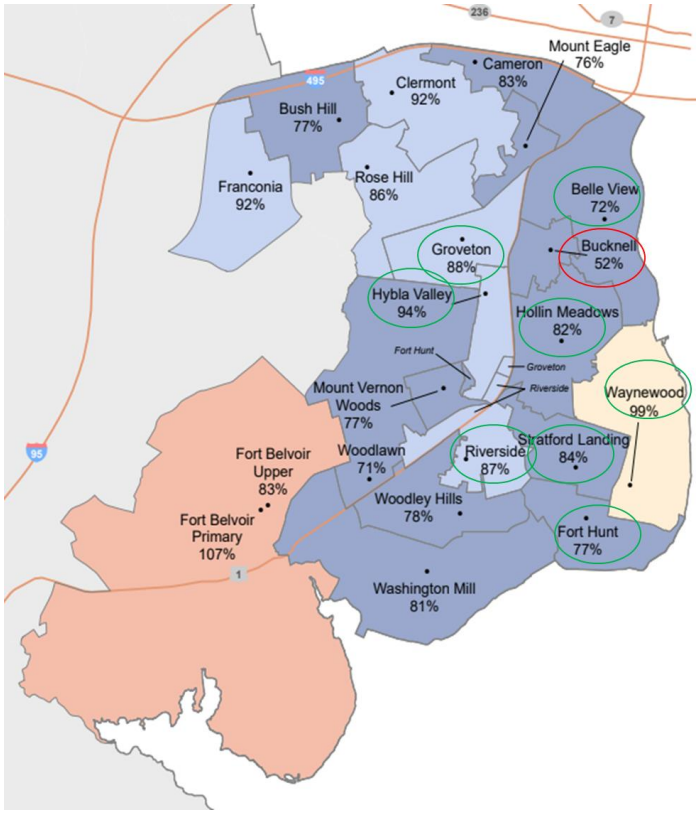
School Name	Membership	Asian	Black	Hispanic	Multiracial	White
Belle View ES	400	2%	8%	35%	7%	48%
Bucknell ES	278	3%	14%	**65%**	5%	13%
Fort Hunt ES	570	2%	21%	23%	4%	49%
Groveton ES	781	6%	17%	**61%**	2%	14%
Hollin Meadows ES	607	11%	24%	35%	2%	27%
Hybla Valley ES	883	4%	9%	**84%**	1%	2%
Riverside ES*	65	11%	46%	34%	3%	6%
Sandburg MS	1,397	5%	18%	40%	5%	31%
Stratford Landing ES	718	6%	18%	12%	9%	**55%**
Waynewood ES	726	2%	2%	7%	5%	**83%**
West Potomac HS	2,636	5%	15%	43%	4%	32%
West Potomac Pyramid (number)	**8,270**	**430**	**1330**	**3658**	**337**	**2477**
West Potomac Pyramid (percent)	**-**	**5%**	**16%**	**44%**	**4%**	**30%**

*Note: Riverside ES is a split feeder school, with some students zoned for the West Potomac pyramid and others zoned for the Mount Vernon pyramid. All Riverside ES students will be offered the option to apply for the lottery. The demographics presented in this table reflect those students zoned for the West Potomac pyramid.

The West Potomac pyramid offers the least amount of barriers to creating a magnet school in FCPS, especially in the ability to reduce Minority Group Isolation without long bus rides for some of FCPS' youngest students. It has an under-enrolled, predominately Hispanic elementary school that was recently renovated and could easily offer a local magnet school that would balance the diversity at the school without having to scope the feeder schools to span a larger part of the county. The final decision of where a magnet school could be placed within the West Potomac pyramid was based on logistics including enrollment and capacity to house additional students. After all these considerations, FCPS selected Bucknell ES to be transformed into a magnet school. More specifically, the purpose of this grant would be to transform Bucknell ES into the Bucknell Magnet Public Montessori School, which would serve as the first public

Montessori school in FCPS. Figure 2 below provides the map of FCPS' Region 3, highlighting the magnet school and its feeders.

Figure 2: SY 2023-24 Region 3 Map with Capacity Percentages



The Montessori model requires mixed age classrooms that would be grouped in the following ways: preschool and kindergarten (Primary), first through third grade (Lower Elementary), and fourth through sixth grade (Upper Elementary). More details will be provided on Montessori specifically later in this section. A transformation will require a strategic roll-out, balancing the experiences of the students currently enrolled in a traditional education model. FCPS' implementation model will begin with transforming pre-K and kindergarten classrooms into primary Montessori classrooms and increasing the total number of classrooms serving these grade levels. Students in first through sixth

grade will access a traditional model. Each year of the grant funding, FCPS will add Montessori to the subsequent grade level ending with full implementation of primary and lower elementary classrooms. Grant funds will pay for training and classroom materials for upper elementary classrooms which will be phased in similarly as students matriculate out of the traditional model of education. Full implementation of the school will occur by SY 2031-32.

One reason that Bucknell ES was selected is that there will be a limited number of students and staff who would be initially impacted by the transition. To be clear, the benefits of the Montessori model will outweigh the impact. In order to fully exploit the potential of such a model it will need to be embodied by the entire school for it to be successful. See Selection Criteria 3 for more details on the roll-out of the program. Bucknell ES currently offers a traditional Pre-K through 6th grade education with some classes offering special education Pre-K programs for students with IEPs. Currently, 65 percent of students who attend Bucknell ES are Hispanic, which is 36 percentage points above the enrollment rate of Hispanic students in FCPS and 21 percentage points above the enrollment rate of Hispanic students in the West Potomac pyramid. Bucknell ES is currently at 52 percent enrollment and is projected to have similar rates of enrollment over the next 5 years, leaving approximately 330 additional seats across 12 classrooms for students who would not traditionally attend Bucknell to be transferred in. This would yield a total of 29 classrooms that would eventually offer a Montessori approach. Bucknell ES is prime real estate for a magnet school not only because of the demographic makeup, but also because it is newly renovated with a large outdoor space and a standard and

preschool playground yet is in a neighborhood that primarily houses economically disadvantaged families.

The feeder schools in the Bucknell Magnet Public Montessori School would include seven elementary schools in the West Potomac pyramid, namely Belle View ES, Fort Hunt ES, Groveton ES, Hollin Meadows ES, Hybla Valley ES, Riverside ES, Stratford Landing ES, and Waynewood ES. Of the eight elementary feeder schools, four have about half or more White students enrolled, one is very diverse, with 65 percent of the students Asian, Black, White or Multiracial, and two are predominantly Hispanic. These elementary schools all feed into the same middle school and high school, both of which are more evenly diverse. In addition, several of these schools require modular classrooms to account for over-enrollment. Creating a magnet school in this pyramid will serve two purposes; primarily the desegregation of the schools at the elementary level, preparing the students for a more successful middle school and high school experience and secondly balancing enrollment ensuring more reasonable class sizes to reduce both under and over enrollment in the West Potomac pyramid.

A Magnet Public Montessori School

One of the keys to success of a magnet school is the specialized program or instructional approach that is selected. The primary goal in choosing a program is for it to be effective in promoting the best academic, social, and emotional outcomes for all students. In addition, FCPS is challenging itself to be innovative in how education is approached for students, especially where traditional approaches are not met with student success. A secondary goal in choosing a program is that it is evidence-based that demonstrates its success and is desirable and marketable to families. Given these goals

in selecting a program, FCPS has chosen to transform an existing elementary school into a public Montessori school.

Research evidence suggests that Montessori education yields many benefits for students. The Montessori philosophy is grounded in fostering students' ownership of learning. Montessori education transforms the entire classroom into a learning experience, and the high level of student choice and investment used in the approach supports greater intrinsic motivation and independence. This approach to education is particularly impactful for students with socio-economic needs because early and sustained connection to one's learning leads to more successful academic and lifelong outcomes. Maria Montessori founded this educational model in her work with students of such need. This approach has supported positive academic and developmental outcomes for students for over a century since its founding (Randolph et al., 2023).

The Montessori pedagogy is uniquely positioned to facilitate desegregation because it is transformative in both philosophy and practice. Montessori fosters community, collaboration, and mentorship with its multi-age classroom structure. Additionally, the cross-domain elements of focus, initiative, inquiry, and autonomy that are tenets of the approach are broadly impactful to students' learning experiences because of their holistic integration. The naturally designed environment of Montessori classrooms supports social-emotional learning and cognitive flexibility. The student choice in which Montessori classrooms are rooted, promotes executive functioning skills. Materials used in Montessori learning environments uniquely involve multi-layered steps that promote working memory. Consequently, Montessori cultivates specific principles and practices with not only intersection of domains but also perspectives, thus promoting

greater reflection and different ways of understanding the interconnectedness of the world.

In addition, the Montessori approach to education is attractive to different families. While there have been a growing number of public Montessori schools across the nation in the past several decades (National Center for Montessori in the Public Sector, 2014), Montessori schools are predominantly private. Private Montessori schools are most frequently attended by affluent, White and Asian families (Fleming,2019). Families are particularly attracted to the Montessori principles, perceived fit with the Montessori philosophy, anticipated student outcomes especially regarding academic self-efficacy, and attraction to a classroom environment with minimal distractions (Hiles, 2018). While affluent families are traditionally attracted to Montessori education, Montessori was founded with the intention of creating positive outcomes for students in low socio-economic backgrounds (Hiles, 2018). Research also suggests that Black and Hispanic students benefit from Montessori education in their cognitive development and academic achievement (Debs & Brown, 2017). The Montessori approach naturally fosters an integrated classroom community, with embedded culturally responsive instruction. This approach, coupled with the importance of role of qualified teachers to observe and facilitate student-led learning, frequently means that students feel more welcomed, like school more, and develop leadership skills (Lillard & Else-Quest, 2006), which in turn promotes fewer discipline incidents for all students, including minority students who are typically overrepresented in discipline referrals (Debs & Brown, 2017).

Robust, high quality professional development for teachers

The Montessori model requires that all teachers be qualified to teach Montessori education which includes a minimum of a bachelor's degree in education and a Montessori credential. According to the American Montessori Society, Montessori teachers are meant to shepherd students' learning by preparing a rich educational environment with natural opportunities to foster independence and accountability. To receive a full Montessori credential, teachers will have a yearlong training that includes initial academic hours over the summer, a practicum which can be fulfilled while teaching during the school year, and another set of academic hours the following summer. In addition, because Bucknell Magnet Public Montessori School would be an accredited public elementary school in Virginia, all teachers would need to have Virginia licensure or provisional Virginia licensure. Furthermore, students will access more support in the classroom because the Montessori model requires that all classrooms have a teacher and an instructional assistant.

The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools. (34 CFR 280.31(a)(2)(v)) (up to 5 points)

Randomized lottery at feeder schools

FCPS has a lottery system already in place for magnet schools. This lottery system offers randomized slots county-wide. Leveraging the current infrastructure that FCPS offers for the lottery, additional slots to attend the Bucknell Magnet Public Montessori School would follow a similar model only for the West Potomac pyramid. (Please refer to Competitive Priority 3 for more details on the lottery.) In addition, the slots will be available

primarily for increasing enrollment of pre-K and kindergarten students, allowing students to naturally move into the lower elementary classrooms as a cohort with Montessori experience. Because Montessori is an approach to education rather than a program or an enhanced instruction, it will be imperative that the whole school have the approach. One likely attraction for affluent families to access Bucknell Magnet Public Montessori School is that their students could access early childhood opportunities in a public school setting, which requires highly qualified teachers compared to many private childcare settings.

Strong marketing efforts to families and community engagement

FCPS has an abundance of resources in communication and community engagement. The Chief Experience and Engagement Officer (CXO) houses the Office of Communications, Office of Community Relations, and Office of Family and School Partnerships. The experience in these offices yields a variety of methods of communicating to families and creating partnerships where families have opportunities to be engaged in their student's education. In addition, the CXO houses the Office of Student Registration and Student Transfer. Because these entities work together frequently, FCPS already understands how to best have two-way communication with families about their unique needs and what FCPS can offer them.

For the purposes of reducing MGI and socioeconomic isolation in the West Potomac pyramid, the team will market toward non-Hispanic, non-socioeconomically disadvantaged students from both the feeder schools and within the community, targeting families with young children who would typically send their student to private early childhood education centers. With grant funding, FCPS intends on hiring a marketing firm

to supplement the efforts of the staff in the CXO office. Marketing strategies would include direct mailings, paper advertisements placed in community centers and pediatrician's offices, digital advertisements, a social media campaign, and community conversations conducted by the Superintendent. To understand the best strategy for its content, FCPS searched for Montessori schools in the county and found that only one is located in the Region 3 area and only offers pre-K and Kindergarten classes, and has a small enrollment cap. FCPS will highlight parents' ability to access a high quality pre-K experience within FCPS using a Montessori approach. Marketing will highlight the idea that enrolling at the Bucknell Magnet Public Montessori School will provide continuity of education for students because of the mixed age classrooms. Marketing materials will also describe the academic, cognitive, social, emotional, and behavioral benefits of a Montessori program. Because FCPS will target prospective FCPS students, it will also leverage its partnerships in Fairfax County in its marketing approach.

Materials will be distributed prior to pre-K and kindergarten registration in FCPS and prior to the open enrollment period at private childcare centers each fall. One area of concern that will need to be addressed are the existing biases that exist about the different schools in the West Potomac pyramid. The racial segregation within that community is based on neighborhoods and those biases continue into schools. The Montessori approach was selected because of its attractiveness to affluent families, making it attractive to the demographic that FCPS seeks to target in its marketing.

How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools (or, if appropriate, in the schools in which the magnet school programs operate). (34CFR 280.31©(2)(i)) (up to 5 points)

Reducing MGI requires that the learning environment be welcoming and engaging for all students. By design, the Montessori approach to education fosters interaction among students in their classrooms. Because students are placed in mixed aged classrooms and stay in those classrooms for multiple years, students are able to serve different roles in the classroom and are encouraged to interact with their peers. The model posits the notion that younger children bring a curiosity of learning to the classroom and older children have already built the confidence necessary to facilitate peer teaching. The mixed age model also allows teachers to naturally differentiate instruction during small group instruction. Additionally, students remain in their assigned classroom for three years (e.g., in primary classrooms students are assigned to the same classroom when they are three, four, and in kindergarten), which fosters a strong sense of community in the classroom. The cohorted approach to classroom assignment also encourages students to develop independent social skills where they understand how to interact with their younger, same age, and older peers, helping students learn to appreciate and respect their classmates' differences. The research is clear that mixed age classrooms and, specifically the Montessori approach, have strong social and emotional skills that are naturally developed through the educational approach (Courtier et al., 2021).

In addition, Montessori curriculum includes "cultural studies" which covers geography, science, art, and music instruction that are integrated in lessons together. As part of this curriculum, children are encouraged to learn about their own community and discover similarities and differences among people and places. The "cultural studies" curriculum is intended to help students appreciate diversity and form a respect for all living things. Embedded in this curriculum is student "research" where they learn about

themselves and present it to their classmates. Students are encouraged to ask questions and learn more about their classmates and their cultures.

The placement of students in classrooms will also be strategic to encourage peer interactions among diverse students. FCPS will keep students who are zoned for Bucknell ES at their base school, unless they are opposed to the Montessori approach. If they choose to leave they will be placed at Stratford Landing Elementary, which already houses the pyramid's Advanced Academic Center for students who qualify academically for more advanced coursework starting in third grade. Stratford Landing ES was chosen as an alternative based on its location and demographic makeup, with the idea that the students who choose to leave Bucknell could offer more racial and ethnic integration at Stratford Landing. Bucknell ES currently offers public pre-K slots to students who are living in extreme poverty. Through grant funding, the Bucknell Magnet Public Montessori School would continue to offer free pre-K slots to students who are income eligible accounting for two-thirds of all pre-K slots. The other third of the pre-K slots would offer additional slots for students in the community, which would be filled through the lottery process. In addition, pre-K students would be mixed with kindergarten students who are both zoned for the Bucknell Magnet Public Montessori School and those who are awarded slots through the lottery. Beyond primary classrooms, students who are in lower elementary and upper elementary will be strategically placed in classrooms together to ensure that students from all backgrounds have opportunities to interact, through careful examination of the demographic makeup of each classroom. Students will remain in classrooms for the three years that each classroom level spans, giving them opportunities

to interact with some of the same students for many years and opportunities to interact with new students as well.

The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework. (34 CFR 75.210©(2)(iii)) (up to 5 points)

The vision of the Bucknell Magnet Public Montessori School is to reduce MGI and increase racial/ethnic and socio-economic diversity through transformation of an existing school into a whole school magnet program. Unlike other magnet programs, transforming a school from a traditional approach to a Montessori approach goes beyond enhancing instruction or offering a specialized curriculum. Montessori is an approach to how classroom environments are created, students are engaged in that environment, and teachers are facilitators of instruction based on student interest. The approach will be focused on the following:

- highly qualified teachers;
- transformation of learning environments that foster student exploration, creativity, and independence; and
- Montessori curriculum resources that are aligned with state standards.

The following goals serve as the foundational framework to transforming Bucknell ES into the Bucknell Magnet Public Montessori School:

- reduce the Hispanic MGI at the selected magnet school through strategic marketing and a randomized lottery system to ensure diversity in the student population;

- improve academic achievement through focusing on developing executive functioning, social and emotional skills, student creativity, and academic efficacy, and student investment in their education;
- ensure students have access to effective Montessori educators through high-quality professional learning;
- increase family engagement where the school and the family are accountable to one another through community engagement, a PTA, themed family nights, and clear expectations of parents communicated by the school; and
- Increase collaboration with other local education agencies both public and private that offer Montessori educational approaches to create a regional support network and Professional Learning Communities (PLCs) where successful teaching strategies are shared and concerns and challenges are addressed.

FCPS' theory of action is based on research about successful magnet schools and successful Montessori schools. In addition, the theory of action is based on enrollment data and state assessments of the Montessori Public School of Arlington. The following tenets make up the theory of action for this magnet school to achieve its goals:

TENET 1: If FCPS offers a different approach to education that is frequently sought out by diverse families, then there will be a reduction in Hispanic isolation at Bucknell ES which is part of the West Potomac pyramid – a pyramid that experiences racial isolation in many of its elementary schools. This tenet is based on the following research and practices:

- Siegel-Hawley, G. & Frankenberg, E. (2012). Reviving Magnet Schools: Strengthening a Successful Choice Option. *Civil Rights Project*. https://escholarship.org/content/qt5sv7r6cr/qt5sv7r6cr.pdf

Education research demonstrates the success of Magnet schools funded by MSAP grants, with particular attention to parents' positive perceptions of the school, evidence of heightened academic achievement, high levels of enrollment demand, and flourishing of the programs once grant funding ended.

- Ayscue, J., Levy, R. Siegel-Hawley, G., & Woodward, B. (2017). Choices Worth Making: Creating, Sustaining, and Expanding Diverse Magnet Schools. A Handbook for Local Stakeholders. *Civil Rights Project.* https://escholarship.org/content/qt3555h0sr/qt3555h0sr.pdf

This resource provides a practical guide for successful Magnet schools, including guidance on selecting a theme, outreach strategies, and guidance for reducing barriers to accessing the program. It also highlights the more recent success of magnet schools as a desegregation strategy.

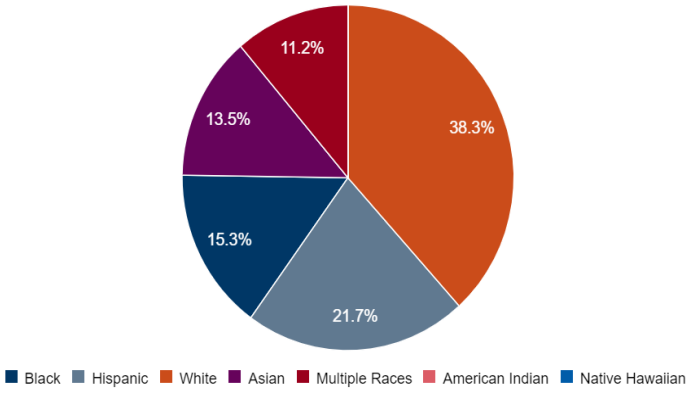
- Hilty, R., Boddicker-Young, P., Hegseth, D., Thompson, J., Bultinck, E., Fojut, J., & Early, D. (2021).Understanding equitable access to public Montessori pre-K: A case study of Montessori recruitment and enrollment practices. Child Trends for the Brady Education Foundation

This research highlights that most Montessori schools match demographics of their surrounding communities, which is important to the West Potomac pyramid as it has a demographic makeup that is diverse.

- Demographics of the Montessori Public School of Arlington (VDOE) and Arlington County (Arlington County Government). The pie chart on the left is the racial/ethnic makeup of a neighboring county's Public Montessori school and the racial/ethnic make up of the neighboring county. This school offers a similar lottery to what is proposed in the desegregation strategies.

The Montessori Public School of Arlington has greater diversity than that of Arlington County, demonstrating the success of the school to ensure racial/ethnic diversity using the randomized lottery and offering two-thirds of the pre-K slots to income eligible students. Affluent families are willing to pay up to industry rates to access the Montessori program beginning in pre-K. This is a public Montessori school, which means that it is accessible to the broader Alrington community and shows that students of all backgrounds can be successful in such a program. Private Montessori schools can be cost prohibitive for families and more exclusive in that students have to apply and take assessments to be placed. The model of public Montessori offered in Arlington shows what can be achieved when such a program is made accessible through affordable access and free transportation.

2023 Fall Membership By Subgroup: Racial and Ethnic Groups



Race and Ethnicity	2024	
Not Hispanic or Latino	204,300	84.8%
White	143,100	59.4%
Black or African American	21,500	8.9%
American Indian or Alaska Native	400	0.2%
Asian	26,100	10.8%
Native Hawaiian or Other Pacific Islander	200	0.1%
Some Other Race	1,500	0.6%
Two or More Races	11,500	4.8%
Hispanic or Latino	36,600	15.2%

Source: Arlington County, CPHD Estimates

TENET 2: If FCPS offers additional seats through a lottery to access the Montessori program beginning in pre-K, the school will create a sense of community and student efficacy and promote academic achievement through high quality early learning experiences and the Montessori approach. Students will then continue this sense of community and student efficacy as they grow into lower elementary and upper elementary grades. This tenet is based on the following research and practices:

- FCPS 2023-30 Strategic Plan Baseline Goal 1 Report (December 2023). https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/CYFLZM560B60/%24file/Goal%201%20baseline%20report%202023%20final%20-%20UPDATED.pdf

The FCPS 2023-30 Strategic Plan Baseline report offers specific data highlighting the importance of early childhood experiences to student success, especially for Hispanic students and English learners in FCPS. It also states FCPS' goal around providing a strong start for students where "Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K – 12th grade" which is well-

aligned to the Montessori practice where children take ownership of their learning through teacher guidance and a well curated, developmentally-appropriate classroom.

- Ansari, A., & Winsler, A. (2020). The long-term benefits of Montessori pre-K for Latinx children from low-income families. Applied Developmental Science, 0(0), 1–15. https:// doi.org/10.1080/10888691.2020.1781632

This study highlights the academic benefits to attending Montessori school in pre-K that continue into kindergarten and beyond. Specifically, the study's results showed that children who experienced Montessori education had better pre-academic skills prior to kindergarten entry and had higher performance in math and reading in third grade.

- Snyder, A., LeBoeuf, L., & Lillard, A. S. (2023). "My Name Is Sally Brown, and I Hate School!": A retrospective study of school liking among conventional and Montessori school alumni. *Psychology in the Schools*, *60*(3), 541-565.

A qualitative research study that indicates students who attend Montessori schools generally enjoy school more than students in traditional education settings and more commonly cite loving education as a reason for liking school.

TENET 3: Implementing the Montessori philosophy requires highly trained staff that understands and embodies the approach. If FCPS hires a founding principal trained in Montessori and traditional education, then the expectations of the school to embody the approach will be clearly set and implemented. This tenet is based on the following research and practices:

- Association Montessori International, American Montessori Society, and the National Center for Montessori in the Public Sector

Each of these organizations are well known in the Montessori communities which describes the necessity of highly qualified Montessori leaders and teachers to the success of the Montessori school.

- Wright, K. (2015). Public School Administrators and Montessori Education. Retrieved from Sophia, the St. Catherine University repository website: https://sophia.stkate.edu/maed/120

Masters of Arts Education Action Research Paper that describes how strong knowledge of the Montessori philosophy and practice increases efficacy and effectiveness of public Montessori programs.

- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration quarterly*, 52(2), 221-258.

This research article describes the importance of school leadership to student success, especially how leaders can set the tone for success. Specifically, the findings demonstrate that effective schools are those that have leaders who can understand and identify the schools needs and create layered strategies that are progressively embedded in the school's culture.

TENET 4: If FCPS provides opportunities for high quality professional development for both current teachers to receive Montessori credentials and newly hired teachers to receive Virginia licensure, then students will have strong facilitators of the Montessori approach who also understand Virginia standards. This in turn will promote both high

academic achievement and social and emotional competence of students. This tenet is based on the following research and practices:

- Gerker, H. E. (2023). Making Sense of Montessori Teacher Identity, Montessori Pedagogy, and Educational Policies in Public Schools. *Journal of Montessori Research*, *9*(1), 1-15.

Describes how Montessori teachers in public schools can be supported, highlighting the importance of districts paying for Montessori credentialing, prioritizing specific district wide professional development for Montessori schools, and hiring administrators with Montessori credentials and a commitment to the pedagogy.

- Cossentino, J. (2009). Culture, craft, & coherence: The unexpected vitality of Montessori teacher training. *Journal of Teacher Education*, 60(5), 520-527.

This article describes the role of the teacher and how Montessori teacher training creates teachers who are trained in cultural responsiveness, strong in the craft of facilitating learning, and are consistent in their approach.

TENET 5: If FCPS implements the Montessori approach with fidelity, then it will create learner-centered environments that naturally create curiosity and independence. In addition, implementing the Montessori approach with fidelity will foster a larger sense of community with opportunities for families to be partners in students' education. This tenet is based on the following research and practices:

- https://www.public-montessori.org/wp-content/uploads/2023/07/NCMPS-Essential-Elements-for-Public-Montessori-Implementation.pdf

According to the National Center for Montessori in the Public Sector, the learning environment is one of the essential elements for public Montessori, focusing on how classrooms are staffed, organized, and resourced to foster order, choice, and freedom within limits. Additionally, another essential element is family partnership where school-home relationships are prioritized.

These five tenets of the theory of action for transforming Bucknell ES into the Bucknell Magnet Public Montessori School formed the basis for the logic model found in the Attachments section.

Selection Criteria 2: Quality of Project Design

This FCPS magnet project is in support of and aligned to the current strategic plan which has four pillars that serve as the building blocks for actions and decision-making including (1) Differentiated and Culturally Responsive Learning Environments, (2) Vibrant Home, School, and Community Partnerships, (3) Diverse, Adaptive, and Supported Workforce, and (4) Culture of Equity, Excellence, and Accountability. There are five goals in the Strategic Plan that focus on ensuring students have foundational skills they need to succeed, are provided with safe and inclusive learning environments, achieve at their highest academic potential, have access to high-quality academic programming and resources to support their success, and will graduate ready to thrive in life with future-ready skills. Although the proposed magnet program offers a different approach to education than traditionally found in FCPS, FCPS is committed to ensuring schools are successfully implementing the four strategic pillars with the aim of achieving all five goals. Furthermore, FCPS believes that a caring culture is one that is welcoming and inclusive. The proposed magnet program will integrate students from multiple racial, ethnic, and

socio-economic backgrounds, contributing further to that caring culture. What follows in this section is a description of how academic achievement will be increased, teachers and staff will be supported in their professional growth, families will be encouraged to partner in their student's education, FCPS will grow its partnerships, and how the magnet school will be sustained after grant funding ends.

The manner and extent to which the magnet school program will increase student academic achievement in the instructional area or areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description. (section 4405(b)(1)(B) of the ESEA, 20 U.S.C. 7231d(b)(1)(B)) (up to 6 points)

FCPS has selected Bucknell ES as the site of a new magnet school. This school site is in a racially isolated and low-income neighborhood, is currently under-enrolled, and has lower academic performance than what both the state and FCPS expects for students. FCPS believes that each and every one of its students can achieve at their highest potential, with student academic achievement one of its goals in its strategic plan. In fact, the mission of FCPS states "Fairfax County Public Schools **inspires and empowers students to meet high academic standards**, lead healthy, ethical lives, and be responsible and innovative global citizens." The U.S. Department of Education's Magnet School Development Framework indicates that successful magnet programs have a themed approach. In this case, the theme that FCPS is seeking to utilize in Bucknell ES is Montessori pedagogy. Montessori was specifically selected because there is strong evidence suggesting that when implemented with fidelity, the Montessori approach not only elevates student academic outcomes (Randolph et al., 2023) but serves to reduce achievement gaps (Snyder, Tong, and Lillard, 2022). The narrative that

follows provides additional information on how the Montessori approach will enhance efforts that FCPS is already taking to ensure student success.

Multi-Tiered System of Supports (MTSS)

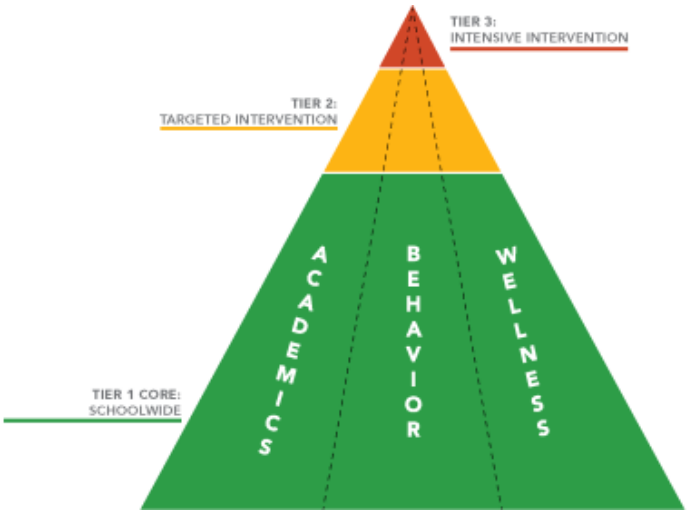
FCPS currently implements an MTSS framework where teams make decisions based on data to provide differentiated classroom instruction and academic, behavior, and social-emotional supports. It is built upon strong Professional Learning Communities (PLCs) and equity is central to successful implementation. The following key components of MTSS are expected at every school including:

- **Collective Responsibility**: All schools have a team approach to meeting the needs of students with the belief that all children will achieve high levels of learning
- **High Quality Core Instruction**: Instructional practices have multiple modalities and seamlessly address academics, behavior, and social and emotional competencies.
- **Monitoring Student Progress:** Student data drives next steps for support.
- **Family, School, and Community Partnerships**: Strong partnerships are foundational to student success, and there should be shared goal setting and decision-making.
- **Data Informed Decision-making Across the Tiers:** Multiple forms of data are collected and analyzed to make decisions.
- **Early Implementation of Evidence-Based Interventions:** Students are supported in a timely manner with interventions that are grounded in research.

Figure 3 below shows the model for which MTSS is expected to flow in schools. Academically, Tier 1 or core instruction is schoolwide. Tier 2 is targeted intervention and

typically occurs in small groups. Students who are identified for Tier 2 supports are most frequently within one grade level behind. Differentiation of instruction typically happens in Tiers 1 and 2. Tier 3 is intensive intervention where students receive more one-to-one resources. Sometimes, when there are many students identified for Tiers 2 and 3, core instruction is impacted and through data and strong PLCs, teachers will adjust instruction to account for learning gaps.

Figure 3: Multi-tiered Systems of Support



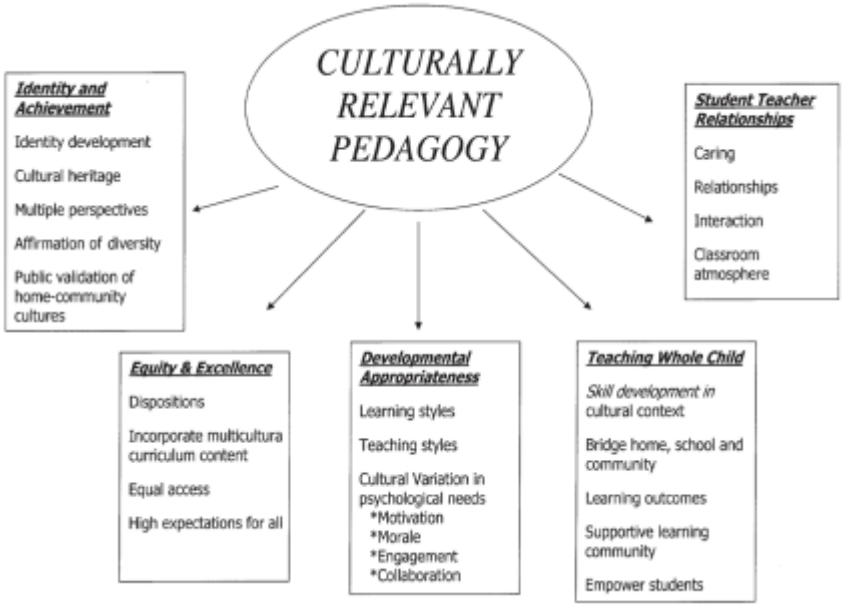
According to the National Center for Montessori in the Public Sector, by design, a Montessori approach calls for a natural MTSS framework. The Montessori approach considers all students to be individuals and teachers are trained in how to meet their individual needs in their education through leveraging multiple developmental domains and supports. Montessori classrooms require staffing to be teams of at least one teacher and one instructional assistant in an effort to support one-on-one interactions with students without compromising their independence. The mixed aged classes means that teachers must be trained in developmentally appropriate methods of teaching three grade

levels worth of standards. In addition, Montessori requires data rich information where teachers are considered scientific observers. Assessment in a Montessori classroom is intentional, coordinated, and reflective and considers students' development in multiple domains including academic, cognitive, behavioral, and social-emotional domains. Family partnerships are also expected in the Montessori model, where schools are expected to foster and sustain authentic partnership that support an inclusive community where all are invested. Through the Montessori approach, FCPS will strengthen its MTSS processes already in place at Bucknell ES.

Culturally responsive teaching

Along with the Virginia Department of Education, FCPS is committed to providing learning experiences that are culturally responsive for its students. Developed by a group of scholars who focused on equity of minority students in education, culturally responsive teaching (also known as culturally relevant pedagogy) is a framework that rests on the idea that students will have better outcomes when their education is made relevant to them (Brown-Jeffry & Cooper, 2011). Culturally responsive teaching refers to leveraging students' cultures, experiences, and perspectives in classroom instruction (Muñiz, 2020). Research on culturally responsive teaching shows that when utilized, students have a greater interest in school and are more efficacious in their learning, which in turn increases student attendance and improves test scores (cited from Muñiz, 2020). A commonly cited conceptual framework for culturally responsive teaching identifies five principles of culturally responsive teaching (See Figure 4).

Figure 4: Principles of Culturally Responsive Teaching (Brown-Jeffry & Cooper, 2011)



According to the leading researcher in Montessori education, there is strong alignment with Montessori pedagogy and culturally responsive teaching (Lillard, Taggart, Yonas, & Seale, 2021). First and foremost, Montessori is an individualized approach to education where each and every student learn at their own pace and is supported by teachers. Second, Montessori views teachers as observers and facilitators of education and empowers students to take ownership of their education, which is only achieved when students are viewed holistically. Third, Montessori philosophy embodies a respect of culture with an open and expansive curriculum. Fourth, the nature of a Montessori teacher is to develop a strong positive relationship with students, understanding their needs, and curating developmentally appropriate lessons that provide direct, individualized instruction to students. Finally, student curiosity is the cornerstone of Montessori, where teachers are interactive and curate the classroom so students can see themselves in their learning environment (Lillard et al., 2021). In creating a public Montessori school for its students, FCPS is committed to

ensuring that the Montessori philosophy is followed, which is aligned with culturally responsive teaching.

Integrated hands-on curriculum

According to the American Montessori Society, Montessori Primary and Elementary Curriculum includes the typical core subjects (language arts, mathematics, science, and social studies) as well as practical life and cultural studies. The curriculum is delivered through whole group, small group, and independent learning time. In addition, when students need additional support, it is in strong collaboration with resourced staff. There are high expectations for students with disabilities and multilingual learners to be successful in meeting benchmarks for core curriculum. Montessori credentialed teachers understand how to support students with unique needs, with an understanding of how to introduce new materials to students based on their development and readiness. Montessori classrooms are resourced with carefully curated, hands-on materials that help students learn "hows," "whens," and "whys" to ensure learning takes place on a deep fundamental level. Learning materials use real objects to translate abstract ideas into concrete form to support where students are in their cognitive development. Students are expected to be responsible participants in their education, where they utilize independent work time and peer collaboration to engage in project-based learning experiences that cover multiple domains of the curriculum.

Quality Early Learning Experiences

The research is clear that when children have quality early learning experiences, they are set up for better success academically, cognitively, socially, and emotionally in

school settings (Yoshikawa et al., 2013). According to the Virginia Kindergarten Readiness Program (VKRP), gaps in opportunity prior to kindergarten entry can lead to gaps in school readiness, which includes gaps in literacy, mathematics, and executive functioning. VKRP indicates that there are patterns that show that having a Pre-K experience is linked with higher rates of demonstrating these skills at kindergarten entry. As part of its strategic plan, FCPS' goal is for all students to enter kindergarten ready to learn. Not only would the transformed Montessori school offer more Pre-K slots to students in the FCPS community, but it would ensure the quality of those experiences. Furthermore, the Montessori model requires that three- and four-year olds be placed together in classrooms with kindergartners, giving the earliest learners opportunities to experience rigorous curricula, be prepared to function in a public-school classroom, and learn from kindergarten peers. Kindergartners also will have leadership opportunities where they serve as leaders to their younger classmates.

Academic Achievement in a local public Montessori School

Research shows that a Montessori model in itself will promote academic success (Courtier et al., 2021). FCPS has been working closely with the Montessori Public School of Arlington. Their student population is fairly diverse. According to the Virginia Department of Education School Quality Profile, In the Fall of 2023, the Montessori Public School of Arlington was represented with 38% White students, 22% Hispanic students, 15% Black students, 14% Asian students, and 11% Multiracial students. Students with disabilities represented 11% of their students, economically disadvantaged students represented 29% of their students, and 20% of their students were multilingual learners. In the spring of 2023, 88% of students had a passing score on their state reading

assessment and 91% of students had a passing score on their state mathematics assessment. When looking at student group performance, all student groups' current performance exceeded 70% in mathematics and reading. The lowest performing student group was students with disabilities with a 71% pass rate in reading and a 76% pass rate in mathematics, which far exceeded the annual target set by the state. Multilingual learners in the Montessori Public School of Arlington had a rate of 63% of students making sufficient progress toward their English language proficiency. Furthermore, 97 percent of all their kindergarten students met fall literacy benchmarks in the school year 2022-23. The school's chronic absenteeism rate was 5 percent. Each of these metrics exceed that of the state and the Arlington County school division as a whole. The performance of this school gives FCPS promise that through strong implementation, the Bucknell Magnet Public Montessori School will also have high rates of academic achievement.

The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. (34 CFR 75.210(d)(3)(v)) (up to 6 points)

To make sure that all staff are prepared, supported, and empowered, the following professional development will be provided initially as Montessori classrooms are transformed and ongoing to support school-based staff.

Montessori Credentialing/ Virginia Licensure

Administrators

In the first year of the grant, FCPS will ensure a strong leader who has embraced the Montessori philosophy is in place at the Bucknell Magnet Public Montessori School. If needed, FCPS will support administrators working towards achievingMontessori

credential. Because it is a public school, all administrators must have administrator licensure.

Teachers

Prior to classrooms opening, teachers will be expected to have at a minimum the combination of the following: A Virginia teaching license or provisional Virginia teaching license and a Montessori credential or the initial coursework to receive a Montessori credential. FCPS plans to offer existing teachers at Bucknell ES the ability to obtain a Montessori credential which would be funded by the grant. In addition, FCPS will be posting advertisements for teachers who already have the Montessori credential. The majority of Montessori credentialed teachers are in private schools and likely don't have Virginia licensure. However, Montessori credentialing requires a minimum of a Bachelor's Degree and hands-on experience in the classroom. FCPS would support new Montessori teachers in receiving their Virginia licensure.

Montessori Credentialing

Grant-funded credentialing will prioritize classroom teachers, but the goal is to have all resource, special education, and English as a Second Language (ESOL) teachers Montessori credentialed as well. FCPS is planning to adhere to the standards set by the National Center for Montessori in the Public Sector which stipulates that all teachers have a Montessori credential from the following institutions: American Montessori Society, Association Montessori Internationale, or the Montessori Accreditation Council for Teacher Education. Below is a description of each of the three programs for Montessori teacher credentialing.

American Montessori Society

The American Montessori Society (AMS) is the world's leading organization working to advance research and advocate for Montessori teacher education and progressive education policy. AMS has an extensive network of affiliated teacher education programs and a team of staff and community leaders that support the growth, supervision and quality of those programs. AMS approves its Teacher Education Programs (TEPs) utilizing a rigorous set of standards and requirements. AMS teacher education directors, faculty and practicum supervisors must, at a minimum, hold a bachelor's degree and a Montessori credential for the level they are teaching, as well as have a certain number of years of classroom teaching experience, which vary based on the position held within the teacher education program. AMS offers the AMS Teacher Instructor Academy as a support for quality in teacher education programs. The Academy is a course of study for current and future teacher education program instructors. Rigorous, advanced, and staffed by leaders in the field, the Academy provides the training Teacher Education Program instructors need to prepare Montessori teacher educators who can successfully take on their work.

Association Montessori Internationale

Founded by Dr. Maria Montessori herself in 1929, The Association Montessori Internationale (AMI) is a global organization that empowers Montessori teachers. AMI encompasses a worldwide network of teachers, accredited schools, and teacher education programs. Their teacher preparation is respected worldwide for its hands-on Montessori training. AMI provides the framework and tools for successfully teaching what works for each child, regardless of their socioeconomic status and stage of development.

The principles of Montessori education are used to foster hands-on, self-paced, collaborative, and joyful classrooms at any school, anywhere in the world. AMI employs an extensive program for the preparation of teacher educators. It requires both a minimum of a bachelor's degree and AMI Montessori credential for the level taught as well as years of teaching experience for faculty to be considered for admission to the teacher educator preparation programs.

Montessori Accreditation Council for Teacher Education

In 1995 the Montessori Accreditation Council for Teacher Education (MACTE) was recognized by the United States Department of Education as the accrediting agency for Montessori teacher education. Since that time, MACTE has served as the accrediting agency for Montessori teacher education programs, including AMS programming and some AMI programming. MACTE is recognized as both an institutional and specialized/programmatic accrediting agency because it accredits both free-standing institutions and programs within institutions. MACTE's approach to accreditation helps programs improve and be accountable for their quality. MACTE assesses the quality of Montessori teacher education programs based on three main quality principles: Evidence of Candidate Learning: Understanding and Teaching, Faculty Learning and Inquiry, and Program Capacity. MACTE requires that all faculty at the Teacher Education program have at minimum a bachelor's degree, a Montessori credential at the level that they will be instructing and at least three years of experience in a Montessori classroom at the level that they hold their credential. In addition, educators are required to attend relevant on-going professional development and have experience in teaching adults.

Freestanding MACTE accredited programs are eligible to apply to the U.S. Department of Education to offer Title IV funding (federal grants and loans) to their students. Accreditation ensures that standards represent a consensus of values, and that standards and procedures are fairly and consistently applied. Programs are also assured equitable representation in national accreditation activities through participation by faculty and staff as board members, on-site verifiers, and participants in MACTE conferences and symposia.

Great Beginnings

Great Beginnings is a program designed to support novice and new-to-FCPS. Through Great Beginnings, teachers can attend a four-day summer workshop where teachers are provided with professional development, coaching, network building, and resource sharing. In addition, there is a year-long professional development that builds capacity in after-school sessions that focus on developing relationships and foundational skills with other novice or new-to-FCPS teachers. Finally, novice and new-to-FCPS teachers have access to a school-based mentoring program.

Montessori coaching

FCPS will contract a Montessori coach that will support the school leader in implementation of the Montessori programming. The coach will provide **ongoing** support through direct observation of the school and follow-up virtual sessions with teachers and administrators. Coaching will focus on several domains of Montessori including but not limited to: growing and strengthening developmentally supportive practices throughout the school, family engagement, lesson development, child observation and study.

Monthly PLCs with Montessori Schools

Because the Bucknell Magnet Public Montessori School will be the first in the county, FCPS is committed to ensuring that the school does not feel like it is isolated from other Montessori programs. FCPS will partner with other public and private Montessori schools that are either in Fairfax County or other neighboring counties to create PLCs. PLCs will share resources, help problem solve issues, and share successful practices.

Pyramid, Region, and All County Meetings (Monthly Support)

FCPS hosts a wealth of professional development for its school-based staff that is supported by leaders in FCPS. Staff at the Bucknell Magnet Public Montessori School will be valued members of the West Potomac Pyramid and Region 3 and will be expected to attend any professional development that is delivered through pyramid, region, and all county meetings. Additionally, all schools are supported by Region leadership who provide ongoing observation and instructional leadership to all its schools.

Access to Additional FCPS provided Professional Development

FCPS provides school-based staff with Academy Courses which provides an array of professional development through mini-university courses, which teachers are encouraged to participate in to achieve professional goals.

Grow your Own Programs

FCPS already employs a grow your own program for its Instructional Assistants. All Montessori classrooms will have a licensed, Montessori-credentialed teacher and an instructional assistant. Through a Grow Your Own program, FCPS can support Instructional Assistants in the Bucknell Magnet Public Montessori School if they want to become licensed Montessori teachers.

The extent to which each magnet school for which funding is sought will encourage greater parental decision making and involvement. (34 CFR 280.31©(2)(iv)) (up to 6 points)

As part of its strategic plan, FCPS has identified family partnerships as one of the four pillars of success that will allow it to meet its goals. The Montessori philosophy also values family partnerships. In fact, one of the standards set forth by the National Center for Montessori in the Public Sector is around family partnerships where Montessori schools are expected to "foster and sustain authentic partnerships that support children and families, build inclusive communities, and encourage mutual investments" and to "communicate with families clearly, regularly, and frequently via multiple channels." To allow for maximum parent/guardian decision-making, FCPS will be engaging the community during the initial planning year that will include community engagement around the magnet program itself and what the expectations are of the school and of families who attend the school. In addition, the Bucknell Magnet Public Montessori School will develop a PTA/O that meets on a regular basis. Because this will be a new program and many families will not have experienced Montessori before, the school will offer parent capacity building workshops that help them support their students in their education as well as hosting family-centered events that are participatory experiences. For example, a family event could be a Heritage night where students and families collaborate together on a presentation about their heritage. Weekly newsletters will also be sent out to families to update them on the ongoings of the school and ensure they have information about opportunities in their school. Finally, the Bucknell Magnet Public Montessori School will offer ample opportunities for parents/guardians to volunteer in the classroom and share in being a part of the community.

As a whole, FCPS houses the Office of Family and School Partnerships which offers a host of resources and outreach to help families navigate FCPS. Family liaisons, who work in the schools and community to help connect families to resources and encourage school and family partnerships are a foundational part of this office. A family liaison will be assigned to support this school to increase family engagement. To ensure that FCPS is meeting the needs of this school specifically, FCPS will also hold quarterly school check-ins where families can discuss successes and concerns with the leaders overseeing the school.

The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (34 CFR 75.210(d)(3)(ix)) (up to 6 points)

Crucial to the success of all FCPS schools is its business and community partnerships. Partnerships offer additional opportunities for schools to receive resources, a network of volunteers, and career experiences for students, amongst many other benefits. FCPS currently has over 300 business and community partners across all its schools or centers. Collaborations with community and Montessori partners will benefit the implementation of the efforts of the Bucknell Magnet Public Montessori School. Specifically, these partnerships will offer a host of resources that are vital for sustaining the Montessori program. As evidenced by the letters of support found in the Attachments section and descriptions provided about the individual programs provided in Table 7, the Bucknell Magnet Public Montessori School will establish or expand collaborations with a variety of outside organizations to enhance curricular offerings for its students and provide support to its staff. Table 7 below details a list of identified partners. Throughout the grant timeframe, additional partnerships will likely be identified.

Table 7: FCPS MSAP Partnerships

Partnership	Description of Organization	Partnership Activities
Fairfax County Early Childhood Programs and Services (already partnered)	Early Childhood Programs and Services (ECPS) is dedicated to the care, education and healthy development of children, from birth through elementary school age. ECPS collaborates with early childhood professionals, families, schools and community partners to support children in reaching their fullest potential. In partnership with the community, schools and county, ECPS coordinates the implementation of the "Fairfax County Equitable School Readiness Strategic Plan."	Early childhood resource sharing; Assistance with Marketing; Serving on the MSAP committee
Successful Children and Youth Policy Team (SCYPT) (already partnered)	The Fairfax County Successful Children and Youth Policy Team (SCYPT) works to guide a Collective Impact approach to fully support outcome driven collaborative work. SCYPT's aim is to ensure that racial, ethnical, socio-economic, and neighborhood disparities are eliminated. The team consists of several members of the Fairfax County Government, FCPS, and the broader community.	Serve as a network for resources and policy collaboration impacting minority isolation.
The National Center for Montessori in the Public Sector (letter of support in Attachments section)	A national organization that has expertise in building, promoting, and supporting public Montessori	Professional Development; Planning and Implementation resources; Coaching seminars

The Montessori Public School of Arlington (see letter of support in Attachments section)	Public Montessori school located in a neighboring county to FCPS who has successfully offered a lottery in its implementation	Professional Learning Community outside of FCPS that is specific to Montessori implementation
Virginia Montessori Association (see letter of support in Attachments section)	Established in 2015, the Virginia Montessori Association is a non-profit organization that brings Montessorians in Virginia together to connect, inform, and communicate.	Socially-just networking, professional development, outreach, advocacy, and coordination of resources

The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. (34 CFR 75.210(f)(2)(vii)) (up to 6 points)

The implementation plan found in Selection Criteria 3 demonstrates how FCPS will phase in the magnet program and phase out the traditional program with a goal of transforming the entire school into a Montessori school. In the plan, FCPS will initially open primary Montessori classrooms, which would comprise three-year old preschoolers, four-year old preschoolers, and kindergartners, with full implementation of lower elementary classrooms (1st through 3rd grade) by the end of the five years of grant funding. FCPS will use grant funds to ensure that by the time the grant ends, all teachers and other school-based staff have the necessary training to implement the Montessori approach with fidelity. Additionally, materials for all 30 classrooms will be purchased so that the learning environment outlined by the standards found in the National Center for Montessori in the Public Center are fully implemented. Montessori materials are high-quality and durable. There are not many consumable materials, so once purchased, these one-time costs will not need to be continued after the grant

funding ends. Bus routes will have been established and implemented. By design, FCPS has worked to minimize as much as possible the recurring costs that the grant funds. The following aspects of running the Bucknell Magnet Public Montessori School will continue without the need for new budgetary considerations after the five-year grant period:

- School-based staff: As previously mentioned, the goal is to have all classroom and resource teachers trained in how to implement a Montessori approach to education. School operating funds that would already be used will support the following positions:
    - Montessori Principal;
    - Montessori Assistant Principal;
    - All K - 6 classroom teachers, special education teachers, and typically allocated resource teachers, counselors, psychologists, office staff, and custodial staff. All of these teachers will have met the requirements for running their own Montessori classrooms or supporting Montessori students;
    - All primary instructional assistants and at least one lower elementary and one upper elementary Instructional assistants.
- Montessori learning environments and curriculum: All classrooms will already be outfitted based on the Montessori standards of what a learning environment should encompass.

- Lottery system: FCPS will continue to offer randomized slots for students who are not traditionally zoned to attend. This lottery system will be monitored to ensure that diversity of the Bucknell Magnet Public Montessori School continues.
- Strategic Marketing Efforts: Once developed, FCPS' marketing efforts will continue beyond the grant from FCPS' Office of Communications. There may be some consumable materials that FCPS would need to write into its operating funds, but these would be minimal.
- Bus routes and transportation from feeder schools to the base school would continue.
- The Office of Family Engagement will continue to support the Bucknell Magnet Public Montessori School once grant funding ends, to provide support if needed.

In addition to implementing a Montessori program in a Magnet School, FCPS has interest in expanding this model to other schools. Given that adding Montessori to the FCPS repertoire of options for students, FCPS will leverage the current school operating funds allocated to Bucknell which are based on enrollment and potentially include any additional costs into the operating budget in future years, as well as explore other funding sources such as a pre-k tuition model, or other grant/private funding options.

- **Primary Montessori classrooms:** Primary Montessori classrooms include pre-K and kindergarten students. FCPS does not provide public pre-K, but it does offer pre-K for students who are low income or who have a disability. In an effort to maximize school funding FCPS will consider during the planning year a similar tuition charging model to the Montessori Public School of Arlington, where it will

charge tuition on a sliding scale based on income. In their model, they offer two-thirds of all pre-K slots to income eligible families. All three-year-olds who attend their school pay some tuition, which is currently as low as [redacted] a month in tuition and as high as [redacted] a month. Four-year-olds who are income eligible do not pay tuition, and affluent students continue to pay regular tuition. Kindergarten is publicly funded. The lottery slots FCPS will offer for pre-K averages to approximately 93 per year, meaning that 31 students could pay full private industry rates for accessing pre-K delivered by highly qualified teachers. This could at a minimum yield [redacted] a year for those who are not income eligible, with more revenue generated from the three-year-olds who would pay tuition. This model would potentially offset the costs of the pre-K portion of the Montessori program, which is essential to implementing the program with fidelity and continuing to attract families to the magnet school. Once grant funding ends, FCPS would determine how to continue offering pre-K slots, leveraging how it typically provides pre-K slots through a blend of funding streams, including the Virginia Preschool Initiative (VPI), Head Start, and operating funds to offset any other costs to run pre-K.

- **Additional Staffing:** The Montessori model requires that all classrooms have a teacher and an instructional assistant. This is not the current staffing model for FCPS. Pre-K teachers are funded through a blend of funding streams from the state government, federal government, local government, and FCPS. FCPS will explore continuing that funding stream for pre-K classrooms which would cap some of the primary classes at lower class sizes, implementing a tuition model for

pre-K slots, or incorporating those slots into the operating budget. Currently, instructional assistants are provided in Kindergarten classrooms, which means that at least approximately half of the primary classrooms will have an instructional assistant. Similar to the pre-K teachers, FCPS does not fund pre-K instructional assistants in its operating budget. Once grant funding ends, the manner in which FCPS chooses to fund its pre-K slots will cover instructional assistants. There will likely be 1 additional instructional assistant who would be typically funded in school operations. As such, FCPS will need to fund approximately 18 additional lower elementary and upper elementary instructional assistants yearly. In addition, because the grant will require more financial tracking and accounting than schools currently have capacity for, FCPS will need to fund a financial analyst to support the purchasing of logistics, monthly financial reconciliations, as well as invoicing. This position will not be needed once the grant concludes.

- **Professional Development**: Montessori requires ongoing specialized professional development. This specialized professional development is not nearly as costly as the initial training in Montessori. However it will be more expensive than FCPS typically funds for its teachers. It will also need to prepare for new-to-FCPS teachers and school-based staff who either need Montessori credentialing or Virginia licensure to receive that training. FCPS will explore the use of Title II and Title IV funds to support this effort.

In summary, FCPS is prepared to review multiple funding resources in order to continue, enhance, and sustain the Bucknell Magnet Public Montessori school after grant funding ends.

Selection Criteria 3: Management Plan

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i)) (up to 5 points)

FCPS has taken a comprehensive approach to ensure the reduction or elimination of minority group isolation, increased academic achievement, increased community partners, and greater teacher capacity. Responsibility of implementation of the plan outlined in this section is coordinated and tiered to guarantee support at both the magnet site and centrally from FCPS leadership. Specifically, coordination and collaboration have already occurred and will continue in the following departments and offices:

- Office of the Superintendent,
- Office of the Chief of Schools,
- Region Offices,
- Department of School Improvement and Supports,
- Instructional Services Department – Office of Pre-K – 12 Curriculum and Instruction, the Office of Early Childhood Curriculum and Grants Management, and Title I Office,
- Department of Special Services,
- Human Resources,
- Student Registration and Transfers,
- Communications,

- Office of Budget Services,
- Facilities, and
- Transportation.

Implementation of the MSAP grant will be integrated into well-established processes and procedures currently practiced. This integration will enable us to leverage grant funds to reduce a pyramid's unintentional MGI and kickstart a Montessori approach to education which FCPS believes help close the achievement gap. When grant funding has ended, the integration and assimilation of the Montessori school will naturally create sustainability. The management plan is aligned to project goals and the project budget, contains key activities and milestones, identifies roles and responsibilities of lead project staff, and establishes a framework for monitoring and continuous improvement.

Division Collaboration and Coordination of Services

This MSAP project is geared toward creating the first Montessori school in FCPS. Magnet schools require collaboration from all departments in the school division as there are ripple effects of changing the offerings of programs in schools. The planning team discussed the needs of FCPS and determined that the more innovative and agile FCPS can be, the more equitable opportunities we can provide for students. Therefore, FCPS chose to offer a Montessori program, which has been proven to benefit students academically, cognitively, socially, emotionally and behaviorally. The selection of the school site was strategic and collaborative and was based on minority group isolation trends, diversity of the feeder schools, capacity and projected capacity, attractiveness of the school site including recent renovations, ease of transportation to the building, as well as the space the school site could offer. As needs of students occur, FCPS coordinated

services will provide support to the school in an efficient and effective way by prioritizing student needs based on analysis of student and school data. There will be quarterly meetings of a committee of stakeholders that include the leadership from the Bucknell Magnet Public Montessori School and the MSAP core team, and other leaders from the central office. In addition, there will be monthly meetings among the MSAP core team to ensure support is provided when needs arise.

Timely Implementation

FCPS has already begun communication with the Bucknell ES community. Beginning with communication to the West Potomac community, FCPS will begin project implementation the summer prior to funding. FCPS is aware of the MGI in the West Potomac pyramid and that if awarded, this grant will change the educational approach that is currently implemented at Bucknell ES. Because of this, FCPS wants to make sure that the Bucknell community understands what this grant would mean for school administrators, teachers, students, and their families. Pre-award planning would include expanding on the Human Resources and student registration and transfer considerations for the Bucknell community, especially for those who may not want to be part of a Montessori Public School. In addition, communication efforts would take place in the West Potomac community to begin to advertise the possibility of Montessori to families. The Project Director and MSAP administrator will provide leadership and oversight to ensure that tasks are carried out in a coherent and effective manner following the timeline below. FCPS will work with external and internal evaluators to determine progress monitoring goals that are aligned to the logic model. Each year will have concrete

milestones for the implementation of the grant and its outcomes and will drive the timeline of implementation.

Budget Management

The project budget is designed to meet project goals and objectives. Planned costs are intended to transform the whole school into a public Montessori school. The budget is intended to ensure that students receive a Montessori education from a school that has completely embodied the Montessori philosophy. The planned costs are centered around providing students with access to quality pre-K experiences, transforming traditional learning environments into Montessori learning environments, creating easy transportation for students in feeder schools by rethinking bus routes, strong and strategic marketing of the Montessori program, and building staff capacity to teach Montessori including professional development and curriculum materials aligned to state standards. The Project Director, MSAP administrator, and financial analyst will manage the project budget and monitor expenditures to assure compliance with USDOE and Virginia fiscal regulations. In addition, FCPS has an SAP Financial System that will isolate the budget and expenditures using a unique grant number that clearly keeps the grant award separate from other funding streams. The Project Director and the MSAP core team will collaborate with the Department of Financial Services, Communications, Title I, the Office of Professional Learning, and Business and Community Partnerships, the magnet school, and organizational partners to identify complementary programming and funds to support, sustain, and expand the project's reach.

Timelines, Roles, and Responsibilities

The management plan provides timelines and milestones to ensure that activities are carried out in an efficient, organized manner to facilitate achievement of the stated goals and objectives and assigns clear, delineated roles and responsibilities. The timeline is complemented by procedures that will improve FCPS' ability to continuously improve on its effort in implementing the MSAP grant as designed with fidelity and promote positive outcomes for students attending the magnet school.

Procedures

- *Developing an implementation plan* – Upon determining to apply for MSAP funding, members of the MSAP core team met with several departments in FCPS to determine the next steps and any contingencies that need to be accounted for. This collaboration led to a clear implementation plan that maximizes efforts in the first year for implementation to begin as seamlessly as possible in the second year of grant funding.
- *Initial community engagement* - Work with the FCPS Communications Office to engage with the community about this project, preparing for successful implementation should the MSAP grant be awarded.
- *Initiate grant* – The Project Director has already been identified and will immediately begin the process of hiring the MSAP administrator, financial analyst, and the Montessori principal (or provide the current principal with the proper training). The project director will devote her leadership to the project, meeting regularly with the MSAP administrator whose time is 100 percent devoted to the implementation of this project, to expand on successes and alleviate any concerns. The remaining focus of year 1 will be to provide initial professional development to

teaching staff and hire additional teaching staff with Montessori credentials and provide them access to opportunities to receive Virginia licensure, if needed, transform a set of classrooms into Montessori learning environments, and purchase curriculum materials.

- *Establish challenges to equity and resolve concerns* – Work with the Equity Office to share the implementation plan and resolve any equity concerns prior to implementation of the program. Some equity concerns have already been determined and addressed. For instance, FCPS has considered the equity in how a Montessori approach could be implemented in self-contained special education classrooms. Other Public Montessori schools can be somewhat exclusive, finding that some students do not benefit as much from a Montessori approach to education, namely students with disabilities that preclude them from participating in general education, inclusive settings. Instead of displacing those students, FCPS has chosen to continue their education at the Bucknell Magnet Public Montessori School. Simultaneously, FCPS does not want to exclude those students from receiving a Montessori education since it has been shown to benefit students with disabilities. Instead, FCPS is committed to offering all of the students at Bucknell with access to a Montessori approach through continuing to seek out Montessori educators with special education endorsements and through grant funding, provide them with specialized training. FCPS anticipates that there may be additional equity concerns that will become revealed during planning that will be addressed upfront.

- *Create infrastructure for managing program documentation* – The MSAP administrator and financial analyst will maintain program files to document implementation, milestones, compliance, evaluation, and fiscal compliance, from award to completion.
- *Utilize existing fiscal management protocols* – FCPS utilizes a state approved financial management program to promote fiscal responsibility and efficient fund expenditure.
- *Implement Logic Model and Action Plan* - The Project Director, MSAP core team, and other central office staff will work to implement the action plan that links different aspects of the project to its goals and associated timeline to ensure activities are carried out on time and with fidelity.
- *Purchase and vet curriculum materials* – There are vendors that provide Montessori curriculum that have been aligned with the common core standards. Virginia has slightly different standards and there is no known vendor that will provide such alignment. As such, FCPS will work with the Instructional Services Department to ensure that the purchased materials cover all of the Virginia standards and are in a methodical order that is similar to other schools' planning and pacing in FCPS.
- *Implement Evaluation of the MSAP program* – FCPS will follow all federal and FCPS policies and procedures on procurement to include the process of a request for proposal for an external evaluator should it be necessary. Typically, FCPS utilizes a research firm that designs and executes evaluation plans for federally funded grants in FCPS. FCPS contracts with a highly qualified researcher and

principal investigator experienced in evaluating large grants that are funded for education improvement. FCPS will begin the process to contract with an external evaluator as soon as the grant is awarded. Once contracted, the evaluator is on contract will work closely with the MSAP project director and core team to ensure data collection and reporting activities are completed and on time.

- *Procure contracts with necessary vendors* – FCPS will be seeking a recruiting firm to aid in the recruitment of Montessori school-based staff, a marketing firm to assist with school program marketing, and Montessori coaches to aid in fidelity of implementation.
- *Communicate results* – The Project Director, the MSAP core team, and the external researchers will present outcomes, data and progress to stakeholders and the public through quarterly and annual reports, at PTA meetings, and School Board meetings to increase transparency and ongoing engagement of stakeholders.
- *Family engagement* – As part of the MSAP grant, family engagement is key. Grant funding will cover quarterly family engagement nights at the Bucknell Magnet Public Montessori School. A family liaison is already assigned to the school and will continue to work with the school to come up with ideas for family engagement. In addition, FCPS will hold quarterly themed community meetings to understand how the project is perceived in the community and address successes and concerns.
- *Sustain Public Montessori School* – FCPS is seeking funding to kickstart a sustainable Public Montessori School. The approach to implementation is a phase-

in approach, which means that new Bucknell ES students (preschoolers and kindergartners) will start the first implementation year in Montessori classrooms, with each grant year increasing the scope of its reach by one grade level. By the time the grant funding ends in SY 2028-29, all classrooms pre-K through third grade will have been transformed into Montessori classrooms. Fourth through sixth grade classrooms will have materials purchased and teachers trained and prepared for full implementation by SY 2031-32. Additionally, specialists and resource teachers will have received training in the Montessori approach.

Percentage of Time Dedicated to the Project

The Project Director will provide oversight to the program. This person will devote their leadership to the program as part of their repertoire of duties and responsibilities. The MSAP Administrator and financial analyst will be the two central office staff that are fully funded by the grant, ensuring that 100 percent of their time is spent supporting the grant. Regardless of funding source, the school principal, one assistant principal, and one Montessori onsite coordinator will also be 100 percent dedicated to fulfilling the grant. The remaining members of the MSAP core team will support the project as needed and will help further collaboration with other departments in FCPS if needed. One thing FCPS prides itself on is the ability to come together to support the needs of students. Departments in FCPS are prepared and committed to supporting this endeavor. For instance, the Human Resources Department in FCPS is already working with an IT specialist to update the credentialing system to include the necessary Montessori credentialing. More of this type of resourcing will continue throughout the grant timeframe.

Additionally, all school-based staff will be prepared to support the students and implement the program.

Alignment to the theory of action Tenets

Tenet 1. FCPS will reduce MGI by offering a magnet program at one of its schools with existing MGI.

Desired Outcome: By the time the grant ends, racial/ethnic isolation of the elementary schools in the West Potomac pyramid will be reduced, with the demographics of the Bucknell Magnet Montessori Program similar to that of the West Potomac pyramid.

Associated Activities: Recruitment, Lottery and Selection, Marketing

Tenet 2: FCPS will primarily offer lottery slots to Pre-K and Kindergarten students to foster a sense of school community as early as possible

Desired Outcome: By the time the grant ends, students will have a strong sense of school community and gain foundational skills necessary for school success.

Associated Activities: Funding of Pre-K slots, training of Pre-k and Kindergarten teachers, Summer bridge program

Tenets 3 and 4: FCPS will have highly trained leadership and teachers who embody the Montessori philosophy, yielding strong implementation of the program

Desired Outcome: Each school year, there will be evidence of strong school leadership and school-based staff implementing the Montessori program

Associated Activities: Hiring of Montessori school-based staff, professional development, coaching

Tenet 5: FCPS will implement the Montessori approach with fidelity, creating learner-centered environments and strong school communities, which in turn will lead to greater academic achievement.

Desired Outcome: Each school year, there will be evidence of implementation of the Montessori program following the standards outlined by the National Center for Montessori in the Public Sector

Associated Activities: Creation of classroom environments, procurement of Montessori curriculum, evaluation of Montessori implementation, logistics

Table 8: Year 1 Project Milestones, Responsibility, and Documentation of Success

Month/Year	Activity	Alignment to Tenet	Responsible Party	Documentation/ evidence
July 2024	Procurement for External Evaluator, Recruitment Firm, and Marketing Firm	Tenet 1	Project Director, Procurement, HR	RFPs
	Formalize job descriptions of Montessori Principal, Assistant Principals, MSAP Administrator, and Financial Analyst	Tenet 2 Tenet 3 Tenet 4	Project Director, HR	Job descriptions
July/August 2024	Begin communication campaign with Bucknell ES and the feeder schools	Tenet 1 Tenet 2	Project Director, Communications Executive Director, HR, Family Engagement	Meeting agendas, memos

Month/Year	Activity	Alignment to Tenet	Responsible Party	Documentation/ evidence
September 2024 (monthly meeting for duration of the grant)	Establish MSAP committee	Tenet 5 (logistics)	Project Director	Committee member names and invitation
October 2024	Announce MSAP Award	Tenet 5 (logistics)	Superintendent, Project Director, Communications Executive Director	Print and digital media postings;
October 2024 – November 2024	Finalize contracts for marketing firm, recruitment firm, and external evaluator	Tenet 1	Project Director; Chief of Schools Financial Coordinator; Procurement	Contract
	Hire grant funded leadership positions	Tenet 3	Project Director; HR; Central office and school-based staff interview committee	Applications; interview notes; offers made
	Finalize action plan and determine continuous support for implementation and progress monitoring	Tenet 5 (logistics)	Project Director, MSAP core team members already in place	Finalized action plan Finalized evaluation plan Documentation of department and school supports
	Update internal lottery system to include current magnet program;	Tenet 1 Tenet 2	MSAP core team; Student registration and transfers specialist;	Lottery system in place with instructions on the website

Month/Year	Activity	Alignment to Tenet	Responsible Party	Documentation/ evidence
	Finalize bus route for feeder schools; Initiate marketing campaign to feeder schools and to families in the community with three- and four-year olds		Department of Facilities Assistant Director of Transportation; Marketing firm/Executive Director Communications; Family	Bus route description Marketing materials (including paper and digital)
	Advertise Montessori Principal and Assistant Principal jobs	Tenet 3 Tenet 5	MSAP Administrator, HR	Job listings
	Evaluate tuition model for Pre-K program (modeled similarly to the Montessori Public School of Arlington)	Tenet 2	MSAP administrator, Director of Early Childhood Curriculum and Grants Management; MSAP Financial Analyst	Tuition model determination
December 2024	Conduct kick-off meeting with school-based staff	Tenet 5 (logistics)	Project Director, MSAP core team, Family Engagement, Communications, Student Registration, Instructional Services Department, Current School	Meeting minutes Sign in sheets

Month/Year	Activity	Alignment to Tenet	Responsible Party	Documentation/ evidence
			administration, Future school administration (if already hired), teacher rep, Montessori community partners	
	Finalize hiring of Montessori Principal	Tenet 3 Tenet 5	Project Director, MSAP Administrator, HR, Region Office, Chief of Schools, Superintendent	Job offer
	Open lottery for SY 2025-26 (open until end of February)	Tenet 1 Tenet 2	MSAP administrator, Student registration	Application to the lottery
January 2025	Finalize hiring of Montessori assistant principals	Tenet 3 Tenet 5	Project Director, MSAP administrator, HR, Montessori Principal, Region Office	Job offers
	Review lottery applications and determine whether additional outreach is needed	Tenet 1 Tenet 2	Project Director, MSAP administrator, student registration, Communications	Number of lottery applications and diversity of students

Month/Year	Activity	Alignment to Tenet	Responsible Party	Documentation/ evidence
February 2025	Teacher transfer window opens allowing teachers to transfer between schools	Tenet 3 Tenet 4	HR	Number of teacher transfers (to determine training and hiring of new teachers)
	Review lottery applications and determine whether additional outreach is needed Communicate to families about selection	Tenet 1 Tenet 2	Project Director, MSAP administrator, student registration, Communications	Number of lottery applications and diversity of students
	Advertise Montessori teacher positions	Tenet 3 Tenet 4 Tenet 5	MSAP administrator, HR	Job advertisements
March 2025	Primary Teachers at Bucknell are all hired and tiered PD is determined	Tenet 2 Tenet 4	MSAP administrator, Montessori Principal/Assistant principals, HR, Office of Professional Learning	Job offers; PD plans for each teacher hired
April 2025	Begin procurement of Montessori materials for classroom transformations and curriculum materials	Tenet 2 Tenet 5	MSAP administrator, Montessori Principal, Facilities, Instructional	Purchase orders

Month/Year	Activity	Alignment to Tenet	Responsible Party	Documentation/ evidence
			Services Department	
	Register teachers for necessary PD	Tenet 4	MSAP administrator	Completed registration
May 2025	Advertise and hire instructional assistants	Tenet 4	Montessori Principal	Job advertisements Job offers
	Set up stipends for summer PD	Tenet 4	HR / MSAP financial analyst	System in place for teachers to receive stipends
June 2025	Transform Primary classrooms that will be Montessori	Tenet 2	Montessori Principal; Facilities	Classroom spaces are transformed
June 2025	Primary Teachers attend PD for Montessori credentialing or VA licensure, if needed	Tenet 2 Tenet 3 Tenet 4 Tenet 5	Pre-K and Kindergarten teachers	Evidence of PD completion (August 2024)
July 2025	Summer primary classroom orientation	Tenet 2	School	Sign-in sheet
June 2025-August 2025	Finalize preparation of classrooms offering Montessori; Send out communication to parents about expectations;	Tenet 3 Tenet 5	MSAP core team; Facilities; Instructional Services Department Communications; Montessori Principals and Assistant Principals	Communication to parents attending Bucknell Classrooms are finalized

Month/Year	Activity	Alignment to Tenet	Responsible Party	Documentation/ evidence
August 2025	Establish Professional Learning Community (PLCs) schedule with local Montessori school and with pyramid and regions	Tenet 3 Tenet 5	MSAP administrator and Montessori Principal	PLC schedule with dates, times, locations, and topics
Ongoing	Evaluation data collection and progress monitoring	Tenets 1 - 5	MSAP core team; External evaluator	Data related to evaluation

Table 9: Year 2 – 5 Project Milestones, Responsibility, and Documentation of Success

Month	Activity	Alignment to goal	Responsible Party	Documentation/ evidence
July/August	Re-establish marketing campaign Convene beginning of the school year kickoff	Tenet 1	Project Director, Communications Executive Director, HR, Family Engagement, Marketing Firm MSAP Committee	Meeting agendas, memos
	Analyze data on lottery process to determine if adjustments need to be made and prepare for opening the lottery in September	Tenet 1	Special Programs Manager, Chief of Schools, MSAP administrator, Student Registration	Summary of analysis
	Procure Montessori Coach	Tenet 3 Tenet 5	Montessori Principal and	Contract and coaching timeline

Month	Activity	Alignment to goal	Responsible Party	Documentation/ evidence
			MSAP administrator	
October	Lottery finalized for upcoming school year and analyzed for meeting diversity needs; Families notified	Tenet 1	MSAP administrator, Student Registration, Communications	Family notifications
February	Advertise Montessori teacher positions	Tenet 4 Tenet 5	MSAP administrator, HR	Job advertisements
March	Primary and Lower Elementary Teachers at Bucknell are all hired and tiered PD is determined	Tenet 4 Tenet 5	MSAP administrator, Montessori Principal/Assistant principals, HR, Office of Professional Learning	Job offers; PD plans for each teacher hired
April	Begin procurement of Montessori materials for classroom transformations and curriculum materials	Tenet 5	MSAP administrator, Montessori Principal, Facilities, Instructional Services Department	Purchase orders
	Register teachers for necessary PD	Tenet 4 Tenet 5	MSAP administrator	Completed registration
May	Advertise and hire instructional assistants	Tenet 3	Montessori Principal	Job advertisements Job offers
	Set up stipends for summer PD	Tenet 3	HR / MSAP financial analyst	System in place for teachers to receive stipends
	Annual Montessori field trips	Tenet 5	Montessori Principal; Transportation	Expenditure
June	Transform classrooms that will be Montessori	Tenet 5	Montessori Principal; Facilities	Classroom spaces are transformed

Month	Activity	Alignment to goal	Responsible Party	Documentation/ evidence
June	Teachers attend PD for Montessori credentialing or VA licensure, if needed	Tenet 3	Pre-K and Kindergarten teachers	Evidence of PD completion (August 2024)
July	Summer Bridge to Montessori Program for students who are new to Montessori	Tenet 5	School	Sign-in sheet
June-August	Finalize preparation of classrooms offering Montessori; Send out communication to parents about expectations;	Tenet 5	MSAP core team; Facilities; Instructional Services Department Communications; Montessori Principals and Assistant Principals	Communication to parents attending Bucknell Classrooms are finalized
Ongoing throughout the school year	Implement Montessori Model in primary classrooms Leadership observes classroom instruction (bi-monthly and per need) Montessori coaching in place quarterly	Tenets 1-5	School; MSAP core team; Region Office; Montessori Coach; External Evaluator	Lesson plans Student assessments DERS assessment Student attendance and benchmark performance Observation notes Coaching feedback
	MSAP Committee monthly meetings to engage in continuous feedback	Tenet 1	MSAP committee	Meeting notes

Month	Activity	Alignment to goal	Responsible Party	Documentation/ evidence
	Implement evaluation plan	Tenet 1-5	MSAP core team; External evaluator; Region office	Qualitative and Quantitative Data collected for evaluation Presentations Quarterly meetings with external evaluator to engage in continuous improvement
	Weekly PLCs	Tenet 3 Tenet 5	School (with pyramid, region, and/or other Montessori schools)	PLC agendas, meeting notes, sign-in sheets
	Host Quarterly Themed Family engagement nights	Tenet 1 Tenet 5	School	Sign-in sheet Expense reports
	Targeted and untargeted outreach and recruitment activities	Tenet 1	MSAP core team, Communications, Marketing Firm	Materials distributed Social media posts and analytics
	Establish/nurture external partnerships	Tenet 1	MSAP core team, Community and Government Relations	MOUs

The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (34 CFR 75.210(f)(2)(v)) (up to 5 points)

The total grant cost of the FCPS magnet project over the period of five years is [redacted] The purpose of applying for the MSAP grant is to help address minority

group isolation in FCPS, and in particular, the West Potomac pyramid which has a diverse population with racially isolated elementary schools. Taking into account the current cohort and future cohorts of students, the number of students served by the grant is approximately 1,384 students who will directly benefit from the grant funding. Using the total grant funding and removing indirect and evaluation costs yields an approximate [redacted] cost per student. The cost per student only reflects the direct benefits of the Montessori approach to instruction and does not account for the long-term objectives of decreased minority group isolation, increased socioeconomic diversity, increased academic achievement, and the future implementation of the Public Montessori School. A more robust return on investment will likely show a cost-benefit and cost-avoidance of reducing minority group isolation, quality early childhood education experiences, fostering a strong school community which will continue in middle and high school, and developing protective factors for students at risk.

The majority of students benefiting from the program are Hispanic and low income students. This project will help reduce inequity caused by the challenges of schools that have Minority Group Isolation and large percentages of socio-economic challenges. The Montessori approach will help students become owners of their education, improve school liking and belongingness, and prepare students for what they will experience when they get to middle school, reducing isolation within the school. Finally, FCPS believes that this grant will be the flagship model for bringing additional Montessori programming to other pyramids and possibly cross pyramids in FCPS, which will benefit many more students, teachers, and schools.

Selection Criteria 4: Personnel

The Secretary determines the extent to which—

i. The project director (if one is used) is qualified to manage the project; (34 CFR 280.31(b)(2)(i))

ii. Other key personnel are qualified to manage the project; (34 CFR 280.31(b)(2)(ii)) and

iii. Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools. (34 CFR 280.31(b)(2)(iii)) (up to 15 points)

FCPS recognizes that one of the key drivers to success of a magnet program is leadership. This next section describes the qualifications of the personnel to ensure effective implementation of the Bucknell Magnet Public Montessori School.

Project Director (Resumé can be found in the Attachments)

This project will have a Project Director who will be the point person overseeing the project. The Project Director will provide guidance and direction and serve as a contact person for communication with the Department of Education. This position will be responsible for supervising the MSAP administrator (described below). The Project Director will incorporate oversight of this project into the existing job responsibilities. The Project Director will be Ms. Marie Lemmon, Assistant Superintendent of School Improvement and Supports in FCPS. Ms. Lemmon began her career as a teacher in Prince George's County Public Schools, then moved to FCPS where she was a teacher, assistant principal at two FCPS schools, then principal at Mount Vernon Woods Elementary and Bailey's Elementary. In 2014 Ms. Lemmon led the opening of Bailey's Upper Elementary School. Her schools have been recipients of the Virginia Department

of Education (VDOE) Continuous Improvement award and the FCPS Excellence in Equity award. She successfully led two elementary schools out of state sanction. She is known for creating and supporting strong teacher leadership, improving school climates, and addressing staff needs, which resulted in high teacher retention and was reflected in annual school climate surveys. She is highly skilled at developing leaders through coaching, mentoring, and modeling. She has been a leader in the Fairfax Association of Elementary School Principals (FAESP). She has served as the Potomac Zone Director for Virginia Association of Elementary School Principals (VAESP), a pyramid lead in Region 2, and has participated in many other FCPS and state work groups.

While principal of Bailey's Upper Elementary, Ms. Lemmon oversaw the two magnet programs at the school, which included enhanced science, arts, and technology curriculum and a two-way Spanish Immersion Program. She is well-experienced with implementing a lottery for slots in these two programs and has a strong lens on equitable access and outcomes for students. The magnet programs at Bailey's Upper Elementary offer lottery slots to students county-wide, frequently resulting in a long bus ride which can have negative impact on students. Ms. Lemmon worked with FCPS the transportation and communication offices to make parents more aware of how long bus rides would take if they were awarded lottery slots. She is also experienced in creating strong PTA and community support to provide opportunities for students. In addition to the magnet programs, Bailey's Upper Elementary is a Title I school and as principal, Ms. Lemmon worked with students and families from the full range of socio-economic statuses.

Ms. Lemmon became the Assistant Superintendent of School Improvement and Support in December 2024. During her tenure in this position, she has streamlined tier 3 student support through high impact tutoring, spearheaded “Spring Sprouts” a spring break intercession that targeted support for students who were at risk for being chronically absent and provided those students with reading and mathematics support, created and coordinated flexible learning opportunities for students at risk for chronic absenteeism, provided leadership and oversight to the Nontraditional Schools Program (NSP), identified areas where schools were in need and provided direct support to those schools, and provided support when schools were identified or were at risk for identification by the U.S. Department of Education as targeted for support and improvement (TSI). In both her principalships and as the Assistant Superintendent overseeing school improvement and support, Ms. Lemmon has demonstrated the ability to support students, staff, and schools in educating diverse students with differing needs. Ms. Lemmon holds a bachelor's degree in Elementary Education from Juniata College and a master's in Education Leadership from George Mason University. Ms. Lemmon is school operating funded.

Core Team (Resumés for each member can be found in Attachments section; new jobs will have job descriptions)

There will be a core team that oversees the implementation of the Montessori program and the MSAP grant. The core team will be comprised of the Project Director, working in collaboration with the Principal and Assistant Principals (1 grant-funded) at the Bucknell Magnet Public Montessori School, the MSAP Administrator (grant-funded), the MSAP financial analyst (grant-funded), the Region 3 Assistant Superintendent, the

Director of Early Childhood Curriculum and Grant Management, and the Special Programs Manager for the Chief of Schools.

School Administration

Key to the success of implementation of a Montessori school is its school leaders. School administrators will need to set the tone for the school to embody the Montessori philosophy while also understanding the traditional approach to education as Montessori phases in and the traditional approach phases out. As such, there will be three school administrators, one principal, one assistant principal, and one Montesssori onsite coordinator who will lead the Bucknell Magnet Public Montessori School to success.

- **Montessori Principal**: Funded by school operating funds, the Montessori principal will require the same qualifications as an FCPS elementary principal (see elementary principal job description in Attachments section) but will also require a Montessori Administrator credential from an American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education certified program. This position will be filled early in the planning year to ensure the leader of the Bucknell Magnet Public Montessori School is prepared with the necessary licensure and credentials and that the Bucknell community is prepared for the leadership change. Once grant funds are awarded, FCPS will finalize the job description and advertise for the position.
- **Montessori Assistant Principal:** This position will be funded by school operating funds. The Montessori Assistant Principal will require the same qualifications as an FCPS elementary assistant principal (see Elementary Assistant Principal job description in Attachments section) but will also require a Montessori Administrator

credential from an American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education certified program. This position will be filled in the planning year with the assistance of the newly hired Montessori Principal prior to the first year of implementation. Once grant funds are awarded, FCPS will finalize the job description and advertise for the position.

- **Onsite Montessori Coordinator:** This position will be funded by the grant. The Onsite Montessori Coordinator will require the same qualifications as an FCPS elementary assistant principal (see Elementary Assistant Principal job description in Attachments section) but will also require a Montessori Administrator credential from an American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education certified program. The purpose of this position is to provide additional support as the school phases in Montessori and out traditional education. This position will be filled in the planning year with the assistance of the newly hired Montessori Principal prior to the first year of implementation. Once grant funds are awarded, FCPS will finalize the job description and advertise for the position.

MSAP Administrator

Specifically created to oversee the MSAP grant implementation and funded by the grant, the MSAP Administrator will have the following major job duties and responsibilities:

- Plans and supervises broad activities of the MSAP grant operations to support student achievement.
- Oversees the financial administration of divisionwide the MSAP grant.

- Provides leadership, direction, and accountability for implementing and delivering program activities that assist students and parents who are part of the magnet school
- Provides fiscal monitoring and operational development for the MSAP grant
- Ensures that policies of the School Board are correctly interpreted and implemented into work activities of the project.
- Evaluates the systemwide efforts of program development and project initiatives to ensure delivery of appropriate program services and sufficient professional development.
- Plays a key role in developing strategies for achieving the MSAP goals that are aligned with the FCPS Strategic Plan and is accountable for outcomes.
- Directs the development of long-range program plans, budgets, staffing profiles, human resources management, and related strategies and procedures that ensure the program mission is accomplished.
- Manages risk and matters of compliance related to local, state, and federal regulations, policies, and mandates.
- Visits school to evaluate program success on a regular basis.
- Ensures that the instructional needs of the MSAP program are addressed promptly and completely.
- Acts as a central office support to the magnet school.
- Maintains working relationships with community partners and neighboring school districts.
- Prepares and/or coordinates written and oral reports and analyses to identify and interpret trends or patterns in data sets that communicate key insights.

The MSAP Administrator will be responsible for overseeing implementation of the magnet program, supporting the school as it transitions from a traditional education approach to Montessori, overseeing the management plan of the grant, and supervising the financial analyst working on this grant. FCPS has already identified the MSAP Administrator who will be Mr. Lawrence Caines, Special Projects Administrator for the Department of School Improvement and Supports in FCPS. With over 20 years of experience in FCPS, Mr. Caines has served as a teacher, assistant principal, and principal. Mr. Caines has more than a decade of progressive experience in school and central office leadership. Three of the schools where he was an administrator were elementary schools in the West Potomac pyramid. Specifically, Mr. Caines has experience working with different populations; Stratford Landing is fairly diverse and houses the West Potomac pyramid's Advanced Academic Center; Hybla Valley ES is another school with minority group isolation in the West Potomac pyramid with more than 75 percent of its population Hispanic and 100 percent receiving free or reduced meals; Fort Hunt ES is a fairly diverse school but offers a magnet program within its school for partial Spanish immersion that draws students from inside and outside school boundaries.

As a school principal, Mr. Caines was responsible for overseeing the operations and teaching and learning in the school. He has experience with providing strong instructional leadership, managing implementation of school management plans, working with diverse families, and ensuring students' academic, social, emotional and behavioral needs are met. As a central office leader, Mr. Caines has worked to support the logistics of high school graduation, served as an administrator overseeing spring break intercessions, supported the implementation of instructional rounds in schools, and was

an author of this grant. Mr. Caines holds a Bachelor's of Music in Music Education from Marywood University and a Master's of Education in Administration and Supervision from the University of Virginia.

MSAP Financial Analyst

The MSAP financial analyst will be a grant funded employee that will provide direct support to the school in its expenditures related to the MSAP grant. Reporting to the MSAP administrator, the following are major duties of the financial analyst:

- Exercises control and oversees the maintenance of a variety of office or department accounts.
- Provides directions on financial matters and ensures procedural compliance with rules and regulations.
- Supervises the establishment and implementation of fiscal records on various projects.
- Oversees reconciliation of monthly financial reports and recommends necessary budget adjustments to meet operating needs.
- Ensures the integrity of the finance, accounting, and budget data and records.
- Performs a wide range of financial accounting and related budget tasks.
- Manages the financial and general business activities of the assigned office or department.
- Oversees the performance of accounting, financial reporting, procurement, and revenue generating functions.
- Takes lead in the preparation of annual operating budget documents complying with policy rules and regulations.

- Conducts research of finance, budgeting, and/or procurement issues to be used to formulate budgeting, procurement, or other financial management decisions.
- Provides technical advice and assistance in financial matters to the staff of the assigned school.
- Manages the grant reimbursement process and financial reporting.

The education required for this position is any combination of education and experience equivalent to a bachelor's degree in finance, accounting, business administration, information systems, or a related field, with a master's degree preferred.

Remaining MSAP core team members

The remaining members of the MSAP core team are staff in FCPS who will be responsible for supporting the MSAP grant as part of their job responsibilities. These other core team members will have other job responsibilities aside from the MSAP core team responsibilities and are funded by FCPS operational funds.

- **Region 3 Assistant Superintendent*:*** Mr. Ray Lonnett is the Region Assistant Superintendent (RAS) for Region 3, which houses the West Potomac pyramid. As a RAS, Mr. Lonnett acts as the instructional leader, manager, and administrative advocate for each school within Region 3 consisting of high schools, their feeder schools, and associated alternative and special education facilities. Mr. Lonnett will be a crucial member of the team as the central office leader who directly supervises the school leaders at the school. He became the assistant superintendent for Region 3 in December 2023 after serving as an executive principal in multiple Regions at Fairfax County Public Schools. His experience has

provided him with an in-depth understanding of the diverse needs within the region and a track record of fostering improvements among students and schools. Mr. Lonnett's experience also includes serving as a coordinator in the Office of Professional Practice, successfully overseeing the induction program for new teachers, Great Beginnings. In his tenure as coordinator, he co-planned and delivered training and support to more than 1.000 instructional employees and teachers each year. Lonnett began his educational career as a second-grade teacher in Erie, PA, and spent five years as a classroom teacher. He earned his bachelor's degree in Elementary Education PreK-6 from Edinboro University of Pennsylvania. He holds a Master of Education in Administration and Supervision from George Mason University.

- **Director of Early Childhood Curriculum and Grant Management** Ms. Lisa Pilson is currently the Director of Early Childhood Curriculum and Grant Management. She has been an educator for over 24 years, beginning as a teacher and progressively moving up to school leadership and central office leadership. As the Director of Early Childhood Education Curriculum and Grant Management, Ms. Pilson directs a large broad-based multi-sectioned office responsible for early childhood (birth through kindergarten) curriculum, instruction, and assessment. Prior to this role, Ms. Pilson was the Principal of Annandale Terrace Elementary School, a diverse Title I school which includes a pre-K program. She has been an administrator at several schools in FCPS and started her career as a kindergarten teacher. At Annandale Terrace, she has fostered strong community engagement through parent education programs including pre-k family recruitment, Adult

English classes, and US citizenship courses. She has implemented an equity centered Title I and ESSER plan and grant focusing on providing a high-quality whole child approach to instruction and intervention to ensure access and opportunity for all learners. Ms. Pilson will play a crucial role in the core team with her lens on early childhood curriculum.

- **Director of Pre-K - 12 Curriculum and Instruction** Colleen Eddy is the Director of PreK-12 Curriculum and Instruction at Fairfax County Public Schools (FCPS). She leads the advancement and development of curriculum and instruction in the areas of advanced academics, mathematics, language arts, science, social studies, online campus, fine arts, health and PE, educational technology, library services, world languages, and programs to support instructional innovation. Ms. Eddy has served as the Secondary Coordinator of the Curriculum and Integration and Management team where she has worked closely with the Summer Program Team, Get2Green program, and across all teams and programs to increase collaboration across content areas and offices during the COVID-19 pandemic. Ms. Eddy also served as the coordinator for K-12 Social Studies. In this role, she led the team in a stakeholder engagement process to create program standards that articulate the mission, vision, core thinking skills, and core learning experiences of social studies and to function as a guiding document for reform. Ms. Eddy has over 24 years of dedicated educational experience. Ms. Eddy will serve a crucial role in providing curriculum advice for the MSAP program.
- **Equity Specialist for Region 3** Shannon Merriweather is one of six equity specialists in FCPS serving the schools and staff members in Region 3. Ms.

Merriweather served as a member of the team that gathered input on an anti-racist, anti-bias curriculum for FCPS. She supports all schools and Region leadership in their equity efforts in Region 3 in curating equity-based professional learning, serving as a thought partner to problem solve equity concerns, overseeing the implementation of action plans related to equitable outcomes from students and staff, and coaching schools on culturally responsive instruction. Prior to her role as an equity specialist, Ms. Merriweather was an instructional coach, which means she is knowledgeable of how to use data in a school to make decisions and work with staff in a transformative way. Ms. Merriweather will serve on the core team ensuring that student equity is at the forefront of decisions made in relation to implementation of the MSAP grant.

- **Special Programs Manager for the Chief of Schools** Since January 2024, Dr. Samantha Karalus holds the position of Special Programs Manager for the Chief of Schools. In this position, Dr. Karalus executes and project manages initiatives of the office of the Chief of Schools. She works closely with the Chief of Schools to enact his vision for students in FCPS. Prior to this role, Dr. Karalus was a specialist in the Office of Research and Strategic Improvement (ORSI) for six years where she designed and executed research and evaluation studies to facilitate decision-making for FCPS leaders. As a specialist, Dr. Karalus authored strategic plan reports, technical reports, and white papers. She is adept at presenting findings and recommendations based on data to FCPS leadership. Prior to her tenure at FCPS, Dr. Karalus held a post-doctoral fellowship at the Army Research Institute where she designed a large study on adult emotion development and its

intersection with leadership development. Dr. Karalus has an educational background in Applied Developmental Psychology, receiving her Master's and Doctorate from George Mason University and her Bachelor's from Virginia Tech. At George Mason, she served as the project manager of a large, multi-year grant funded research project on teachers as socializers of social-emotional learning. As the project manager, one of her largest tasks was recruiting families to participate in the grant-funded research. Her own research focused on young children's social-emotional competence, with particular interest in how such competencies developed in school contexts. Dr. Karalus will help to project manage the MSAP grant and facilitate data-driven decisions as implementation is underway, serve as an advisor to recruitment of families, and lend expertise in children's development as Bucknell ES transitions to a Montessori school.

Teachers

All licensed FCPS teachers must meet the Virginia Department of Education requirements which include:

- A conferred Bachelor's degree in the arts or sciences from a regionally accredited institution;
- Passing scores on the Praxis II, VCLA, and RVE/VRA exams;
- An endorsement in the specific content area they teach (in this case Elementary education or Early childhood education);
- Completion of standard education course work through a preparation program;
- Completion of an internship or one year of successful teaching experience;
- Completion of emergency first aid, CPR, and AED trainings;

- Additional modules provided by the Virginia Department of Education that includes Behavior Intervention and Support Training, Child Abuse and Neglect Training, Dyslexia Awareness Training, and Cultural Competency Training.

In addition to Virginia licensure, teachers at the Bucknell Magnet Public Montessori School will need to be trained in Montessori education with a Montessori credential from an American Montessori Society, Association Montessori International, or Montessori Accreditation Council for Teacher Education certified program (see Selection Criteria 2 for more details). FCPS is anticipating that it will either need to assist its existing teachers in receiving a Montessori credential or will need to hire Montessori teachers that will need assistance in receiving a Virginia licensure. Already in place is an alternative licensure program called iteach that is a nationally accredited alternative certification program, with 24/7 access to online coursework and helps prepare teacher students for the Virginia licensure exams. The program is intended to help prospective teachers receive licensure within one school year.

Any new teachers recruited at the Bucknell Magnet Public Montessori School will be advertised with preferred qualifications that include a Montessori Credential. This is because we believe that teachers need to embody the Montessori philosophy and coming in with the credential will mean that those teachers pursued training on their own in Montessori education. In addition, receiving a Virginia license through iteach is more cost effective than obtaining training for existing teachers to become Montessori credentialed. However, through MSAP grant funding, FCPS will be prepared to offer both options to its teachers at the Bucknell Magnet Public Montessori School.

To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies. (34 CFR 280.31(b)(3)) (up to 5 points)

As described throughout the preceding sections, FCPS offers a wealth of experience that are relevant to the goals of the MSAP grants at both the central office and site levels. Beyond the centering goal of equity for each and every student, the following highlights the experiences of the MSAP Project Director and the MSAP core team that will yield to the successful implementation of the objectives of the MSAP grant.

MSAP Project Director:

- Successfully removed sanctioning from two schools after becoming the principal;
- Successfully implemented two magnet programs at an elementary school, which included a randomized lottery system;
- Experienced in identifying areas where schools need supports and coordinating efforts to provide those supports;
- Experienced in coordinating supports to provide students with alternative options when traditional education is not working for them;
- Experienced in working with students from all backgrounds through leading a school whose base students were primarily low income and minority students with programs designed to be attractive to affluent White and Asian students;
- Worked centrally and as school leader to develop programs that enhanced instruction for students who needed intervention and support; For example, initiated the procurement of a program for Multilingual learners that enhanced their English language development in early elementary school.

MSAP core team:

Together, the members of the MSAP core team have knowledge, skills, and experiences in instructional leadership, culturally responsive education practices, instructional coaching, creating an equity vision for a school, Montessori education, early childhood curriculum and elementary education curriculum, child development, research and evaluation, and grants management. Some highlights include:

- The Montessori Principal and Assistant Principals will have Virginia Administrator licenses and a credential in Montessori Administration, making them well-equipped to run a Montessori school in a Virginia public education agency;
- The MSAP Administrator and Region Assistant Superintendent have knowledge of the West Potomac Pyramid community and their needs and desires for their students;
- Several members of the core team were prior principals and have moved to central office positions and will offer strong instructional leadership and support to the school;
- The Region 3 equity specialist has experience in putting equity at the forefront and working to reduce cognitive biases that lead to racism as well as experience in coaching and delivering professional development and advice;
- The Special Programs Manager for the Chief of Schools has a doctorate in Applied Developmental Psychology, with a focus on early childhood education and child development. She has also conducted research for the school division that has highlighted the importance of reducing the amount of poverty in schools to less than 40 percent.

- Several members of the core team have experience supporting School Improvement efforts and understand how to help schools meet their goals.
- The Director of Early Childhood Curriculum and Grants Management and Director of Pre-K - 12 Curriculum and Instruction have knowledge, skills and experience in providing resources on meaningful instruction practices and curriculum development, delivering professional learning, and aligning curricular resources to state standards.

Selection Criteria 5: Project Evaluation

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:(a) How the applicant will assess, monitor, and evaluate the impact of the activities funded under this part on student achievement and integration. (section 4405(b)(1)(D) of the ESEA, 20 U.S.C. 7231d (b)(1)(D)) (up to 5 points)

The project evaluation will assess, monitor, and evaluate the impact of activities funded by the MSAP grant, with a focus on increasing student achievement and reducing Hispanic and low income group isolation. Evaluation questions were generated based on the logic model and aligned to the project's five tenets from its theory of action. FCPS will finalize the evaluation plan once it procures an external evaluator. The external evaluator will be contracted following federal regulations and FCPS procurement policies and regulations, with qualifications that demonstrate experience with evaluations of large school districts, implementation of large, federally funded grants, and preferred experience with evaluating magnet schools. The estimated cost of the external evaluator can be found in the budget narrative, but reflect about 6 percent of the total grant budget.

Provided below are the primary research questions that will be used to evaluate the tents of the theory of action for this MSAP project, the expected data source, and high level analysis plan.

RQ1: To what extent did the transformation of Bucknell ES to the Bucknell Magnet Public Montessori School reduce minority group isolation of Hispanic students and increase socioeconomic integration? (Tenet 1)

RQ1a – To what extent was FCPS successful in recruiting affluent, non-Hispanic students to apply for the lottery system?

- Data source: Lottery applicant demographic information
- Analysis: Descriptive analysis of the demographic information, how many lottery seats were filled, and whether there was a waitlist

RQ1b – To what extent was the randomized lottery system effective at enrolling affluent, non-Hispanic students at the Bucknell Public Montessori program?

- Data source: Student membership data
- Analysis: Descriptive analysis of the membership information of the grades that have transformed into Montessori each school year the grant funds

RQ2: To what extent did the Montessori program promote student efficacy, academic achievement, and school liking? (Tenets 2 and 5)

RQ2a – To what extent did students meet literacy/reading, numeracy/mathematics, and executive functioning benchmarks?

- Data source: Fall and Spring reading, math, and behavioral screeners
- Analysis: Descriptive information on performance; inferential analyses using a matched sample

RQ2b – To what extent did students demonstrate growth and mastery of reading and mathematics by the end of the school year?

- Data source: Fall and Spring reading and math screeners, state testing performance
- Analysis: Descriptive information on expected growth and performance; inferential analyses using a matched sample

RQ2c – To what extent did students at the Bucknell Magnet Public Montessori School attend school?

- Data source: Student attendance data
- Analysis: Descriptive analysis of absenteeism rates; inferential analyses using a matched sample

RQ2d – To what extent did students and their teachers, and families report confidence and independence in students' abilities to learn and achieve academically?

- Data source: Student and Family survey; teacher assessments
- Analysis: Descriptive information about survey results; qualitative analysis of teacher assessments.

RQ2e – To what extent did students report liking school and families report feeling welcomed and included?

- Data source: Student and Family survey;
- Analysis: Descriptive information about survey results

RQ3 – To what extent was the Montessori approach implemented with fidelity? (Tenets 3 and 4)

RQ3a – To what extent did the Bucknell Magnet Public Montessori School meet the standards of implementation set forth by the National Center for Montessori in the Public Sector?

- Data source: Montessori Coach completed rubric
- Analysis: Descriptive analysis of the feedback provided and the number of standards met at the end of the school year

RQ3b– To what extent did MSAP training for teachers lead to increased capacity to implement the Montessori approach and ensure coverage of Virginia standards

- Data source: Redacted teacher evaluation data; Teacher survey; teacher focus group, inventory of VA standards covered throughout the school year
- Analysis: Descriptive and qualitative analysis of artifacts; Descriptive analyses of teacher survey results on how efficacious they were in their teaching of VA standards and implementing the Montessori approach

RQ3c – To what extent did teachers report they felt supported in their school? To what extent did teachers report that they received meaningful feedback from school and Region leaders?

- Data source: Teacher survey; Teacher focus group
- Analysis: Descriptive analysis of survey results on teachers' perceptions of administrator support and feedback; Qualitative analysis of teacher focus group

RQ4 – To what extent did families and the school report strong partnerships with the Bucknell Magnet Public Montessori School (Tenet 5)

RQ4a – To what extent did the Bucknell Magnet Public Montessori School have an effective PTA involving diverse families?

- Data source: PTA meeting notes; PTA sign-in sheets; PTA sponsored events
- Analysis: Descriptive analysis of PTA participation and events

RQ4b– To what extent did the Bucknell Magnet Public Montessori School have effective family engagement nights?

- Data source: participant numbers; participant feedback
- Analysis: Descriptive and qualitative analysis of artifacts

RQ4c – To what extent did families report favorably on the district-wide family engagement survey?

- Data source: Family Engagement Survey
- Analysis: Descriptive analysis

Beyond these main research questions, the evaluation will promote continuous improvement by focusing on the design and fidelity of implementation of the management plan using preliminary process and progress outcomes. Formatively, the evaluation will provide information on whether the identified short-term and mid-term outcomes in the logic model were met. The evaluation will also include stakeholder perceptions of the program that are provided regularly to gauge progress toward grant outcomes, primarily focused on its ability to reduce MGI and increase achievement of students. Leading indicators of the success of the MSAP project will be crucial to addressing challenges as early as possible. Summatively, the evaluation will examine the impact of grant-funded activities on MGI and student achievement using propensity score matching analytic

techniques. These would be reflective of some of the mid-term and long-term outcomes outlined in the logic model.

Formative Evaluation

Working with the MSAP core team, external evaluators will identify meaningful leading and lagging indicators that demonstrate success of the program during year 1 of the grant. Using a feedback loop process, the external evaluator will compile implementation monitoring results during the fall and spring of each grant year. This approach will ensure that efforts and decisions are driven by data and are understood by all staff supporting the program and to the public. The implementation monitoring will focus on critical components of the program including professional development, implementation of the Montessori approach, family engagement, etc., and will provide digestible and actionable feedback. Research questions will include, but are not limited to:

1) To what extent have activities outlined in the logic model be implemented as planned?
2) To what extent have barriers to implementation been identified and addressed?

The formative evaluation will use a fidelity of implementation measure that is based on research by Century, Rudnick, and Freeman (2010). Using an implementation science framework, a rubric that measures the stages of research will be utilized to support implementation of the magnet program. Evaluators will modify an existing protocol such as the one in Fixsen, Blase, Naoom, & Duda (2016) to be specific for MSAP needs. Questions will be addressed through qualitative and quantitative data from all

stakeholders involved in implementing the project and community stakeholders. Formative information will feed into recommendations to improve implementation.

Summative evaluation

A summative evaluation will be conducted to assess whether the program achieved its intended outcomes, as outlined in the logic model and theory of action. The summative evaluation methodology will include analysis of data collected from Research Questions 1 - 4 described earlier in this section. Summative findings will be used to inform reporting on project performance. Presented together with formative findings in end of year reports to the Project Director and MSAP team, the combined findings will help drive decision-making annually. Findings from the evaluation will be presented to the community through multiple avenues, and may be used to continue marketing efforts of the program should the program provide evidence of the intended outcomes.

A high-level timeline for the evaluation is as follows:

Year 1: Finalize evaluation design, protocols, and instrument development; Apply and receive internal IRB approval; Conduct baseline data collection and process data and disseminate results through implementation monitoring memos biannually.

Year 2: Collect additional baseline data and process data; pilot instruments and protocols; Review evaluation procedures and expectations with the MSAP core team. Disseminate results through implementation monitoring memos biannually.

Years 3 – 5: Collect implementation data and outcome data. Conduct implementation and impact analysis. Review results with MSAP core team biannually. Disseminate results through technical reports and implementation

monitoring memos. Additionally, the final technical report will evaluate the return on investment of the grant funded activities.

(b) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (34 CFR 75.210(h)(2)(iv)) (up to 5 points)

The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (34 CFR 75.210(h)(2)(iii)) (up to 5 points).

What follows are the performance measures that are linked with the objectives in the theory of action. The objectives below will incorporate process and progress monitoring as well as the performance measures aligned with the summative reports. Both monitoring and summative data will drive continuous improvement. The methodology described below includes a wealth of data collection that yields a mixed methods approach. Data sources include student testing data, attendance data, student, teachers, and family surveys, teacher, student, and family focus groups, and document reviews. This section covers all of the objectives of the project, simultaneously addressing both the **Progress** and **Process** outcomes weaved together in the Project Objectives

Project Objectives 1 & 2: To reduce minority group isolation among Hispanic students and socioeconomic isolation among low income students at the magnet school

Performance Measure 1: By September of each year of the grant, the Bucknell Magnet Public Montessori school will achieve its projected annual enrollment change to prevent MGI as shown in Table 10.

Performance Measure 2: By September of each year of the grant, the Bucknell Magnet Public Montessori school will achieve its goal of a reduction of low-income enrollment by 5 percentage points. This will be achieved through offering pre-K slots that combine income eligible and community students and a randomized lottery to a magnet program that is strategically marketed to affluent, non-Hispanic families.

Table 10: Annual targets for preventing MGI of Hispanic Students at the Magnet school

	Baseline SY 23-24	Year 1 SY 24-25	Year 2 SY 25-26	Year 3 SY 26-27	Year 4 SY 27-28	Year 5 SY 28-29
Asian	3%	3%	3%	4%	4%	4%
Black	14%	14%	14%	15%	15%	15%
Hispanic	65%	65%	59%	53%	51%	49%
Multiracial	5%	5%	5%	5%	4%	5%
White	13%	13%	19%	24%	26%	26%
Low income	65%	65%	60%	55%	50%	45%

Performance Measure 3: By September of SY 2025-26 to SY 2028-29, the number of applicants who applied to the lottery will increase by at least 5 percentage points over the previous year.

Performance Measure 4: Each school year in years 2 – 5 will maximize the enrollment projections of the magnet program

Evaluation Methodology for Objectives 1 and 2

To assess performance measures related to objectives 1 and 2, lottery application data and student membership will be analyzed to determine how many lottery applications there were, the demographic make-up of the applicants, and the demographic make-up of the Bucknell Magnet Public Montessori School. Data will be compared each year to determine the percentage change in the number of applications, the percent of Hispanic and non-Hispanic students enrolled, the number of students zoned for Bucknell and the number of students coming from feeder schools. Qualitative trends will be determined and adjustments to marketing strategies and the lottery system will be modified if outcomes are not met.

Project Objective 3: Primary students will demonstrate school readiness, academic self-efficacy, and a sense of community

Performance Measure 5: By the end of the school year, the school will meet the targeted performance level for the percent of students for meeting literacy, numeracy, and executive functioning benchmarks as measured by screener data.

Performance Measure 6: By the end of the school year, the school will meet the targeted performance level of the percent of students who are enrolled in Montessori classrooms demonstrating academic self-efficacy measured by student, teacher, and family reports.

Performance Measure 7: By the end of the school year, all students enrolled in Montessori classrooms will demonstrate a sense of community in their classroom and school as measured by teacher assessment and student self-report.

Evaluation Methodology for Objective 3

To assess performance measures related to objective 3, end of year screener data will be used to determine the percentage of pre-K and kindergarten students who met end of year benchmarks in literacy, numeracy, and executive functioning. A year to year comparison will demonstrate how much growth the school has made since implementation performance measure 4. In addition, propensity score matching will be utilized to determine how well students at the Bucknell Magnet Public Montessori School performed compared to other similar students.

Student, family, and teacher surveys will report on student perceptual outcomes. The survey data will be analyzed to determine the percent of students demonstrating self-efficacy and those who demonstrate a sense of community in the classroom and at the school. A year to year comparison will determine whether these skills are increasing. The comparison will be at the student level and the school level. All analyses will include disaggregation by student group (race/ethnicity, income level, special education status, and Multilingual learner status), where statistical power allows.

Objective 4: Montessori culture will be embodied at the school with clear expectations for teachers, students, and families.

Performance Measure 8: By the end of the fifth year of grant funding, all students pre-K through 3 at the magnet school will have experienced the Montessori approach to education.

Performance Measure 9: *By the end of the school year each year, Montessori teachers feel supported and confident in their implementation of the approach.*

Performance Measure 10: *By the end of the school year each year, the school will meet its annual target of the percent of Montessori standards that are marked as fully implemented by an external Montessori coach.*

Evaluation Methodology for Objective 4

To assess performance measures related to objective 4, process monitoring data that indicates teacher training, enrollment of students in mixed-aged grouping, purchasing of Montessori materials, and other data will be examined alongside enrollment data to determine the percent and number of students who accessed the Montessori classrooms. Teacher surveys and focus groups will yield meaningful data related to their own practices and their perceptions of the administration (who will all have Montessori training). Analysis of teacher surveys will include a quantitative analyses to determine the percent of teachers that rated their experiences favorably. Teacher focus groups will supplement the findings from the survey. For qualitative data, teachers will receive preliminary findings and the evaluation team will work with the teachers to ensure that findings adequately capture teachers' experiences. Finally, an external Montessori coach will provide feedback to the school using a rubric of standards from the National Center for Montessori in the Public Sector. These results will be analyzed to determine the percent of standards met and to use the information to determine areas for improvement in implementation and outcomes.

Objective 5: Teachers will be highly qualified Virginia Montessori teachers

Performance Measure 11: *By the start of each school year, teachers will have successfully completed the steps outlined in their professional development plans.*

Performance Measure 12: *By the end of each school year, a majority of teachers will report confidence in their ability to teach with a Montessori approach and cover Virginia standards of learning.*

Evaluation Methodology for Objective 5

To assess performance measures related to Objective 5, process monitoring data that indicates teacher training completion, satisfaction with training, learning objectives met from training will be collected. The data will be analyzed to ensure teachers are on track with their professional development and to ensure the professional development for them is meaningful. Teacher surveys and focus groups will yield meaningful data related to their confidence of teaching using the Montessori approach and in their ability to ensure standards of learning are covered. Analysis of teacher surveys will include a quantitative analysis to determine the percent of teachers that rated their training experiences and confidence in teaching favorably. Teacher focus groups will supplement the findings from the survey. For qualitative data, teachers will receive preliminary findings and the evaluation team will work with the teachers to ensure that findings adequately capture teachers' experiences.

Objective 6: Academic achievement will increase and there will be a reduction in achievement gaps

Performance Measure 13: *By the end of the grant funding period, the school will meet its targets of the percent of third grade students reading on grade level.*

Performance Measure 14: *By the end of each school year during years 4 and 5, all students will demonstrate expected growth in reading and mathematics.*

Performance Measure 15: *By the end of each school year, achievement gaps, as measured by local and state assessments, will be reduced by 4 percentage points in comparison to the highest performing student group.*

Performance Measure 16: *By the end of each school year, the school will have met its annual targets in student performance on end of year reading and mathematics local and state assessments.*

Evaluation Methodology for Objective 6

To assess performance measures related to Objective 6, student testing data and student membership data will be collected. Data will be analyzed by subject and testing instrument (screener, state exams, marks, etc.) to determine overall student performance and will be disaggregated by race/ethnicity. Data will be compared to a baseline year and prior implementation years for the school. Data at the school level will be compared to the rest of FCPS and the state. Finally, student level data will show impact through propensity score matching to show how other students in schools with a similar demographic make-up performed.

Objectives 7 and 8: Students will have ownership of their education and parents will feel like strong partners with the school to facilitate student learning.

Performance Measure 17: *By the end of each school year, students, teachers, and families will report that all students are independent, curious, and efficacious in their learning.*

Performance Measure 18: *By the end of each school year, student attendance data will show minimal chronic absenteeism.*

Performance Measure 19: *By the end of each school year, a majority of parents will demonstrate partnership with the school, evidenced by PTA participation, Family Engagement night participation, and family survey and focus group data.*

Evaluation Methodology for Objectives 7 and 8

To assess performance measures related Objectives 7 and 8, student surveys, student focus groups, teacher surveys, and family surveys will address some of performance measure 17 and some of performance measure 19. Survey data will be analyzed quantitatively to understand the percent of favorable response for student independence, curiosity, and self-efficacy. Survey data will be analyzed annually comparing the data to the prior year and at the student level to understand individual student growth in their perceptions. Student focus groups will supplement the findings from the survey. For qualitative data, students will receive preliminary findings and the evaluation team will work with the teachers to ensure that findings adequately capture students' perceptions

Student attendance data will be analyzed to determine the number of absences, which will be a proxy for school liking and will corroborate findings from the survey and focus groups.

Finally, a document review of PTA meeting minutes and sign-in sheets and family engagement sign-in sheets will be used in conjunction with the family survey to determine the extent to which parents feel like they are partners in their student's education.

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Application Attachments

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Desegregation Plan and Assurances
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To facilitate the review of the LEA's Desegregation Plan for the purposes of determining eligibility for an MSAP award, please provide the following information:

1 Plan Type – Please chec the appropriate bo and attach required documentation

☐ A Required Plan: A plan that is undertaken pursuant to a final order issued by a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction that requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.

Attach the Following Documents:

- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- All subsequent related court orders.
- If a State Agency-Required Plan, include documentation showing state agency approval of the plan.
- If an OCR-Required Plan: the original OCR-required desegregation plan.

Modifications to Plans: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. Demonstration of the request to modify a required plan should be included with the application and subsequent approved modifications should be scanned and emailed to Gillian Cohen-Boyer at msap.team@ed.gov or mailed to her at U.S. Department of Education; Office of Elementary and Secondary Education; 400 Maryland Avenue SW; Washington, DC 20202-5970

☑ A Voluntary Plan: A plan to reduce, eliminate, or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan or agreeing to adopt and implement the plan upon the award of assistance.
- If the applicant is not a traditional LEA, but rather an entity considered an LEA for the purposes of grants (such as some charter school LEA or regional service providers), include appropriate documentation indicating the entity is an eligible LEA under MSAP in the State where the entity proposes to create, implement, or expand magnet schools to support the appropriate approvals described above.

2 Desegregation Plan Summary

Please submit a summary of your desegregation plan demonstrating that the plan will reduce, eliminate, or prevent minority group isolation (MGI) in a magnet school or feeder school with substantial proportions of minority students

Please note that in the context of MSAP, MGI describes situations in which the enrollment of a particular group of minority students is so high within a school that exposure to students of other races is limited. Also, the term "feeder schools," is not used in the traditional sense, but rather refers to the schools that students attending magnet schools would otherwise have attended had the magnet school not been available.

Finally, the definition of minority groups can be found in MSAP's regulations at 20. U.S.C. 280. The summary should be no more than two pages and identify or describe:

- The overarching goals of the desegregation plan.
- The specif problem, as it relates to minority group isolation to be addressed by the project.
- Each elementary or secondary school (either proposed magnet schools or their feeders) in which the project is intended to reduce, prevent, or eliminate minority group isolation.
- The racial/ethnic group(s) targeted for reducing, eliminating, or preventing minority group isolation at each MSAP school or (if the minority group isolation being addressed is occurring at one or more feeders) feeder.
- How each school being targeted for the reduction, prevention, or elimination of minority group isolation fits into the LEAs' school configuration and enrollment patterns.
- How the development or revision of magnet schools proposed in the desegregation plan is designed—by strategic placement of programming, selection of special curricula, targeted recruitment or otherwise—to effectively prevent, reduce, or eliminate minority group isolation in elementary or secondary schools with substantial proportions of minority students.

3. Magnet Schools Assistance Program Assurances

In accordance with section 4405(b)(2) of the ESSA, the applicant hereby assures and certifies that it will—

(A) use grant funds under this part for the purposes specified in section 4401(b);

(B) employ highly qualified teachers in the courses of instruction assisted under this part;

(C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;

(D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;

(E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;

(F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and

(G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * * * * * * * * *

If the applicant has an approv[redacted] hereby assures and certifies that it is implementing that de[redacted]

[redacted]

5/9/24
Date

Representative

Michelle C. Reid, Ed.D., Division Superintendent

Printed Name & Title of Authorized Representative:

Desegregation Plan Summary

Fairfax County Public Schools (FCPS) is voluntarily committed to implementing a desegregation plan to reduce minority group isolation at Bucknell Elementary School in the West Potomac Pyramid of the school district if assistance under the Magnet Schools Assistance Program (MSAP) is made available. The FCPS School Board supports this plan, as Chair Karl Frisch's letter in this MSAP application articulates.

FCPS organizes its schools into pyramids based on which high school each school feeds into. The West Potomac pyramid in FCPS serves over 9,000 students, and there are nine elementary schools within the pyramid, some of which are racially and ethnically diverse and several of which maintain racial and ethnic segregation. Some elementary schools in the West Potomac pyramid are predominately White and neighbor predominately Hispanic schools. Specifically, Bucknell, Groveton, and Hybla Valley are comprised of 65 percent, 61 percent, and 84 percent Hispanic students, respectively. These schools all individually contain White populations under 15 percent. In contrast, other elementary schools within the pyramid, such as Belle View, Fort Hunt, Stratford Landing, and Waynewood, have majority white populations at or greater than 48 percent, with Stratford Landing and Waynewood being the highest at 55 percent and 83 percent, respectively. It is apparent that while the West Potomac Pyramid is diverse, it also limits students to exposure of other races within its schools due to current structuring.

The overarching goal of this desegregation plan is to reduce Minority Group Isolation (MGI) within the West Potomac Pyramid by creating a magnet school at a predominately Hispanic elementary school, Bucknell. The selected elementary school is a strategic placement on several levels. In addition to the site selection based on MGI,

Bucknell was recently renovated, and, due to being only 52 percent capacity in proportion to its building space, the site offers the physical means for enrollment growth with the proposed magnet program. Further, students selected for the magnet program would be from within the West Potomac pyramid, which would positively change the demographics at feeder schools to more balanced proportions and also allow for ease of school bus commutes within the confines of the selected area.

FCPS has an overall enrollment rate of 29 percent Hispanic students, and the West Potomac pyramid, specifically, has an enrollment rate of 44 percent Hispanic students. The 65 percent Hispanic population at Bucknell ES highlights a minority group isolation that is neither proportional to the immediate West Potomac pyramid surrounding the school nor Fairfax County as a whole.

Bucknell ES currently offers traditional Pre-Kindergarten through sixth grade classes using a traditional educational model. The proposed MSAP application would initiate the transformation of the school into a whole school Montessori magnet program. Creating a magnet school in this pyramid will advance the desegregation of the schools at the elementary level, preparing the students for a more successful middle school and high school experience within the pyramid. It is also critical to note that Montessori encompasses a unique approach to education that will be appealing to many families in the elementary schools surrounding Bucknell. A targeted recruitment effort will be launched to introduce the Montessori magnet program to the West Potomac community. Enrollment in the program will be through a lottery program that will consequently reduce MGI at the elementary level within the identified pyramid.

What is the current problem?	FCPS has several schools that have a homogeneous student population; one specific school, Bucknell ES has 63 percent Hispanic students. This school is also only at 47 percent enrollment. This school has 65% of students who are economically disadvantaged.
Why is it a problem?	Research indicates that there is lower achievement at schools that are racially and socioeconomically segregated. At Bucknell ES in particular, there is a historical trend of lower performance in reading (46% pass rate), mathematics (47% pass rate), and science (52% pass rate). Additionally, this school is under-enrolled and is projected to continue to be under-enrolled for the next 5 years. It is surrounded by schools that have student populations that would diversity Bucknell ES
Who is affected?	Primarily Hispanic students, but also students who attend neighboring schools that are interested in attending a Montessori school.
What have we done about it so far?	School renovations, attempted boundary changes
What else can be done?	Implementation of a new magnet program. Montessori is a completely new approach to FCPS education and attracts affluent families. There are many private Montessori programs in the area, so this would provide a public option.
What other considerations exist?	FCPS will need to consider how to market the program to the Bucknell ES community, as well as the feeder schools starting at a young age. Specifically, FCPS will need to highlight in its marketing that the Region is gaining access to a Montessori school (current search on private and public Montessori schools shows one private Montessori school located in Region 3 with very low capacity (70 students total). FCPS will also need to highlight the difference between public and private Montessori, which is primarily

	access through the elimination of barriers, including tuition and transportation.
What do we need to learn before we can implement a solution?	Community perception of a magnet school, specifically Montessori programming; Ensuring that Montessori programming is aligned with Virginia standards
What can we directly affect?	Curriculum, materials, marketing, weighted lottery system, professional development, student and staff attitudes, the number of families who decide to participate in the program
What is outside our control?	Perception of the community of the existing school and about desegregation.
How will people find our services? How will we find people to serve?	The implementation plan will start with young kids who are newly entering public school or are eligible for public pre-K.
What is our number one priority?	Ensuring that each and every student are engaged and inspired to thrive
What skills, knowledge, and resources do we need to implement a solution?	MSAP funding to purchase resources, provide PD to teachers (Montessori or VA licensure), add staffing if needed, develop and implement a communication campaign, create new bus routes. We will need to leverage Montessori resources and fund an MSAP administrator who will oversee implementation of the grant.
What other considerations exist?	Human Resources concerns about teachers who do not want to teach with a Montessori approach; Ensuring classrooms are staffed and resourced in accordance with the Montessori model (mixed age and at least one teacher and one instructional assistant in every classroom). How to phase in the Montessori program while phasing out the traditional model.

Conte t: FCPS has a commitment to providing each and every student with access to a high-quality education, which includes learning in diverse environments. The selected magnet school (Bucknell ES) demonstrates Hispanic MGI (both actual and projected). FCPS' lowest performing student group are multilingual Hispanic students who are from low-income backgrounds. Bucknell ES' specific academic achievement is lower than what FCPS and the state of Virginia expect. FCPS is seeking to expand the use of a magnet program to diversify Bucknell ES effectively reducing Hispanic MGI and socioeconomic isolation and increasing academic achievement.

Inputs	Activities Process	Outputs Five year	Short Term Outcomes 1-2	Mid Term Outcomes 2-	Long Term Outcomes
2 23-3 Strategic Plan • Strategic goals and pillars for success **People** • Superintendent • MSAP project director • MSAP administrator • Instructional Services • Equity Office • Office of Communications • Office of Family Engagement • Office of the Chief of Schools • Finance • Human Resources • Office of Facilities • Office of Transportation • Student registration • Region 3 Office **MSAP rant** • 2 central office positions • 24 school-based staff • Additional transportation • PD for school-based staff to receive Montessori credentials. • Curriculum materials, equipment, supplies, and contractual services to run a Montessori Program **Partnerships** • Community partnerships • Partnerships with Montessori organizations • Family Partnerships	**Central Office** • Procure contractual services • Advertise for positions that will support the grant • Develop and implement marketing/outreach plans • Establish and expand community partnerships to support magnet programs • Register teachers for PD • Purchase curriculum materials and ensure alignment to Virginia standards • Implement lottery • Employ communication and community feedback plan • Provide transportation • Update classroom spaces • Support school in its implementation **School** • Provide Montessori experience for students • Implement roll-out plan • Provide Pre-K in primary classes • Offer before and after school care for Pre-K students • Host family engagement nights • Host PTA meetings	• Contracts signed for Hiring firm, marketing firm, and external evaluation • School-based Montessori staff are hired (principals, assistant principals and teachers). • Marketing and communication materials are created in multiple languages • Social media campaign is deployed • All teachers in magnet school will be both Virginia licensed and Montessori credentialed • All classrooms will have an instructional assistant at magnet school • 23 of 29 classrooms completely transformed and implementing Montessori approach; 6 additional classrooms are prepared for future implementation • Lottery system that ensures diversity and feasibility is in place • Transportation is provided for all students • Quarterly family engagement nights • At least 3 community, county, and public/private partnerships are established • One community engagement meeting each semester	•Marketing campaign yields high volume of affluent non-Hispanic applicants •All lottery slots are filled •MGI is reduced by annual targets; SES isolation is reduced by 5% •100% of pre-k and kindergarten students at Bucknell experience the Montessori approach •By the end of the school year, 75% students demonstrate school readiness skills by meeting EOY literacy, numeracy, and executive functioning benchmarks. •PTA is created and effective in ensuring parent involvement •School's family engagement nights are highly attended •Montessori teachers feel supported and confident in their implementation of the approach •Montessori teachers, students, and families report a majority of students have academic self-efficacy, like school, and get along with their peers. •65% of Montessori standards are fully implemented with areas for improvement identified •A majority of parents report being satisfied with the magnet program	•Lottery applications increase by 5 percent each year •All lottery slots are filled •MGI is reduced by annual targets; SES isolation is reduced by 5% annually •By the end of year 5, all pre-K through third grade students experience the Montessori approach •By the end of each school year, 80% of students will meet reading and mathematics benchmarks on screeners •By the end of year 5, 85% or more 3rd grade students will read on grade level and at least 75% will pass the state EOY exams •Achievement gaps are reduced by 15 or more percentage points over 5 years. •100% of students meet annual growth targets in math and reading •Parents are strong partners in the school •Montessori teachers feel supported and confident in their implementation of the approach •Montessori teachers, students, and families report a majority of students have academic self-efficacy, like school, and get along with their peers. •At least 80% of the Montessori standards are fully implemented with areas for improvement identified •A majority of parents report being satisfied with the magnet program	•The magnet program is sustainable and highly attractive to families •The diversity of Bucknell matches the diversity of the West Potomac pyramid •All classrooms at Bucknell are transformed into Montessori classrooms and all specialists and resource teachers are trained in Montessori •School exceeds the state average in test scores, ESSA data, and chronic absenteeism data. •All classrooms have fully implemented the Montessori standards with fidelity. •Families are engaged and partners in the Montessori school. •The Bucknell Magnet Public Montessori School is so effective that it serves as a model for expansion of the Montessori approach in FCPS
Evaluation External Evaluation	Conduct biannual formative reports and annual summative reports	Biannual formative evaluation and annual summative findings, reports, and presentations.	Evaluation data informs continuous program improvement	Evaluation data informs continuous program improvement and summative data demonstrates promising evidence of magnet program	Findings are disseminated and used to expand Montessori offerings

Theory of Action

TENET 1: If FCPS offers a different approach to education that is frequently sought out by diverse families, then there will be a reduction in Hispanic isolation at Bucknell ES which is part of the West Potomac pyramid – a pyramid that experiences racial isolation in many of its elementary schools.

Objective 1: Reduce MGI at Bucknell

Objective 2: Reduce socio economic isolation at Bucknell

TENET 2: If FCPS offers additional seats through a lottery to access the Montessori program beginning in pre-K, the school will create a sense of community and student efficacy and promote academic achievement through high quality early learning experiences and the Montessori approach. Students will then continue this sense of community and student efficacy as they grow into lower elementary and upper elementary grades.

Objective 3: Primary students will demonstrate school readiness, academic self-efficacy, and a sense of community

TENET 3: Implementing the Montessori philosophy requires highly trained staff that understands and embodies the approach. If FCPS hires a founding principal trained in Montessori and traditional education, then the expectations of the school to embody the approach will be clearly set and implemented.

Objective 4: Montessori culture will be embodied at the school with clear expectations for teachers, students, and families

TENET 4: If FCPS provides opportunities for high quality professional development for both current teachers to receive Montessori credentials and newly hired teachers to receive Virginia licensure, then students will have strong facilitators of the Montessori approach who also understand Virginia standards. This in turn will promote both high academic achievement and social and emotional competence of students.

Objective 5: Teachers will be highly qualified Virginia Montessori teachers

TENET 5: If FCPS implements the Montessori approach with fidelity, then it will create learner-centered environments that naturally create curiosity and independence. In addition, implementing the Montessori approach with fidelity will foster a larger sense of community with opportunities for families to be partners in students' education.

Objective 6: Academic achievement will increase and there will be a reduction in gaps

Objective 7: Students will feel ownership of their education

Objective 8: Parents will perceive themselves as partners in students' education

THE FAIRFAX COUNTY SCHOOL BOARD

8115 Gatehouse Road, Suite 5400, Falls Church, VA 22042

Fairfax County Public Schools

571.423.1075
www.fcps.edu

May 1, 2024

Gillian Cohen-Boyer
Magnet Schools Assistance Program
U.S. Department of Education, OESE
400 Maryland Ave., SW
Washington D.C. 20202

Dear Ms. Cohen-Boyer,

I am writing to express my enthusiastic support of Fairfax County Public Schools' (FCPS) grant proposal for the Magnet School Assistance Program. Although FCPS is diverse, approximately 17 percent of schools have a fairly homogenous student population: predominantly White and Asian or predominately Hispanic. The schools that are predominantly Hispanic are frequently Title I schools, indicating socio-economic needs along with minority group isolation. The research is clear that students who attend high-poverty schools with minority group isolation are more likely to have lower achievement and less success after graduation compared to schools that are racially integrated. This grant funding would provide FCPS with a unique opportunity to directly address a school with minority group isolation by funding a Montessori program. Montessori education was created based on the science of human development to facilitate better education for students living in poverty. However, affluent parents value the program model because of the primary focus on the individual child by helping them become a self-motivated, self-managing learner. Cultivating this approach to education enhances their child's chances for success in school and in life.

FCPS will leverage its years of experience in magnet school implementation to transform Bucknell Elementary (ES), a predominantly Hispanic elementary school, into a Montessori school. Bucknell ES' student population is 63 percent Hispanic and is currently enrolled at only 47 percent capacity, allowing for considerable enrollment expansion. It is also surrounded by schools that are primarily affluent and White or are considerably more diverse. This will be the first Montessori school in FCPS and families in neighboring communities will have the option of applying to the Montessori school, organically increasing the diversification by beginning the transition in the early childhood years.

The implementation of a Montessori magnet school is aligned with all five goals in FCPS' 2023-30 Strategic Plan. Specifically, FCPS has set goals to provide students with a strong start to develop foundational academic skills; to create environments where students are safe, supported, included and empowered; to promote academic growth and excellence of all students; to provide equitable access and opportunity to high quality academic programming and resources, and to develop students who are ready to thrive after graduation.

It is my belief, as Chair of the Fairfax County Public Schools School Board, that this approach will serve as a model to address minority group isolation and will kickstart new and unique opportunities to help FCPS students in their current education and in their futures. If awarded this grant, FCPS will begin the process of transforming Bucknell ES into a Montessori school, affording it a more diverse student population, increasing its enrollment, and facilitating greater academic success for each and every student.

We are excited for the opportunity that the Magnet School Assistance Program grant will provide and hope you will look favorably upon our proposal. We believe that our application demonstrates FCPS' ability to develop a world-class Montessori school that offers students the ability to learn in a unique environment that provides the foundational skills our students need for their future success.

ard

Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Michelle C. Reid, Ed.D.
Division Superintendent
[redacted]

May 9, 2024

Gillian Cohen-Boyer
Magnet Schools Assistance Program
U.S. Department of Education, OESE
400 Maryland Ave., SW
Washington D.C. 20202

Dear Mr. Cohen-Boyer,

I am writing to confirm my full support of Fairfax County Public Schools' (FCPS) grant proposal entitled *FCPS MSAP Program*. As outlined in the proposal, FCPS is seeking funding to establish a new magnet school as a strategy to reduce Minority Group Isolation (MGI) in Region 3. Particularly, the West Potomac pyramid was identified as having several elementary schools with a majority Hispanic or majority White student populations.

Magnet programs are evidence-based strategies to increase diversity in schools and boost student achievement. The literature on magnet programs suggests that success rests on school divisions' ability to create a themed program, successfully market the program, provide free transportation, build teacher capacity, and foster strong family engagement. The strategies outlined in this proposal are aligned to the recommended best practice. MSAP funding will provide the unique opportunity for FCPS to transform Bucknell ES, which is in the West Potomac pyramid into the Bucknell Magnet Public Montessori School. Bucknell ES' current student population is 65 percent Hispanic. FCPS anticipates the change to a public Montessori School will reduce MGI by 16 percentage points by the end of the grant award.

As part of the effort to reduce MGI and bring Montessori pedagogy to FCPS, I personally plan to support this work by providing a strategic vision, planned community conversations to kickstart marketing strategies, will review progress monitoring reports, and serve as a final decision-maker for any complex issues that come with the transformation of the school. I have every confidence that FCPS will be good stewards of MSAP resources, ensuring that the management plan outlined in the grant is followed and the Montessori program is implemented with fidelity.

I am excited for the opportunity to apply for MSAP funding to reduce MGI within our West Potomac pyramid. By using the Montessori pedagogy I know we will be able to increase student achievement through this program. I hope you will find our application is comprehensive, provides a clear management plan, and has a well-thought-out budget, that will lead to successful implementation, which will in turn promote greater outcomes for our students.

[redacted]
Division Superintendent

Miguel Cardona
US Secretary of Education
400 Maryland Ave, SW
Washington D.C. 20202

Secretary Cardona,

I write to you today, as both President of the Virginia Montessori Association (VMA) and Director of Education & Outreach at the Montessori Science Program at UVA (MSP), to offer my and the VMA board's full and enthusiastic support of Fairfax County Public Schools' application for a Magnet School Assistance Grant. Decades of research into the power and possibilities of public Montessori schools highlight a record of success in meeting the very goals articulated for this project by the leadership of FCPS. Montessori programming has been effectively used, for example, to integrate schools and districts in diverse localities across the U.S. Montessori has shown consistently beneficial effects, both academic and non-cognitive, for students in general, but particularly for students from historically marginalized communities, effectively narrowing the achievement gap across socio-economic and racial groups. Additionally, at a time when the Virginia DoE has identified literacy as a statewide priority, a wealth of evidence demonstrates advantages in that domain for Montessori students. For these reasons and more, we at VMA and MSP are so pleased to see a magnet application under consideration that will not only represent the first expansion of public Montessori in Virginia in more than half a century, but which explicitly aims to leverage Montessori's potential as an instrument for school integration and educational equity.

Montessori Science and VMA have partnered over the past several years on advocacy initiatives aimed at preparing the policy environment for public Montessori programming to expand and thrive in our state. These initiatives have resulted in a direct pathway to licensure for Montessori-prepared teachers, access to over [redacted]/applicant in state funding for prospective ECE teachers to pursue a Montessori credential, and approval by the DoE of the Montessori birth-5 curriculum for use in publicly funded programs. Should FCPS be successful in their application to found a Montessori magnet school, both VMA and MSP stand by with offers of ongoing support and assistance, whatever form that may take.

We thank you for your thorough consideration of the application for magnet assistance that comes before you from FCPS, and take this final opportunity to fervently support the vision that it articulates.

Sincerely,

[redacted]
Director of Education and Outreach,
Montessori Science Program, UVA
and
President,
Virginia Montessori Association

Montessori Public School of Arlington
701 South Highland Street • Arlington, Virginia 22204 • 703-228-8871
Principal: Ms. Catharina Genove • Assistant Principal: Mr. John Koutsouftikis

May 6, 2024

Secretary of Education
Miguel Cordona
U.S. Department of Education, OESE
400 Maryland Ave., SW
Washington D.C. 20202

Dear Mr. Cardona,

I am writing to express my enthusiastic support for the grant proposal submitted by Fairfax County Public Schools through the Magnet Assistance Program to establish a Montessori school within their district. As the principal of Montessori Public School of Arlington, a public Montessori institution, I have had the privilege of collaborating with the FCPS team throughout the process of crafting their proposal, and I am confident in the transformative impact this initiative will have on their community.

Montessori education is renowned for its child-centered approach, fostering independence, critical thinking, and a lifelong love of learning. By providing access to a Montessori education within their district, they are not only enriching the educational landscape but also offering a powerful tool for addressing minority group isolation. The Montessori philosophy emphasizes inclusivity, respect for diversity, and the celebration of each child's unique strengths and background.

I commend your commitment to equity and diversity in education, as evidenced by your strategic allocation of resources to address minority group isolation through the Magnet School Assistance Program. By investing in a Montessori school, you are creating a welcoming and inclusive environment where all children, regardless of their background, can thrive academically, socially, and emotionally. This initiative aligns perfectly with our shared vision of providing every child with the opportunity to reach their full potential.

As an established Montessori educator, I am dedicated to supporting the FCPS team in the implementation and ongoing development of the proposed Montessori school. Our collaboration will not only ensure a smooth transition but also facilitate the sharing of best practices and resources to maximize the success of the program.

In conclusion, I wholeheartedly endorse the FCPS grant proposal and look forward to the possibility of collaborating with them to bring the vision of a Montessori school to fruition within the FCPS school system. Together, we can create a brighter future for all children in a Montessori community.

Please do not hesitate to reach out if you require any further assistance or support. Thank you for your dedication to excellence in education and your commitment to serving the needs of every child.

[redacted]

Catharina Genove
Principal
Montessori Public School of Arlington
[redacted]

May 8, 2024

Dr. Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Cardona,

The National Center for Montessori in the Public Sector (NCMPS) enthusiastically endorses Fairfax County Public School's (FCPS) application for a Magnet Schools Assistance Program (MSAP) grant.

NCMPS is the nation's leading technical assistance organization dedicated to the successful implementation of public Montessori programming across the country. For the past twelve years, we have supported the design, launch, and sustainable execution of Montessori in the public sector through the creation of field-tested tools, responsive professional learning opportunities, in-depth teacher training, and tailored consultation.

There are currently 590 public Montessori programs in the US across 44 states, the District of Columbia, and Puerto Rico (montessoricensus.org) serving an estimated 200,000 students, approximately half of whom qualify for free and reduced lunch, and the majority of whom are children of color.

Should FCPS receive this grant, it would be able to open the second public Montessori program in the Commonwealth of Virginia. Neighboring Arlington County currently hosts Virginia's first public Montessori school, the Montessori Public School of Arlington, a strong program that has attracted an economically and racially diverse population for fifty years and that maintains a waitlist of hundreds students.

Since the fall of 2023, FCPS has been working with NCMPS to understand district Montessori programming and prepare a strong MSAP plan and application. FCPS leaders visited the Montessori Public School of Arlington with us, and joined a facilitated exploratory meeting with local Montessori leaders. FCPS has reviewed our timeline and steps for school start-up to support their grant application process, and consulted with us during the initial application process. These scaffolded steps have set up FCPS for success in launching and implementing an equitable, accessible, and sustainable Montessori program.

Successful Montessori programs are rooted in strong structures, including:

- *Essential Elements for Public Montessori*, guidelines for implementing sustainable public Montessori programs that serve diverse families and children.

- *Developmental Environmental Rating Scale* (DERS), a classroom assessment tool that measures child and adult behaviors, and environmental attributes, associated with developmental outcomes such as executive function, linguistic and cultural fluency, and social fluency and emotional flexibility.

- *Montessori Assessment Playbook* is a strategy manual and tools compendium for implementing an assessment model grounded in Montessori and supporting human flourishing.

- *Montessori Curriculum to Standards Alignment (MCSA)*, a comprehensive alignment between the Montessori curriculum and nationally recognized assessment standards.

The MSAP grant is foundational to FCPS' intention to increase school diversity, and we stand ready to continue partnering with the district to ensure realization of its vision.

Please let us know if you have any questions. With the support of the Department of Education's MSAP grant, we look forward to another strong school in the public Montessori ecosystem.

Sincerely,

[redacted]

Sara Suchman
Executive Director, NCMPS

[redacted]

Monique O'Grady
Board Chair, NCMPS
Former School Board Chair, Arlington Public Schools

The Bucknell Elementary School Enrollment Data Tables attachment has been uploaded separately as an Microsoft Excel file to Grants.gov.

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☒ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Lillard, A., Tong, X., & Bray, Paige (2023). Seeking racial and ethnic parity in preschool outcomes: an exploratory study of public Montessori schools vs. business-as-usual schools. Journal of Montessori Research 9 (1), 16-36. https://journals.ku.edu/jmr/article/view/19540/18363	(Figure 1, p. 25) Academic achievement scores over time from prekindergarten to kindergarten in Montessori indicated closing of gaps between Black, Hispanic, and multiracial compared to White. (Figure 2, p. 26) Students in Montessori program did not show gaps in teory of mind by race by end of preschool.	(Tables 1-2, pp. 25-26) Study contributes to "promising evidence" and was conducted on 134 students who entered a public Montessori school program at age 3 in the northeastern U.S. Approximately half of the students were identified as White, and the other half were identified as Black, Hispanic, or multiracial. This study correlates with the age group and demographics of the initial phase for the proposed project.

Seeking Racial and Ethnic Parity in Preschool Outcomes: An Exploratory Study of Public Montessori Schools vs. Business-as-Usual Schools

Angeline S. Lillard[1], Xin Tong[1], and Paige M. Bray[2]
[1] University of Virginia, [2] University of Hartford

Keywords: *preschool, racial equity, child outcomes*

Abstract: Montessori pedagogy is a century-old, whole-school system increasingly used in the public sector. In the United States, public Montessori schools are typically Title I schools that mostly serve children of color. The present secondary, exploratory data analysis examined outcomes of 134 children who entered a lottery for admission to public Montessori schools in the northeastern United States at age 3; half were admitted and enrolled and the rest enrolled at other preschool programs. About half of the children were identified as White, and half were identified as African American, Hispanic, or multiracial. Children were tested in the fall when they enrolled and again in the subsequent three springs (i.e., through the kindergarten year) on a range of measures addressing academic outcomes, executive function, and social cognition. Although the Black, Hispanic, and multiracial group tended to score lower in the beginning of preschool in both conditions, by the end of preschool, the scores of Black, Hispanic, and multiracial students enrolled in Montessori schools were not different from the White children; by contrast, such students in the business-as-usual schools continued to perform less well than White children in academic achievement and social cognition. The study has important limitations that lead us to view these findings as exploratory, but taken together with other findings, the results suggest that Montessori education may create an environment that is more conducive to racial and ethnic parity than other school environments.

Racial inequality in the United States is a significant concern. One manifestation of the racial and ethnic opportunity gap is inequality in educational outcomes based on race in school (Reardon et al., 2019). Such differences are in place even before first grade, and they remain throughout schooling (Henry et al., 2020; Magnuson & Duncan, 2006; Paschall et al., 2018). Furthermore, it seems that schools exacerbate racial differences because the differences in learning rates between Black and Hispanic versus White students expand during the school years and contract in the summers (Haberman, 2010; Kuhfeld et al., 2021). Although U.S. public schools have, since their founding, been regarded as potentially addressing inequality by providing universal opportunities that eliminate prior differences (Mann, 1848/1961), in some ways schools may be engineered to continue inequality (Hammond, 2020); certainly racial inequity persists today, even after decades of efforts at its elimination via the conventional educational system (Jeynes, 2015). It is possible that a different pedagogical approach may address achievement gaps better than conventional pedagogy. Here we ask whether Montessori preschool may address the inequality in educational outcomes based on race at kindergarten better than other business-as-usual preschool programs.

Montessori Education

The Montessori education system has existed for more than 100 years and is now the most common alternative pedagogy (Debs, 2019; Debs et al., 2022), used in at least 600 public schools and at least 3,000 private U.S. schools and serving children from ages 3 to 18 (National Center for Montessori in the Public Sector, 2023; this census undercounts because not all schools provide data). Maria Montessori was a physician who first worked with atypically developing children in Rome and then with children from families with lower incomes. She eventually performed research on all inhabited continents to create a pedagogy she intended would help all children become flourishing, independent adults (Moretti, 2021). She explicitly addressed social inequity in her founding address to her first school (Montessori, 1967), and social reform aimed at supporting poor and disadvantaged people was a primary mission throughout her life (Trabalzini, 2011).

The Montessori system of education involves specific inputs. As laid out in a recent logic model (Culclasure et al., 2019), these inputs include the classroom features of mixed, 3-year age groupings in large classes with high child-to-teacher ratios; 3-hour uninterrupted work periods during which children may freely choose from a full set of specific, hands-on materials they have been taught to use; and well-trained teachers who carefully prepare and organize the environment for learning, provide small-group or individual instruction, observe all children carefully and assess them formatively, and engage in their own ongoing professional development. Montessori pedagogy emphasizes the classroom environment itself as another teacher; lessons using the Montessori materials in this environment are interconnected and given in a spiraling and successive curriculum (Preschlack, 2023). In addition to learning to carefully and objectively observe so they know how to support children's development, teachers are trained to deeply respect every child, the developmental process, and the interconnectedness of all life (Cossentino, 2009). This deep respect is reflected in a positive emotional climate and frequent and positive peer collaboration in Montessori classrooms (Lillard, 2017; Pottish-Lewis, 2021).

Montessori Pedagogy's Potential Impact on Racial Equity

Some aspects of the Montessori Method of educating children may mitigate racial differences in achievement, whereas other aspects may exacerbate them. One possible mitigator is that Montessori teacher training focuses on each child's individual development and is undergirded by a belief that every child has the potential to flourish in life if properly nurtured. As noted, teachers' attitudes toward all children are meant to undergo a personal transformation during training (Cossentino, 2009; Whitescarver & Cossentino, 2007). Teachers come to believe that all children will develop themselves not because a teacher teaches anything, but because the teacher provides an environment that enables concentration. In Montessori theory, it is children's own concentration—more than the teacher or lessons—that causes development, given a proper learning environment (Montessori, 2012). Once concentration happens, the teacher's job is to stay out of the way and not interfere. Social harmony is claimed to occur naturally within classrooms as the children in the class achieve concentration on their work (Montessori, 2012). In addition, Montessori viewed every child as equal at birth; in an introductory lecture to the last teacher-training course she gave in London in 1947, she said,

> *No matter to what race they belong, to which part of the world they are born, newborns are all alike*

> *. . . . There is another period when we are all alike and this is the period of childhood. All human beings follow the same laws when it comes to development. It is curious, but no matter whether they are Chinese, Indian, African, or European, children all start talking at the same time . . . .* (Montessori, 2012, pp. 4–5)

She lectured to future teachers that every child is a miracle and that teachers must focus on the "greatness of their powers" (Montessori, 2012, p. 6). Teachers are taught to observe (as a scientist observes) every child and to believe that every child is capable of great work (Cossentino, 2006) if teachers create conditions that will further the child's development. In this way, teachers' racial bias may be mitigated in Montessori training; they embrace every child as a miracle, and they focus on creating an environment to allow every child-miracle to unfold.

A second way that Montessori pedagogy may mitigate racial disparities in achievement is through its centralizing of self-determination (Lillard, 2019). Children choose what they do all day long (as long as their choices are constructive). If the "pedagogy of poverty" (Haberman, 2010, p. 81) is reinforced by restricting the access of children of color to challenging material in conventional schools, then giving children full access to materials in Montessori schools may free all children to develop to their fullest potential. As a corollary to the impact of self-determination, a teacher's belief that children may not be capable of doing the work is inert when children choose their own work. By contrast, in conventional schools, teachers' beliefs in students' abilities differ by children's race (Dee & Gershenson, 2017). Furthermore, because the materials are self-correcting, Montessori teachers do not tell a child they are wrong or have not worked carefully enough; children can see such things for themselves. With self-determination at its core, Montessori pedagogy "allows students to flex their cognitive muscles and become independent learners" (Hammond, 2020, p. 152), which is crucial for education equity.

However, there also are two aspects of Montessori education that may work against parity in racial achievement outcomes. One of these is differentiated instruction in the hands of teachers who may remain biased despite their training. Most Montessori teachers are White, whereas most students in public U.S. Montessori schools are children of color (Debs, 2016). If White teachers underestimate the intellectual capabilities of children of color (Dee & Gershenshon, 2017), then they may not give them lessons as readily, thereby impeding some children's progress in the individualized curriculum because children can use only the materials that they have been shown how to use. If children of color are limited by their teachers' biases, then the performance of world-majority children in Montessori classrooms could be worse, on average, than the performance of world-majority children in conventional schools, where children typically get large-group lessons with their classmates (Bassok et al., 2016).

Another aspect of Montessori education that may perpetuate inequality is the fact that it was designed by an Italian woman and her collaborators in the first half of the 20th century; many of its lessons may therefore ensconce a Eurocentric viewpoint that may fail to acknowledge alternative views. Although Montessori and Mario Montessori Sr., her son and collaborator, traveled extensively and spent seven years in India during and after World War II (Montessori, 2020), the potential for cultural hierarchy to pervade the curriculum and materials certainly exists. As Hammond (2020) stated, culturally responsive pedagogy "requires teachers to have the most useful analogies, illustrations, examples, and demonstrations that help make the content comprehensible to the student" (p. 157); the century-old Montessori materials and lessons may not speak to children of color.

Existing Research on Racial Outcomes of Montessori Education

Studies on the outcomes of Montessori education for world-majority children are not entirely consistent, and they have limitations. First, we review studies of elementary school–aged students that have shown that Montessori students had significantly better or similar outcomes than peers in comparison schools. One such study focused only on children in magnet schools, comparing the state test scores of Black or African American children in three urban public Montessori schools in North Carolina with those of students in three other magnet schools (Brown & Lewis, 2017). It found higher reading test performance and equal math test performance for students in Montessori schools. However, this study was small and limited to a few magnet schools. A much larger study of children who attended South Carolina public schools used participant matching for demographics and prior test scores and also controlled these factors (Culclasure et al., 2018); it also found a pattern of greater school-year growth in English

language arts (ELA) and social studies scores for Black children enrolled in the state's 23 public Montessori schools as compared with the children in other public South Carolina schools; however, Hispanic children's growth was not significantly different, nor were math or other scores for Black children. Thus, in this tightly controlled study, there was evidence of Montessori schooling benefiting Black children in elementary school in two subjects, but there was no general pattern of better performance for world-majority children.

Snyder et al. (2022) conducted a nationwide study, examining proficiency levels on third-grade and eighth-grade state tests at Montessori schools (N = 191 schools) in the 10 U.S. states or regions (i.e., Washington, DC, metropolitan area) with the most public Montessori schools, as compared with proficiency levels of their districts (after removing the Montessori schools' scores). They found that public Montessori school students classified as Hispanic and as African American were, as groups, significantly more proficient on state ELA tests than were children attending all other public schools in their districts. On state math tests and compared with their third-grade counterparts in other district schools, African American children performed better, and Hispanic children performed similarly. In this study, even more than in the two just described, better performance may reflect factors outside of schooling itself because the Montessori schools were likely a parent choice (i.e., involving a special application process), and individual child-level data were unavailable. Snyder et al. (2022) attempted to address the issue of extraneous influences by examining differences in proficiency levels in eighth grade while controlling for proficiency levels in third grade. For Black and Hispanic children, the differences in eighth-grade proficiency levels controlling for third-grade proficiency levels were significantly greater for Montessori schools than for those in the rest of their districts' public schools, in both ELA and math. However, students who remained in Montessori schools until eighth grade may have been students who were particularly likely to thrive there.

These three studies suggest that Montessori pedagogy may reduce racial inequality to some degree during the elementary school years, particularly for Black children. Only one study has examined race and ethnicity in preschool. Ansari and Winsler (2014) compared children enrolled in HighScope programs to those in modified Montessori programs in Miami-Dade County, Florida; the Montessori programs were modified in that they had only one age group. Ansari and Winsler found that Hispanic children showed more academic development in Montessori programs than in HighScope programs by the end of kindergarten; these advantages held through third grade (Ansari & Winsler, 2020) but were not observed for Black children in the modified Montessori program at either time point. However, given the racial segregation in Miami-Dade County (Ansari & Winsler, 2014), children of different races were living in different neighborhoods and attending different schools. Because Hispanic children in the study were at different Montessori schools from the Black children in the study, it is possible that the different schools' quality undergirded the different results by race. Another possibility relates to cultural differences in parents' communication style. Black parents tend to use more directive language with children (Miller, 1996; Miller & Hoogstra, 1992). Montessori teachers are trained to use respectful language; in White culture, "respectful" can sometimes be interpreted to mean less direct. Because it differs from many Black children's home language, indirect language may be less effective for Black children. By this reasoning, young Black children in Montessori environments may be less apt to thrive, and the fact that older Black children appear to thrive in Montessori programs may suggest that cultural adaptation occurs on the part of the children or their teachers in public elementary schools.

In sum, some suggestions propose that children of color may thrive in Montessori public schools more than in other public schools, but many of these data are at the elementary level. The sole preschool study suggests that Montessori pedagogy may benefit Hispanic children, but in that study, among other issues, the Montessori program was modified.

In fact, fidelity is at issue in all the studies just reviewed; the fidelity of the Montessori programs was either not well documented or was known to include key modifications. Montessori programs vary widely in fidelity (Daoust, 2004; Daoust & Murray, 2018; Murray & Daoust, 2023), and outcomes can vary accordingly (Lillard, 2012; Lillard & Heise, 2016). In the Miami-Dade County study comparing Montessori programs with HighScope programs, for example, the Montessori program lacked the 3-year age grouping required for high-fidelity Montessori pedagogy (Lillard & McHugh, 2019a); instead, each classroom included only 4 year olds. In the South Carolina study by Culclasure et al. (2018), fidelity in some schools was rated low on a rubric that was designed for the study. A second problem, also noted previously, is that public Montessori schools are typically

choice schools (Culclasure et al., 2018), meaning that parents have chosen Montessori schools among an array of options. Although Brown and Lewis (2017) did compare Montessori schools with other choice (i.e., magnet) schools, we cannot know if characteristics of parents who choose public Montessori schools differ in ways that may directly cause different outcomes. In the South Carolina study (Culclasure et al., 2018), this concern is mitigated but not eliminated by examining year-over-year gains. Thus, the claimed Montessori effect in all of these studies may be an effect of parents who choose Montessori schools, rather than an effect of the pedagogy.

The Current Study

The study described here addresses problems in prior studies with secondary analysis of data from an existing study (Lillard et al., 2017). In this study, the participants were children in high-fidelity Montessori schools who had been admitted by a lottery. The lottery-admission criterion addresses the issue of possible differences in the children being created by differences in parents who choose Montessori schools for their children. This is because the parents of children in the control group (i.e., those who had not been selected in the lottery) had also made the choice for their children to attend the same Montessori schools. In the Lillard et al. (2017) study, children in Montessori schools performed better over time on early academic measures as well as on a test of social cognition, they were more likely to persist in the face of challenge, and they performed somewhat better on tests of executive function at age 4. Lower-income children were particularly affected—positively so—by Montessori education.

Initial results from the prior study did not address race because "the income achievement gap, which is larger than the racial achievement gap, is present by kindergarten, and persists at that high level throughout school" (Lillard et al., 2017, p. 4; Reardon, 2011). This failure to consider race as an independent variable reflected a view that the root of racial disparities in achievement is income disparities that coincide with race (Magnuson & Duncan, 2006).

The present secondary analyses focus on race because race itself is also an important factor in differences in achievement (Burchinal et al., 2002; Reardon, 2016). The most pertinent analyses, given national concern about racial differences in educational outcomes, address whether inequality in educational outcomes based on race exist in Montessori schools to the same degree as in control schools (i.e., the schools children attended when they were not selected by lottery placement in the Montessori schools). In the original study, the participating children were identified by a parent or guardian as African American, Asian, White, Hispanic, multiracial, or other. African American, Hispanic, and multiracial peoples are historically marginalized in the United States, and thus were the groups of most interest in a study addressing inequality in educational outcomes based on race, such as the present study. Although these groups have very different histories in the United States, no single group was sufficiently numerous for reliable analysis as a separate group, so they were combined. Children identified as Asian were not included in the current study because our analyses focused on groups that have historically faced structural inequity and obtained lower performance scores in school (Reardon et al., 2019). In addition, we omitted one child from the study whose parents declined to identify any ethnicity. Because our numbers were still small even when the groups were combined, we consider our analyses to be merely exploratory.

The study focus is academic achievement by race; the current study also examines executive function and theory of mind, which are predictive of academic achievement (Blair & Razza, 2007; Robson et al., 2020). The three outcomes that will be examined are discussed next in the context of existing literature regarding race.

Academic Achievement

As noted, several studies have found inequality in educational outcomes based on race, which is widely considered an opportunity gap (Reardon, 2011, 2016; Reardon et al., 2019). This gap may be caused by schools in which Black, Hispanic, and multiracial children are enrolled offering fewer opportunities (e.g., reading specialists or good library collections) or by fewer opportunities being afforded to Black, Hispanic, and multiracial children than White children within the same schools. At issue is whether the differences in educational outcomes based on race for Black, Hispanic, and multiracial versus White children in Montessori preschools are the same size as the difference seen in children in control preschools.

Executive Function

Executive function refers to the prefrontal processes that allow us to make plans, inhibit one behavior in preference for another, and hold and manipulate information in our minds (Miyake et al., 2000). Several

studies have suggested that executive function in young African American children may sometimes be less developed than in White children (e.g., Blair et al., 2011; Little, 2017); differences in academic achievement may be related to differences in executive function (Nesbitt et al., 2013) because self-regulation predicts academic achievement (Robson et al., 2020). Although reasons for delays in executive function in children of color are unclear, one suggestion is that higher levels of family stress associated with racism interfere with prefrontal development (Hackman & Farah, 2009).

Theory of Mind

Theory of mind refers to a key aspect of social understanding, specifically appreciating that others have mental states that reflect how they construe the world and that drive their behavior. Along with being related to social competence (Wellman, 2011), theory of mind predicts academic achievement (Blair & Razza, 2007; Lecce et al., 2017). Several important developments in theory of mind occur in the preschool years, when children first understand that people may have divergent desires and perceptions and, later, that people can have divergent beliefs. There is a dearth of information about the performance of different racial and ethnic groups in the United States on theory of mind tests; most studies have used majority-White samples and had insufficient subgroup numbers to examine outcomes by race or ethnicity (e.g., Weimer & Guajardo, 2013). However, three studies did provide data on the performance of different racial and ethnic groups in the United States on theory of mind tests. Curenton (2003) tested a sample of African American and European American children enrolled in Head Start programs. Controlling for language proficiency, Curenton found lower performance on the contents version of the false belief test among African American children than White children. In a contents false belief test, crayons are placed in a Band-Aid box and children are asked what a naive person (i.e., someone who had never seen inside the box) would think was in the box—in other words its contents. Curenton found no racial differences in performance on two other standard theory of mind tests. The contents false belief finding replicated a previous study in which a mainly African American sample performed less well on the contents false belief test than is typical for predominantly White samples (Holmes et al., 1996). A more recent study using a full five-part Theory of Mind scale (Wellman & Liu, 2004), with a sample described as predominantly children of color, found they passed all tasks on the scale at an older age on average relative to other studies with predominantly White samples (Baker et al., 2021). In sum, although few theory of mind studies have addressed race in a U.S. context, those that have suggest that the development of theory of mind in children of color may occur somewhat later, at least on specific tests, than in White children; here, we ask whether there is parity in this development for children of different races who attend Montessori schools.

In sum, the goal of the present study was to analyze an existing dataset to determine whether high-fidelity Montessori preschool environments are places of greater racial parity than business-as-usual preschools for academic achievement, executive function, and theory of mind development.

Method

Participants

Participants were 134 children with an average age of 41.16 months; *SD* = 3.30, range = 33.8–48.7 at their first testing point in the fall of their first year of prekindergarten (PK3, or prekindergarten at age 3 years) (See Table 1). Seventy-two children were male and 62 were female; 53 children were identified by their parents or guardians as White and 81 as either African American ($n = 23$), Hispanic ($n = 27$), or multiracial ($n = 31$). Of the nine multiracial participants whose parents specified what "multiracial" meant, six children were Hispanic/Latino and White, two were African American and White, and one was African American and Hispanic. The average household income in the full sample was [redacted] (*SD* = [redacted]; range = [redacted]). Average maternal education included some college (6.67, *SD* = 1.2, range = 2–8: where 2 = ninth grade, 5 = high school diploma, 8 = graduate school; see Appendix).

Lottery and Control-Group Schools

The children's parents or guardians had entered them in a lottery to enter the PK3 program at one of two high-fidelity urban public Montessori schools in the northeastern United States in one of the 4 years spanning 2010–2013. The fidelity of the schools was indicated by their being recognized by Association Montessori Internationale of the United States (i.e., AMI/USA), the American branch of the association Maria Montessori founded in 1929 with the aim of maintaining and developing her pedagogy. AMI/USA has a formal recognition program for schools that have AMI-trained teachers and that apply the pedagogy according to specific

Table 1

Average and Standard Deviation of Age, Household Income, and Maternal Education and Numbers of Each Race by School Type

Variable	Montessori group (*SD*)	Control group (*SD*)
Age at fall test in months	41.45 (3.21)	40.87 (3.38)
Household income	[redacted]	
Maternal education	6.72 (1.31)	6.62 (1.11)
Race (*n*):		
White	33	20
Hispanic	11	16
Black	12	11
Multiracial	12	19

Note. For maternal education, 2 = ninth grade, 5 = high school diploma, and 8 = graduate school.

standards. The lottery was random except for sibling and staff preferences and preferences for children who live in the neighborhood; no staff children were included in the study, and only two siblings were. Omitting the siblings (i.e., students whose families had been enrolled through previous years' lotteries) did not affect results. There was also one crossover (i.e., noncomplier) child in the control group who had been admitted to one of the two Montessori schools but did not attend. Excluding this child also did not change results. The fact that both of the schools were magnet schools and thus were in low-income neighborhoods but admitted a fixed percentage of children from outside of the neighborhood means that, ideally, our study enrollment could have incorporated the information about what lottery categories (or blocks) the children were in. Unfortunately, when the study was conducted, no information was available regarding neighborhood-preference lottery blocks; this threat to validity is discussed further in the Limitations section.

All children's parents had specified one of two Montessori schools as their first choice. Among the lottery-waitlisted children, only those who went to another type of school (i.e., not another Montessori school) were included in the study; thus, the study used a treatment-on-the-treated design.

Control Schools

The control participants were in 51 different schools when they were 3 years old, including other magnet schools (e.g., a Reggio magnet school, a science specialty school), childcare centers such as Bright Beginnings, and cooperative schools. Thirty-one control children were in urban schools, and 35 were in suburban schools. Twenty-two control children were in public schools, and 14 of these were in a public magnet school. Thirty-seven children were in private schools or day-care centers (roughly half urban, half suburban), and seven were in urban Head Start programs. At the time of the study, all public early childhood programs in the state in which the study took place were required to satisfy National Association for the Education of Young Children (NAEYC) accreditation standards and be a member of the state's early childhood professional registry. This state also required an early childhood teaching credential that entailed either (a) being a graduate of an approved (public state) higher education program or teaching experience or (b) a degree from an unapproved institution and 12 credits in early childhood education. No further information on the control children's schools is available.

Measures

Measures used in the study addressed children's early academic achievement, executive function, and theory of mind.

Academic Achievement

Academic achievement was measured with four Woodcock-Johnson IIIR subtests (McGrew & Woodcock, 2001): Picture Vocabulary, Letter Word, Applied Problems, and Calculation. These tests are widely used in the field and have been normed on nationally representative samples of children ages 4 and older. Some Letter Word test stimuli were modified to reflect that Montessori classrooms teach cursive letters: The early items in which children identify letters were overlaid with cursive letters for the Montessori participants. The Calculation subtest was administered only to children who reached item 19 on the Applied Problems test. The Applied Problems and Calculation raw scores were

summed to create a math score. In the original study, the Math, Letter Word, and Picture Vocabulary scores loaded on a common factor and were highly correlated ($r > .80$); to reduce the number of comparisons, these scores were combined (by adding z scores) for an overall academic achievement score for each child (for another prominent study using such a strategy, see Lipsey et al., 2017).

Executive Function

Two tests measured executive function: Head-Toes-Knees-Shoulders, or HTKS (Ponitz et al., 2009), and Design Copy (Korkman et al., 2007). HTKS is an opposites game in which children have to touch the opposite of a specified location; the experimenter explains the test ("When I say touch your toes, I want you to touch your head") and then gives a series of commands. Children are given 2 points for immediately touching the opposite location, 1 point for starting to touch the wrong location and then switching to the right location, and 0 points if they touch the designated location (e.g., touch their head when told to touch their head). Children who do well on the Head-Toes portion have Knees and Shoulders added to the command set. There are 10 commands in each section, so the possible scores range from 0 to 40.

Design Copy is a subtest from the Visuospatial Processing section of the neuropsychological assessment NEPSY-II; it was administered and scored in the standard manner (Korkman et al., 2007). Children were shown a 4 x 4 grid with geometric or other shapes in each box of the top row and the third row. The first box had a vertical line; the experimenter showed children how to copy the line in the box below it, saying, for 3- and 4-year-olds, "See this line? I will draw one here." The experimenter then pointed to the second figure and the second box in the second row and said, "Now you draw one here," pointing to the second figure (i.e., a horizontal line) and the box below it. When children were in kindergarten, and for the remaining items, the experimenter simply pointed to the top figure and then the box below, saying, "Copy this one here."

This sequence continued until a child failed to copy three consecutive figures, or for 16 items. Raw scores ranged from 0 to 16. An independent coder coded a randomly selected subset of children at each test period, and interrater reliabilities across the two coders were excellent: $r = .98$ (28 children at Time 1), $r = .97$ (23 children at Time 2), $r = .95$ (15 children at Time 3), and $r = .91$ (21 children at Time 4). To reduce the number of comparisons, the scores on HTKS and Design Copy were converted to z scores and summed for an executive function score. A second rationale for combining the two scores is that single measures of executive function are less reliable than composite measures created from more than one test (Willoughby et al., 2011).

Theory of Mind

Theory of mind was measured using the Theory of Mind scale (Wellman & Liu, 2004). The scale has good psychometric properties (Beaudoin et al., 2020; see their Supplementary Table 2). Four consecutive tests from the scale were used; children's scores on each of the four theory of mind tests were summed for the scale score and also examined separately.

Each short vignette in this scale measures an aspect of understanding others' minds and is presented either with small dolls and other objects or with pictures. For the test entitled Diverse Beliefs, children were shown a doll and pictures of different locations and then asked where they thought an object was (e.g., the doll's cat)—in the bushes or in the garage. After children responded, they were told the doll thought her cat was in the other location; children were then asked where the doll would look for her cat. The correct answer was where the doll (not the child) thought it was.

For the test assessing children's understanding of knowledge access, children were shown a doll and a doll-sized cupboard and then were asked what was inside the cupboard. The children were then shown the contents of the cupboard (e.g., a ladybug) and were asked what the doll, who had never seen inside the cupboard, would think was inside.

For the contents false belief test (described earlier), children were shown a standard box (e.g., a Band-Aid box) and, after the children agreed that they thought the box would contain Band-Aids, they were shown that it actually contained crayons. The children were then asked what a doll who had never seen inside the box would think was in it.

Only children who passed the contents false belief test by saying that a person would think the Band-Aid box contained Band-Aids were given the final theory of mind test, the appearance reality emotion test. For this test, participating children were given a scenario in which a child received a disappointing gift. To pass the test, participating children had to report that the child who received a disappointing gift would pretend to be happy in front of the giver while feeling sad inside. This test is given

only to children who successfully complete the false belief test because it is highly unusual for a child who has been unsuccessful on the false belief test to pass the appearance reality emotion test (Wellman, 2014). Because there is a maximum of four tests, each of which is either passed (for a score of 1) or failed (for a score of 0), Theory of Mind scale scores in this study range from 0 to 4.

Procedure

Children were tested individually by trained experimenters on the battery of measures on each of four occasions: in the fall soon after they matriculated (September–December), approximately six months later, and then approximately 12 and 24 months after that. Most children were tested in their school or day care; some were tested in a local library. All children were tested in English. The study methods are described in more detail in Lillard et al. (2017).

Power

Given the sample sizes here, using Cohen's *d*, a power of .8, and the standard alpha of .05, the minimum Cohen's *d* is 0.69 for the Montessori group and 0.76 for the control group. These effects are quite large for field research in schools (Kraft, 2020), so our study is underpowered; this is a second reason why we consider the study to be only exploratory.

Analytic Approach

The research question addressed in this analysis was whether racial disparities that exist in business-as-usual preschools also exist in Montessori preschools. We first examined whether socioeconomic status, the education of the mother and father, and racial and gender balances differed across Montessori and control groups. Next, to address the primary research questions regarding whether racial disparity is less apparent in Montessori programs, the data file was split between Montessori and control groups. We conducted two longitudinal latent growth curve analyses on each variable, the first to determine whether the slope of change across the preschool years differed for White versus Black, Hispanic, and multiracial children in Montessori schools and the second to determine whether the slope of change differed for children in these groups in the control schools. These analyses were followed by simple *t* tests examining whether there were racial group differences at any time point for the focal variables within each school group. Differences at single time points were deemed less interesting than patterns of difference; hence, we report results reflecting clear directional patterns. Analyses were performed via Mplus (Version 8.4) and R software (Version 4.2).

Results

The Montessori and control groups were not significantly different in terms of racial or gender category (as determined by chi-square tests), nor did they differ in age, household income, or mother's highest level of education at baseline (using *t* tests). Although not significantly different, the racial composition was not identical (possibly suggesting some compromise in the random assignment, due either to not taking neighborhood preferences into account or to differentials in the choice to participate in the study by condition). For this reason, race was accounted for in the analyses. Because our samples were small and therefore more prone to spurious effects, we also controlled for gender and maternal education (which is highly related to income) in analyses where possible.

Children were not clustered in classrooms (as they would be had we used hierarchical modeling) because (a) for the control children, typically only one child was in a classroom (indeed, only one child was typically in each control *school*) and therefore there were no clusters; and (b) for the treatment children, the classroom composition changed markedly each year as 33% of the children were replaced by a new set of children. There also was teacher and assistant turnover in the 11 classrooms involved in the study. Because of this instability, it did not make sense to us to cluster sets of children within Montessori classrooms.

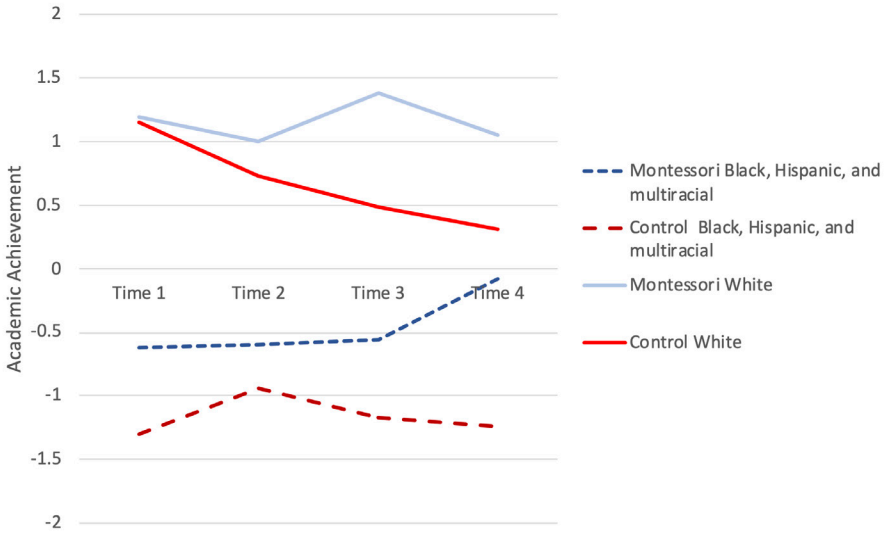
There was sample attrition during the study: From the first test point to the fourth test point, the Montessori group decreased from 68 children to 57, and the control group decreased from 66 children to 61. The primary cause of attrition was parents moving out of the area; because moving out of the area is (in study terms) a random event (rather than caused by a systematic variable related to Montessori education), the missing data were viewed as missing at random. Missing data were managed using full information maximum likelihood estimation.

Academic Achievement

Latent growth curve analyses were performed on data from each school group, controlling for baseline score (Time 1) at the intercept and for baseline score,

Figure 1

Academic Achievement z Scores Across Time by School Type and Racial Group



gender, and maternal education when examining the slope. Details are provided in the Appendix.[1] For both groups, as expected, test point affected the intercept in that Black, Hispanic, and multiracial children's academic achievement was lower when they first began school. Thereafter, for children in Montessori schools (i.e., the treatment group), test point was not significantly related to the slope of academic achievement. However, it was in the control group, with a beta of -0.243 (p = .026).

This pattern in academic achievement was reiterated using t tests. Significant differences in White versus Black, Hispanic, and multiracial children in the control group were seen at all four test points. In the treatment (i.e., Montessori school) group, significant differences between White versus Black, Hispanic, and multiracial children were present at the first three test points, but the difference was not significant by the end of kindergarten. This pattern is shown in Figure 1, in which the lines of the Montessori group begin to close from the 4-year-old prekindergarten (PK4) year to the kindergarten year (i.e., the third to the fourth test point), with the Black, Hispanic, and multiracial children's z scores improving for treatment children, whereas the control children's lines remained separate and did not improve relative to the sample. In fact, the achievement z scores of the Montessori Black, Hispanic, and multiracial group approached those of the control group's White children by the spring of the kindergarten year.

Theory of Mind

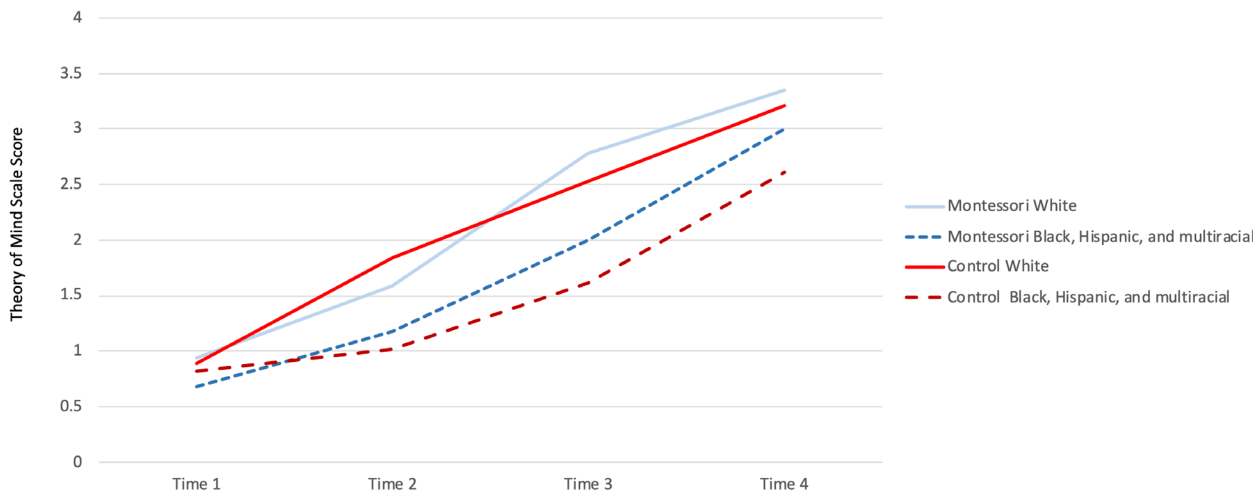
The same latent growth curve analysis was performed on the total Theory of Mind scale score and revealed no racial differences in the slope of theory of mind development in either the Montessori group or the control group. Details are provided in the Appendix. Although the latent growth curves were not significant, model fit was not ideal. Using an alternative analytic method, t tests showed significant racial group differences at all spring test points in the control group: White children in the control group scored higher than Black, Hispanic, and multiracial children at each spring test point. No pattern of racial difference was observed in the Montessori group, as Figure 2 shows.

Because prior research had shown racial differences particularly on one test (i.e., contents false belief), we ran Mann-Whitney U tests (appropriate for 0–1 data) to examine possible racial differences at each test point

[1] Although the sample size is relatively small for growth curve analyses, children were randomly assigned to the Montessori group or the control group. Remedies (e.g., controlling for covariates) were also undertaken to strengthen the statistical conclusion validity. Although Bayesian methods in conjunction with informative priors perform better with small sample sizes, they may produce incorrect conclusions when the prior information is incorrect (Shi & Tong, 2017). For our analysis, we tried Bayesian methods with noninformative priors; the results were the same as our current results. It is difficult to find informative priors and check whether they are accurate. Because Bayesian methods are less familiar to most researchers, we did not report the results from the Bayesian approach.

Figure 2

Theory of Mind Scale Scores Across Time by School Type and Racial Group



for each test on the scale. In the control group, White children were more apt than Black, Hispanic, and multiracial children to answer correctly on the false belief test in the spring of both their PK3 and their PK4 years, or Times 2 and 3 ($U = 290.0, 260.0$; $p < .001$, $p = .001$, respectively), as well as the knowledge access test at those same time points ($U = 267.5, 312.0$; $p = .002, .024$, respectively). The hardest test on the scale, the appearance reality emotion test, also trended to difference at the end of the kindergarten for children in the control group ($U = 109.5$, $p = .076$). By contrast, for children in the Montessori group, the knowledge access test showed a racial group difference when they first started school (Time 1): $U = 404.0$, $p = .016$. The significance of that difference was reduced by the end of PK3 (Time 2) in the Montessori group ($U = 412.0$, $p = .051$); thereafter (Times 3 and 4), the difference in the knowledge access test scores of White children versus Black, Hispanic, and multiracial children was not significant in the Montessori group.

Executive Function

The same latent growth curve analysis was performed on the executive function composite and revealed no differences in racial group performance in either type of school. Again, details are provided in the Appendix. For executive function, *t* tests at each time point also showed no patterns of differences.

Discussion

Education in the United States has long been viewed as a mechanism that may level economic outcomes by providing opportunities to all children. Current assertions and developing mainstream understandings of how implicit bias can affect opportunities in schools run counter to this long-held view (Hammond, 2020). The present exploratory secondary data analyses add to a body of existing research that suggests Montessori education may be a mechanism for creating more equal outcomes for Black, Hispanic, and multiracial children.

The first finding is related to racial differences in academic achievement. In both samples, when children began school at age 3, there were differences by race, with Black, Hispanic, and multiracial children scoring lower than White children. These differences remained throughout preschool for Black, Hispanic, and multiracial children in the control group; for Black, Hispanic, and multiracial children in Montessori classrooms, scores were similar by the end of preschool, and the racial difference in academic achievement was no longer significant. This finding is consistent with existing literature that showed smaller racial test score gaps for children in Montessori programs compared with other school programs (Brown & Lewis, 2017; Culclasure et al., 2018; Snyder et al., 2022), as well as better performance among Hispanic children in modified Montessori programs versus HighScope programs (Ansari & Winsler,

2020). This finding is also consistent with qualitative research reporting on interviews with adults ages 25 to 40 who attended a predominantly Black Montessori preschool as young children. Although there was no control group in this mixed-methods study, these adults were highly successful: 92% had an undergraduate degree (compared with less than 40% of Americans in general), and 25% also had postgraduate degrees (Lillard et al., in press).

There are limitations in all of these studies, but if the results are valid and reliable, what might be responsible for the finding that gaps in performance of different racial groups remained steady across preschool for the control group but lessened over time for children attending public Montessori schools? Because all parents of the children in the present study had selected a Montessori school for their child, it seems unlikely that the findings in this study can be attributed to preexisting differences in Montessori parents versus control parents (cf. Todd & Wolpin, 2007). Another possibility is that different schools have different resources. Children in the Montessori group were at the same two public schools, distributed across 11 Montessori preschool classrooms. By contrast, children in the control group were at 51 different schools at the start of the study. It is possible that Black, Hispanic, and multiracial children who were not admitted to Montessori schools attended lower-quality schools than did White children who were not admitted to Montessori schools and that those lower-quality schools then exacerbated differences over time.

Unfortunately, little information about the schools attended by control children was collected, but it is possible that different schools contributed to the different levels of performance seen in the present study. Although some research has found that school inputs have little effect after family inputs are accounted for (e.g., Todd & Wolpin, 2007), certainly preschool quality is known to have effects (Yoshikawa et al., 2013). However, studies that use hierarchical linear modeling to control features at the classroom level (where resources or classroom quality are the same) still find inequality in educational outcomes based on race (Quinn & Cooc, 2015). Finally, even within the same conventional schools, although differences in levels of performance by race decrease somewhat, there are still differences (Singham, 2003). High-quality preschool does reduce inequality in educational outcomes based on race (Friedman-Krauss et al., 2016). The quality of the public control schools in the present study was likely similar to that of the public Montessori schools in several respects, in that public early childhood programs in the study state were required to satisfy NAEYC accreditation standards and to be members of the state's professional registry; teachers also were required to have specific credentials. The private control schools may explain the difference, in that perhaps White children in the control group were more likely to attend high-quality private schools than were Black, Hispanic, and multiracial children in the control group; on average, however, private and public school attendance does not render different achievement outcomes (Pianta & Ansari, 2018). In sum, it is possible that lower quality in schools attended by Black, Hispanic, and multiracial children in the control group explains our findings, but there are reasons to think this is not the full explanation. A meta-analysis of the inequality in educational outcomes based on race showed that curriculum can reduce the gap (Jeynes, 2015), and it is possible that Montessori pedagogy is one such curriculum.

Thus, we next consider the possibility that the difference in educational outcomes based on race across Montessori schools and control schools stems from features of Montessori pedagogy not present in most control preschool programs. Most preschool programs are teacher driven, not learner centered (Bassok et al., 2016). We know from many years of research that teacher expectations can be a significant predictor of student learning in conventional school environments (Good et al., 2018). In contrast to conventional teachers (Dee & Gershenson, 2017), Montessori teachers may be less likely to hold lower expectations for global majority children, although we know of no research that supports that conjecture. However, it is possible that, even if the expectations of Montessori teachers and non-Montessori teachers were equally biased, those biases may have less influence on student outcomes in the Montessori system, for reasons discussed in the Introduction. For example, this failure to negatively influence children could be caused by the different ways teachers interact with children and give feedback in each system. Montessori pedagogy offers a prepared environment that supports agency or learner autonomy (Montessori, 2012). In Montessori programs, children are given initial lessons with materials, but thereafter they learn from using the materials. The teacher's role is to make that initial connection, but children then seek to master the materials on their own. Corroborating the possibility that teacher bias has less impact in Montessori classrooms because teachers interact with children differently there, in the

Lillard (in press) interview study referred to previously, one alumnus said,

> *The Montessori environment let me know that I could identify what it is that I'm interested in, capitalize on those things, learn those materials, perfect those materials at my own pace, and then move forward on to the next project because that's where Montessori [school] always was.* (p. 16)

Another former student said,

> *Not only did [Montessori schooling] give me autonomy over what I was learning about, and the pace at which I learned, but it also in turn allowed me to feel mastery of it . . . . We were self-led. We had to figure it out for ourselves. I mean, we were given a lesson, but then we were sent off to get to work and I think that is just . . . that is so important. . . . [The teacher] was always available for help and we were encouraged to ask questions and get help, but at the end of the day it was on us, we were the ones who were taking charge of our own learning and we had to engage with whatever it was in the classroom that was at our level at that time.* (Lillard et al., in press, pp. 16–17)

In sum, perhaps Black, Hispanic, and multiracial children close outcome gaps over time in Montessori environments because teachers do not inadvertently provide feedback in ways that reinforce those gaps. One reason they may not provide such feedback is because Montessori pedagogy entails self-directed learning with a set of hands-on materials designed to teach, rather than learning that is achieved through teacher interaction with students. In this way, Montessori pedagogy shrinks achievement gaps because it frees children to capitalize on their own capabilities.

There is a third possibility that Montessori education closes achievement gaps more than business-as-usual schools do: Teacher-child relationships, in theory, may be stronger in Montessori settings than in non-Montessori settings, in part because of the one-on-one instruction that attends to a child's specific learning needs. Other researchers have shown that stronger teacher-child relationships predict, in particular, reading achievement for African American preschoolers (Burchinal et al., 2002). Although we know of no studies examining the strength of teacher-child relationships in Montessori education, it is the case that Montessori children are typically with the same teacher for 3 years (rather than the typical 1 year in most schools), providing an opportunity for stronger bonds. In addition, Montessori teachers are counseled to behave toward children in ways that may foster strong relationships (Lillard, 2017); for example, misbehaving children are not punished with a time-out but are instead asked to stay very close to the teacher until they learn to control themselves. Montessori teachers are also counseled to be warm and sensitively responsive (Lillard & McHugh, 2019b); such interactions are associated with stronger school-readiness skills (Pianta et al., 2020).

Differences in theory of mind for different racial and ethnic groups were not seen in the latent growth curve analyses, which admittedly were underpowered, but differences were seen both overall and on two of the subtests that comprise the overall Theory of Mind scale score (i.e., the knowledge acquisition and false belief tests). What may account for these differences? One possibility is that the 3-year age groupings in Montessori classrooms, which provide opportunities for learning about others' minds, are not achieved as often in the programs in control schools because many of those classrooms were likely single age or had at most 2-year groupings (e.g., Foster et al., 2020). Supporting this possibility, a Chinese study (Wang & Su, 2009) found that only children (i.e., children with no siblings) had more advanced understanding of false belief when they were in preschool classrooms with 2-year age spans than when they were in classrooms with children who were all the same age. Considering family contexts, children who have one or more siblings who are close to the child's own age, and with whom they can interact, have a more advanced theory of mind than children whose siblings are much older or younger or than children who lack siblings (McAlister & Peterson, 2013). The ability to interact with other children who are not of the same age (but are not too much older or younger) may proffer opportunities to develop social understanding among all children (Lillard & Eisen, 2017). According to one hypothesis, then, the racial differences in theory of mind disappear in Montessori schools because all children have social experiences in the classroom that spur theory of mind development.

Another possibility for why racial differences are mitigated in Montessori schools is related to the didactic apparatus itself and to the specific understandings tested in the Theory of Mind scale. In Montessori classrooms,

there are many *Sensorial activities*, which include activities meant to educate the senses of touch, smell, and hearing. When one engages in these activities, one sometimes wears a blindfold to accentuate the sense. Another standard exercise uses the Mystery Bag (or stereognostic bag), which is a bag full of little objects into which children insert their hand to feel for the correct object. For the Theory of Mind scale's knowledge access test, children know what is inside a cupboard (or drawer, etc.) but have to acknowledge that a doll who had not seen inside the cupboard would not know its contents. At school entry, there was a racial performance difference on this test in the Montessori sample, but that difference disappeared by the PK4 year. By contrast, there was no initial difference in successfully completing this test among the control sample, but there was at the later test points. It is conceivable that Montessori children's experience with Sensorial exercises, blindfolds, and the Mystery Bag helped their understanding of knowledge access. Theories concerning how a theory of mind develops in children maintain that the component understanding (e.g., knowledge access, contents false belief) are hierarchical, such that each understanding builds on the previous ones. Thus, children who understand perceptual access early also develop false belief understanding early, and then appearance reality emotion understanding early as well (Wellman, 2014). Thus, two possibilities for the different performance patterns on the theory of mind tests are that the differences stem from children interacting with peers of slightly different ages in Montessori classrooms or from specific Montessori didactic materials that help them learn about minds, or both.

Limitations

Although our findings are consistent with some other literature (e.g., Brown & Lewis, 2017; Culclasure et al., 2018), we view them as preliminary for several reasons. First, we did not have access to lottery information that enabled us to determine whether a child was admitted because they had preference due to residing in the neighborhood. We understood that both lotteries (in neighborhood and out) were competitive. Using lottery-waitlisted children as one's control group equalizes the treatment and control groups in one important way: All children in the study have a parent who entered them in a lottery to attend a Montessori school and thus are equal on any characteristics that go along with that. Nevertheless, we ideally could have also had information about who was admitted because of neighborhood preference and considered those children as a separate lottery pool as further basis for equalizing the treatment and control groups. Although racial representation was not significantly different within our small sample, across our groups it was not even: White children were overrepresented in the Montessori sample. Although we controlled for this difference in analyses, it is a reason for caution regarding the results.

Another limitation is that we know little about the alternative programs in which the control children were enrolled. Ideally, we would have had more information about the control children's experiences. It is possible that, in the control sample, the Black, Hispanic, and multiracial children attended lower-quality preschools than did White children; if so, that may explain the different patterns of performance observed in the present study. Further research should examine features of the control schools. However, we do know something about those features because all public prekindergarten programs in the test state must comply with NAEYC standards, as well as specific training standards, and there are reasons to think the Montessori curriculum itself may be responsible for the different patterns of performance seen in the present study.

Another limitation is that all children in this study participated in a lottery to enter a high-quality preschool program. It is unclear whether the results found in the present study would apply to children whose parents or guardians did not enter them in such a lottery.

Another limitation is that children of different ethnic backgrounds were grouped together to create sufficient sample sizes. The life experiences of African American children and Hispanic children and their families are different, and, although this grouping was necessary for analysis, further work using larger samples should examine separate outcomes for different racial groups. Another limitation of the small sample, besides not having sufficient representation to examine each race separately, is that, particularly for the control group, the model fit for theory of mind and executive function was less than ideal, making the results less reliable. However, differences in theory of mind were also revealed by *t* tests.

Finally, both of the Montessori schools in this study were recognized by AMI/USA for their high level of fidelity at the time of the study. Therefore, they adhered to strict implementation criteria, which included that all teachers were trained by AMI and that all teachers had Montessori materials. It does not necessarily mean that

every teacher implemented the Montessori program with fidelity, but it is a fairly good indicator of fidelity. Many schools call themselves Montessori schools but do not adhere to Montessori's pedagogy at a high level of fidelity. We do not know whether the results found here generalize to other Montessori schools or even to these study schools at another time.

Conclusion

The study found that, while children in the control group showed gaps in academic outcomes and theory of mind by race, consistent with the existing literature, children who had won the lottery to enter high-quality Montessori preschools did not show such gaps by the end of preschool (although they did show gaps initially). Although it is possible that these results stem from children in the control group attending different schools, the results may also be caused by features of the Montessori system, including self-directed learning, mixed-age groups, and specific didactic exercises. Limitations in the design of this study—including not having complete information about lotteries, a small sample, and uneven racial representation—temper the strength of our conclusions, and we hope the findings will spur further research into the possibility that Montessori education may help close racial opportunity gaps.

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Author Information

† Corresponding Author

Angeline S. Lillard† is professor of psychology at University of Virginia. She can be reached at [redacted] https://orcid.org/0000-0001-9697-6611

Xin Tong is Associate Professor of Psychology at University of Virginia.
https://orcid.org/0000-0003-3050-1554

Paige M. Bray is associate professor and director of early childhood education and Montessori studies at University of Hartford.

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Appendix

Descriptive Statistics

Variables	Montessori group			Control group		
	%		Missingness (%)	%		Missingness (%)
Race White	51		0	70		0
Gender male	54		0	53		0
	M	*SD*	Missingness (%)	*M*	*SD*	Missingness (%)
Mother's highest level of education	7.28	4.16	0	6.72	4.95	0
AA1	0.27	2.32	1	-0.34	2.28	2
AA2	0.20	2.34	1	-0.31	2.19	5
AA3	0.43	2.57	1	-0.56	1.82	2
AA4	0.45	2.29	16	-0.65	2.15	8
ToM1	0.81	0.87	1	0.86	0.70	2
ToM2	1.38	0.94	3	1.27	0.90	3
ToM3	2.37	1.14	1	1.88	1.11	2
ToM4	3.16	1.07	18	2.80	1.09	9
EF1	0.10	1.47	4	-0.17	1.33	8
EF2	0.17	1.63	4	-0.23	1.41	6
EF3	0.26	1.63	6	-0.29	1.37	8
EF4	0.23	1.35	16	-0.30	1.85	8

Note. Mother's highest level of education: 1 = eighth grade or less, 2 = ninth grade, 3 = tenth grade, 4 = eleventh grade, 5 = high school, 6 = some college, 7 = 4 years of college, 8 = graduate school; AA = Academic Achievement at Times 1, 2, 3, and 4, respectively (composite of *z* scores); ToM = Theory of Mind scale score at Times 1, 2, 3, and 4, respectively (range from 0 to 4); EF = executive function composite score at Times 1, 2, 3, and 4, respectively (composite of *z* scores).

Latent Growth Curve Model—Academic Achievement (AA)

Parameters	Montessori group			Control group		
	Estimate	*SE*	*p* value	Estimate	*SE*	*p* value
Intercept						
Race	1.799	0.510	0.000	2.187	0.455	0.000
Slope						
Race	-0.156	0.094	0.095	-0.243	0.109	0.026
Gender	-0.091	0.085	0.281	-0.151	0.085	0.076
Income	0.005	0.011	0.662	0.015	0.009	0.106

Note. Montessori group CFI = 1.0; TLI = 1.0; control group CFI = 0.99; TLI = 0.98.

Latent Growth Curve Model—Theory of Mind (ToM)

Parameters	Montessori group			Control group		
	Estimate	*SE*	*p* value	Estimate	*SE*	*p* value
Intercept						
Race	0.320	0.182	0.079	0.332	0.231	0.150
Slope						
Race	0.049	0.052	0.346	0.079	0.076	0.299
Gender	0.011	0.050	0.823	-0.076	0.055	0.172
Income	-0.002	0.006	0.754	0.004	0.006	0.548

Note. Montessori group CFI = 1.0; TLI = 1.0; control group CFI = 0.74; TLI = 0.63.[1]

Latent growth curve model—Executive Function (EF)

Parameters	Montessori group			Control group		
	Estimate	*SE*	*p* value	Estimate	*SE*	*p* value
Intercept						
Race	0.531	0.353	0.132	0.543	0.399	0.110
Slope						
Race	0.001	0.093	0.989	-0.051	0.119	0.667
Gender	-0.004	0.057	0.945	-0.115	0.085	0.177
Income	0.001	0.011	0.936	0.006	0.009	0.483

Note. Montessori group CFI = 1.0; TLI = 1.0; control group CFI = 0.85; TLI = 0.80.[1]

[1] Because the fit indices for ToM and EF models for the control indicated that the two linear growth curve models did not have a good fit, we tried to fit nonlinear growth curve models for this subpopulation to analyze the change of ToM and EF. Given the number of time points and the limited sample size, we could fit only a latent basis growth curve model or a quadratic growth curve model. The latent basis model either did not converge (for EF) or had a similar fit as the linear growth curve model (for ToM). Although the quadratic growth curve models converged and had better fits (CFIs > 0.9, TLIs < 0.9), there were warning messages in Mplus that the latent variable covariance matrix was not positive definite, indicating the model specification was not appropriate for the data.

All model-fit indices are sensitive to sample size. As Lai and Green (2016) discussed, the fit indices by design evaluate the model fit from different perspectives, the cutoff values for the indices are arbitrary, and the meaning of "good" fit and its relationship with fit indices are not well understood. These problems are all the more salient for small samples. Given the relatively small sample size of our data, even if we fit the quadratic growth curve models, we cannot reach a consistent conclusion based on different model-fit indices (e.g., CFI > 0.9, TLI < 0.9). In fact, for EF in the control sample data, when we fit a quadratic model instead of a linear model, CFI increased from 0.85 to 0.92, but TLI decreased from 0.80 to 0.76. The linear growth curve model is parsimonious and consistent with the models for the Montessori group. Therefore, we decided to report the results from the linear growth curve models, although the fit indices are a bit less than the good fit value 0.9. We would like to note that it is a limitation that the linear growth curve models do not fit the EF and ToM data of the control group as well as they fit the data of the Montessori group.

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Davis Mallett, J. & Schroeder, J. (2015). Academic Achievement Outcomes: A Comparison of Montessori and Non-Montessori Public Elementary School Students. Journal of Elementary Education 25 (1), 39-53. https://www.public-montessori.org/montessori/outcomes-studies-findings/	(Table 2, p. 47) Academic achievement scores indicated higher performance in grade 4-5 for Montessori students - supporting the longer term effect of Montessori education throughout elementary school. (Figure 2, p. 48) Academic achievement gap of Montessori and traditional students widens with favorability to Montessori students as the number of years in education accumulate.	(Table 1, p. 45) Study contributes to "strong evidence" and was conducted across 1,035 students in multiple schools in an urban school district with a mix of gender, race, and lunch status similar to the proposed population and setting. Montessori students in grades 4-5 more favorably performed on standardized reading and math assessments compared to students in the traditional public school setting.

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Academic Achievement Outcomes: A Comparison of Montessori and Non-Montessori Public Elementary School Students

Jan Davis Mallett* & Jennifer L. Schroeder**

Abstract

Within the realm of elementary public schools, several pedagogical models of early childhood education are practiced in the United States (Lillard, 2005). The constructivist approach to early childhood education is illustrative of best practices based on current theory. One model of constructivist early childhood education is the Montessori Method founded in the early twentieth century by Maria Montessori, an Italian physician (Montessori, 1912/1964). Though the Montessori Method is aligned with research-based best practices espoused by constructivism, there are relatively few public Montessori schools currently in the United States. A direct comparison is needed between the academic outcomes of public elementary school programs which implement the Montessori Method and those which implement a more traditional approach to early childhood education. The focus of this study is the academic achievement outcomes of Montessori public school students as compared to similar non-Montessori students. The Montessori studentsô Iowa Tests of Basic Skills (ITBS) Total Reading and Total Math scores in grades one and two were not statistically different than their non-Montessori counterparts. In grade three, the Montessori studentsô Texas Assessment of Knowledge and Skills (TAKS) Reading and Math scores were not statistically different than those of the non-Montessori students. In grades four and five, the TAKS Reading and Math scores statistically favored Montessori students.

Keywords: Montessori method, constructivism, public school alternative programs, academic achievement, elementary education

* Adjunct Prof. Southern Methodist University, Texas USA Email: [redacted]
** Texas A&M University USA.

Introduction

Constructivism in elementary education is based on the idea that students learn best by actively solving relevant problems through a combination of inner reflections and dialogues with teachers and peers (Gordon, 2009). One model of constructivism is the Montessori Method, developed in the early twentieth century by Maria Montessori, an Italian physician (Montessori, 1912/1964). Despite the parallels between constructivist ideals and Montessori practices there are currently relatively few public Montessori elementary schools in the United States. In fact, of the 93,295 public elementary schools in the United States (USDOE, 2007), the American Montessori Society (2011) cites the number of public Montessori elementary schools as slightly over 400. The low ratio of Montessori public schools to non-Montessori public schools is in part due to an absence of information; specifically, achievement data from Montessori students might demonstrate the efficacy of the Montessori Method. A direct comparison is needed between the academic outcomes of public elementary school programs which implement the Montessori Method and those which implement a more traditional approach to early childhood education.

The Montessori Method

The Montessori Method is consistent with a constructivist approach to early childhood education as it has a child-centered focus that fosters the development of both academic and social skills (Lillard & Else-Quest, 2006). The Montessori Method can be described with five constructivist principles, the first of which is that learning be embedded in a complex, realistic, and relevant environment (Zubrowski, 2002).The Montessori curriculum is an integrated series of lessons across a broad spectrum of subject areas connected by narrative (Montessori, 1917/1973). The second principle is the provision of opportunity for social negotiation as well as shared responsibility for learning (Faulkenberry & Faulkenberry, 2006).Within Montessori classrooms, the age range of students and the three-year span of a childôs tenure in a classroom allow for collaborative learning (Montessori, 1912/1964). The third principle, support for multiple representations of content (Zubrowski, 2002), is endemic to the Montessori Method as Montessori materials are both broad and deep in scope (Montessori, 1917/1973).The fourth principle is that the constructivist learning environment nurture self-awareness of the construction of knowledge (Alfieri, Brooks, Aldrich, & Tenenbaum, 2011).The freedom of movement encouraged by the Montessori Method provides opportunity for cognition and learning to be intertwined (Montessori, 1912/1964; Lillard, 2005). The fifth principle is that children be given encouragement for taking ownership of their learning

(Faulkenberry & Faulkenberry, 2006). As the Montessori Method prepares the environment for the nurturing of intrinsic rather than extrinsic motivation, encouragement of the childôs ownership of his or her learning is a natural fit (Montessori, 1912/1964). The implementation of the Montessori Method allows for a constructivist environment that is a microcosm of the world at large. The current study aims to determine if the Montessori practices are more effective than non-Montessori practices at the elementary school level.

Non-Montessori Education

The current legislation framing public education in the United States, No Child Left Behind (NCLB), is based on maximizing the efficiency of curriculum delivery (Au, 2011; Paige, 2006). There are five basic goals of NCLB. First is an expectation of a return on the publicôs fiscal investment in public education. Second, academic accountability of the states and districts receiving federal dollars for public education is mandatory. Third, grade level achievement in reading and writing is expected of all students. Fourth, parents have choices regarding the academic environments of their children. Fifth, the American people have high academic expectations for all children. Paige further clarifies that NCLB gives the states latitude to follow the gist of the mandate.

Non-Montessori public elementary classrooms are structured with state standards in mind, and teachers are encouraged to plan according to district curriculum planning guides which encourage a group pace rather than following the needs, abilities, and interests of the individual child (Au, 2011; Lillard, 2005). In a non-Montessori classroom, pacing from lesson to lesson is teacher-directed, with lessons ranging from 20 to 45 minutes and the whole group changing focus at the same time as cued by bells or a teacher prompt (Lillard, 2005). Non-Montessori classrooms are uniformly equipped with child-sized furniture, but students typically are restricted to desks or tables arranged in forward-facing rows (Lillard& Else-Quest, 2006).Currently the vast majority of public elementary classrooms in the United States are non-Montessori (U.S. Department of Education Institute of Education Sciences, 2007; AMS, 2011).

Montessori and Non-Montessori Education Comparisons

The scholarly literature presents some evidence for the both the academic and affective efficacy of the Montessori Method as compared to non-Montessori practices. Positive effects on academic achievement of early Montessori experiences would demonstrate its efficacy. Peng (2009) conducted an empirical study of children in Montessori and traditional elementary schools in China to compare their academic achievement. The researcher examined achievement data in the form of nationally-normed achievement test scores of nearly 200 students, half of whom had attended Montessori preschool and half of whom had attended traditional preschool in Taiwan. Peng examined the test scores of children enrolled in traditional first, second, and third grade classes in the subjects of math, language arts, and social studies. First grade students with Montessori preschool experience had statistically better Chinese language and math scores than those with other preschool experience. Second grade students with Montessori preschool experience had statistically better Chinese language scores than those with other preschool experience. Third grade students with and without Montessori preschool experience had no significant differences in math and social studies achievement scores but slightly better Chinese language scores. At the time of testing, the students were all in traditional elementary schools. The results show a lessening effect as the participantsô Montessori preschool experiences were further from the measurement of achievement.

Academic achievement results are not the sole measure of educational efficacy; social skills have also been studied. Lillard and Else-Quest (2006) considered 53 traditional and 59 Montessori students on both academic and social skills measures; the groups were evenly divided among five-year-olds and eight-year-olds. Their measures were a combination of Woodcock Johnston III and researcher-authored measures of social skills. The social skills measures were vignettes presented to the students with choices as to how they would respond. The five-year-old Montessori students scored better than their non-Montessori peers on several of the reading subtests and in some social situations as measured by the researcher-created vignettes. The twelve-year-old Montessori students had stronger creative writing skills than their non-Montessori peers, but reading skills of the two groups were similar. Montessori students who were twelve years old had higher scores on the social skills measures than non-Montessori students.

The studies referenced have described the relatively short term effect of Montessori experiences in preschool and elementary classrooms. Regarding long term effects, there is a paucity of applicable studies. Dohrmann, Nishida, Gartner, Lipsky, and Grimm (2007) compared the achievement data of high school graduates who had attended public Montessori school in grades kindergarten through fifth grade with graduates of the same high school who attended non-Montessori public elementary schools. Participants were matched for gender, race, socioeconomic status, and high school attended. Grade point averages, ACT scores, and state achievement test scores were compared. The results of the comparison indicated that Montessori students had significantly better math and science scores but similar language arts and social studies scores and grade point averages. While this study is a direct comparison of long-term achievement outcomes of Montessori and non-Montessori public students, it is cross-sectional rather than longitudinal and thus measures difference rather than true change.

In another study of the effects of non-traditional early educational experiences on later educational outcomes, Shankland, Genolini, Franca, Guelfi, and Ionescu (2010) completed a longitudinal study of college students from varying alternative early educational experiences. Participants included students with Montessori, Steiner, and New School backgrounds. The dependent variables included measures of academic achievement and both physical and psychological well-being. The conclusion was that alternative early educational experiences were positively correlated to enhanced mental health and academic achievement in college.

While there is some evidence in the literature for the benefits of isolated aspects of the Montessori Method, there is lacking with the exception of Dohrmann, Nishida, Gartner, Lipsky, and Grimm (2007) a rigorous, data-based report regarding the academic achievement of Montessori students as compared to their non-Montessori peers. The metric of the day in these times of No Child Left Behind is the standardized achievement test. This study is an initial step towards quantifying the academic achievement of Montessori public school students and then examining similarities and differences of the academic achievement of non-Montessori peers.

Methodology

The design of this study was a cross sectional comparison of the academic achievement outcomes of Montessori and non-Montessori elementary public school students. The participants, measures, setting, and statistical procedures are discussed in the following sections.

Participants

Participants in this study were 1,035 students from an urban public school district in the Texas. Within this district, two of the campuses were Montessori schools for which students applied for admission. Of the 1,035 participants, 518were Montessori students and 517 were non-Montessori students. While classrooms at these two campuses were comparable to other prekindergarten through sixth grade classrooms, there were key differences. Both Montessori and non-Montessori classrooms in the district have the same teacher-to-student ratio and the same per-student funding. Both types of classroom were accountable to state and local policy regarding assessment, teacher certification, and curriculum. At the Montessori campuses, however, the prekindergarten through grade six classrooms were equipped with a full array of specialized Montessori materials. In addition to Texas state teacher certification, the teachers at the Montessori campuses either held or were in training for Montessori teaching certification. In the Montessori schools, children were grouped in multi-aged classrooms in the following configurations: primary, lower elementary, and upper elementary. Primary students were in prekindergarten and kindergarten; these classrooms were staffed with a teacher and a full-time teaching assistant. Lower elementary classrooms were for children in grades one, two, and three, and upper elementary classrooms are for children in grades four, five, and six. The demographic features of the participants in this study are presented in Table 1.

In Table 1, *Yes* indicates enrollment in the Montessori program and *No* indicates enrollment in a non-Montessori, traditional program. Participants in this study are not randomly assigned to Montessori or non-Montessori programs. Parental choice and an application procedure are the required steps for enrollment in the public Montessori elementary schools. Enrollment in the public non-Montessori elementary schools is based on residence in a corresponding attendance zone. The participantsô races in this study reflect the diversity of the district. To lunch status of each participant was considered to gauge socioeconomic status. The three categories of lunch status were *Free*, *Reduced,* and *Paid*.

Table 1

Participant Characteristics

	Montessori		Gender		Race				Lunch Status			
Grade	Yes	No	Male	Female	African American	Caucasian	Hispanic	Other	Free	Reduced	Paid	Total
1	106	106	100	112	60	56	70	12	56	14	142	212
2	109	109	94	124	62	40	84	32	74	22	122	218
3	98	98	74	122	56	44	82	2	86	0	110	196
4	103	103	76	130	60	42	80	24	66	14	126	206
5	102	101	67	136	48	27	114	14	76	30	97	203
Total	518	517	411	624	286	209	430	64	358	80	597	1035

Measures

For the students in grades one and two, the Iowa Test of Basic Skills (ITBS) (Hoover, Dunbar, Frisbie, Oberley, Bray, Naylor, Lewis, Ordman, & Qualls, 2003) is a nationally-normed achievement test administered in the spring of each year. The ITBS was most recently normed in 2000 with a sample of 170,000 students in the spring and 76,000 students in the fall (Engelhard & Lane, 2011). Engelhard and Lane reported internal consistency and equivalent forms reliability coefficients according to the Kuder-Richardson Formula 20 ranging from the middle .80s to the low .90s. Subtest reliabilities and reliabilities relating to younger children were reported as lower, but overall, reliability was satisfactory. Reading Vocabulary and Reading Comprehension subtests results are combined to produce a Total Reading score, and Math Concepts and Math Computation subtests are combined to produce a Total Math score. For grades one and two in this study, the scores compared were Normal Curve Equivalents.

For students in grades three, four, and five, Texas Assessment of Knowledge and Skills (TAKS) Reading and Math percent correct scores were compared on each of the two tests. The TAKS is a state-developed achievement test administered according to state and district secure protocol. The Texas Education Agency (2011) established reliability and validity for the TAKS. The construct that is measured by the TAKS is the set of learning goals called the Texas Essential Knowledge and Skills (TEKS).

Setting

Both the ITBS and the TAKS were administered according to district mandated protocols by certified teachers in same-grade group settings, typically classrooms. State-certified teachers read from secure scripts and were monitored throughout the testing dates by district administrators to insure that the protocols were strictly implemented.

Procedure

For each grade level, the most current data were from the 2011 administration of the ITBS for grades one and two and the TAKS for grades three, four, and five. While the total number of participants was 1,035, there were approximately 100 Montessori and 100 non-Montessori students at each grade level.

The statistical analysis for this project involved several steps. Multiple regressions were conducted to remove the effects of gender, race, prior academic achievement, and socio-economic status. Prior academic achievement was determined by each participantôs achievement scores on the same measures from the prior year. Socio-economic status was determined by free, reduced, or paid lunch assignment. For grades one and two, the dependent variables were Total Reading and Total Math Normal Curve Equivalent (NCE) scores on the ITBS. For grades three, four, and five, Reading and Math percent correct on the TAKS Reading and Math subtests were the dependent variables. A residual score was saved and, for easier comparison, was converted back to an NCE-like score for ITBS tests and a percent-like score for TAKS tests. The new scores were then used in a one-way ANOVA using a .05 significance level. The independent variable for each analysis was school type, Montessori or non-Montessori, and the dependent variable was the residual test score. Separate analyses were conducted by grade and subject.

Results

For each grade and subject, the residual scores of Montessori and non-Montessori students were used in a series of one-way ANOVA at the .05 significance level. The means and standard deviations are presented in Table 2. The ANOVA statistics are presented in Table 3. Figures 1 and 2 present the academic achievement outcomes for grades 1 and 2 and grades 3, 4, and 5 respectively.

Table 2

Academic Achievement Scores by Grade and School Type

		Montessori Mean(SD)	Non-Montessori Mean(SD)
Grade 1	Total Reading NCE	49.01(21.03)	50.98(21.16)
ITBS	Total Math NCE	48.89(23.67)	51.10(23.80)
Grade 2	Total Reading NCE	52.86(19.80)	47.39(21.93)
ITBS	Total Math NCE	51.97(13.66)	48.20(15.13)
Grade 3	Reading Percent Passing	78.62(16.57)	75.39(24.29)
TAKS	Math Percent Passing	70.19(14.12)	68.58(22.13)
Grade 4	Reading Percent Passing	80.93(13.35)	73.83(23.20)
TAKS	Math Percent Passing	76.72(11.38)	70.67(19.77)
Grade 5	Reading Percent Passing	80.91(12.29)	73.03(24.34)
TAKS	Math Percent Passing	76.96(10.88)	69.98(21.55)

Table 3

ANOVA Result for Academic Achievement Analyses by Grade and Subject

		F	*p*	d^2
Grade 1 ITBS	Total Reading	.397	.529	.002
F(1,182)	Total Math	.397	.529	.002
Grade 2 ITBS	Total Reading	3.035	.083	.017
F(1,177)	Total Math	3.035	.083	.017
Grade 3 TAKS	Reading	1.130	.289	.006
F(1,183)	Math	.371	.543	.002
Grade 4 TAKS	Reading	7.182	.008	.034
F(1,204)	Math	7.182	.008	.034
Grade 5 TAKS	Reading	7.977	.005	.040
F(1,192)	Math	7.977	.005	.040

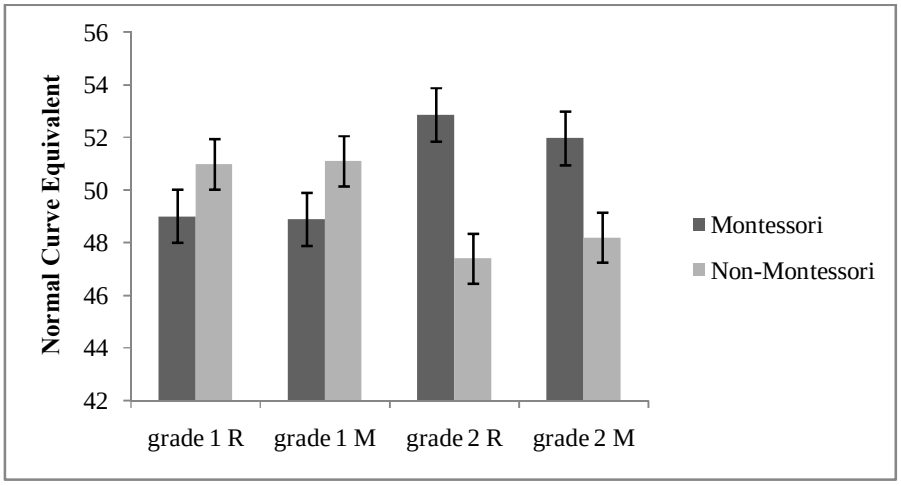

Figure 1 *Grades 1 and 2 ITBS Achievement NCE Scores*

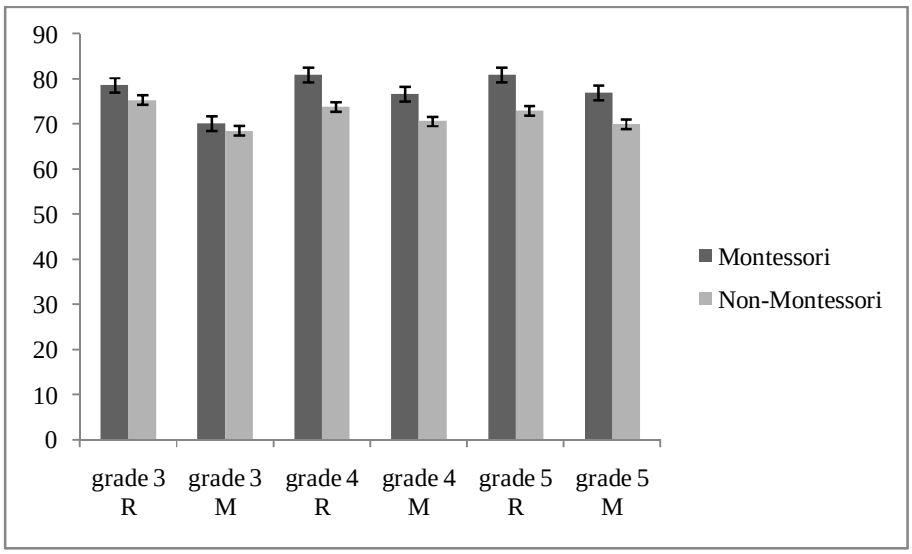

Figure 2 *Grades 3, 4, and 5 TAKS Percent Correct Scores*

Discussion

At the two public Montessori schools whose data were accessed for this study, 50% of the incoming students in grade one were new to the Montessori program. The achievement tests were administered in the spring of each school year. Therefore, grade one achievement test scores reflected the results of seven months of Montessori or non-Montessori instruction. In grade one, the academic achievement of Montessori and non-Montessori students was not significantly different. In fact, the mean score for non-Montessori first grade students was slightly higher than Montessori students on both the ITBS Total Reading and Total Math scores.

At the two public schools whose data were accessed for this study, less than 10% of the incoming students in grades two and three were new to the Montessori program. Achievement scores thus reflect nearly two years of Montessori instruction at grade two and nearly three years of Montessori instruction at grade three. While Montessori and non-Montessori results at grades two and three were not significantly different, they slightly favored Montessori instruction.

In grades four and five, approximately 5% of the students were new to Montessori. Therefore, fourth and fifth grade Montessori students had received fairly consistent Montessori instruction for several years prior to the administration of the TAKS tests. In grades four and five, Montessori students had statistically significantly better TAKS Reading and Math scores than their non-Montessori counterparts though the effect size was small.

The results of the current study are similar to the findings of Lopata, Wallace, and Finn (2005),whose younger participants demonstrated no significant differences in achievement but whose older participants showed divergences. Lopata et al., showed no statistical difference among fourth grade Montessori participantsô language arts and math scores and any of the comparison groups. Among the eighth grade participants, Montessori students had lower language arts scores and similar math scores. This pattern contrasts with the current study in that the divergence in the current study favored Montessori students in both reading and math achievement scores at the fourth and fifth grade levels.

Among students who experienced Montessori preschool, Peng (2009) found that the differences between Montessori and non-Montessori achievement were greater for first graders than third graders. While this finding might appear to be in contrast with the current study, the participants in the Peng study were not enrolled in Montessori elementary schools at the time of their achievement testing. Thus, the Peng study might demonstrate that the effects of a Montessori preschool experience diminish over time spent in a non-Montessori classroom. In the current study, the participants had continued in a Montessori elementary program through the time of the administration of the measures.

Lillard and Else-Quest (2006) found that Montessori students had higher academic skills than non-Montessori counterparts, and this finding paralleled the findings of the current study. However, their sample size was small and the measure of academic achievement was a series of individually administered tests. The larger sample size of the current study lends power to the Lillard and Else-Quest findings. This observation is also true of the Ervin, Walsh, and Mecca (2010) study as the measures used in the current study were norm-referenced and the sample sizes were comparatively large.

Dohrmann, Nishida, Gartner, Lipsky, and Grimm (2007) compared high school students with and without preschool and elementary Montessori experience. They found higher achievement for Montessori students than non-Montessori students in math and science but not in language and social studies as measured by grades, ACT scores, and state achievement tests. While the current study found higher reading and math scores, it did not measure social studies or science. Both the explanations for similar language achievement levels and comparisons for science and social studies results are areas for further study.

Limitations

There were three primary limitations of this study. The first concerns the measures used in this study: the ITBS and the TAKS. Consistent use of a single measure is preferable. The second limitation is that students were not randomly assigned to Montessori or non-Montessori programs. As parental involvement is positively correlated with academic achievement (Graves & Wright, 2011), the fact that the Montessori students in this study were enrolled because of the effort of their parents is a potential confound. A possible means of addressing this issue in further studies is to compare the academic achievement of students from the Montessori schools to that of students who applied and were eligible for admission, but were placed on a waiting list due to space constraints. The third limitation is the question of treatment fidelity. In this study, the Montessori classrooms were public. Lillard (2012) compared academic and social outcomes of young children who had experienced classic Montessori, supplemented Montessori, and non-Montessori instruction and found that the most favorable outcomes resulted from classic Montessori instruction. Because the districtôs Montessori program is administered in public schools, there are state-mandated objectives, the Texas Essential Knowledge and Skills (TEKS) (TEA, 2011) that must be addressed within the classrooms. That the public Montessori classrooms include non-Montessori curricular elements is a confound.

Implications

Implications of this study include the observation that the gap between the academic achievement of Montessori and traditional students widens in favor of Montessori students as the number of years in Montessori education grows. It could be that time in the Montessori classroom is the factor that leads to significant differences. The impact of Montessori education on academic achievement might be a cumulative effect which comes to fruition with sustained time in a Montessori classroom. In particular, the results of this study suggest that consistent, comprehensive tracking of the academic achievements of Montessori students across the span of their school years is needed.

A topic regarding Montessori education unaddressed in this study is the social benefit of a Montessori education. The affective outcome comparisons of Montessori and non-Montessori educational experiences are beginning to receive attention in the literature. Further work exploring affective and social effects of Montessori education with diverse populations and older children is warranted.

There are strong parallels between the Montessori Method and constructivism. Learning embedded in meaningful context, multi-aged classrooms, multiple representations of content, intrinsic motivation, and freedom of both physical and curricular movement are aspects of the Montessori Method with empirical bases for claims of efficacy. This study demonstrates that the academic achievements of public school elementary-aged students who participate in Montessori programs diverge favorably from those of non-Montessori students. This divergence becomes statistically significant in later elementary grades. As upper elementary students in the Montessori public school program are experienced Montessori students and are rarely new to the program, an implication is that longer time in a Montessori program yields significant academic achievement. The long-term effect the outcomes of education in a Montessori classroom is an area for further study.

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Domain 1— Adults

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Each classroom has a teacher who holds Montessori credentials for the age group they teach, from a MACTE-, AMI-, or AMS-accredited training program. Auxiliary teachers (e.g. special education, physical education, art, music, etc.) are Montessori credentialed or oriented in Montessori theory and practice.	• All Montessori classrooms have at least one teacher who is credentialed at the appropriate level. • All auxiliary teachers are Montessori credentialed as teachers or oriented in Montessori theory and practice through an external Montessori orientation course.	• 90% of classrooms have a teacher who is fully credentialed at the appropriate level, with the remainder having a teacher who is in the process of earning an appropriate credential. • 90% of auxiliary teachers have been oriented to Montessori theory and practice, with a plan for complete orientation.	• 75% of classrooms have a teacher who is fully credentialed at the appropriate level, with a plan for getting all teachers trained. • 75% of auxiliary teachers have received an orientation to Montessori theory and practice.	• Fewer than 75% of classrooms have a teacher who is fully credentialed at the appropriate level. • Fewer than 75% of auxiliary teachers have received an orientation to Montessori theory and practice.
Non-Montessori-credentialed classroom teaching team members: • have preparation appropriate to their roles. • participate in ongoing Montessori professional development. • meet regularly with the full teaching team to collaborate. • play an integral role in the culture of the classroom	• All classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members participate in ongoing Montessori theory and practice professional learning opportunities. • Classroom adults have more than 60 minutes together each week to discuss observations and planning. • All team members play an integral role in the culture of the classroom by supporting constructive interactions between adults, children, and the environment.	• 90% of classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members attend most school-wide Montessori theory and practice professional learning opportunities. • Classroom adults have 60 minutes of scheduled time together each week to discuss observations and planning. • Non-Montessori credentialed team members spend the majority of their time focused on redirection, maintaining the prepared environment, and attending to children's physical needs (bathroom, snack, etc.).	• 75% of classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members attend school-wide Montessori theory and practice professional learning opportunities at the start of the school year. • Classroom adults have limited and/or inconsistent opportunities to discuss observations and planning. • Non-Montessori credentialed team members spend the majority of their time maintaining the prepared environment, with limited interaction with children or the teacher.	• Fewer than 75% of classroom teaching team members without Montessori credentials have completed a Montessori fundamentals or assistants course. • Non-Montessori credentialed team members are not included in school-wide professional development opportunities. • Classroom adults do not have scheduled time together to discuss observations and planning. • Non-Montessori credentialed team members, when they are present, are disengaged from the work of the room or focus on warning and correcting.

continued

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STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Classroom teachers implement Montessori pedagogy, including: • working from a Montessori scope and sequence. • using developmentally appropriate lesson group sizes with a minimum of whole-group instruction. • giving lessons which stimulate independent work. • giving personalized and differentiated lessons.	• Teachers organize their work based on a school-wide Montessori scope and sequence, meeting standards not covered in their albums with Montessori-aligned learning activities.	• Teachers organize their work based on a Montessori scope and sequence, meeting standards not covered in their albums with Montessori-aligned learning activities. • Adults typically give lessons in group sizes appropriate for the age level. • Lessons are typically open-ended, stimulating independent work. • Lessons are consistently personalized and differentiated.	• Teachers mix Montessori and non-Montessori scope and sequence, or a pacing guide. • Adults sometimes give lessons in group sizes appropriate for age level, but also regularly deliver whole-group or grade-level instruction. • Lessons are mostly didactic, and follow-up work is typically required, rather than independently chosen. • Lessons are sometimes personalized and differentiated.	• Adults follow a non-Montessori scope and sequence or a pacing guide. • Adults deliver mostly whole-group or grade-level instruction. • Lessons are didactic and followed by required work. • Lessons are not personalized and differentiated.
Adults embody and foster a school-wide culture supporting human flourishing which: • offers developmentally appropriate levels of independence and responsibility. • respects children. • values racial, cultural, and social identity. • works towards fairness free from bias.	• All adults interact with children in ways that support developmentally appropriate levels of independence and responsibility. • All adults work towards a greater understanding of racial, cultural, and social identity. • All adults actively work to recognize and address prejudice and implicit bias (for example, through ongoing guided equity work, etc.).	• Most adults set developmentally appropriate expectations for children, supporting independence and responsibility. • Adults interact respectfully with children (e.g., not interrupting, ordering, teasing, contradicting, etc.). • Most adults work towards a greater understanding of racial, cultural, and social identity. • Most adults actively work to recognize and address prejudice and implicit bias (for example, through ongoing guided equity work, etc.).	• Adults sometimes set developmentally inappropriate expectations for children, expecting too little or too much independence and responsibility. • Adults sometimes interact disrespectfully with children (e.g., interrupting, ordering, teasing, contradicting, etc.). • Adults sometimes devalue or do not recognize racial, cultural, and social identity. • Adults rarely consider prejudice or implicit bias, and sometimes act with obvious bias.	• Adult interactions with children are developmentally inappropriate. • Adult interactions with children are often disrespectful (e.g., interrupting, shouting, shaming, blaming, etc.). • Adults actively reject or disparage racial, cultural, or social identities. • Adults reject the idea of prejudice or implicit bias, and/or act with obvious bias.

Domain 2— Montessori Learning Environment

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION

Program configuration and school policies support:
• enrollment at age three.
• enrollment regardless of ability to pay.
• Montessori age groupings:
  • 2.5 to 6 (PK3-K)
  • 6-9 (1st-3rd)
  • 9-12 (4th-6th)
  • 12-15 (7th-9th)
  • 15-18 (9th-12th)
• even distribution of ages within age groups.
• a pyramid or other enrollment model that accounts for attrition so that classes are composed primarily of children rising through the program.
	• The school has or is working towards a 0-3 program.
	• All children attend the school free of charge from tuition or other fees.
	• Classrooms are grouped according to Montessori age groupings at all levels.
	• All classrooms have enrollment evenly distributed across three-year age spans.
	• The school provides families with strong community and support to greatly reduce attrition.
		• The primary point of entry to the program is age three.
		• Any tuition or fees charged are fully supported by a needs-based subsidy.
		• Classrooms are grouped according to Montessori age groupings through age 12.
		• Most (90%) classrooms have enrollment evenly distributed across three-year age spans.
		• Configuration enrolls upper grade classes mostly with children having previous Montessori experience.
		• School configuration sometimes enrolls upper grade classes are sometimes filled with children without previous Montessori experience.
		• The school provides families with some community and support to reduce attrition.
			• The primary point of entry to the program is PK4 or K.
			• Any tuition or fees charged are partially supported by a needs-based subsidy.
			• Most learning environments reflect Montessori age groupings.
			• Many (75%) classrooms have enrollment evenly distributed across age spans.
			• Configuration requires that upper grade classes are often enrolled with large numbers of children without previous Montessori experience.
			• Some families leave the program because of a lack of community or other support.
				• The primary point of entry is 1st grade or after.
				• The school charges tuition or fees and does not offer support.
				• Children are grouped in single-grade or two-year classrooms.
				• Few classrooms have even age distribution..
				• Little consideration is given to community and family support and attrition is high.

Class sizes are large enough to support independence and a wide range of social interaction, while also meeting the demands of the context—typically at least 21 children.	• All classes are enrolled with enough children to support independence and social interactions.	• Most (90%) classes are enrolled with enough children to support independence and social interactions.	• Some (75%) classes are enrolled with enough children to support independence and social interactions.	• Fewer than 75% of the classes are enrolled with enough children to support independence and social interactions.
Classrooms are staffed with teaching teams that support one-on-one interactions with a teacher, while not compromising children's independence.	• All classrooms are appropriately staffed. • Additional adults do not compromise children's independence.	• 90% of classrooms are appropriately staffed. • The presence of additional adults rarely compromises children's independence.	• 75% of classrooms are appropriately staffed. • The presence of additional adults sometimes compromises children's independence.	• Fewer than 75% of classrooms are appropriately staffed. • The presence of additional adults often compromises children's independence.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Classrooms provide uninterrupted work periods. Specials and other programmed activities are scheduled so as not to disrupt work periods.	• All classrooms provide a three-hour uninterrupted morning work period. • All classrooms provide daily uninterrupted two-hour afternoon work periods.	• All classrooms provide a two-and-a-half to three hour uninterrupted morning work period. • All classrooms provide one-and-a-half to two hour uninterrupted afternoon work periods at least three days per week.	• All classrooms provide a two hour uninterrupted morning work period. • All classrooms provide one to one-and-a-half hour afternoon work periods at least three days per week. • The work period is frequently interrupted by regular whole-class activities (e.g., morning circle, silent reading, content blocks, etc.).	• Classroom work periods are rigidly divided into time-limited sections (e.g., morning circle, silent reading, content blocks, etc.) • Classrooms have limited afternoon work periods that are taken up with specials and other programmed activities.
The learning environment supports a high degree of child-directed choice in all aspects of children's work, including: • where to work. • what to work on. • who to work with. • for how long.	• All areas of the prepared environment are accessible to children, including the outdoor classroom environment (if there is one). • Materials and activities are freely accessible, and children choose nearly all aspects of their work.	• All areas of the prepared environment are accessible to children, except the outdoor classroom environment. • The environment offers a variety of work spaces (e.g., individual and group tables, floor spaces, etc.), and children can choose among them. • Materials and activities are freely accessible, and children choose most aspects of their work.	• Some areas of the prepared environment are inaccessible to children. • Children have assigned seats, but can work at self-chosen spaces for a portion of the work periods. • Children have limits on what to work on, where to work, whom to work with, and/or for how long.	• Much of the prepared environment is inaccessible to children. • Children have assigned seats for the work periods.. • Children's activity is directed by adults, with instruction and work following a pacing set by the teacher.
Décor (art, furnishings, objects on shelves, etc.): • is carefully curated, creating a warm, comfortable, and welcoming environment. • emphasizes art, cultural objects, and curated student work, rather than commercial materials. • represents cultures in the school and local community, and global cultures more widely. The environment is free of clutter.	• Décor is carefully curated creating a warm, comfortable and welcoming environment. • Décor emphasizes art, cultural objects, and curated student work • Décor centers cultures in the school and local community, and global cultures more widely. • The environment is free from clutter.	• Décor is carefully curated. • Decor mostly emphasizes art, cultural objects, and curated student work. • Décor centers cultures in the school and local community. • There is no persistent clutter in the environment.	• Décor is not well curated. • Commercial materials are more prevalent than art, cultural materials, and curated student work. • Décor represents primarily the dominant culture with token representation of community and global culture. • Some areas of the classroom are cluttered or poorly curated (e.g., over-stimulating wall decorations, redundant materials, materials with unclear purpose, lack of order, etc.).	• There is minimal décor. • Commercial materials predominate classroom décor. • Décor represents only the dominant culture. • The classroom is generally cluttered, overstimulating, disordered, and/or poorly curated.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
The full complement of level-specific Montessori materials is available for every content area. Materials are: • in good repair and ready for children's use. • made of natural substances (e.g., wood, glass, fiber, metal, etc.). • displayed in an orderly and inviting manner. Any additional materials: • embody Montessori principles of beauty, order, simplicity, and purpose. • allow for independent exploration. • do not replicate the purposes of Montessori materials. The school has a system in place to ensure equitable access to materials through regular inventory, repair, and replacement.	• The full complement of Montessori materials is available in each classroom for every content area. • All materials are in good repair and ready for children's use. • Almost all materials are made of natural substances • Materials are displayed in an orderly and inviting manner. • Additional materials embody Montessori principles, and do not replicate Montessori materials. • The school has a well-funded system in place to ensure equitable access to materials through regular inventory, repair, and replacement.	• The full complement of Montessori materials is available for every content area, with minimal sharing among classrooms for advanced materials. • Almost all materials are in good repair and ready for children's use. • The majority of materials are made of natural substances. • With few exceptions, materials are displayed in an orderly and inviting manner. • Additional materials embody Montessori principles and rarely replicate Montessori materials. • The school has a system in place to ensure equitable access to materials through regular inventory, repair, and replacement.	• There is less than a full complement of Montessori materials available in every classroom. • Most materials are in good repair and ready for children's use. • Many materials are not made of natural substances. • Many materials are not displayed in an orderly and inviting manner. • Additional materials do not consistently embody Montessori principles, and/or they replicate Montessori materials. • The school has an informal process in place to inventory, repair, and replace materials.	• Few Montessori materials are present. • Materials are haphazardly organized and not ready for children's use. • Most materials are not made of natural substances, but rather there is a preponderance of unbreakable or plastic materials. • Materials are not displayed in an orderly and inviting manner. • Additional materials do not embody Montessori principles. • The school has no system to inventory, repair, and replace materials.
The learning environment offers ongoing access to authentic, child-sized, tools (e.g., brooms, rakes, knives, hammers, combs, etc.) for real-world culturally relevant Practical Life activities. For meals and snacks, children: • participate appropriately in preparation. • use real, non-disposable utensils and dishes. • stay in the classroom for meals. • practice culturally relevant mealtime behavior.	• Children consistently have opportunities to clean and maintain the classroom and outdoor environment as a regular part of their daily activities. • A wide variety of appropriate tools are readily available. • Children have opportunities to care for plants and animals, and plant and animal care is incorporated into academic work. • Children independently prepare, consume, and clean up meals and snacks in the classroom as part of daily routines. • Children use exclusively non-disposable (e.g., glass, ceramic, metal, etc.) utensils and dishes in the classroom for snack and lunch.	• Children have some opportunities to clean and maintain the classroom and outdoor environment. • A variety of appropriate tools are readily available. • Children have opportunities to care for plants and animals. • Children prepare, consume, and clean up meals and snacks in the classroom with adult support. • Children mostly use non-disposable (e.g., glass, ceramic, metal, etc.) utensils and dishes in the classroom for snack and lunch.	• Children have some opportunities to clean and maintain the classroom and outdoor environment, but such duties are mostly handled by adults. • Appropriate tools are very limited. • Children have limited opportunities to care for plants and animals. • Meals and snacks are prepared by adults, and children help with cleaning up their snack or lunch and/or leave the classroom for lunch. • Children eat with disposable utensils and dishes.	• Care for the classroom is handled by adults. • Appropriate tools are not available. • Children have no opportunities to care for plants and animals. • Meals and snacks are prepared and cleaned up by adults.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Children have opportunities to use an outdoor play environment that includes: • developmentally appropriate play structures. • a large open space. • access to nature and natural materials. • real tools and materials. The environment is: • inviting and in good repair. • prepared according to Montessori principles of order, freedom within limits, and choice.	• Outdoor play environments are beautiful, inviting, and in excellent repair. • Environments are prepared according to Montessori principles. • Children have daily opportunities to use an outdoor play environment, and can choose it independently. • Environments have all four of this standard's elements.	• Outdoor play environments are inviting and in good repair. • Environments are mostly prepared according to Montessori principles. • Children have daily opportunities to use an outdoor environment. • Environments have three out of four of this standard's elements.	• Outdoor play environments are functional, but not consistently in good repair • Environments do not offer appropriate freedom and choice. • Children have three or four opportunities per week to use an outdoor environment. • Environments have two out of four of this standard's elements.	• Outdoor play environments are not visually appealing and in poor repair, or there are no such environments. • Outdoor environments offer little or no freedom or choice. • Children have one or two opportunities per week to use an outdoor environment. • Environments have one or none of this standard's elements.
Movement, music, art and/or additional languages are integrated as part of the Montessori curriculum. Children can exercise choice on when and what to participate in. When specialty programs such as music, art, physical education, and/or additional languages are required, they do not interrupt extended classroom work periods.	• In Primary classrooms, movement, music, art and/or additional languages are delivered by classroom teachers as part of the Montessori curriculum. • Montessori teachers and specialists have designated time for collaboration to support each other's work. • Children can choose movement, music, art and/or additional language activities independently, including the Montessori Bells and Tone Bars.	• Movement, music, art and/or additional languages are delivered as part of the Montessori curriculum. • Montessori teachers and specialists collaborate to support each other's work. • Children can choose movement, music, art and/or additional language activities independently. • If specialty programs are offered as separate classes, they do not interrupt extended work periods.	• Movement, music, art and/or additional languages are occasionally delivered as part of the Montessori curriculum. • Montessori teachers and specialists occasionally collaborate to support each other's work. • Children can occasionally choose movement, music, art and/or additional language activities independently. • Specialty programs occasionally interrupt extended work periods.	• Movement, music, art and/or additional languages are not delivered as part of the Montessori curriculum. • Montessori teachers and specialists do not collaborate to support each other's work. • Children can not choose movement, music, art and/or additional language activities independently. • Specialty programs frequently interrupt extended work periods.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
All children are included in the classroom learning environment. Support services take place in the classroom (to the extent allowed by regulations). Resource staff (e.g., special education teachers, interventionists, etc.) work collaboratively with Montessori teachers. Montessori teachers provide core instruction, while incorporating resource staff input. When services are delivered outside the classroom, the learning environment and approach reflect Montessori principles.	• Resource staff are Montessori trained and support children in the classroom by joining lesson groups and whole class activities (unless alternative provisions are required by, for example, an IEP). • Resource staff work collaboratively with Montessori teachers, and have dedicated time to discuss observations and planning. • Montessori teachers are trained in Special Education and provide core instruction, incorporating appropriate accommodations, interventions, or modifications.	• Resource staff support children in the classroom by joining lesson groups and whole class activities (unless alternative provisions are required by, for example, an IEP). • Resource staff work collaboratively with Montessori teachers, meeting regularly to discuss observations and planning. • Montessori teachers provide core instruction, incorporating appropriate accommodations, interventions, or modifications. • When services are delivered outside the classroom, the learning environment and approach reflect Montessori principles.	• Resource staff support children both in and out of the classroom (unless alternative provisions are required by, for example, an IEP). • Resource staff work collaboratively with Montessori teachers, but have limited time to meet. • Montessori teachers provide some core Montessori instruction, but rely heavily on service providers' instruction for core content delivery. • When services are delivered outside the classroom, the learning environment and approach reflect some Montessori principles.	• Resource staff support children primarily out of the classroom.. • Resource staff and Montessori teachers do not communicate to work collaboratively. • Montessori teachers leave core instruction to resource staff. • When services are delivered outside the classroom, the learning environment and approach do not reflect Montessori principles.
Multilingual children are included in the Montessori classroom. Montessori teachers are knowledgeable in supporting multilingual learners, and guide children appropriately in collaboration with a language specialist.	• Montessori teachers are certified and supported to serve multilingual children. • English language teachers are Montessori trained. • English language teachers have dedicated time to co-plan with the Montessori teachers to share language goals, strategies, lesson extensions, and accommodations for multilingual children.	• Montessori teachers are prepared and supported to serve multilingual students. • English language teachers are Montessori oriented. • English language teachers support children in the classroom to meet language and content goals in context through use of Montessori and tailored teacher-made materials. • English language teachers co-plan with the Montessori teachers to share language goals, strategies, lesson extensions, and accommodations for multilingual children. • When English language instruction is delivered outside the classroom, the learning environment and approach reflect Montessori principles.	• Montessori teachers are minimally prepared and supported to serve multilingual children. • English language teachers are not Montessori oriented. • English language teachers rarely support children in the classroom through use of Montessori and tailored teacher-made materials. • English language teachers rarely co-plan with the Montessori teachers to share language goals, strategies, lesson extensions, and accommodations for multilingual children. • English language instruction is frequently delivered outside the classroom, and the learning environment and approach reflects some Montessori principles.	• Montessori teachers are unprepared and unsupported to serve multilingual children. • There are no dedicated English language teachers. • English language teachers do not incorporate the classroom curriculum. • English language teachers and Montessori classroom teachers operate separately. • English language instruction is exclusively delivered outside the classroom, in a learning environment and approach that does not reflect Montessori principles.

Domain 3— Family Partnership

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
The school fosters and sustains authentic partnerships that support children and families, build inclusive community, and encourage mutual investment.	• The school proactively gathers perspectives of less vocal families, and does not allow a minority of families to have undue influence. • The school has a full-time staff member dedicated to family engagement and partnership. • The school regularly solicits feedback from families on the effectiveness and inclusivity of its partnership work, and acts in partnership with the community on this feedback. • The school proactively seeks to discover and address families' needs (e.g. education, nutrition, housing, wellness, etc.).	• The school regularly gathers and includes families and their perspectives in its support of children's development and education. • The school does not allow a minority of families to have undue influence. • The school, in partnership with families, hosts and supports social gatherings (e.g., school picnics, holiday celebrations, etc.) where all families feel authentically represented and included. • The school has a staff member whose primary responsibility is family engagement and partnership. • The school periodically solicits feedback from families on the effectiveness and inclusivity of its partnership work, and acts on this feedback. • The school is responsive to families' needs (e.g. education, nutrition, housing, wellness, etc.).	• The school gathers family perspectives annually and makes some use of them. • The school sometimes allows a minority of families to have undue influence. • Social gatherings are mostly school-planned, exclusive, and/or infrequent or poorly attended. • The school has a staff member with ancillary responsibility for family engagement and partnership. • The school infrequently seeks feedback from families on the effectiveness and inclusivity of its partnership work, and/or makes little use of the information gathered. • The school is somewhat responsive to families' needs (e.g. education, nutrition, housing, wellness, etc.).	• The school does not consider families' perspectives. • The school allows a minority of families to have undue influence. • Social gatherings are school-planned, exclusive, and/or non-existent. • No particular staff member is responsible for family engagement and partnership. • The school does not seek feedback from families on the effectiveness and inclusivity of its partnership work. • The school does not address families' needs (e.g. education, nutrition, housing, wellness, etc.)
The school communicates with families clearly, regularly, and frequently, via multiple channels (e.g., current school website, school newsletter, social media, etc.).	• The school communicates through multiple channels on a regular schedule, and monitors and analyzes its reception. • Classroom communications are regular, coordinated, polished, and professional. • The Family Handbook is a well-used resource for families.	• The school communicates through multiple channels on a regular schedule. • All classrooms offer regular communication (e.g., newsletters, webpages, family folders, etc.). • A well-developed Family Handbook, updated annually and distributed at the start of the school year, communicates school mission and culture, procedures, and mutual expectations in clear, accessible language. • Communication covers administrative, social, and educational matters.	• The school communicates through a single channel on an as-needed basis. • Classroom communication takes place irregularly, and/or varies greatly across levels and/or classrooms. • There is a Family Handbook that focuses mainly on procedure and improvements could be made in content, clarity, tone, and/or accessibility. • Communication focuses primarily on administrative matters, and also addresses some social and educational topics.	• There is minimal communication from the school. • There is little or no classroom communication. • There is no current Family Handbook. • Communication is mostly about administrative matters.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
School communication supports multiple languages and levels of literacy, and varying access to technology (e.g., cell phones, computers, etc.).	• Documents, protocols, meetings, etc., are translated/ interpreted based on information gathered from families. • The school uses multiple modes of communication, based on information gathered from families.	• Documents, protocols, meetings, etc., are translated/interpreted as needed. • The school uses multiple media to provide all families access to all communications.	• Documents, protocols, meetings, etc., are translated/interpreted into some but not all home languages. • The school uses media that may not reach all families.	• School communication is in the dominant language only. • The school uses media that are not accessible to a significant portion of the school community.
The school communicates, educates, and engages with families about Montessori pedagogy and school-home relationships and expectations during recruitment, enrollment, and throughout a family's time with the school.	• Recruitment and enrollment feature multiple accessible opportunities for families to learn about Montessori and the school. • A family orientation process offers multiple opportunities to build partnership (e.g., family open houses, orientation evenings, and networking with experienced families, etc.) well in advance of the start of school. • There are multiple regularly scheduled ways for enrolled families to learn about Montessori principles and curriculum. • Families observe in their child's and other classrooms, using a school-provided protocol. Families have opportunities to debrief with staff.	• Recruitment and enrollment include opportunities for families to learn about Montessori and the school. • A robust and well-attended orientation brings families into partnership with the school. • There are ongoing opportunities at each level for enrolled families to learn about Montessori principles and curriculum. • Special attention is paid to orienting families who enter after the primary point of entry. • Families can observe in their child's and other classrooms, and have opportunities to debrief with staff.	• Recruitment and enrollment offer limited opportunities for families to learn about Montessori and the school. • Family orientation is limited and is poorly attended. • There are limited opportunities for enrolled families to learn more about Montessori principles and curriculum. • Some attention is paid to orienting families who enter after the primary point of entry. • Families have limited observation opportunities, or they are used infrequently, and the school does not offer discussion or context following observations.	• Recruitment and enrollment offer no opportunities for families to learn about Montessori and the school. • There is little or no family orientation. • The school does not offer information to enrolled families about Montessori principles and curriculum. • No attention is paid to orienting families who enter after the primary point of entry. • Families have no observation opportunities.
The school has a community association such as a school-home association (e.g. PTO, PTA, etc.) that: • represents community demographics. • has clear roles and responsibilities. • gives families authentic opportunities to contribute.	• There is a robust community association which offers multiple authentic and meaningful opportunities for family engagement that supports the school's mission. • The community association represents the demographics of the school community, and is accessible (e.g., in meeting times and locations, etc.) to all families. • The community association has well-articulated roles, responsibilities, and boundaries, and a process for maintaining them. • Meeting schedules, minutes, and actions are widely shared and readily available.	• There is an active community association which offers authentic and meaningful opportunities for family engagement that supports the school's mission. • The community association represents the demographics of the school community, and is accessible to all families. • The community association has well-articulated roles, responsibilities, and boundaries. • Meeting schedules, and actions of the community association are widely shared.	• The community association offers limited opportunities for family engagement. • The community association does not represent the demographics of the school, and is inaccessible to a significant number of families. • The community association lacks clear roles, responsibilities, and boundaries. • Meeting schedules and actions of the community association are not well shared.	• There is no community association.

Domain 4— Leadership and Organizational Development

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
The school has vision and mission statements, and aligned strategic and improvement plans, that are: • grounded in Montessori practice, equity, and sustainability. • actively referenced. • used for regular cycles of reflection and self-review.	• The school has vision and mission statements, and aligned strategic and improvement plans that are regularly referenced. • Vision, mission, strategy, and improvement plans are understood by the full school community and evident in daily operations and communications. • The school engages in regular reflection and self-review of its programming and practices throughout the year.	• The school has vision and mission statements, and aligned strategic and improvement plans. • Vision, mission, strategy, and improvement plans are grounded in Montessori practices, equity, and sustainability. • Vision, mission, strategy, and improvement plans are generally understood by the staff community and evident in daily operations. • The school engages in annual reflection and self-review of its programming and practices.	• The school has minimal or incomplete vision, mission, strategy, and improvement plans. • Vision, mission, strategy, and improvement plans are lightly grounded in Montessori practices, equity, and sustainability. • The staff community has minimal awareness of vision, mission, strategy, and improvement plans. • The school engages in reflection and self-review of its programming and practices every two to three years.	• The school does not have vision, mission, strategy, and improvement plans. • The school does not engage in reflection and self-review.
Leadership fosters a school-wide culture of human flourishing based on principles of respect, freedom, and responsibility. The culture values racial, cultural, and social identity and works towards fairness free from bias.	• Leadership actively builds a culture based on principles of respect, freedom, and responsibility. • Leadership actively fosters a culture where all adults feel seen, heard, respected, and valued. • Leadership acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias and builds capacity in others to do the same.	• Leadership consistently articulates and models principles of respect, freedom, and responsibility. • All adults feel seen, heard, respected, and valued. • Leadership acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias.	• Leadership either articulates or models principles of respect, freedom, and responsibility, but not both. • Most adults feel seen, heard, respected and valued most of the time. • Leadership only sometimes acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias.	• Leadership neither articulates nor models principles of respect, freedom, and responsibility. • Some or few adults feel seen, heard, respected and valued. • Leadership rarely acts on and communicates the importance of racial, cultural, and social identity, as well as fairness free from bias.
The school builds staff capacity by: • providing ongoing professional development for all staff to support Montessori practice, equity, and inclusion. • evaluating staff with a growth-oriented protocol that supports equitable, inclusive, fully implemented Montessori practice.	• All staff take part in whole-school and role-specific Montessori professional development aligned to school strategy. • All staff take part in ongoing and substantial professional development supporting equity and inclusion. • Staff evaluation is formative and ongoing.	• All staff take part in whole- school and/or role-specific Montessori professional development aligned to school strategy. • All staff take part in substantial professional development supporting equity and inclusion. • Staff evaluation happens at least twice a year. • Staff evaluation is growth-oriented and centers equitable, inclusive, fully implemented Montessori practice.	• Only lead teachers take part in role-specific Montessori professional development. • Lead teachers take part in professional development related to inclusivity and fairness free from bias. • Staff evaluation happens annually. • Staff evaluation is not growth-oriented and minimally assesses equitable, inclusive, and/or fully implemented Montessori practice.	• Staff participation in professional development is inconsistent and not necessarily aligned to school strategy. • Professional development related to equity and inclusion is inconsistent or not provided. • Staff evaluation takes place infrequently. • Staff evaluation is not growth-oriented and does not assess equitable, inclusive, and/or fully implemented Montessori practice.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
The school maintains connections to the larger Montessori community, by, for example: • subscribing to publications and communications lists. • representation at Montessori conferences. • working with outside Montessori advisors or consultants.	• The school receives communications from more than one national Montessori organization, engages with them, and shares them widely. • The school has strong regular attendance at national or regional Montessori conferences. • The school consults regularly with outside Montessori advisors.	• The school receives communications from a national Montessori organization, engages with them, and shares them. • Some staff attend national or regional Montessori conferences. • The school receives occasional support from outside Montessori advisors.	• The school receives communications from a national organization but does not engage with them or share them widely. • Staff members attend national or regional Montessori conferences only sporadically. • The school rarely consults with outside Montessori advisors.	• The school is not connected to any Montessori organization. • The school is not represented at Montessori conferences. • The school does not engage in external Montessori support.
The school has a proactive approach to its teacher pipeline—attracting, training, and retaining staff representative of the school community.	• The school maintains a relationship with at least one AMI, AMS, or MACTE- accredited training organization in order to mitigate attrition and support potential expansion. • The school employs more than one Montessori- credentialed staff member "in reserve" to fill open lead teacher positions. • The school pays for non-credentialed staff to attend Montessori training, and supports them financially through the process. • School staff represents the ethnic, linguistic and racial make-up of the school community across support, teaching, and administrative positions.	• The school is aware of and can successfully access potential sources for credentialed Montessori teachers. • The school has one Montessori-credentialed staff person "in reserve" to fill open positions. • The school pays for non-credentialed staff to attend Montessori training. • School staff mostly represents the ethnic, linguistic and racial make-up of the school community across support, teaching, and administrative positions.	• The school is not aware of or lacks access to sources for credentialed Montessori teachers. • The school does not have Montessori credentialed staff "in reserve" to fill open positions. • The school partially subsidizes non-credentialed staff to attend Montessori training. • There is some representation of the ethnic, linguistic and racial make-up of the school community, or such representation may not be shared equally across support, teaching, and administrative positions.	• The school has neither plan nor resources for sourcing and hiring Montessori trained teachers • The school does not pay for non-credentialed staff to attend Montessori training. • School staff does not represent the ethnic, linguistic and racial make-up of the school community.
The school implements Montessori pedagogy and scope and sequence that: • uses a schoolwide Montessori curriculum map. • is aligned with required state standards.	• New teachers are oriented to a school-wide Montessori curriculum map that all teachers use. • The curriculum map addresses, but is not limited by, state standards.	• The school implements Montessori pedagogy and scope and sequence in all content areas. • Teachers use a school-wide Montessori curriculum map. • The curriculum map addresses required state standards across all content areas and levels.	• The school implements Montessori pedagogy and scope and sequence in most content areas. • Some teachers use a school-wide Montessori curriculum map. • The curriculum map addresses required state standards in only some content areas or levels.	• The school implements Montessori pedagogy and scope and sequence in few or no content areas. • There is no school-wide Montessori curriculum map, or few teachers use it. • There is no schoolwide curriculum map.
The school helps all stakeholders to build understanding of the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations.	• The school helps staff, families, district staff, and other stakeholders to understand the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations.	• The school helps staff, families, and district staff understand the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations.	• The school offers minimal help to stakeholders to understand the Montessori approach, its purpose, its wide-scope outcomes, and how it meets public education expectations.	• The school does not help stakeholders to understand the Montessori approach.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
The school leader has accredited Montessori training, or has been formally oriented to the fundamentals of Montessori.	• The school leader has accredited Montessori credentials.	• The school leader has taken a course orienting them to the fundamentals of Montessori.	• The school leader has not taken a course orienting them to the fundamentals of Montessori.	• The school leader has not been oriented to the fundamentals of Montessori, and has little awareness or recognition of the approach.
The school has a sufficient number of Montessori coaches with accredited Montessori credentials, and training specific to Montessori coaching.	• The school employs a sufficient number of Montessori coaches credentialed at the level at which they are coaching and trained in Montessori coaching.	• The school employs a sufficient number of Montessori coaches, credentialed in Montessori and trained in Montessori coaching.	• The school employs coaches who are Montessori credentialed, but not a sufficient number.	• The school does not employ a Montessori credentialed coach.
Montessori coach(es): • collaborate with school leadership. • observe in classrooms regularly. • meet with staff to support reflective practice and continuous improvement.	• Montessori coach(es) regularly collaborate with school leadership to build and support Montessori practice and school culture. • Montessori coach(es) frequently observe in classrooms, meet with teachers, and provide support to teaching teams and do not have additional responsibilities. • Montessori coach(es) work from an asset-based orientation, supporting reflective practice and continuous improvement, focused both on the classroom and on a school-wide community that fosters human flourishing.	• Montessori coach(es) collaborate with school leadership to build and support Montessori practice and school culture. • Montessori coach(es) regularly observe in classrooms, meet with teachers, and provide support to teaching teams, with minimal additional responsibilities. • Montessori coach(es) work from an asset-based orientation, supporting reflective practice and continuous improvement, focused at the classroom level.	• Montessori coach(es) only occasionally meet to collaborate with school leadership. • Montessori coach(es) observe infrequently in classrooms, meet occasionally with teachers, and spend much of their time on additional responsibilities. • Montessori coach(es) work sometimes, but not always, from an asset-based and reflective practice orientation.	• Montessori coach(es) work independently from school leadership. • Observation and pedagogical support is provided intermittently or not at all. • Classroom coaching is exclusively directive, driven by the school's appraisal protocol and external metrics.

Domain 5—Assessment

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Assessment in the school is an intentional, coordinated system of data collection and reflective practice.	• The school's assessment system is intentional, and coordinated, using multiple, integrated measures aligned with developmental outcomes. • The assessment process includes opportunities for reflection at all stages: data collection, analysis, and action based on what has been learned.	• The school's assessment system is intentional, and coordinated, and uses some measures aligned with developmental outcomes. • The assessment process includes some opportunities for reflection.	• The school's assessment system is poorly coordinated, and uses few or no measures aligned with developmental outcomes. • The assessment process includes few opportunities for reflection.	• The school's assessment system is poorly coordinated, and not aligned with developmental outcomes. • The assessment process includes no opportunities for reflection.
The assessment system evaluates school culture, the physical environment, and adult behavior for their effects on children's development and flourishing.	• The school continually assesses school culture and its effect on children's development. • The school continually assesses adult behavior for its effect on children's development.	• The school assesses school culture for its effect on children's development at least twice a year. • The school assesses the full physical environment (classrooms, shared common spaces, outdoor areas, etc.), for its effect on children's development. • The school assesses adult behavior for its effect on children's development at least twice a year.	• The school assesses school culture for its effect on children's development once a year. • The school focuses on classrooms in assessing the physical environment. • The school assesses teacher behavior for its effect on children's development, but other adults' contributions are not measured.	• The school does not assess school culture for its effect on children's development. • The school does not assess the physical environment. • The school does not assess adults' behavior for its effect on children's development.
Assessment of children considers development across multiple domains, including: • general well-being • executive function • social-emotional • academic using a balance of tools, including • family input • observation • work samples • additional formative measures of growth		• Assessment measures development across all four domains. • Assessment uses a balance of tools.	• Assessment measures development across two of four domains. • Assessment uses a limited array of tools.	• Assessment measures academic achievement only. • Assessment uses just one tool.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
Observation, record-keeping, and reflection drive classroom practice.	• Teachers formally observe their classrooms for more than 30 minutes/week. • Teachers use a coordinated school-wide system to record observations and children's work each day. • Classroom adults have more than 60 minutes of scheduled time together each week to discuss observations and planning.	• Teachers formally observe their classrooms for 30 minutes/week. • Teachers record observations and children's work each day. • Classroom adults have 60 minutes of scheduled time together each week to discuss observations and planning. • Observation, record-keeping, and reflection drive lesson planning and classroom practice.	• Teachers formally observe their classrooms for less than 30 minutes/week. • Teachers record observations and children's work weekly. • Classroom adults limited or inconsistent scheduled time together each week to discuss observations and planning. • Observation, record-keeping, and reflection drives some lesson planning and classroom practice.	• Teachers only informally observe their classrooms. • Teachers record observations and children's work less than weekly. • Classroom adults do not have scheduled time together to discuss observations and planning. • Observation, record-keeping, and reflection do not drive some lesson planning and classroom practice.
If standardized assessments (e.g., benchmark, formative, summative) are used, • children are prepared for practical aspects. • assessments are given in familiar settings. • assessments disrupt the Montessori experience as little as possible.	• Practical life work for test preparation is available throughout the year. • Children take tests in familiar environments.	• Children sufficiently prepare for the practical aspects of standardized tests (e.g., technology, test-taking conditions, strategies, etc.) through practical life work choices. • Children take tests away from their classrooms but in settings made comfortable and familiar. • Children's Montessori experience is not substantially disrupted by testing.	• Children have limited preparation for the practical aspects of standardized tests. • Children take tests away from their classroom with minimal preparation of the environment. • Test-taking causes substantial disruption of the Montessori experience.	• Children have no preparation for the practical aspects of standardized tests. • Children take tests away from their classrooms with no special preparation of the environment. • Testing causes substantial disruption of the Montessori experience, both in test preparation and in test-taking.
Beginning in elementary, children are increasingly involved in recording their work, reflecting on and planning their learning. Children take increasing responsibility for discussing their development in family conferences.	• Children's daily record-keeping includes annotation and other reflection. • Children take increasing ownership of their collaboration with adults. • Adults provide explicit preparation to help children lead family-teacher conferences.	• Children keep a daily record of their work • Children regularly confer and collaborate with adults, using their work record to reflect on growth and plan their learning. • Children take on increasing responsibility for leading family-teacher conferences.	• Children inconsistently keep a record of their work. • Children use personalized teacher-created work plans to drive their work choices. • Children take on minimal responsibility for leading family-teacher conferences.	• Children do not record their work. • Work choices are driven by teacher-created grade-level or group work plans. • Children are not involved in family-teacher conferences.

continued

STANDARD	EXEMPLARY IMPLEMENTATION	STRONG IMPLEMENTATION	PARTIAL IMPLEMENTATION	LIMITED IMPLEMENTATION
If standardized summative assessments are used, • the data collected is not the sole measure of a child's development. • communication with families contextualizes the data.	• Formative assessment data informs instruction and intervention.	• Standardized summative assessment data is used cautiously, in concert with formative assessment data, to inform instruction and intervention. • Communication with children and families puts test data in context with other assessment measures and prioritizes formative assessment data.	• Standardized summative assessment data is used on par with formative assessment data to inform instruction and intervention. • Communication with children and families puts other assessment measures on par with standardized summative measures.	• Standardized test data is privileged over formative assessment to inform instruction and intervention. • Communication with children and families prioritizes standardized summative measures.
The school communicates with families about children's holistic development in conferences and written reports.	• The school offers family conferences (including children as appropriate) and progress reports at least three times a year.	• The school offers family conferences (including children as appropriate) and progress reports twice a year. • Conferences and reports include information about children's holistic development.	• The school offers one annual family conference in addition to written progress reports. • Conferences and reports focus primarily on academics.	• The school shares written progress reports and does not offer conferences. • Written reports focus only on academics.

Foundational Commitments for Public Montessori

The Montessori model differs from other approaches in significant ways. The points below summarize these differences and provide design commitments for a successful and sustainable public Montessori program.

More detailed guidelines for implementation can be found in our Essential Elements for Montessori in the Public Sector, with further elaboration in the Essential Elements Implementation Rubric.

Public Montessori programs require:

I. Equity

A commitment to equity

Publicly-funded Montessori programs are responsible for providing all children a high quality education that meets their individual needs.

School culture embraces and reflects children's, families', and staff members' full identities and diverse lived experiences, and works towards fairness free from bias.

II. Staffing

Montessori trained teachers

Teachers are prepared with a high quality Montessori training for the age group they teach. A Montessori credential from an AMI-, AMS-, or MACTE-accredited training program is the standard for Montessori teacher training.

Teaching teams in most classrooms

Most classrooms are staffed with a Montessori-trained teacher and an appropriately prepared classroom assistant.

Montessori-oriented or trained school leadership

School leaders have accredited Montessori teacher or administrator training, or have been formally oriented to the fundamentals of Montessori.

III. Curriculum and Pedagogy

A commitment to implementing Montessori curriculum and pedagogy

Schools implement the Montessori curriculum and pedagogy as the core of their program.

Ongoing Montessori-specific professional development

Staff professional development supports Montessori implementation.

IV. Learning Environment

Montessori materials

Each classroom is outfitted with a full complement of Montessori materials.

Three-year age groupings

Montessori uses a mixed-age, "looped" model, combining three age levels in one classroom in specific groupings:

- PK3–K
- 1st-3rd grade
- 4th-6th grade
- 7th-9th grade
- 10th-12 grade

Although local considerations may require variation around preschool and middle/high school, the above groupings are developmentally ideal.

Inclusion

Montessori classrooms offer full inclusion for multilingual children and children receiving support services.

Uninterrupted, student-directed work periods

Montessori classrooms provide daily two-to-three-hour periods where students largely direct their own work, uninterrupted by pull-outs and specials.

A high degree of student choice

Children have a high degree of choice in what to work on, with whom, when, where, and for how long.

V. Family Engagement

Strong family partnerships

Montessori schools foster and sustain authentic partnerships that support children and families, build inclusive community, and invite mutual investment.

Sharing information about Montessori education

Montessori schools inform and engage with families about Montessori education during recruitment, enrollment, and throughout a family's time with the school.

VI. Assessment

Assessment of a broad range of inputs and outcomes

Assessment protocols include family input, observation, record keeping, work samples, and additional formative measures of growth.

Assessment of children considers development across multiple domains, including general well-being, executive function, social-emotional, and academic.

Judicious use of standardized assessments

Standardized assessments, if used, are one piece of a full assessment protocol, minimally disruptive to the program, and shared with families in context with other measures.

Essential Elements for Public Montessori

Adults

- Teachers have Montessori credentials from an AMI-, AMS-, or MACTE-accredited training program for the age group they teach.
- Non-Montessori-credentialed teaching team members have preparation appropriate to their roles and play an integrated, collaborative role in the classroom.
- Teachers implement Montessori curriculum and pedagogy.
- Adults embody and foster a school-wide culture supporting human flourishing which respects children, offers independence and responsibility, embraces full identities and diverse lived experiences, and works towards fairness free from bias.

Learning Environment

- Children are grouped according to Montessori age groupings:
    - 2.5 to 6
    - 6 to 9
    - 9 to12
    - 12 to15
    - 15 to 18
- Class sizes are large enough to support independence and a wide range of social interaction.
- Classrooms are staffed with teaching teams that support one-on-one interactions with a teacher, while not compromising children's independence.
- Daily schedules provide uninterrupted two- to three-hour classroom work periods.
- Classrooms support a high degree of student choice.
- Classrooms are inviting and free of clutter, with art and décor that represent a diversity of cultures.
- The full complement of Montessori materials is available in every area. Additional materials, when present, embody Montessori principles of order, beauty, simplicity, and purpose, and do not replicate the purposes of Montessori materials.
- Classrooms offer ongoing access to real-world materials and activities.
- Children have access to developmentally appropriate outdoor play environments prepared according to Montessori principles including order, freedom within limits and choice.
- Movement, music, art and/or additional languages are integrated as part of the Montessori curriculum as choices. When programs happen outside of the classroom, they are scheduled to minimize disruption of the work period.
- All children are included in the classroom learning environment. Service providers work in close partnership with classroom teachers to maintain consistency between the Montessori classroom and the support services and settings.
- Multilingual children are included in the Montessori classroom, with knowledgeable and well-supported teachers.

Family Partnership

- The school fosters and sustains authentic family partnerships.
- The school communicates with families clearly, regularly, and frequently.
- Communication supports multiple languages and levels of literacy, and varying access to technology.
- The school communicates, educates, and engages with families about Montessori pedagogy and school-home relationships.
- The school has a community association that represents community demographics, has clear roles and responsibilities, and gives families authentic opportunities to contribute.

Leadership and Organizational Development

- The school has a clear vision and plan grounded in Montessori practice, equity, and sustainability.
- Leadership fosters a culture of human flourishing based on respect, freedom, and responsibility, which values racial, cultural, and social identity and works towards fairness free from bias.
- All adults engage in professional development supporting Montessori practice, equity, and inclusion.
- The school maintains connections to the larger Montessori community.
- The school has a proactive approach to its teacher pipeline, attracting, training, and retaining staff representative of the school community.
- The school implements a Montessori scope and sequence aligned with state and local standards as required.
- The school helps all stakeholders build understanding of the Montessori approach, its purpose, and its expected outcomes.
- School leadership has accredited Montessori training, or formal orientation to Montessori fundamentals.
- Montessori implementation is supported by appropriately prepared Montessori coaches.

Assessment

- Assessment is a coordinated system of data collection and reflective practice.
- Assessment includes evaluation of school culture, the physical environment, and adult behavior for their effects on children's development.
- Assessment of children considers development across multiple domains, including general well-being, executive function, social-emotional, and academic.
- Assessment protocols include family input, observation, work samples, and additional formative measures of growth.
- Observation, record-keeping, and reflection drive classroom practice.
- If standardized assessments are used, children are prepared for practical aspects, assessments are given in familiar settings, and they disrupt the Montessori experience as little as possible.
- As students mature, they are increasingly involved in monitoring their own progress and discussing their development in family conferences.
- Standardized assessments are one piece of a full protocol, and are contextualized in communication with families.
- The school communicates with families about children's development in conferences and in writing.

Marie Lemmon

[redacted]

Key Qualifications

- 20 plus years of progressive school leadership in high poverty schools resulting in increased student achievement
- Exceptional aptitude in setting and communicating a clear vision of excellence
- Strong ability to create and execute strategic improvement plans
- Effective communication and problem-solving skills
- Highly skilled at developing leaders both novice and experienced through coaching, mentoring, and modeling
- Experience creating a vision of excellence, innovation, customer service and collaboration to accomplish goals in complex school settings

Assistant Superintendent School Improvement and Supports, Fairfax County Public Schools

- Provide supports to schools for the purpose of increasing student achievement, access and opportunities for all students
- Provide professional development to support employees to build capacity in schools with a focus on best practices in instruction, attendance, and on-time graduation
- Develop and monitor systems of support to increase academic achievement, on-time graduation and positive attendance

Principal Accomplishments

Academic Achievement Data Highlights

- Successfully led two schools serving communities with high poverty and high percentage of multi-lingual learners out of state Sanction as principal to the building
    - Mount Vernon Woods exited NCLB sanctions in 2009
    - Bailey's Elementary exited Focus Schools Sanctions in 2016
- 2019 Bailey's Upper earned Continuous Improvement Award from VDOE, Excellence in Equity Award from FCPS
- Leadership development of school staff resulting in employee promotions and high teacher retention

School Safety

- Consistently decreased discipline incidents in targeted areas.
- Consistently High Attendance Rates for Students
- In 2014 opened first five story school in FCPS and collaborated with safety professionals to design safety protocols and routines unique to the design
- Supported the development of FCPS Lockdown Drill video shown to all elementary school crisis teams

School Culture

- Created teacher leadership team at Bailey's Upper ES to lead improved climate initiatives, reflect on annual surveys and address staff needs
- High teacher retention rate in a Title I School
- Recruits, hires, and maintains diverse teaching staff
- Data shows equitable discipline practices
- Piloted SIS Discipline for Elementary Schools and reported to School Board
- Initiated Parent Engagement Sessions to support academic and social-emotional student supports

Visionary Thinking and Organizational Impact

- Initiated, developed, and implemented pilot to enable access to SLIFE students in gaining literacy skills in upper elementary schools which has now been replicated in two other FCPS elementary Schools.
- Led the initiative in FAESP in advocating for a full instructional day on Monday's and supported the FCPS initiative by developing a power point for principals to use with staff and community.

- Supported internal communications and served as a liaison for elementary principals for the energy savings initiative with Cenergistic
- Collaborated with FCPS HR and World Language Department to begin teacher recruitment efforts in Puerto Rico in 2016
- Opened the first vertical school in FCPS and positively led community through the change from one school to two.
- Successfully led the largest elementary school in Virginia and managed two campuses.
- Under my leadership Bailey's was the first school in FCPS to purchase and implement adaptive curriculum to support math instruction which was then used in most elementary schools
- Maintains strong partnership with Kennedy Center Changing Education Through the Arts and serves as a Demonstration School
- Collaborated with the US State Department to host Foreign Dignitaries researching Dual Language Instruction for Burma/Myanmar
- Provided tours and support to principals and districts opening new schools
- Hosted *Leadership Greater Washington* for their Signature Program Education Day in 2022 and 2023

Education & Certification
George Mason University, Fairfax, Virginia
Master of Education Leadership, 2002
K-12 Licensure, Administration and Supervision

Juniata College, Huntingdon, Pennsylvania
Bachelor of Arts in Elementary Education, 1995
Virginia Post-graduate Professional teaching Certificate, Elementary Education K-6

Key Professional Development
- Center for Creative Leadership
- Adaptive Schools Training
- UVA Turnaround Schools
- Fierce Conversations
- Cognitive Coaching
- Advanced Cognitive Coaching
- Gallup Strengths School Strengths 101 and Strengths Advocate

Career History
- Principal Bailey's Upper Elementary July 2014-present
- Principal Bailey's Elementary November 2012- 2016
- Principal Mount Vernon Woods Elementary July 2006-November 2012
- Assistant Principal Hybla Valley Elementary August 2003-June 2006
- Assistant Principal Riverside Elementary September 2002-June 2003
- Teacher Woodley Hills Elementary August 1999-Septemeber 2002
- Teacher Prince George's County Public Schools August 1995-June 1999

Leadership and Service
- FCPS Pyramid Lead 2022-Present
- VAESP Potomac Zone Director 2018- present
- VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals 2020 Principal Evaluation Work Group
- FAESP Appointed At-Large Member 2015-2020
- FAESP Representative to FCPS Academic Learning Group ALG 2018
- FAESP Past President 2014-2015
- FAESP President 2013-14
- FAESP President Elect 2012-2013

- FAESP Executive Board- Secretary June 2011- 2112
- FAESP Executive Board Cluster IV Representative 2009-2011
- FCPS Energy Committee September 2014-2019
- Project Discovery Advisory Board
- Leadership Review Board 2011-2014
- Mentor Principal to LEAD Intern 2012-2013
- Mentor Principal to FCPS Intern 2014-2015
- Excellence Awards Screening Committee for Individual and Collaborative Team Excellence
- Advanced Academics Level IV Center Task Force
- FCPS Budget Task Force 2015- 2018

Presentations and Other Accomplishments

- Presented 2022 National WIDA Conference
- Presented at VESA Supporting SLIFE Students in Elementary School 2020
- Presented at VAESP entitled Turnaround Tidbits 2019
- Presented at All County Principal Meeting in August of 2014 on Improving School Culture
- Presented to Aspiring Principals on How to Lead SIP in December 2014
- Presented at All County Principal Meeting in Spring 2011 on Intervention Models
- Presented at All County Principal Meeting in Fall of 2009 on Kagan Structures
- Panelist for Cluster III/IV Kick-Off in August 2011
- Presented at Cluster III/IV Kick-Off in August 2010 on Learning as Our Fundamental Purpose
- Presented at Cluster Meeting in Spring 2009 on Lesson Study
- Co-Moderator for All Elementary Principals on Blackboard Collaborate on Ellen Galinsky's **Mind in the Making**
- PLA Compass Spring 2011 wrote "Demystifying SOAR Data"
- Social Studies Textbook Adoption Committee 2004
- Presented at Character Education Partnership 2002 Forum on Integrating Character Education
- Site Visitor for National Schools of Character Award form 2002-2004
- Continuing Education Board 2000-2003
- Megaskills model teacher for training video

References

Available upon Request

Samantha Plourde Karalus, Ph.D.

S MMAR

Applied Developmental Psychologist seeking a career that intersects child development and preK-12 education. Experienced in research design and implementation, especially involving early childhood education, social–emotional development, education policy, longitudinal methodology and statistical analyses, and disseminating relevant research to a variety of audiences including researchers, practitioners, and policy-makers.

ED CATION

Ph D

George Mason University, Applied Developmental Psychology — May 2016

M A

George Mason University, Applied Developmental Psychology — December 2013

S

Virginia Tech, Psychology and Philosophy (majors), English (minor), magna cum laude — May 2011

EMPLO MENT

Special Programs Manager Chief of Schools Fairfa County Public Schools — January 2024 – Present

Assists the chief of schools (COS) in monitoring and managing day-to-day operations and coordination of activities and services related to the Office of the Chief of Schools; ensures effective liaison, appropriate confidentiality, and coordination with all instructional and operational departments on matters related to administration, management, operations, and strategic planning specific to COS-related projects/activities requiring COS input and support; represents the COS and provides leadership and direction for special projects that may have an operational or organizational impact; provides direction and insight by participating in the development of policy, organizational and financial analyses.

- Coordinates and manages special projects on behalf of the COS.
- Consults, advises, and provides leadership for programs and/or initiatives as assigned.
- Evaluates needs and services, human capital requirements, feasibility and cost effectiveness, performance and accountability, and other aspects of Division management.
- Prepares executive summaries, documents, and correspondence.
- Drafts and collects pertinent budgetary planning and implementation data.
- Monitors and implements procedures for the distribution and use of funds allocated to implement the Division's management plan.
- Responds to inquiries about problems, issues, program status, or activities and provides reports to the COS.
- Coordinates and provides technical and logistical support for staffing and staffing transfers.
- Reviews and assists in managing personnel issues.
- Responds to information requests from central office departments, School Board, schools, and the public on matters related to the COS's area of responsibility.
- Reviews management policies and procedures and prepares reports and memoranda documents applicable to instructional and operational services and programs.
- Assists in planning, organizing, and directing policy and organizational analyses on issues and concerns which impact Division operations.
- Manages data compilation, analysis, and reporting for evaluation and future planning.
- Assists in the development and implementation of the annual master plan and strategic program initiatives.
- Represents the COS in various meetings and conferences as required.
- Coordinates the work of support staff as assigned.
- Coordinates involvement in community activities, including advisory councils and planning committees.
- Meets with and may address a variety of groups, including employees, school administrators, public and private agencies, and community agencies on behalf of the COS.
- Manages risk and matters of compliance related to local, state, and federal regulations, policies, and mandates.
- Participates in the selection, assignment, and evaluation of personnel, as assigned.

Research and Improvement Specialist Fairfa County Public Schools — July 2017 – December 2023

Conduct large-scale, division-wide research and evaluation studies on the functioning of Fairfax County Public Schools (FCPS) for the Office of Research and Strategic Improvement (ORSI). Facilitate Strategic Planning work for Division Leadership.

- Conducted large-scale, division-wide research and evaluation studies on the functioning of Fairfax County Public Schools (FCPS) for the Office of Research and Strategic Improvement (ORSI). Facilitated Strategic Planning and Reporting work for Division Leadership.

- Designed and conducted research studies at the request of leadership in FCPS to evaluate relevant education topics including equity in access to advanced mathematics education, FCPS' response to the COVID-19 pandemic, accountability of ESSER funds, equity in FCPS discipline practices, the effectiveness of assessments in elementary schools, interventions for students struggling in mathematics and reading, practices in equitable hiring of FCPS staff, division-wide, strategic professional development, and principal pay structures.
- Worked collaboratively with both ORSI team members and external team members to complete various components of the research and evaluation studies in both lead and support roles. Provide and seek out feedback on study designs, protocols, written reports, and presentations. Facilitate and attend working meetings to report on progress towards the studies.
- Provided facilitation to FCPS leadership in strategic planning. Guided leadership on accountability methods for the strategic plan to include aligning strategic actions to overarching goals, creating metrics to measure progress using baseline data, and setting performance targets. Collected input and collate responses from multiple stakeholders' decision-making on division priorities.
- Served as the liaison between FCPS department heads and the ORSI on annual Strategic Plan reporting to the FCPS School Board. Analyze and interpret metric data to understand whether FCPS is meeting performance targets. Foster collaboration among department heads to articulate strategic activities aligned to Division goals. Make conclusions based on metric data, strategic activities, and Return on Investment analyses. Create presentations and reports for the FCPS School Board and Leadership.
- Developed and provided professional development to FCPS staff.
- Collected data using surveys, interviews, focus groups, and naturalistic observations when data was not available. Created protocols for all data collection and submitted applications for review and obtained approval.
- Conducted statistical analyses for research studies using a variety of statistical software packages (e.g., SPSS, HLM, MPLUS, Raven's Eye, NVivo). Responsible for initial cleaning and screening of data prior to conducting qualitative and quantitative statistical analyses. Use data visualization techniques to communicate findings with proficiency in a variety of tools (e.g., Tableau, Python).
- Completed written reports of studies and provided recommendations. Present findings and recommendations to relevant stakeholders, including FCPS leadership, FCPS School Board, department heads, and program directors.
- Provided technical assistance to FCPS departments and programs as needed.
- Chaired the Division Research Screening Committee. Completed reviews of both internal and external applications for research conducted in FCPS. Develop and oversee the execution of research agreements and data agreements.
- Served on interview panels for hiring personnel in FCPS.

Ad unct Professor raduate Instructor Teaching Assistant August 2011 – present

Instructed and aided instruction in an array of undergraduate and graduate courses including Developmental Psychology, Adolescent Development, Lifespan Development, Abnormal Psychology, Psychology of Crime, Cognitive Psychology, Research Methods, and Social–Emotional Development.

- Prepared and delivered course lectures
- Created, administered, and graded student assessments and exams.

Post-Doctoral Research Fellow Consortium Research Fellows Program June 2016 – July 2017

Contractor for the U.S. Army Research Institute. Principal Investigator for a research study examining the impact of life events on leader development in military contexts.

- Designed a longitudinal research study involving both qualitative and quantitative research methodology, including focus groups and survey methods. Independently and collaboratively reviewed appropriate measures, developed testable hypotheses and created data collection methods. Developed focus group protocol. Submitted application for Internal Review Board and obtained approval. Participants included Non-Commissioned Officers and Officers in the U.S. Army. Requested and coordinated data collections on Army posts. Travel to Army posts to collect data. Recruit participants by explaining goals of the study. Submit reports to the Consortium of Research Fellowships Program on research activities. Topics include emotional development, cognitive development, leader identity, and decision-making.
- Conducted statistical analyses for research project. Responsible for initial cleaning and screening of data prior to conducting statistical tests. Trained other research fellows on quantitative coding for an existing qualitative measure used in the study and coded all data. Currently creating a codebook for a different set of qualitative data.
- Assisted in the development of a scale to assess leader identity. Content analyzed interview data from 90 participants to create a taxonomy of leader identities. Develop items regarding behaviors, cognitions, and motivations for each identity using interviews and relevant research-based theories.
- Conducted interviews on leader and follower identities with U.S. Army Soldiers.
- Mentored graduate research fellows. Support development in critical thinking, idea generation and development, data collection, methodological and statistical knowledge, and writing skills.
- Complete written documentation of projects, including publications for peer-review and conference submissions.

- Evaluated research proposals submitted in response to the U.S. Army Research Institute's Broad Agency Announcement for Research Proposals.
- Provided expert feedback on research principles and methodology to funded research projects by the U.S. Army Research Institute.
- Contributed to long-term strategic planning of the research agenda for the U.S. Army Research Institute Basic Research Team. Generate ideas for programs of research that align with mission and vision of the organization.
- Conducted internal reviews of research publications

Pro ect Manager Child Development Lab August 2011 – July 2016

Managed the logistics of a research grants funded by the Institute of Education Sciences on childcare teachers as socializers of social–emotional learning.

- Carried out a multi-year, multi-site research grant that involved naturalistic observations of teachers and children, direct assessments of children's social–emotional competence, and questionnaire data.
- Supervised and organized 25 research assistants over 3 years of data collection. Facilitated training of research assistants to become certified in observation methods and direct assessments. Prepared reports to grant officers on the progress of the research. Topics included preschool social–emotional development, teacher socialization of emotion, classroom quality, computerizing measures, and teacher professional development.
- Served as primary grant liaison for 100+ personnel in the school districts and parents of child participants. Scheduled over 50 participant recruiting events including 40+ teachers and 650+ preschool children in 25 centers. Communicated with teachers, center directors, and parents about goals of the project. Resolved any grant-related issues that occurred both proactively and reactively. Frequently visited participating research sites.
- Conceived of, designed, and implemented a sub-study that expanded the sample of the research to include 100+ two-year-olds and their teachers. Developed testable hypotheses, reviewed appropriate measures, created data collection methods, and collected data. Coordinated data collection efforts of research assistants. Supervised and mentored American Psychological Association Interns and other research assistants.
- Submitted applications for follow-up research in elementary schools. Coordinated with elementary school principals and teachers to collect follow-up data. Handled reimbursing participants.
- Conducted statistical analyses for grant. Responsible for data management including initial cleaning and screening of data prior to conducting statistical tests. Analyses for projects included regression, sequential analyses, hierarchical linear modeling, and structural equation modeling. Statistical packages used frequently included SPSS, HLM, AMOS, and MPLUS.
- Developed and delivered professional development programs for teachers based on research findings. Conducted literature reviews on professional development practices for preschool teachers. Assessed efficacy and fidelity of the program.
- Completed written documentation of projects, including publications for peer-review and conference submissions.
- Handled grant-related petty cash expenditures
- Mentored graduate and undergraduate research assistants.

Research Fellow Consortium Research Fellows Program August 2015 – June 2016

Contractor for the U.S. Army Research Institute. Assist on projects regarding leader development and leader identity.

- Provided scientific reviews on leader identity, identity development, leader dyads, implicit leadership theory and paternalistic leadership.
- Applied knowledge of developmental psychology to relevant research projects.
- Content analyzed and coded 90 interviews from U.S. Army Soldiers to develop a taxonomy of leader identities using software such as NVivo.
- Prepared research findings for publication for peer-review and conference submissions.
- Prepared documents for a congressionally mandated external review of the U.S. Army Research Institute Basic Research Team.
- Evaluated an Army leader development program through qualitative interviews. Provided feedback on the development of the program of instruction.

Intern Institute of Education Sciences June 2015 – August 2015

Intern for the National Center for Special Education Research.

- Evaluated funding utilization for numerous federally funded research grants.
- Prepared relevant information for weekly staff meetings
- Wrote blog posts to highlight important findings in special education research.
- Coded and evaluated studies involving special education interventions for efficacy.
- Charted and presented trends of federally funded research grants.
- Communicated with principal investigators about progress on research grants.

Fellow National Association of State oards of Education January 2015 – May 2015

Analyzed state education policies involving deeper learning skills.

- Researched and advised leadership on state policies related to deeper learning in education and early childhood education.
- Provided resources to State Board of Education members. Communicated about the importance of deeper learning in public education.
- Completed publications on exemplary state policies.
- Prepared PowerPoint slides and Excel documents

RELE ANT RAD ATE CO RSE ORK

- Public Policy and Child Development
- Lifespan Development
- Social–Emotional Development
- Cognitive Development
- Child Psychopathology
- Developmental Disabilities
- Meta-Analysis and Structural Equation Modeling
- Issues and Methods in Longitudinal Developmental Research
- Psychometric Methods
- Naturalistic Methods in Psychology
- Psychological Applications of Regression Techniques
- Intro to SAS Language

MEAS RES AND ASSESSMENT CERTIFICATIONS

- The Denham Affect Knowledge Test (AKT)
- The Challenging Situation Task (CST)
- The FOCAL-T observation tool
- The Minnesota Preschool Affect Checklist (MPAC)
- The Emotion Elicitation and Regulation Assessment (EERA)
- The Bracken School Readiness Assessment (BSRA)
- The Computerized Assessment of Preschool Social Emotional Learning (CAPSEL)

P LICATIONS

Karlaus S P (2016). *Creating a structural measurement model of sociali ation of social-emotional competence The contribution of FOCA -T and C ASS* (Unpublished doctoral dissertation). George Mason University, Fairfax, VA.

Plourde S (2015). Deeper learning in New Hampshire. *State Innovations,* 20, 1-3.

Karalus S P , Herndon, K. J., Bassett, H. H., & Denham, S. A. (under review). Childcare teachers' socialization practices and beliefs on children's social-emotional competence and the moderating contribution of classroom age. *Early Education and Development*

Ferrier, D. E., **Karalus S P**., Denham, S. A., & Bassett, H. H. (in progress). *Indirect effects of cognitive self-regulation on the relation between emotion nowledge and emotionality* (Unpublished manuscript). George Mason University, Fairfax, VA.

Plourde S P (2013). *The association of teacher emotional expression and reactions to emotions and toddler emotional interactions with peers* (Unpublished thesis). George Mason University, Fairfax, VA.

PRESENTATIONS

Karalus S P (2017, March). *The contribution of cognitive-affective complexity to leader development.* Presented at the Annual Scientific Colloquium on Leader Development, U.S. Army Research Institute, Foundational Science Research Unit, Fort Belvoir, VA.

Shaughnessy, S. P., Coats, M. R., **Karalus S P** Srinivasan, R. (2017, April). Development and metamorphosis of leader identities. In S.P. Shaughnessy and M. R. Coats (Chair), *Identities at wor Self-concept in organi ational settings.* Symposium presented at the 32nd annual conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Plemmons, S. A., Srinivasan, R., & **Plourde S**. (2016, April). Becoming less reactive and more mature as a leader. In S. A. Plemmons (Chair), *eader development Developing self and developing others.* Symposium presented at the 31st annual conference of the Society for Industrial and Organizational Psychology, Anaheim, CA.

Denham, S. A., Bassett, H. H., Silva, R., Motari, L., **Plourde S** Herndon, K., & Zinsser, K. (2016, July). Preschool teachers' emotion socialization and child social-emotional behavior in two countries. Poster presented at the 24th Biennial Meeting of the International Society for the Study of Behavioural Development, Vilnius, Lithuania.

Plourde S N Ferrier, D. E., & Denham, S. A. (2015, March). *The mediating effect of executive functioning on the association of emotion expression and emotion nowledge*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Ferrier, D. E., **Plourde S N** Denham, S. A., Curby, T. W., Bassett, H. H., & Bailey, C. S. (2015, March). *The emotional classroom Interactions of sociali ing agents predicting future emotionality and executive function*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Plourde S N , Curby, T. C., Bassett, H. H., & Denham, S. A. (2014, October). *The relation between the classroom environment and teacher-student emotional interactions*. Poster presented at the Advances in Educational Psychology Conference, Fairfax, VA.

Plourde S N (2014, August). *Teacher sociali ation of toddler peer emotional interactions*. APA Division 7 Young Investigators in Developmental Psychology Symposium conducted at the annual meeting of the American Psychological Association, Washington, DC.

Denham, S.A., Bassett, H. H., Zinsser, K.M., Bailey, C. S., **Plourde S N** , & Herndon, K. J. (2014, August). *Emotional transactions among teachers and children in the preschool classroom*. Poster presented at the annual meetings of the American Psychological Association, Washington, DC.

Denham, S. A., Bassett, H. H., Zinsser, K., Bailey, C., **Plourde S**., & Curby, T. (2014, July). *Teachers contribute to preschoolers' emotional competence.* Poster presented at the Biennial Head Start Research Conference, Washington, DC.

Sullivan, K., de Silva, A., **Plourde S N** Denham, S.A., & Curby, T. (2013, April). *The influence of child age on early childhood teachers' modeling of emotions*. Poster presented at the Society for Research in Childhood Development Biennial Meeting. Seattle, W.A.

A ARDS

- Graduate Funding, George Mason University, 2011-2015
- Graduate Student Travel Award, George Mason University, 2013, 2015
- Psi Chi, National Honor Society for Psychology, Virginia Tech chapter, 2010
- William H. Williams Prize for Undergraduate Excellence in Philosophy, 2011

REFERENCES

Available upon request.

LAWRENCE J. CAINES

[redacted]

22 years of educational experience in Fairfax County Public Schools

14 years of school-based administration leadership in West Potomac pyramid schools

EDUCATION

- **Master of Education in Administration and Supervision** **2009**
  - University of Virginia - Charlottesville, Virginia
- **Bachelor of Music in Music Education** **2001**
  - Marywood University - Scranton, Pennsylvania

ENDORSEMENTS

- **Virginia Postgraduate Professional License**
  - Administration and Supervision, PreK-12
  - Music, PreK-12

PROFESSIONAL EXPERIENCE

Fairfax County Public Schools 2002-present

Special Projects Administrator, Department of School Improvement and Supports

- Co-authored Magnet School Assistance Program grant to support desegregation and reduction of minority group isolation through Montessori education.
- Supported schools across the division in implementing flexible learning programs to meet criteria from the Virginia Department of Education and reduce chronic absenteeism.
- Served as site administrator for spring break program to reduce chronic absenteeism and supported all spring break sites with coding requirements to ensure adjustment rates were reflected for accreditation.
- Supported high school graduations in FCPS as a member of the central graduation team ensuring cohesive policies, procedures, and communications across the division.

Principal, Fort Hunt Elementary School

- Strengthened evidence-based literacy instruction and interventions, resulting in an 86% improvement rate for all students in grades 1-6 on the Reading iReady and Virginia Growth Assessments including an 87% growth improvement for African-American students.
- Supported differentiated structures for mathematics instruction, resulting in an 87% of all students in grades 1-6 made progress on Math iReady and Virginia Growth Assessments with an 82% growth improvement for African-American students.
- Created collaborative leadership teams to guide school goals and professional development, including Instructional Resource Team and Muli-Tiered Systems of Support Core Team.
- Implemented CodeUp grant to support critical thinking skills and hands-on learning in math blocks.
- Supported partnership with Eagle Haven to promote outdoor learning opportunities for students.

Assistant Principal, Crestwood Elementary School

- Led K-6 English Language Arts department, including setting vision, weekly collaboration with literacy leaders and grade level teams, and data dialogues focused on core instruction and interventions, resulting in Spring 2023 Reading SOL achievement of 94%.
- Implemented Science of Reading components across all K-6 classrooms, resulting in 26% improvement of Lexia Core5 data for on/above grade level students.
- Strengthened Tier 1 behavioral practices through coaching and supporting resources for staff and expanding knowledge and implementation of the Responsive Classroom approach.
- Envisioned, secured funding for, and hired a Multi-Tiered Systems of Support (MTSS) Coach for Title I comprehensive needs goals and social-emotional supports for students.
- Diversified hiring of new staff to support and align culturally responsive vision.
- Expanded partnerships with community volunteers and organizations to support school needs and outdoor learning opportunities for students, including Fairfax County Urban Forest Management, GrandInvolve, and local faith-based organizations.
- Supported FCPS Strategic Plan development as facilitator for school-based staff and student conversations, as well as community forum for Region 3.

Assistant Principal, Hybla Valley Elementary School

- Developed and supported the SIIP focused on quality instruction for all students, resulting in sustained high achievement and full accreditation across consecutive school years and SOL achievement rates of 92% in reading and 92% in mathematics.
- Cultivated a community of academic excellence and equity by closing achievement gaps across multiple subgroups over a four-year period, including an increase in math achievement for black students from 68% to 90%, an increase in reading achievement for black students from 57% to 87%, and an increase in reading achievement for students with disabilities from 55% to 94% (2016-2019).
- Supported positive Social Emotional Learning (SEL) outcomes as evidenced in deeply embedded Responsive Classroom structures schoolwide for cooperative learning, sharing, and community building.
- Envisioned and allocated Title I and ESSER funds for staffing, technology resources, family engagement, teacher planning, and professional development to improve student learning outcomes.
- Developed a positive work climate, as evidenced in a 92% staff engagement rating on the K-12 Insight Survey.
- Engaged and supported the diverse needs of the school community by creating an inclusive environment for parents and collaborating with parent liaison and clinical team to support ongoing needs of families, resulting in a 97% positive rating for creating a welcoming school environment on Family Engagement Survey.
- Spearheaded the implementation of the GrandInvolve program to connect retired community members with classroom volunteering opportunities to enhance literacy instruction, resulting in 300 hours of volunteer service.

Assistant Principal, Stratford Landing Elementary School

- Increased student achievement in both the General Education and the Advanced Academics Programs, resulting in 2013 and 2014 Virginia Board of Education Distinguished Achievement Awards.
- Built the capacity of Collaborative Learning Teams, as evidenced on the division-wide Professional Learning Community (PLC) survey with a three-year increase of 36% of the staff's 'deeply embedded' rating on progress as a PLC.
- Created a unique master schedule structure to unify the general education and advanced academic communities through blended social learning opportunities.
- Spearheaded vertical support for a schoolwide positive behavior approach, resulting in highest rating for leadership on the 2013 positive behavior staff survey.
- Creatively reallocated staffing to establish a Math Resource Teacher position, positively impacting Tier 1 math instruction schoolwide.
- Garnered PTA support to expand development of the Discovery Garden and support outdoor learning opportunities.

Principal, Extended School Year (ESY) Summer Special Education Programs

- Strategically organized and aligned evidenced-based instructional programs to meet targeted reading and math goals for all students.
- Created a positive and engaging climate, as evidenced in high staff morale, data-driven meetings, and feedback received from teachers, specialists, and central office personnel regularly visiting ESY sites.
- Collaborated with ABA coaches regarding BIPs and best practices to ensure a safe learning environment for students and staff in the autism program.
- Organized a highly effective process for managing transportation and safety needs of all students, as evidenced in positive feedback from Transportation supervisors, ESY Office specialists, and teachers.
- Developed the leadership capacity of others through mentoring two LEAD Fairfax administrative interns, both of whom have attained assistant principal positions.

Music Teacher K-6, Parklawn Elementary School

- Served in multiple leadership capacities, including team leader for specialists, mentor for new teachers, interview panel member for new teachers, SCA advisor, coordinator of the MentorWorks program, chair of the 50th Anniversary Celebration, chair of the United Way campaign, and representative to the FAC, STAC, and Crisis Committees.

Christian Academy of Laurel **2001-2002**

Teacher, Music PreK-8

- Created new learning opportunities for students, including the establishing of a choral and performance composition program, within a small private fully accredited school serving a diverse student body in Prince George's County, Maryland.

PROFESSIONAL DEVELOPMENT

Professional Development Delivered:

- From Behaving to Belonging (Fort Hunt Elementary, 2023)
- The Power of Moments (Crestwood Elementary, 2022)
- Inside a 21st Century Title I School (GrandInvolve, Richard Byrd Library, 2019)
- Equity and Cultural Responsiveness (Hybla Valley Elementary, 2019)
- Creating a Brain-Friendly Learning Environment (Hybla Valley Elementary, 2017)
- Responsive Classroom and Cooperative Learning (Hybla Valley Elementary, 2016)
- Building and Creating a Unified School Community (Stratford Landing Elementary, 2013)
- Professional Learning Community: Creating a Shared Vision (Stratford Landing Elementary, 2012)
- Results Coaching: School Improvement and Teacher Evaluation (Region 3, 2012)
- Focus on Learning, Results, and Collaboration (Stratford Landing Elementary, 2011)
- Principal Panel on Collaborative Learning Teams (Region 3, 2011)
- Learning as our Fundamental Purpose: Structuring Intervention Time (Region 3, 2010)

Professional Development Attended (select highlights)**:**

- National Center for Montessori in Public Sector
- Leadership Institute at Harvard University
- Aspiring Principals Cohort
- Race, Equity, and Leadership with Harvard Principal's Center
- Restorative Justice
- Literacy Symposiums
- Teaching with Poverty in Mind
- Special Education Best Practices
- Advanced Cognitive Coaching
- Adaptive Schools
- Leading the Learning Cohort
- Supporting the Mission
- Lesson Study
- FAESP Assistant Principal Conferences
- FAESP Leadership Conferences
- FCPS Leadership Conferences

Colleen Ann Eddy

[redacted]

Education

The Accelerated Certification Cohort, University of Virginia (May 2013)

Master of Arts in English, George Mason University (May 2012)

Bachelor of Science in English Education, Taylor University (May 2003)

Virginia Postgraduate Professional License with endorsements in
- Administration and Supervision, PreK-12
- English, 7-12

Professional Experience

Director, K-12 Curriculum and Instruction, Instructional Services Department, FCPS (August 2021 – Present)

- Leads in the development, management, evaluation, and modification of curriculum, instruction, assessment, and professional development for academic excellence and Portrait of a Graduate outcomes in K-12 academic content areas including mathematics, language arts, science and social studies, as well as advanced academic programs, educational technology, online learning, library services, and integrated curriculum teams
- Selects, hires, assigns, trains, develops, counsels, coaches and evaluates coordinators across fourteen programs
- Collaborates with and supports school-based staff, other offices, departments, and nonschool agencies to accomplish office, department, and school division mission, in particular to develop and implement new multidepartmental programs and processes related to the Strategic Plan's student achievement goals
- Oversees the selection and purchase of basal resources for core content areas and world languages
- Plans short- and long-term objectives for office, department and school division
- Projects need for, manages, and is accountable for human, physical, and financial resources with the goal of maximizing the efficiency and effectiveness of the office and hiring and supporting highly qualified leaders
- Leads in the development of strategies for achieving the goals in the Strategic Plan and the monitoring of results for the Office of Curriculum and Instruction
- Manages risk and matters of compliance related to local, state, and federal regulations, policies, and mandates
- Directs the completion of program statistics and ensures development of appropriate reports, regulations, and related directives for Leadership Team and School Board consideration and action
- Leads and facilitates meetings with community groups and principal associations
- Meets with, presents to, and makes recommendations to high-level leaders and School Board
- Negotiates and manages contracts, grants, partnership agreements, and memoranda of understanding
- Promotes and supports innovation in programs and schools to foster Portrait of a Graduate outcomes, culturally responsive practices, and equitable outcomes through a variety of partnerships and initiatives

Coordinator, Secondary Curriculum Integration and Management, Instructional Services Department, FCPS (November 2020 – August 2021)

- Coordinated the development of secondary curriculum across teams for the Return-to-School to provide ready-to-use resources aligned to essential standards during the COVID-19 pandemic
- Led weekly meetings with curriculum leaders across departments, offices, and content areas to ensure frequent communication, collaboration, professional learning, and incorporation of feedback from teachers and students during the COVID-19 pandemic
- Managed and contributed to the development of professional development resources to support concurrent instruction in middle and high school during the COVID-19 pandemic
- Facilitated emergency secondary grading reform by engaging stakeholders, recommending and implementing seven temporary policy changes, and providing a variety of resources to ensure that students were not penalized due to the conditions of pandemic learning
- Initiated a focus group to analyze the impact of provisional grading and homework policies during SY2020-21, which resulted in the approval of equity-driven recommendations for 50 as the lowest score on a 100 point scale and a flexible late work policy for major assignments

- Contributed leadership to the Anti-Racism and Anti-Bias Policy Development team, including presentations and communications to the School Board, planning for stakeholder engagement, and development of policy drafts
- Communicated and collaborated with school and community stakeholders on concerns related to racism and bias in FCPS curriculum and instruction
- Led reframing of high school credit recovery curriculum for summer school with a focus on alignment among essential standards, ready-to-use resources, and purposeful assessment
- Launched collaboration with external and internal stakeholders for the development of an academy at Lewis High School focused on leadership, government, human rights, and civic engagement
- Led the Superintendent's Student Advisory Council, including ongoing opportunities for student voice in division decisions, facilitation of the students' annual recommendations to FCPS Leadership, selection process for the School Board Character Award, and the election of the Student Representative to the School Board
- Appointed to and served as subcommittee chair on Virginia's Culturally Relevant and Inclusive Education Practices Committee; authored recommendations for the Governor for the reform of History & Social Science
- Served as a member of VDOE Steering Committee for the Review of the History and Social Science Standards
- Facilitated professional learning and curriculum development for teachers through the Think Tank for Learning, aimed to incorporate teacher insights gleaned from virtual and concurrent instruction into central resources
- Collaboratively developed the general operating and Title II budgets for the Curriculum Integration & Management Team
- Managed the addition of new courses and optional courses to middle and high school course catalogs

Coordinator, K-12 Social Studies, Instructional Services Department, FCPS
(September 2017 – November 2020)

- Initiated and led large-scale revision of social studies curriculum to prioritize multiculturalism and cultural responsiveness: coordinated development of transformative, inquiry-based resources for anti-bias, anti-hate, anti-racism education through multiple projects across grade levels; led audit of thousands of curriculum resources across courses and grade levels resulting in the removal of more than a third of existing resources
- Collaborated across school divisions to form the Virginia Inquiry Collaborative, focused on developing skills for historical inquiry (C3) and the development of critical consciousness through Virginia and U.S. history courses
- Led large-scale professional development focused on culturally responsive pedagogy, including year-long Rethinking Virginia Studies for over 250 elementary educators; division-wide FCPS Social Studies In-services, including a focus on site-based inquiry in 2019 ("the Out-Service") and anti-racism in 2020, which featured guests Hasan Kwame Jeffries and Wendi Manuel Scott
- Dismantled the entrenched tradition of Colonial Day, a long-standing practice of celebrating the colonial period in elementary schools across FCPS; educated teachers and administrators on the need to decolonize our curriculum and pedagogy
- Created Program Standards for K-12 Social Studies in FCPS by leading teachers, students, and specialists through extensive, inclusive collaboration; this expression of our mission, vision, core thinking skills, and core learning experiences function as a guiding document for reforms
- Collaborated with the multicultural studies resource teacher to envision and enact Equity Learning Groups across Instructional Services Department, resulting in design principles of cultural responsiveness for FCPS curriculum and instruction, and development of related tools
- Designed, communicated, and enacted a plan to scale quality performance assessments across FCPS, which resulted in 3 years of cohorts of 150+ educators to design and field test locally meaningful assessments to be shared across the school division
- Engaged in multiple state-level meetings to inform education across Virginia, including the C4L Task Force (2020) and performance assessment work in social studies
- Designed and led a wide variety of professional learning opportunities – from large-scale to job-embedded for a variety of audience and purposes, always with a constructivist approach and often through collaborative or individual inquiry resulting in exhibitions of learning for educators
- Worked across offices to set a new goal and metric for student success in the FCPS Strategic Plan so that every student will experience Presentations of Learning throughout their K-12 journey
- Fostered a collaborative culture among the social studies team through the development of shared norms, goals, and professional learning opportunities; worked side-by-side on projects to build trust and capacity of team members; supervised team members by providing regular formal and informal feedback along with formalized evaluation processes

- Guided a basal resource review process to include critical discourse that ensured alignment to curriculum standards and appropriate representation of cultures, people, and issues
- Corresponded with care on behalf of FCPS with community members in relation to controversial issues including religion, race, politics, and instructional practices
- Supported school-based administrators in the practices and principles of Harvard's Project Zero (Region 1 2018 Winter Summit, learning groups for school leaders, Academy course)
- Coordinated monthly meetings of the Superintendent's Student Advisory Council through communication with members of the Leadership Team and collaboration with the high school social studies specialist; facilitated student-led inquiry with 100+ student delegates resulting in consensus-driven student recommendations to the FCPS Leadership Team.
- Managed central social studies budgets to align resources with division priorities

Assistant Principal, Oakton High School, FCPS (August 2013 – September 2017)

- Led the School Improvement Plan Committee and Instructional Leadership Council with goals of increasing students' 21st century skills (2011-2015); cultivating Global Citizenship and Resilience (2015-2017); closing gaps in reading, writing, and math for students with disabilities (2014-2017)
- Coordinated the development, implementation, and yearly revision of school-wide performance assessments including reflective digital portfolios, the Exhibition of Learning, Presentations of Learning, and junior-senior Capstone Experience (2011-2017)
- Co-led the FCPS Assessment Innovation Project in collaboration with FCPS Instructional Services to develop K-12 articulated capstone experiences by planning and facilitating full-day workshops for elementary, middle, and high school teachers (2016-2017)
- Initiated partnership with FCPS Instructional Services to train Region 1 HS teachers in PBL by curriculum teams resulting in collaborative curriculum development (2016-2017)
- Selected as site coordinator to lead OHS participation in VA Network Improvement Community for Student-Led Assessment through the Assessment for Learning Project (2016-2017)
- Facilitated school improvement planning for elementary and middle schools as a Battelle-for-Kids Rounds Facilitator (2015-2017)
- Equipped entire faculty with strategies to engender the Portrait of a Graduate such as project-based learning and Project Zero thinking routines (93% of faculty used PBL this year; 94% used PZ routines; comfort level of faculty with PoG increased by 25% over three years)
- Implemented unique approaches to professional learning such as interdisciplinary learning groups, a Faculty Exhibition of Learning, semester course entitled Cultures of Thinking and Learning, and a professional learning menu with blended course offerings
- Facilitated summer training opportunities for teams of Oakton faculty including visits to High Tech High, PBL World / Buck Institute 2013, WISSIT / Project Zero 2014, 2015, 2016
- Initiated professional learning partnership between Oakton and Madison High Schools including PBL training for math and physics teachers with Dr. Thom Markham, collaboration at Deeper Learning 2017, and WISSIT
- Hosted off-site Leadership Retreats for teachers, administrators, students, and parents in April 2015, 2016, and 2017 to reflect on and develop next steps for school improvement
- Supervised and evaluated 35 faculty of World Languages, Mathematics, and the library
- Guided world language teachers to create and implement project-based assessments in lieu of FCPS multiple choice exam for all World Language students
- Transformed practices of the Math Department from teacher-directed to student-led learning experiences including collaborative inquiry model and project-based learning
- Initiated a model partnership between Deloitte and Oakton High School to mentor students
- Coordinated attendance interventions for chronically absent students
- Ensured fair and organized procedures for Oakton's chapter of the National Honor Society

English Department Chairperson, Oakton High School, FCPS (2009 - 2013)

- Initiated, implemented, and managed interdisciplinary Freshman and Sophomore Programs that were precursors to the FCPS Portrait of a Graduate
- Coordinated Oakton's first and second school-wide Exhibition of Learning for our community
- Planned and implemented professional development including project-based learning workshop and principal's graduate class on 21st century leadership and instruction

- Co-chaired and overhauled School Improvement Plan to emphasize 21st century skills
- Co-led monthly Instructional Leadership Council with subcommittees aligned to the SIP
- Facilitated Humanities Initiative to integrate English and social studies curricula - Orchestrated intervention programs including Developing Literacies, Expanding Literacies, and Developmental Reading (doubled number of general education literacy sections from 4 to 8)
- Improved Reading SOL performance over four years to 99% overall pass rate (black students from 89% to 96% and Hispanic students 93% to 98%)
- Improved Writing SOL performance over four years to 100% overall pass rate (SWD from 90% to 97%, decreased achievement gap in all subgroups; increased pass adv rate from 54% to 68%)

Administrative Intern, ESY at Camelot Elementary School (June 2012 - August 2012)
- Collaborated with ESY principal, SPART, PSL, and teachers to ensure appropriate placement, safety, and measurable growth of students with disabilities according to IEP goals
- Managed teaching materials to enable equitable and differentiated instruction for all students
- Facilitated administrative duties such as attendance, transportation, and emergency drills

English Teacher, Oakton High School (2003 - 2013)
- World Civilizations II: designed interdisciplinary study of English and AP World History
- English 10, English 10 Honors, and English 11 Regular and team-taught inclusion classes

Martin Luther King, Jr., Scholar& Program Assistant, United States Department of Education, Washington, D.C. (Summers 2003, 2004)
- selective internship, educational leadership development with high-level administrators (2003)
- intern w/ Office of Voc. & Adult Ed, research on achievement gap, in-house editing (2004)

Professional Development Delivered, selected examples

Agency, Belonging, and Voice: Shifting the Narrative in our Classrooms and Schools, WISSIT (2022, 2023)
The Family Perspective: Moderated Discussion on Teaching Black History (2021)
Think Tank for Learning, Secondary Teachers (2021)
FCPS Social Studies Countywide In-Services (2018, 2019, 2020)
Rethinking Virginia Studies (2019-2020)
Visioning at Lake Braddock Secondary School (2019)
Authentic Performance Assessment for FCPS Social Studies (2018, 2019, 2020)
WISSIT Faculty (2016-present), Interactive Course Presenter on Collaborative Inquiry and Exhibition
Secondary Literacy Symposium (2018-2019), "Creating Cultures of Thinking"
Leading Cultures of Thinking (2018-2020), 5 session course for school-based leaders
Cultures of Thinking, FCPS Academy Course (2017-2020)
"Enacting a New Story of Learning in FCPS Social Studies": K-12 Summer Collaboration (2018)
Region 1 Winter Institute (2018), "Making Best Practices Visible: Connecting Project Zero and FCPS"
AAP Institute for Social Studies (2018), "Making Thinking Visible"
Region 1 Kick-Off (2017), FCPS Capstone Pilot
VA ASCD Annual Conference (2016), "Portrait of a Graduate at Oakton: Inquiry, Reflection, Exhibition"
FCPS Assessment Innovation Team (2016-17), Developing Capstone Projects K-12 for Oakton Pyramid
EdLeader21 6th Annual Event in Denver (2016), "Assessment Innovation in FCPS"
FCPS Leadership Conference (2016), "Capstone and Other Student-led Assessments"
Literacy and the FCPS Portrait of a Graduate at Oakton High School, presentation to the HSPA (2016)
Developing End-of-Course Performance Assessments for World Languages (2016)
Creating Cultures of Learning in a Comprehensive Public High School (2015): DCPZ Event
Virginia Region 4 Performance Assessment Symposium (2015): "Growth-Minded Assessment"
FCPS Region 4 Assistant Principals Conference on PBL (2015): "Project-Based Learning at Oakton HS"
"Cultures of Thinking and Learning at Oakton High School": Project Zero Practices (2015, 2016)
FCPS Leadership Conference (2014), "How Do We Build a Collaborative…to Support PoG?"
"Portrait of an Oakton Graduate" (2013), Presentation to the FCPS Leadership Team
FCPS Leadership Conference (2012), "21st Century Leadership and Instruction at Oakton High School"

Cluster VIII Kick-Off (2012), "21st Century Leadership at Oakton High School"
Oakton High School Curriculum Dev., (2011-14), "What Does It Mean to Be a Graduate of Oakton HS?"

Professional Development Received, selected examples

CAST Universal Design for Learning (2024)
Virginia Literacy Partnerships Reading Institute (2023)
ISTE Universal Design for Learning (2023)
WISSIT: Connecting DC Educators with Project Zero Ideas (August 2014-2023)
Teaching for Equity and Justice, Facing History and Ourselves (2020)
Deeper Learning Conference, High Tech High (2017, 2019)
Annual Conference, Virginia Council for the Social Studies (2017)
BFK Instructional Rounds Facilitator in Training (2015-2017)
Leading the Learning, Second Year Assistant Principal Cohort (2015)
America Achieves Convening of World-Leading Schools, OECD Test for Schools (2014)
School-Based Administrator Induction Program, Year One (2014)
Learning Environments for Tomorrow Conference, Harvard Grad Schools of Design & Education (2013)
AdvancED Conference, Training for SACS Review (2013)
PBL World 2013 by the Buck Institute for Education (2013)
Supporting the Mission, Fairfax County Public Schools (2012)
Leadership and Instruction for 21st Century Schools, EDUC 500- George Mason University (2012)
High Tech High Summer Institute, San Diego, California (2011)
NEH Institute: The Many and the One, Center for American Religion & Culture, Indiana U (2010)
Professional Learning Communities and Teacher Leadership, EDUC 500- GMU (2008)
Certified AP Literature Teacher (2006) & Certified AP Language and Composition Teacher (2005)

School and Community Leadership

Virginia Culturally Relevant and Inclusive Education Practices Advisory Committee, Subcommittee Chair (2020-2021)
VDOE Steering Committee Member for the Revision of the History and Social Science Standards (2020-2021)
Action Team Lead for Secondary Curriculum, FCPS Return-to-School Task Force (2020)
Continuity for Learning (C4L) Task Force (2020), Development of *Virginia Learns Anywhere* guidance
Board Member for The Village School, Acton Academy (2018-present)
FCPS Project Team for Presentations of Learning and Capstone Projects (2018-2021)
VDOE External Common Rubric Review Committee (2018)
Battelle for Kids Instructional Rounds, Credentialed Facilitator (2016-2018)
Site Coordinator, Virginia Network Imp. Community for Student-Led Assessment (2016-2017)
Instructional Leadership Council Facilitator, Oakton High School (2011-2017)
School Improvement Plan Co-Chair, Oakton High School (2009-2017)
FCPS Best Practices for Teaching and Learning Committee Member (2014-2016)
FCPS Portrait of a Graduate Development Committee (2013-2014)
Team Leader, Oakton High School tenth-grade English curriculum team (2006-2009)
Oakton Church of the Brethren: Youth Teacher (2012-2019); Lay Speaker, Worship Leader (2014- present); Pastoral Search Committee (2018-2019); Vice Chair of the Board (2017- 2018); Worship Committee Member (present)

Exceptional Accomplishments

FCPS Outstanding Non-School Based Leader, Finalist (2021)
Promotion to Assistant Principal II in FCPS based on adjudicated portfolio submission (2016)
Robert R. Spillane Leadership Award, FCPS: "Keeping the Main Thing the Main Thing" (2013)
Accelerated Certification Cohort VIII: selective and fully-funded program, FCPS and UVA (2012-2013)
FCPS Collaborative Excellence Award: awarded to interdisciplinary team that I led & nominated (2012)
C 3 Teacher Award: caring, creative, committed teaching; selected by students, parents, peers (2007)

References

Ms. Noel Klimenko, Assistant Superintendent for Instructional Services, [redacted]
Dr. Sloan Presidio, Chief Academic Officer, [redacted]
Additional references available

LISA M. PILSON

[redacted]

Education

The George Washington University, Washington DC
Master of Arts in Education and Human Development
Carlow University, Pittsburgh PA
Bachelor of Arts in Elementary Education

Licensure

Virginia Postgraduate Professional License in Education:
Administration and Supervision PreK-12
Elementary Education PreK-6

Professional Experiences

Fairfax County Public Schools
Director III – Office of Early Childhood Curriculum and Grant Management 2022-present
Programs: Early Head Start, PreK and Kindergarten

- Program demographics include: 1850 children and families in Early Head Start and PreK, 12,000+ Kindergarten students, 1,500 teachers and instructional assistants and 70+ central office staff
- Developed and executed PreK expansion plan as part of the division and county strategic plans through intentional collaboration with various division departments, region offices and principals
- Oversaw and managed the program budgets from complex funding sources including state and federal grants and division funding ensuring efficient allocation of resources for both schools and central office
- Led service area teams by fostering collaboration and coordination to improve program efficiency and impact on student enrollment
- Established and maintained strong relationships with division and county stakeholders by meeting their needs and exceeding expectations
- Monitored early childhood curriculum's impact on student learning, identifying the successes and areas for improvement and implementing an action plan
- Evaluated program outcomes and impact, leveraging data and feedback to drive continuous program improvement
- Fostered professional growth through ongoing targeted professional development and training tailored to meet the unique needs of school based and central office staff
- Advocated for the early childhood program by intentionally promoting the goals for early childhood education

Principal – Annandale Terrace Elementary School 2016-2022
Special Programs: Preschool/Head Start, Preschool Autism, Enhanced Autism, Local Level 4, Title I

- Implemented an equity centered Title 1 and ESSR plan and grant focusing on providing highly quality whole child approach to instruction and intervention to ensure access and opportunity for all learners
- 2020 Virginia Board of Education's Continuous Improvement Exemplar Award
- School demographics 615 students representing over 30 countries, 20% mobility rate, 63% LEP, 18% Special Education, 24% receiving level III/IV advanced academics and 82% economically disadvantaged
- Leading, managing and developing a diverse staff of 110+ teachers, instructional assistants, administrators, and support staff
- Leading a diverse school to educational excellence with an intentional focus on Literacy and Numeracy, English Language Development and Special Education while keeping equity, access and opportunity in the forefront

- Fostering strong community engagement through parent education programs including PreK family recruitment, Adult English classes, and US citizenship courses
- First year principal mentor for new leaders serving during the Pandemic
- Conceptualized and initiated vertical collaborative team practices with early childhood enhanced autism teams
- Created a Multi-Tiered Systems of Support (MTSS) collaborative learning team, to identify students' academic and SEL needs, development of appropriate intervention practices and program matching, monitoring the impact of the intervention and making adjustments according to student needs while ensuring equity, accesses, opportunity and participation
- Contributed to the development and mobilization of the Return to School Plan during the Covid-19 Pandemic
- Designed and implemented a summer program with a Young Scholars and ELLs focus
- Implemented a division wide model for English Language Development (ELD) approach to ESOL instruction
- Designed, and implemented an exemplary school plan providing a framework for all students to achieve at high levels and experience academic progress and success using quarterly assessment data to monitor student progress and identify areas need for individual teachers, teams and school wide professional development
- Designed a comprehensive professional development plan in alignment with FCPS Great Beginnings Pathways and the FCPS Strategic Plan, including essential courses for all staff and differentiated learning opportunities for based on student data and employee performance
- Instilled tenants of a Professional Learning Community PreK-5 and community with intentional school wide and collaborative team job embedded professional development
- Collaborated with Design and Construction to oversee a full renovation and 24-room building addition while maintaining the safety and security for students and staff
- Recruited, hired, developed and evaluated a richly diverse staff
- Provide staff members with growth producing feedback following informal and formal observations
- Empowered assistant principals and parent liaisons to develop a robust and impactful Parent Center which includes ongoing parent education and connections to resources beyond the school
- Established new partnerships with community stakeholders and philanthropic organizations to secure educational and essential resources for families including monthly food market and dental hygiene and screenings
- Composed and awarded grants resulting in the procurement of a school- based washer and dryer and technology resources for coding

Principal – Westbriar Elementary School 2012-2016
Special Programs: Advanced Academic Program Center and Special Education Best Buddies mentor program

- 2013 recipient of the National Blue-Ribbon School Award
- School demographics 830 students representing over 20 countries, 13% mobility rate, 14% LEP, 25% advanced academics, 8% students with disabilities and 5% economically disadvantaged
- Led and managed staff of 70+ teachers, instructional assistants, and support staff
- Led an ascending implementation of an advanced academics center for grades 3-6 while ensuring all student grades K-6 had access to learning opportunities with the advanced curriculum
- Instilled tenants of a Professional Learning Community within school staff and community
- Implemented Responsive Classroom, Positive Behavior Support, and Response to Intervention practices ensuring equitable school wide practices
- Designed a yearly School Improvement Plan using data and input from teachers and parents that guided our work during the school year
- Collaborated with 8 elementary school principals, assistant principals, and teacher leadership teams to identify needs and implement a grassroots Literacy professional development focused on building teacher capacity to positively impact student learning
- Collaborated with the FCPS math office and George Mason University to provide math modeling professional development and the implementation of math modeling approach to instruction to expand access to rigorous learning experiences to all students
- Collaborated with special education team and central office staff to develop a special education reading lab

- Oversaw a 24-room building expansion that has doubled the size of our school building while maintaining a safe environment for teaching and learning through a 14-month onsite construction project
- Provided robust communication through the facilitation of quarterly parent information coffees to promote parent engagement and increase their awareness about issues such cyber safety and ELL family engagement
- Recruited, hired developed and evaluated staff providing feedback after frequent informal and formal observations

Assistant Principal II-Louise Archer Elementary School 2007 - 2012
Special Program: Advanced Academic Program Center

- Facilitated staff development to create Horizon assessments and providing teams training to analyze the data resulting in a school wide use of formative assessments and intervention time
- Secured national consultant, Dan Mulligan, to provide staff development to support teachers understanding of how to use formative assessment data and implementing math vocabulary interactive notebooks
- Restructured the teacher assistance team and implemented a Responsive Intervention 3 Tier approach providing teachers with direct collegial support for the development of intervention or enrichment plans for students
- Served as School Test Coordinator, developing a VGLA (Virginia Grade Level Alternative Assessment) committee to address the achievement gap between our White and Hispanic students in reading
- Established an action plan framework for struggling teachers to receive professional development and mentoring resulting in quality instructional practices and students' academic success
- Worked collaboratively with the goal 2 (Essential Life Skills) team to implement positive behavior procedures that focus on encouraging appropriate student behavior
- Initiated the implementation of a vertical collaborative learning team (CLT) among the Madison Pyramid assistant principals resulting in AP CLTs across the division
- Selected to serve on Cluster Assistant Superintendent's assistant principal committee; planned and facilitated AP meeting
- Collaborated with elementary AP colleagues to develop a common at-risk data base that provided feeder middle schools with documentation for students identified as at risk and interventions implemented through sixth grade
- Mentored first year assistant principal

LEAD Fairfax Administrative Intern - Rose Hill Elementary School- 2006-2007
Summer School Assistant Principal - Waples Mill Elementary School – 2005 and Halley Elementary School – 2006
Administrative Internships: Marshall Road Elementary School - 2000

- Compiled historical data from standardized testing and Reading Recovery for grades K-6 which was used to identify at risk students and promote school wide data driven instructional practices
- Coordinated and supervised instructional staff and young scholars' program during the summer school
- Maintained safety and developed an orderly arrival and dismissal procedure for kiss and rid, special education and general education buses
- Coordinated and supervised special education and preschool staff during the summer school program
- Oversaw the administration of pre and post literacy assessments and compiled comparison data which was provided to students' base schools at the completion of summer school

Teaching Experience

Fairfax County Public Schools
Poplar Tree Elementary School **1999-2006**
Special Programs: Success by Eight, Moderate to severe special education
William Halley Elementary School
Special Programs: Project Excel, Full day kindergarten
Hybla Valley Elementary School
Special Programs: Full day kindergarten, Project Excel, Title I

- Taught full inclusion for kindergarten, first and fourth grade students with learning disabilities and ELL
- Wrote civics questions for the National Assessment of Educational Progress
- Facilitator for Everyday Counts Calendar Math
- Served on text-book review committee for social studies text-book adoption
- Collaborated with members with a team of colleagues to create a Mount Vernon field trip curriculum for elementary schools funded by the Mount Vernon Ladies Association
- Presenter of full day kindergarten curriculum at county wide parent orientation

Additional Leadership Experiences

- Co-Chair of FAESP Instructional Committee
- Pyramid Principal co-chair
- Elementary Principal representative for Continuation of Learning
- Elementary Principal representative for the development of Returning to School models
- Presented ATES approach with instructional practices with ELL and Special Education students to Division Leadership Team and ACPM
- Principal mentor
- Leadership Review Board advisor
- PLA Presenter for Assistant Principal Collaborative Learning Team
- FAESP Treasure
- Member of Cluster 1 and 2 steering committee
- Panel presenter for 1st year Assistant Principals
- Supporting the Mission
- Co-chair of FAESP Assistant Principal Conference Committee, 2011

Professional Development

- Harvard Equity Professional Development – Race, Equity and Leadership in Schools
- LETRS for administrators
- Shifting the Balance book talk PD
- Columbia University Teachers College Reading and Writing Project, Reading and Writing Summer Institutes
- Balanced Literacy Training
- Rethinking Teacher Supervision and Evaluation, Kim Marshall
- Math Workshop
- Adaptive Schools Training
- Fierce Conversations
- Response to Intervention
- Writing Conferences, Carl Anderson
- Responsive Classroom Training
- MTSS/Multi-Tiered Systems of Support
- English Language Development Training
- Kagan Cooperative Learning
- Robert Marzano Strategies (Classroom Instruction, Classroom Management, Grading and Assessment, School Leadership) - FCPS trainings and professional reading
- Professional Learning Community trainings presented by Richard and Becky DuFour
- FCPS Cluster II seminars
- Professional Learning Community trainings
- WIDA Consortium ACCESS for ELLs Training
- Eric Jensen, Teaching with the brain in mind seminar
- Understanding Poverty presented by Ruby Payne

Professional Memberships

- Association for Supervision and Curriculum Development (ASCD)

- BWEA treasurer
- FAESP/VAESP member
- FAESP treasurer
- FABSE member
- Carlow University Alumni Association
- The George Washington University Alumni Association

References

Dr. Fabio Zuluaga, Region 2 Assistant Superintendent *retired* – [redacted]
Dr. Brendan Menuey, Region 2 Executive Principal – [redacted]
Dr. Phyllis Pajardo, Fairfax City Superintendent *retired*– [redacted]

Raymond V. Lonnett

[redacted] [redacted] [redacted]

Objective: To be considered for the role of Region Assistant Superintendent, Region 3

Current Professional Responsibility:
Executive Principal for School Improvement, Fairfax County Public Schools (November 2019-Present)
Region 6 Schools (July 1, 2023—Present)
Region 1 Schools (November 2019 - July 2023)

Goals	Impact
Goal 1) Support the Area Region Assistant Superintendent in providing oversight to forty schools that engage families as partners and provide robust learning experiences for more than 38,000 students each day	• Supported the Region Assistant Superintendent in maintaining a high level of job retention across the Region, while recruiting and hiring outstanding new principals and enhancing the diversity amongst school-based leaders as positions became available • Provided responsive support and assistance to school leaders when navigating challenging situations and supported the goals, success, and development interests of principals and assistant principals across the Region • Worked closely with departmental colleagues to secure partnerships and resources that are in service of the needs of schools and school leaders • Worked with lead principals and assistant principals across the Region to develop ongoing professional learning experiences that enhanced school performance and increased equitable outcomes for students • Forged relationships with families that ensured confidence in services and enhanced school and family partnerships
Goal 2) Work to support high levels of student achievement in FCPS Region 1 Schools	• Performed comprehensive annual reviews of the overall performance of each school and worked to support schools in aligning school improvement goals, strategies, and actions to enhance equity, increase achievement, and provide students with the development of skills for future success • Worked in conjunction with the Region 1 Educational Specialist to provide oversight to the FCPS Region 1 Office of School Support Team which deploys personnel and professional learning supports to schools that result in increased student achievement and supports a high level of schools meeting state performance goals • Provided ongoing coaching, mentoring, and collaborative support to principals, assistant principals and other school leaders, while being responsive and present in schools frequently
Goal 3) Take an active role beyond the Region and work cohesively with central departments to support overall success and effective operations throughout FCPS	• Worked as a partner with the FCPS Assistant Superintendent of School Improvement and Supports to create Academic Goal Teams that are in alignment with each required area of school improvement and enhanced the support and resources provided to all schools across the Division • Worked on the FCPS Portrait of a Graduate Goal Team Committee to be an advocate for equity and provide all students with critical and creative thinking and enhanced collaboration and communication skills for life-long success • Served as a liaison for schools and worked closely within the Department of Human Resources to enhance job offer processing, provide support to overwhelmed hiring specialists, directly made job offers, and worked to ensure schools were staffed to the greatest extent possible amongst a teacher applicant shortfall • Worked closely with school-based leaders and central office supports to provide for innovations that increased elementary teacher planning time across the Division • Served as champion for the FCPS iLEAD (Improvement Leadership Education and Development) partnership with George Mason University, which leverages improvement science tools to enhance school improvement work, develops leaders, and defines problems of practice that enhance equitable outcomes for students

Raymond V. Lonnett

[redacted] [redacted] [redacted]

Elementary School Principal (2012-2019)
Principal, Hutchison Elementary School, Fairfax County Public Schools, VA (2015– 2019)

Goals	Impact
Goal 1) Meet State Accreditation Standards and Move School from School Improvement Sanctions by Increasing Student Achievement in Reading, Math, Science and Social Studies	• Provided the total leadership of a large school (1,100+ students) serving 85% poverty, and 98% language minority students in achieving at approximately 90% in Reading and in Mathematics • Surpassed all accreditation standards in less than one full year on the job and consistently exceeded all standards in each subject area annually • Recognized by Virginia Department of Education for Exemplar Performance: *Continuous Improvement Award*
Goal 2) Enhance Instructional Practices	• Enhanced instructional practices across subject areas in all classrooms, with clarity of learning targets (standards) and aligned formative daily assessments to ensure student learning • Provided teachers with job-embedded coaching support that enhanced professional practice • Developed structures for a proactive Multi-Tiered System of Supports (MTSS) that monitors the achievement of all students and coordinates interventions and further services • Enhanced access to Level I Advanced Academic Practices for all students, and enhanced advocacy, equity, and access to rigorous programming for Young Scholars (students from under-represented populations) • Acquired the technology to ensure that all students in grades 3-6 had their own laptop to use during the school day and that each primary classroom had 8 iPads which supported enhanced engagement, assessment practices, and the development of Portrait of Graduate Skills
Goal 3) Enhance Parent Engagement in School	**Outperformed Other Schools On Many Aspects of the FCPS Parent Engagement Survey** Noteworthy Areas of Success: 96% Agreement- "School keeps me informed of my child's progress" (83% FCPS) 98% Agreement- "Information from my school is easy for me to understand" (91% FCPS) 92% Agreement- "School offers appropriate resources to support my child's growth (77% FCPS) 90% Agreement- "My school works with me to make key decisions" (68% FCPS)

Student Achievement

- Performed above 75% in Reading and 70% in Math, Science, and Social Studies in all subgroups including minority groups and special education students each year consistently
- 2018/19 Results: 87% Reading; 91% Math; 73% Science *(3 year average)*

Raymond V. Lonnett

Principal, Great Falls Elementary School, Fairfax County Public Schools, VA (2012– 2015)

Accomplishments During Tenure as Principal

(Job Acceptance Entry Plan Goals)

Goals	Impact
Goal 1) Enhance Instructional Practices	***FCPS Working Conditions Survey Findings*** • "Professional development enhances teachers' ability to improve student learning" 100% Agree (59% Previous Admin.) • "Provided supports translate to improvements in instructional practices by teachers" 92% Agree (59% Previous Admin.) • "Time for professional development" 90% Agree (59% Previous Admin.) • "Professional development provides ongoing opportunities for teachers to refine instructional practices" 90% Agree (59% Previous Admin.)
Goal 2) Increase Technology and Technology Integration into Instructional Practice	***FCPS Working Conditions Survey Findings*** • "Teachers have sufficient access to instructional technology" 100% agree ***Notes:*** • Obtained 297 computers for the school in two years, increasing the total number of computers in the school from 319 in 2011/2012 to 616 in 2013/2014 • The 93% increase of computers provided a personal computer for all students in third through sixth grades– ultimately transforming the student school experience and instructional practices within the school.
Goal 3) Increase Time Provided to Teachers and Professional Learning Teams for Planning and Team Collaboration (Develop Foundation for Professional Learning Community)	***FCPS Working Conditions Survey Findings*** • "Provide sufficient non-instructional time for teachers" 86% Agree (59% Previous Admin.) • "Provide time for professional learning team collaboration" 88% Agree (71% Previous Admin.)

Additional Achievement Highlights in Cooperation with Total Staff While Principal at Great Falls Elementary

Student Achievement

- Significantly narrowed achievement gap between Students with Disabilities and Al Students from 22% gap to only 6% (2013 All 91% / SWD 69%) (2014 All 93% / SWD 87%)
- Increased percent of students reading at or above end of year reading benchmark to 96% in 1st grade and 95% in 2nd grade (Decreasing 1st grade failure rate by 7% and 2nd grade failure rate by 5%)
- Increased percent of students achieving a pass advance on the Math SOL by 16% (on avg.) in 3rd, 4th and 5th grades

Community Engagement

Working Conditions Survey Indicates: "Parents/Guardians know what is going on in the school."- 100% Agree
"This school does a good job of encouraging parent/guardian involvement."- 100%
"This school maintains clear, two way communication with the community." -100%
"Parents/Guardians are influential decision makers in this school." - 100%

Operations and Management of School Operations

Working Conditions Survey Indicates: "The school is clean, safe and well-maintained"- 100% Agree
"School leadership makes a sustained effort to address concerns about facilities - 100%

Raymond V. Lonnett

School-Based Administration

Assistant Principal

Colvin Run Elementary, Fairfax County Public Schools, VA (2010– 2012)

Leadership Opportunity-	**Impact**
Lead continual instructional refinement in a high achieving affluent school.	• Assumed full responsibilities for "Acting Principal" over extended periods of time • Established relationships with staff, students and community to provide effective school leadership • Enhanced general school operations by creating more efficient processes and practices throughout the school • Oversaw and coordinated all online testing practices

Central Office Administration

Coordinator IV

Office of Professional Practice (Department of Professional Learning and Accountability)
Fairfax County Public Schools, VA (2009-2012)

Leadership Opportunity-	**Impact**
Work across Cluster Offices to co-develop and carry out a wide-range of professional learning initiatives that matched the needs of a variety of school settings and programs across the school division.	• Successfully developed cluster-based professional learning experiences that positioned the school system to deliver on goals established • Successfully oversaw Fairfax County Public School's new teacher induction program, *Great Beginnings* • Successfully oversaw Professional Learning Community supports provided to schools

Educational Specialist

Office of Professional Practice (Department of Professional Learning and Accountability
Fairfax County Public Schools, VA (2007-2009)

Leadership Opportunity-	**Impact**
Provide training to new teachers and new teacher mentor coaches to successfully ensure all students have access to high quality instructional practices even if the teacher is novice or new to the Fairfax County school system.	• Successfully co-planned and delivered training and support provided to over 1,000 new instructional employees and teachers per year • Successfully co-trained and supported the success of over 50 new teacher coaches • Collaboratively revised the Fairfax County Public Schools new teacher induction program with a wide-range of central department input and a variety of stakeholders

Teacher Leadership

Cluster –Based Instructional Coach

Dogwood Elementary, Fairfax County Public Schools, VA (2005-2007) *(Title I School)*

Leadership Opportunity-	**Impact**
Build individual, team level, and school-wide relationships focused on student learning and results, to create a culture of collaboration that closes achievement gaps in reading and math.	• Worked closely with school administrators to oversee data analysis and determine school goals • Chaired the school improvement plan and worked closely with sub-committees to determine instructional work plans in response to the needs indicated in state and school-based assessments

Raymond V. Lonnett

Teacher Leadership

Cluster –Based Instructional Coach

Dogwood Elementary, Fairfax County Public Schools, VA (2005-2007) *(Title I School)* ***(Continued)***

Opportunity: (Continued)	**Impact**
	• Provided school-wide and team level staff development to support instructional improvements leading to closing achievement gaps • Worked closely with teams to develop team norms and agreements for successful teamwork • Facilitated team meetings and provided protocols for data analysis yielding instructional responses and increased student learning • Co-planned, co-taught and modeled instruction as needed with teachers in reading and in math to support their instructional goals and to close existing achievement gaps in reading and in mathematics • Provided individual and group coaching to mediate thinking, support planning, and to re-solve conflicts

Classroom Teacher Experience	• First Grade Teacher J.H. Brooks Elementary, Moon Area School District, Coraopolis, PA (2004-2005) • First, Fifth and Sixth Grade Teacher London Towne Elementary, Fairfax County Public Schools, Fairfax, VA (2001-2004) • Second Grade Teacher Wattsburg Area Elementary Center, Wattsburg Area School District, Erie, PA (2000-2001)

Additional Professional Learning Highlights	• Cognitive Coaching Level I and Advanced Cognitive Coaching Trained • Adaptive Schools Trained • Avid Reader: of Professional Texts on Leadership Development, School Improvement, Change Management, Coaching, Leading Difficult Meetings, and Navigating Difficult Conversations • Conference Presenter: Annual Presenter at George Mason University EDLE Conference for Leadership Development Programs; Learning to Improve Conference (George Mason University 2023); Presenter to Fauquier County Public Schools Superintendent and School Administrators: "Working with Community Partners to Enhance Student Achievement" • Most Recent Conference Attended: Project Zero Perspectives, Artful Thinking & Learning

Educational Background

Master of Education in Administration and Supervision PreK-12, George Mason University (2006-2008)

Bachelor of Science in Elementary Education PreK-6, Edinboro University of Pennsylvania (1996-2000)

References

Mr. Douglas Tyson, Region Assistant Superintendent, Region I Schools- Fairfax County Public Schools

[redacted]

Mr. Mark Greenfelder, Assistant Superintendent, Department of School Improvement and Supports– Fairfax County Public Schools

[redacted]

Dr. Michelle Boyd, Region Assistant Superintendent, Region 6 Schools- Fairfax County Public Schools

[redacted]

Mr. Marty Smith, Chief Operating Officer – Fairfax County Public Schools

[redacted]

Shannon E. Merriweather, Ph.D.

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OBJECTIVE

My objective is to utilize my diverse professional and educational experiences to expand access to and opportunities for equitable practice for marginalized students in Fairfax County Public Schools.

PROFESSIONAL EXPERIENCE

Fairfax County Public Schools (2000-Present)
Education Specialist, Equity and Cultural Responsiveness: *Office of Professional Learning and Family Engagement* (2019-Present)

- Support and facilitate FCPS Leadership Team equity goal development and implementation
- Support Region 3 Leadership Team to create and implement equity-centric goals and action plans for region principals and schools
- Consult and collaborate with Region 3 administrators to design action steps to support equity in all schools
- Co-Construct and facilitate partnership opportunities between Region 3 schools and respective school-based Parent Teacher Association(s)
- Support development of division anti-racism and anti-bias curriculum policy
- Partner with Department of Special Services staff to create and facilitate professional learning to support culturally responsive behavior practices
- Design and facilitate division-wide Cultural Proficiency module professional development
- Collaborate to support development of equitable district-level Social Emotional Learning structures and professional learning
- Consult and collaborate with Instructional Services to design and implement equitable instructional practices
- Coach and consult with Equity Leads and Equity Teams in schools and Central Offices to develop Equity Audit driven strategies

Instructional Coach: *Weyanoke ES (2017-2019)*

- Develop and facilitate school-wide professional development for Weyanoke staff to build capacity in implementing high-leverage, rigorous, and differentiated instructional practices
- Create and implement differentiated professional development plans for Weyanoke staff
- Develop and facilitate Leadership Team professional development designed to establish and nurture a Professional Learning Community and high-functioning teams
- Coordinate equity cohort participation, and school-wide follow through and commitments to strengthen community-school relationships among staff, parents, and students
- Collaborate with Office of School Support personnel resulting in improved MTSS procedures and data collection
- Conduct coaching cycles with resource teachers, instructional staff, and specialists resulting in improved instructional practice school-wide

Additional Leadership Opportunities:

- Facilitated Office of Research and Strategic Improvement research focus groups pertaining to disproportionality in discipline referral rates
- Facilitated Great Beginnings Professional Learning Community learning opportunity to build capacity and familiarity with Professional Learning Communities for incoming teachers
- Instructional Coaching Advisory Council member

Teaching Experience

- Special Education Lead: *North Springfield ES*
- Comprehensive Services Site Teacher (3-5): *Woodlawn ES*
- General Education Teacher (3-5): *North Springfield ES; Woodlawn ES; Braddock ES*

Shannon E. Merriweather, Ph.D.

[redacted]

EDUCATION/LICENSURE

Ph.D. Education: George Mason University; 2018
Specialization: International Education; Secondary: Education Policy
Dissertation Title: *Neighborhood Identity Examined Through a Lens of Poverty: An Exploration of One Community*
M.Ed. Special Education: University of Virginia; 2005
Specialization: Emotional Disabilities and Learning Disabilities
M.Ed. General Education: The Ohio State University; 1999
B.A. Spanish: The Ohio State University; 1998

Licensure
General Education (PreK-6)
Specific Learning Disabilities (K-12)
Emotional Disturbance (K-12)

PROFESSIONAL DEVELOPMENT

Cognitive Coaching
Adaptive Schools
Fierce Conversations
Building the Foundational Skills of an Instructional Coach
Literacy Collaborative
Responsive Classroom
Building Capacity with Data
RI: RI Functionality in EDSL
Mentoring Novice Teachers
Reaching and Teaching the English Language Learner
The Power of PLC: The Challenge of Elementary Schools

REFERENCES

Nina Thomas	Coordinator, Professional Learning and Cultural Responsiveness; OPLFE
Dana Chen	Assistant Principal, Haycock ES Fairfax County Public Schools
Felicia Usher	Principal, Weyanoke Elementary School Fairfax County Public Schools
Supriya Baily, PhD	Associate Professor College of Education and Human Development George Mason University

[redacted]

DRAFT Senior Administrator, MSAP program

Job Code
XXXXX

Schedule/Grade
Unified Scale-Schedule C/Grade 005

Reports To
Assistant Superintendent, Department of School Improvement and Supports

Last Revised
XXXXXX

FLSA Status
Exempt

Work Schedule
260-day

Supervises
Positions such as administrator, manager, and specialist

Pay Schedule
Monthly

Job Family
Educational Services

Department/Office
Department of School Improvement and Supports

Date Established
XXXXX

SUMMARY

Plans, manages, and coordinates program activities and personnel for a major, mission-essential section of an office, program service, or educational initiative; exercises leadership to create, design, implement, assess, and revise programs or activities of the section; creates and implements professional development for staff; serves as a resource for the region, school, and departmental staffs.

MAJOR DUTIES/ESSENTIAL FUNCTIONS

1. Creates, designs, and oversees the activities of the FCPS MSAP program.
2. Programs/functions/activities managed include the US Department of Education Magnet Schools Assistance Program.
3. Ensures that policies of the School Board are correctly interpreted and implemented into work activities of the section.
4. Responsible for fiscal management of the MSAP grant.
5. Directs the development of long-range program plans, budgets, staffing profiles, human resources management, and related strategies and procedures that ensure the program mission is accomplished.
6. Develops and maintains working relationships with school, county, and outside agency personnel.
7. Has responsibility for student achievement; directs the monitoring and assessment of the achievement of the MSAP program.
8. Visits magnet school to evaluate program success on a regular basis.

10. Assists in the development of a program profile with goals and outcomes.
11. Makes recommendations for improved student achievement.
12. Coordinates the planning, development, implementation, and evaluation of instructional programs and materials within the MSAP program.
13. Ensures that the instructional needs of the program are addressed promptly and completely.
14. Ensures both the implementation of FCPS policies and procedures and compliance with state and federal mandates.
15. Recommends the appointment of school administrators for the MSAP program.
16. Mentors school administrators and staff and ensures the provision of appropriate staff development opportunities.
17. Acts as central office support for magnet school.
18. Maintains working relationships with Fairfax County agencies and neighboring school districts.
19. Oversees the work of a limited number of contractors/vendors (fewer than five).
20. On an occasional basis: leads or facilitates meetings with community groups or employee associations; meets with high-level officials such as School Board members, leadership team, government officials; and represents FCPS in negotiating or facilitating resolution regarding matters of significance including legal or compliance matters, matters involving large financial sums, etc.
21. Plays a key role in developing strategies for achieving a substantial number of FCPS Strategic Plan focus areas (four or more). Actively participates in applying the plan within the section. Assists with compiling and reporting results.
22. Manages risk and matters of compliance relative to federal and state mandates, and local regulations and policies.
23. Performs related duties as required or assigned.

SUPERVISION RECEIVED OR GIVEN

SUPERVISION GIVEN OR RECEIVED

Receives limited direction from an administrator. Selects, hires, assigns, trains, develops, counsels, coaches and evaluates lower graded employees. Provides guidance and assistance to other full-, part-time, and/or hourly employees, as assigned.

QUALIFICATIONS

EDUCATION-REQUIRED

- Master's degree.

EDUCATION-PREFERRED

PROFESSIONAL EXPERIENCE-REQUIRED

- Seven (7) years of progressively more responsible experience in teaching and/or administration and supervision.

PROFESSIONAL EXPERIENCE-PREFERRED

PROFESSIONAL CERTIFICATION AND/OR LICENSURE-REQUIRED

- Postgraduate educational license with endorsement(s) designated as appropriate to the assignment.
- Administration and supervision PreK-12 endorsement.

PROFESSIONAL CERTIFICATION AND/OR LICENSURE-PREFERRED

ADDITIONAL REQUIREMENTS

ADDITIONAL REQUIREMENTS-PREFERRED

KNOWLEDGE/ SKILLS/ABILITIES - REQUIRED

- Knowledge of philosophy, goals, procedures, organization, and the professional specialties of the program to which assigned.
- Familiarity with applicable regulations, legislation, and policies.
- Familiarity with public education organization and administrative requirements in the specialty.
- Ability to manage and coordinate programs.
- Proficiency in the use of technology and data compilation, analysis, and reporting.
- Excellent human relations skills and ability to establish and maintain a successful cooperative working relationship with appropriate school communities and school-based and central office staff.
- Ability to supervise and evaluate personnel.
- Ability to communicate effectively, both orally and in writing.

KNOWLEDGE/ SKILLS/ABILITIES - PREFERRED

CAREER LADDER ADVANCEMENT CRITERIA

WORK ENVIRONMENT / PHYSICAL REQUIREMENTS

REASONABLE ACCOMMODATIONS STATEMENT

The work environment and physical demands described herein are representative of those that must be met by the employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT/PHYSICAL REQUIREMENTS

This job operates in a professional office environment and has a noise level of mostly low to moderate. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets, and fax machines.

Financial Analyst II

Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Job Code
13561

FLSA Status
Exempt

Job Family
Accounting and Finance

Schedule/Grade
Unified Scale-Schedule B/Grade 006

Work Schedule
260-day

Department/Office
Various

Reports To
Chief, executive director, director, senior manager, or manager

Supervises
Positions such as lower level analyst, technician, and assistant

Date Established
February 2001

Last Revised
February 2010

Pay Schedule
Monthly

SUMMARY

Performs the full range of professional general accounting, budget control, and related financial activities involving the analysis and review of various accounts for assigned office or department.

MAJOR DUTIES/ESSENTIAL FUNCTIONS

1. Exercises control and oversees the maintenance of a variety of office or department accounts.
2. Provides directions on financial matters and ensures procedural compliance with rules and regulations.
3. Supervises the establishment and implementation of fiscal records on various projects.
4. Oversees reconciliation of monthly financial reports and recommends necessary budget adjustments to meet operating needs.
5. Ensures the integrity of the finance, accounting, and budget data and records.
6. Performs a wide range of financial accounting and related budget tasks for an office or department.
7. Manages the financial and general business activities of the assigned office or department.
8. Oversees the performance of accounting, financial reporting, procurement, and revenue-generating functions.
9. Takes lead in the preparation of annual operating budget documents complying with policy rules and regulations.
10. Conducts research of finance, budgeting, and/or procurement issues to be used to formulate budgeting, procurement, or other financial management decisions.
11. Provides technical advice and assistance in financial matters to the staff of the assigned office or department.
12. Performs related duties as required or assigned.

SUPERVISION RECEIVED OR GIVEN

SUPERVISION GIVEN OR RECEIVED

Receives general supervision from a chief, executive director, director, senior manager, or manager. Selects, hires, assigns, trains, develops, counsels, coaches, and evaluates lower graded employees. Provides guidance and assistance to other full-, part-time, and/or hourly employees, as assigned.

QUALIFICATIONS

EDUCATION-REQUIRED

- Any combination of education and experience equivalent to a bachelor's degree in finance, accounting, business administration, information systems, or a related field.

EDUCATION-PREFERRED

- Master's degree.

PROFESSIONAL EXPERIENCE-REQUIRED

- Five (5) years of progressively more responsible experience in financial systems, accounting, budget analysis, or financial management.

PROFESSIONAL EXPERIENCE-PREFERRED

PROFESSIONAL CERTIFICATION AND/OR LICENSURE-REQUIRED

PROFESSIONAL CERTIFICATION AND/OR LICENSURE-PREFERRED

ADDITIONAL REQUIREMENTS

ADDITIONAL REQUIREMENTS-PREFERRED

KNOWLEDGE/ SKILLS/ABILITIES - REQUIRED

- Knowledge of the theory, methods, principles, and practices of accounting and generally accepted accounting principles.
- Ability to analyze, interpret, and evaluate financial and administrative data to develop and generate reports for financial decision-making.
- Familiarity with governmental financial automated systems.
- Ability to effectively use automated financial systems.
- Ability to communicate effectively, both orally and in writing.

KNOWLEDGE/ SKILLS/ABILITIES - PREFERRED

CAREER LADDER ADVANCEMENT CRITERIA

WORK ENVIRONMENT / PHYSICAL REQUIREMENTS

REASONABLE ACCOMMODATIONS STATEMENT

The work environment and physical demands described herein are representative of those that must be met by the employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT/PHYSICAL REQUIREMENTS

This job operates in a professional office environment and has a noise level of mostly low to moderate. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets, and fax machines.

LEA Name: Fairfax County Public Schools

Table 1: Magnet Schools Included in the Project OMB-1855-0011- Expiration 01/31/2025

- *Please list each magnet proposed for development, expansion, and/or implementation as part of the application.*
- *Indicate if the proposed magnet will be a whole-school magnet or a magnet program within a school.*
- *Please indicate whether the magnet will be newly created as part of the MSAP project or is an existing magnet being further developed or revised. If the magnet is existing, indicate the first year it was implemented.*

Magnet Name	Whole-School Magnet or Magnet Program Within a School	New or Existing	If Existing, First School Year as a Magnet
The Bucknell Magnet Public Montessori School	whole school	New	N/A

LEA Name: Fairfax County Public Schools

Table 2: Enrollment Data-LEA Level OMB-1855-0011- Expiration 1/31/2025

- *All LEAs (individually or as part of a consortium) should provide current data as of October 1, 2023, and projected data for Project Years 1-5 (October 1, 2024-2028).*
- *Only provide data for the grade spans covered by the magnet schools being implemented as part of the proposed project.*
- *For projected data, assume implementation of MSAP and provide realistic and logical data, consistent with data elsewhere in the application, to the extent possible.*

Actual Enrollment
(Current School Year—October 1, 2023)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	12	0.3%	536	11.9%	433	9.6%	1876	41.6%	1	0.0%	1518	33.6%	136	3.0%	4512
K	37	0.3%	1939	16.5%	1086	9.2%	3544	30.2%	6	0.1%	4330	36.9%	801	6.8%	11743
1	31	0.3%	2097	17.0%	1068	8.6%	3617	29.2%	20	0.2%	4651	37.6%	884	7.1%	12368
2	30	0.2%	2294	17.3%	1189	9.0%	3828	28.9%	11	0.1%	5010	37.8%	884	6.7%	13246
3	38	0.3%	2291	18.3%	1121	8.9%	3568	28.5%	14	0.1%	4604	36.8%	890	7.1%	12526
4	51	0.4%	2391	18.2%	1267	9.6%	3528	26.9%	12	0.1%	5000	38.1%	890	6.8%	13139
5	36	0.3%	2371	18.0%	1264	9.6%	3650	27.7%	13	0.1%	4986	37.8%	875	6.6%	13195
6	38	0.3%	2485	19.0%	1276	9.8%	3641	27.9%	14	0.1%	4754	36.4%	840	6.4%	13048
7	50	0.4%	2575	19.0%	1382	10.2%	3681	27.2%	23	0.2%	4940	36.5%	884	6.5%	13535
8	33	0.2%	2606	19.7%	1347	10.2%	3589	27.1%	16	0.1%	4792	36.2%	862	6.5%	13245
9	46	0.3%	2993	20.3%	1488	10.1%	4282	29.1%	26	0.2%	5037	34.2%	854	5.8%	14726
10	47	0.3%	3108	20.4%	1520	10.0%	4445	29.1%	17	0.1%	5234	34.3%	896	5.9%	15267
11	43	0.3%	2987	19.6%	1579	10.3%	4683	30.7%	17	0.1%	5130	33.6%	836	5.5%	15275
12	41	0.3%	3148	21.0%	1599	10.7%	3887	25.9%	22	0.1%	5441	36.3%	843	5.6%	14981
Total	533	0.3%	33821	18.7%	17619	9.7%	51819	28.7%	212	0.1%	65427	36.2%	11375	6.3%	180806

Projected Enrollment

(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	16	0.3%	732	11.9%	591	9.6%	2562	41.6%	1	0.0%	2073	33.6%	186	3.0%	6161
K	37	0.3%	1932	16.5%	1082	9.2%	3530	30.2%	6	0.1%	4313	36.9%	798	6.8%	11698
1	31	0.2%	2130	17.0%	1085	8.6%	3674	29.2%	20	0.2%	4724	37.6%	898	7.1%	12562
2	29	0.2%	2197	17.3%	1139	9.0%	3666	28.9%	11	0.1%	4799	37.8%	847	6.7%	12688
3	41	0.3%	2477	18.3%	1212	8.9%	3858	28.5%	15	0.1%	4978	36.8%	962	7.1%	13543
4	49	0.4%	2314	18.2%	1226	9.6%	3414	26.9%	12	0.1%	4838	38.1%	861	6.8%	12714
5	36	0.3%	2390	18.0%	1274	9.6%	3680	27.7%	13	0.1%	5026	37.8%	882	6.6%	13301
6	39	0.3%	2528	19.0%	1298	9.8%	3705	27.9%	14	0.1%	4837	36.4%	855	6.4%	13276
7	48	0.4%	2491	19.0%	1337	10.2%	3561	27.2%	22	0.2%	4778	36.5%	855	6.5%	13092
8	34	0.2%	2688	19.7%	1390	10.2%	3703	27.1%	17	0.1%	4944	36.2%	889	6.5%	13665
9	45	0.3%	2909	20.3%	1446	10.1%	4162	29.1%	25	0.2%	4896	34.2%	830	5.8%	14313
10	45	0.3%	2999	20.4%	1467	10.0%	4289	29.1%	16	0.1%	5051	34.3%	864	5.9%	14731
11	43	0.3%	3017	19.6%	1595	10.3%	4731	30.7%	17	0.1%	5182	33.6%	844	5.5%	15429
12	42	0.3%	3225	21.0%	1638	10.7%	3982	25.9%	23	0.1%	5575	36.3%	864	5.6%	15349
Total	535	0.3%	34029	18.6%	17780	9.7%	52517	28.8%	212	0.1%	66014	36.2%	11435	6.3%	182522

Projected Enrollment
(Year 2 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	16	0.3%	732	11.9%	591	9.6%	2562	41.6%	2	0.0%	2074	33.7%	186	3.0%	6163
K	36	0.3%	1907	16.5%	1068	9.2%	3485	30.2%	6	0.1%	4258	36.9%	788	6.8%	11548
1	31	0.2%	2122	17.0%	1081	8.6%	3660	29.2%	20	0.2%	4706	37.6%	895	7.2%	12515
2	29	0.2%	2233	17.3%	1157	9.0%	3727	28.9%	11	0.1%	4877	37.8%	861	6.7%	12895
3	40	0.3%	2387	18.3%	1168	8.9%	3717	28.5%	15	0.1%	4797	36.8%	927	7.1%	13051
4	53	0.4%	2495	18.2%	1322	9.6%	3681	26.8%	13	0.1%	5217	38.1%	929	6.8%	13710
5	35	0.3%	2317	18.0%	1235	9.6%	3567	27.7%	13	0.1%	4873	37.8%	855	6.6%	12895
6	39	0.3%	2559	19.0%	1314	9.8%	3750	27.9%	14	0.1%	4896	36.4%	865	6.4%	13437
7	49	0.4%	2536	19.0%	1361	10.2%	3626	27.2%	23	0.2%	4866	36.5%	871	6.5%	13332
8	33	0.2%	2602	19.7%	1345	10.2%	3584	27.1%	16	0.1%	4785	36.2%	861	6.5%	13226
9	46	0.3%	3003	20.3%	1493	10.1%	4296	29.1%	26	0.2%	5053	34.2%	857	5.8%	14774
10	44	0.3%	2919	20.4%	1428	10.0%	4175	29.1%	16	0.1%	4916	34.3%	842	5.9%	14340
11	42	0.3%	2916	19.6%	1541	10.3%	4571	30.7%	17	0.1%	5008	33.6%	816	5.5%	14911
12	43	0.3%	3275	21.0%	1663	10.7%	4043	25.9%	23	0.1%	5660	36.3%	877	5.6%	15584
Total	536	0.3%	34003	18.6%	17767	9.7%	52444	28.8%	215	0.1%	65986	36.2%	11430	6.3%	182381

Projected Enrollment
(Year 3 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	16	0.3%	732	11.9%	592	9.6%	2562	41.6%	1	0.0%	2074	33.7%	186	3.0%	6163
K	35	0.3%	1849	16.5%	1035	9.2%	3380	30.2%	6	0.1%	4129	36.9%	764	6.8%	11198
1	31	0.3%	2092	17.0%	1065	8.6%	3608	29.2%	20	0.2%	4640	37.6%	882	7.1%	12338
2	29	0.2%	2226	17.3%	1154	9.0%	3714	28.9%	11	0.1%	4861	37.8%	858	6.7%	12853
3	40	0.3%	2426	18.3%	1187	8.9%	3779	28.5%	15	0.1%	4876	36.8%	943	7.1%	13266
4	51	0.4%	2409	18.2%	1276	9.6%	3554	26.9%	12	0.1%	5037	38.1%	897	6.8%	13236
5	38	0.3%	2500	18.0%	1333	9.6%	3849	27.7%	14	0.1%	5257	37.8%	923	6.6%	13914
6	38	0.3%	2484	19.0%	1275	9.8%	3639	27.9%	14	0.1%	4752	36.4%	840	6.4%	13042
7	50	0.4%	2562	19.0%	1375	10.2%	3663	27.2%	23	0.2%	4916	36.5%	880	6.5%	13469
8	34	0.3%	2651	19.7%	1370	10.2%	3651	27.1%	16	0.1%	4875	36.2%	877	6.5%	13474
9	45	0.3%	2903	20.3%	1443	10.1%	4153	29.1%	25	0.2%	4885	34.2%	828	5.8%	14282
10	46	0.3%	3010	20.4%	1472	10.0%	4305	29.1%	16	0.1%	5069	34.3%	868	5.9%	14786
11	41	0.3%	2836	19.6%	1499	10.3%	4446	30.7%	16	0.1%	4870	33.6%	794	5.5%	14502
12	41	0.3%	3166	21.0%	1608	10.7%	3909	25.9%	22	0.1%	5472	36.3%	848	5.6%	15066
Total	535	0.3%	33846	18.6%	17684	9.7%	52212	28.8%	211	0.1%	65713	36.2%	11388	6.3%	181589

Projected Enrollment

(Year 4 of Project—October 1, 2027)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	16	0.3%	733	11.9%	591	9.6%	2562	41.6%	1	0.0%	2073	33.6%	186	3.0%	6162
K	35	0.3%	1844	16.5%	1033	9.2%	3370	30.2%	6	0.1%	4118	36.9%	762	6.8%	11168
1	30	0.3%	2034	17.0%	1036	8.6%	3508	29.2%	19	0.2%	4512	37.6%	857	7.1%	11996
2	29	0.2%	2192	17.3%	1136	9.0%	3659	28.9%	11	0.1%	4788	37.8%	845	6.7%	12660
3	40	0.3%	2413	18.3%	1181	9.0%	3758	28.5%	15	0.1%	4850	36.8%	937	7.1%	13194
4	52	0.4%	2446	18.2%	1296	9.6%	3608	26.8%	12	0.1%	5114	38.1%	910	6.8%	13438
5	37	0.3%	2411	18.0%	1286	9.6%	3713	27.7%	13	0.1%	5071	37.8%	890	6.6%	13421
6	41	0.3%	2676	19.0%	1374	9.8%	3921	27.9%	15	0.1%	5119	36.4%	905	6.4%	14051
7	49	0.4%	2507	19.0%	1346	10.2%	3585	27.2%	22	0.2%	4811	36.5%	861	6.5%	13181
8	34	0.3%	2675	19.7%	1383	10.2%	3684	27.1%	16	0.1%	4919	36.2%	885	6.5%	13596
9	45	0.3%	2958	20.3%	1470	10.1%	4232	29.1%	26	0.2%	4977	34.2%	844	5.8%	14552
10	44	0.3%	2909	20.4%	1422	10.0%	4159	29.1%	16	0.1%	4898	34.3%	838	5.9%	14286
11	42	0.3%	2924	19.6%	1546	10.3%	4585	30.7%	17	0.1%	5022	33.6%	818	5.5%	14954
12	40	0.3%	3084	21.0%	1566	10.7%	3808	25.9%	22	0.1%	5330	36.3%	826	5.6%	14676
Total	534	0.3%	33806	18.6%	17666	9.7%	52152	28.8%	211	0.1%	65602	36.2%	11364	6.3%	181335

Projected Enrollment

(Year 5 of Project—October 1, 2028)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	16	0.3%	732	11.9%	591	9.6%	2563	41.6%	1	0.0%	2073	33.6%	186	3.0%	6162
K	35	0.3%	1810	16.5%	1014	9.2%	3308	30.2%	6	0.1%	4043	36.9%	748	6.8%	10964
1	30	0.3%	2026	17.0%	1032	8.6%	3495	29.2%	19	0.2%	4494	37.6%	854	7.1%	11950
2	28	0.2%	2131	17.3%	1104	9.0%	3555	28.9%	10	0.1%	4654	37.8%	821	6.7%	12303
3	39	0.3%	2377	18.3%	1163	9.0%	3701	28.5%	15	0.1%	4776	36.8%	923	7.1%	12994
4	52	0.4%	2430	18.2%	1288	9.6%	3586	26.8%	12	0.1%	5083	38.1%	905	6.8%	13356
5	37	0.3%	2451	18.0%	1306	9.6%	3772	27.7%	13	0.1%	5152	37.8%	904	6.6%	13635
6	39	0.3%	2578	19.0%	1324	9.8%	3779	27.9%	15	0.1%	4934	36.4%	872	6.4%	13541
7	51	0.4%	2634	19.0%	1414	10.2%	3766	27.2%	24	0.2%	5053	36.5%	904	6.5%	13846
8	33	0.2%	2617	19.7%	1353	10.2%	3605	27.1%	16	0.1%	4813	36.2%	866	6.5%	13303
9	46	0.3%	2976	20.3%	1479	10.1%	4257	29.1%	26	0.2%	5007	34.2%	849	5.8%	14640
10	45	0.3%	2962	20.4%	1449	10.0%	4236	29.1%	16	0.1%	4988	34.3%	854	5.9%	14550
11	41	0.3%	2824	19.6%	1493	10.3%	4428	30.7%	16	0.1%	4851	33.6%	790	5.5%	14443
12	41	0.3%	3176	21.0%	1613	10.7%	3921	25.9%	22	0.1%	5489	36.3%	850	5.6%	15112
Total	533	0.3%	33724	18.7%	17623	9.7%	51972	28.7%	211	0.1%	65410	36.2%	11326	6.3%	180799

LEA Name: Fairfax County Public Schools

Magnet Name: ☑ Whole school ☐ Magnet program within a school

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment
(Current School Year—October 1, 2023)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	2	3.1%	10	15.6%	41	64.1%	0	0.0%	9	14.1%	2	3.1%	64
K	0	0.0%	1	3.4%	5	17.2%	16	55.2%	0	0.0%	6	20.7%	1	3.4%	29
1	0	0.0%	0	0.0%	4	11.8%	23	67.6%	0	0.0%	5	14.7%	2	5.9%	34
2	0	0.0%	1	2.5%	6	15.0%	25	62.5%	0	0.0%	3	7.5%	5	12.5%	40
3	0	0.0%	1	3.8%	2	7.7%	15	57.7%	0	0.0%	6	23.1%	2	7.7%	26
4	0	0.0%	1	3.1%	5	15.6%	22	68.8%	0	0.0%	3	9.4%	1	3.1%	32
5	0	0.0%	1	3.4%	5	17.2%	19	65.5%	0	0.0%	2	6.9%	2	6.9%	29
6	0	0.0%	1	4.2%	2	8.3%	20	83.3%	0	0.0%	1	4.2%	0	0.0%	24
7															0
8															0
9															0
10															0
11															0
12															0
Total	0	0.0%	8	2.9%	39	14.0%	181	65.1%	0	0.0%	35	12.6%	15	5.4%	278

Magnet Projected Enrollment
(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	3	3.5%	13	15.1%	55	64.0%	0	0.0%	12	14.0%	3	3.5%	86
K	0	0.0%	1	3.0%	6	18.2%	18	54.5%	0	0.0%	7	21.2%	1	3.0%	33
1	0	0.0%	0	0.0%	4	11.1%	25	69.4%	0	0.0%	5	13.9%	2	5.6%	36
2	0	0.0%	1	2.6%	6	15.8%	23	60.5%	0	0.0%	3	7.9%	5	13.2%	38
3	0	0.0%	2	5.1%	3	7.7%	22	56.4%	0	0.0%	9	23.1%	3	7.7%	39
4	0	0.0%	1	3.2%	5	16.1%	21	67.7%	0	0.0%	3	9.7%	1	3.2%	31
5	0	0.0%	1	2.9%	6	17.6%	23	67.6%	0	0.0%	2	5.9%	2	5.9%	34
6	0	0.0%	1	3.1%	3	9.4%	27	84.4%	0	0.0%	1	3.1%	0	0.0%	32
7															0
8															0
9															0
10															0
11															0
12															0
Total	0	0.0%	10	3.0%	46	14.0%	214	65.0%	0	0.0%	42	12.8%	17	5.2%	329

Magnet Projected Enrollment
Year 2 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	5	3.4%	26	17.4%	77	51.7%	0	0.0%	36	24.2%	5	3.4%	149
K	0	0.0%	2	4.1%	7	14.3%	20	40.8%	0	0.0%	18	36.7%	2	4.1%	49
1	0	0.0%	0	0.0%	4	10.5%	26	68.4%	0	0.0%	6	15.8%	2	5.3%	38
2	0	0.0%	1	2.7%	5	13.5%	23	62.2%	0	0.0%	3	8.1%	5	13.5%	37
3	0	0.0%	1	2.9%	3	8.8%	19	55.9%	0	0.0%	8	23.5%	3	8.8%	34
4	0	0.0%	1	2.4%	6	14.6%	29	70.7%	0	0.0%	4	9.8%	1	2.4%	41
5	0	0.0%	1	3.3%	5	16.7%	20	66.7%	0	0.0%	2	6.7%	2	6.7%	30
6	0	0.0%	1	2.9%	3	8.8%	29	85.3%	0	0.0%	1	2.9%	0	0.0%	34
7															0
8															0
9															0
10															0
11															0
12															0
Total	0	0.0%	12	2.9%	59	14.3%	243	59.0%	0	0.0%	78	18.9%	20	4.9%	412

Magnet Projected Enrollment
(Year 3 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	6	3.5%	29	17.1%	85	50.0%	0	0.0%	43	25.3%	7	4.1%	170
K	0	0.0%	7	5.2%	20	14.8%	56	41.5%	0	0.0%	46	34.1%	6	4.4%	135
1	0	0.0%	2	4.1%	7	14.3%	20	40.8%	0	0.0%	18	36.7%	2	4.1%	49
2	0	0.0%	1	2.6%	6	15.4%	24	61.5%	0	0.0%	3	7.7%	5	12.8%	39
3	0	0.0%	1	3.0%	3	9.1%	19	57.6%	0	0.0%	7	21.2%	3	9.1%	33
4	0	0.0%	1	2.9%	5	14.3%	24	68.6%	0	0.0%	4	11.4%	1	2.9%	35
5	0	0.0%	1	2.5%	7	17.5%	26	65.0%	0	0.0%	3	7.5%	3	7.5%	40
6	0	0.0%	1	3.3%	3	10.0%	25	83.3%	0	0.0%	1	3.3%	0	0.0%	30
7															0
8															0
9															0
10															0
11															0
12															0
Total	0	0.0%	20	3.8%	80	15.1%	279	52.5%	0	0.0%	125	23.5%	27	5.1%	531

Magnet Projected Enrollment
(Year 4 of Project—October 1, 2027)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	4	3.0%	24	17.8%	71	52.6%	0	0.0%	31	23.0%	5	3.7%	135
K	0	0.0%	5	5.2%	14	14.6%	40	41.7%	0	0.0%	33	34.4%	4	4.2%	96
1	0	0.0%	7	5.2%	20	14.8%	56	41.5%	0	0.0%	46	34.1%	6	4.4%	135
2	0	0.0%	2	4.1%	7	14.3%	20	40.8%	0	0.0%	18	36.7%	2	4.1%	49
3	0	0.0%	1	2.9%	3	8.6%	20	57.1%	0	0.0%	8	22.9%	3	8.6%	35
4	0	0.0%	1	2.9%	5	14.7%	24	70.6%	0	0.0%	3	8.8%	1	2.9%	34
5	0	0.0%	1	2.9%	6	17.6%	23	67.6%	0	0.0%	2	5.9%	2	5.9%	34
6	0	0.0%	2	5.0%	3	7.5%	33	82.5%	0	0.0%	2	5.0%	0	0.0%	40
7															0
8															0
9															0
10															0
11															0
12															0
Total	0	0.0%	23	4.1%	82	14.7%	287	51.4%	0	0.0%	143	25.6%	23	4.1%	558

Magnet Projected Enrollment
(Year 5 of Project—October 1, 2028)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0	0.0%	3	2.5%	21	17.6%	65	54.6%	0	0.0%	26	21.8%	4	3.4%	119
K	0	0.0%	4	4.7%	13	15.3%	35	41.2%	0	0.0%	29	34.1%	4	4.7%	85
1	0	0.0%	5	5.2%	13	13.5%	39	40.6%	0	0.0%	33	34.4%	6	6.3%	96
2	0	0.0%	7	5.2%	20	14.8%	56	41.5%	0	0.0%	46	34.1%	6	4.4%	135
3	0	0.0%	2	4.1%	7	14.3%	20	40.8%	0	0.0%	18	36.7%	2	4.1%	49
4	0	0.0%	1	2.7%	6	16.2%	25	67.6%	0	0.0%	1	2.7%	4	10.8%	37
5	0	0.0%	1	3.0%	6	18.2%	22	66.7%	0	0.0%	2	6.1%	2	6.1%	33
6	0	0.0%	1	2.9%	3	8.8%	28	82.4%	0	0.0%	0	0.0%	2	5.9%	34
7															0
8															0
9															0
10															0
11															0
12															0
Total	0	0.0%	24	4.1%	89	15.1%	290	49.3%	0	0.0%	155	26.4%	30	5.1%	588

LEA Name:

Magnet Name: ☐ Whole school ☐ Magnet program within a school

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment
(Current School Year—October 1, 2023)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0														0
K	0														0
1	0														0
2	0														0
3	0														0
4	0														0
5	0														0
6	0														0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
Year 2 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK	0														0
K	0														0
1	0														0
2	0														0
3	0														0
4	0														0
5	0														0
6	0														0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 3 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment (Year 4 of Project—October 1, 2027)																
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
PK	0														0
K	0														0
1	0														0
2	0														0
3	0														0
4	0														0
5	0														0
6	0														0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment **(Year 5 of Project—October 1, 2028)**															
Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

LEA Name:

Magnet Name: ☐ Whole school ☐ Magnet program within a school

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment
(Current School Year—October 1, 2023)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
Year 2 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 3 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 4 of Project—October 1, 2027)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 5 of Project—October 1, 2028)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

LEA Name:

Magnet Name: ☐ Whole school ☐ Magnet program within a school

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment
(Current School Year—October 1, 2023)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
Year 2 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 3 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 4 of Project—October 1, 2027)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 5 of Project—October 1, 2028)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

LEA Name:

Magnet Name: ☐ Whole school ☐ Magnet program within a school

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration 01/31/2025

- Provide data for all students in each grade the school enrolls for each magnet school participating in this project.
- Copy the forms for each proposed magnet as needed.
- Indicate if the data is for a whole-school magnet program or a magnet program within a school. If a program within a school, provide data for the magnet program here and data for the whole school without the magnet program students as a feeder in Table 4.
- Data for Project Years 1, 2, 3, 4, and 5 should be based on the anticipated enrollment of the magnet school if the project is successfully implemented. Projected data should be realistic, logical, and consistent with other data found in the application.

Magnet Actual Enrollment
(Current School Year—October 1, 2023)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 1 of Project—October 1, 2024)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
Year 2 of Project—October 1, 2025)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 3 of Project—October 1, 2026)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 4 of Project—October 1, 2027)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

Magnet Projected Enrollment
(Year 5 of Project—October 1, 2028)

Grade Level	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	Total Students
PK															0
K															0
1															0
2															0
3															0
4															0
5															0
6															0
7															0
8															0
9															0
10															0
11															0
12															0
Total	0		0		0		0		0		0		0		0

LEA Name:

Table 4: Enrollment Data-Feeder School(s) OMB-1855-0011- Expiration 01/31/2025

- For MSAP, feeders are the school(s) students would have attended had the magnet not existed. For each magnet, identify the feeder school(s) that are expected to send students. If a feeder school would send students in a particular grade span to all participating schools, indicate "All" in the magnet column.
- Include whole-school data (without the magnet program students) for any magnets reported as programs within schools in Table 3.
- Data projections for Project Years 1 through 5 should show the expected enrollment of feeder school(s) if the school(s) in the project are successfully implemented.

Schools			**Actual Enrollment as of October 1, 2023 (Current School Year)**														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
Belle View Elementary School	K-6	N/A	3	0.8%	7	1.8%	30	7.5%	140	35.0%	1	0.3%	191	47.8%	28	7.0%	400
Fort Hunt Elementary School	K-6	N/A	4	0.7%	11	1.9%	120	21.1%	129	22.6%	1	0.2%	280	49.1%	25	4.4%	570
Groveton Elementary School	PreK-6	N/A	3	0.4%	45	5.8%	129	16.5%	476	60.9%	0	0.0%	112	14.3%	16	2.0%	781
Hollin Meadows Elementary School	PreK-6	N/A	0	0.0%	64	10.5%	148	24.4%	215	35.4%	1	0.2%	165	27.2%	14	2.3%	607
Hybla Valley Elementary School	PreK-6	N/A	0	0.0%	37	4.2%	80	9.1%	741	83.9%	0	0.0%	20	2.3%	5	0.6%	883
Riverside Elementary School (split-feeder)	K-6	N/A	0	0.0%	7	10.8%	30	46.2%	22	33.8%	0	0.0%	4	6.2%	2	3.1%	65
Stratford Landing Elementary School	PreK-6	N/A	0	0.0%	42	5.8%	128	17.8%	85	11.8%	1	0.1%	397	55.3%	65	9.1%	718
Waynewood Elementary School	K-6	N/A	0	0.0%	16	2.2%	13	1.8%	52	7.2%	1	0.1%	605	83.3%	39	5.4%	726
																	0
																	0
																	0
																	0

Schools																	
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
Belle View Elementary School	K-6	N/A	3	0.7%	7	1.7%	30	7.4%	141	34.9%	1	0.2%	193	47.8%	29	7.2%	404
Fort Hunt Elementary School	K-6	N/A	4	0.7%	11	1.9%	122	21.1%	131	22.7%	1	0.2%	284	49.1%	25	4.3%	578
Groveton Elementary School	PreK-6	N/A	3	0.4%	46	5.7%	133	16.6%	489	60.9%	0	0.0%	115	14.3%	17	2.1%	803
Hollin Meadows Elementary School	PreK-6	N/A	0	0.0%	63	10.5%	147	24.5%	213	35.4%	1	0.2%	163	27.1%	14	2.3%	601
Hybla Valley Elementary School	PreK-6	N/A	0	0.0%	37	4.2%	80	9.1%	739	83.9%	0	0.0%	20	2.3%	5	0.6%	881
Riverside Elementary School (split-feeder)	K-6	N/A	0	0.0%	2	3.1%	9	13.8%	42	64.6%	0	0.0%	8	12.3%	4	6.2%	65
Stratford Landing Elementary School	PreK-6	N/A	0	0.0%	44	5.9%	133	17.8%	88	11.8%	1	0.1%	413	55.3%	68	9.1%	747
Waynewood Elementary School	K-6	N/A	0	0.0%	16	2.1%	13	1.7%	54	7.2%	1	0.1%	623	83.3%	41	5.5%	748
																	0
																	0
																	0
																	0

Schools			Projected Enrollment as of October 1, 2025 (Year 2 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
Belle View Elementary School	K-6	PreK, K	3	0.7%	7	1.7%	31	7.4%	149	35.6%	1	0.2%	197	47.1%	30	7.2%	418
Fort Hunt Elementary School	K-6	PreK, K	4	0.7%	12	2.0%	127	21.1%	138	22.9%	1	0.2%	294	48.8%	27	4.5%	603
Groveton Elementary School	PreK-6	PreK, K	3	0.4%	46	5.7%	134	16.5%	499	61.6%	0	0.0%	110	13.6%	18	2.2%	810
Hollin Meadows Elementary School	PreK-6	PreK, K	0	0.0%	61	10.5%	142	24.4%	209	35.9%	1	0.2%	155	26.6%	14	2.4%	582
Hybla Valley Elementary School	PreK-6	PreK, K	0	0.0%	36	4.1%	79	9.0%	739	84.7%	0	0.0%	14	1.6%	5	0.6%	873
Riverside Elementary School (split-feeder)	K-6	PreK, K	0	0.0%	2	3.4%	8	13.8%	42	72.4%	0	0.0%	2	3.4%	4	6.9%	58
Stratford Landing Elementary School	PreK-6	PreK, K	0	0.0%	43	5.8%	133	17.8%	89	11.9%	1	0.1%	411	55.1%	69	9.2%	746
Waynewood Elementary School	K-6	PreK, K	0	0.0%	17	2.2%	13	1.7%	55	7.2%	1	0.1%	633	83.3%	41	5.4%	760
																	0
																	0
																	0
																	0

Schools			Projected Enrollment as of October 1, 2026 (Year 3 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
Belle View Elementary School	K-6	PreK to 1	3	0.7%	7	1.6%	31	7.3%	152	35.7%	1	0.2%	202	47.4%	30	7.0%	426
Fort Hunt Elementary School	K-6	PreK to 1	4	0.7%	11	1.8%	129	21.3%	138	22.7%	1	0.2%	297	48.9%	27	4.4%	607
Groveton Elementary School	PreK-6	PreK to 1	3	0.4%	47	5.8%	135	16.5%	504	61.7%	0	0.0%	111	13.6%	17	2.1%	817
Hollin Meadows Elementary School	PreK-6	PreK to 1	0	0.0%	61	10.7%	141	24.7%	205	35.8%	1	0.2%	151	26.4%	13	2.3%	572
Hybla Valley Elementary School	PreK-6	PreK to 1	0	0.0%	37	4.2%	79	8.9%	752	85.0%	0	0.0%	12	1.4%	5	0.6%	885
Riverside Elementary School (split-feeder)	K-6	PreK to 1	0	0.0%	2	3.2%	8	12.7%	41	65.1%	0	0.0%	8	12.7%	4	6.3%	63
Stratford Landing Elementary School	PreK-6	PreK to 1	0	0.0%	42	5.8%	129	17.9%	85	11.8%	1	0.1%	398	55.3%	65	9.0%	720
Waynewood Elementary School	K-6	PreK to 1	0	0.0%	16	2.1%	12	1.6%	53	7.0%	1	0.1%	633	83.8%	40	5.3%	755
																	0
																	0
																	0
																	0

Schools			Projected Enrollment as of October 1, 2027 (Year 4 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
Belle View Elementary School	K-6	PreK to 2	3	0.7%	8	1.8%	34	7.6%	158	35.3%	1	0.2%	212	47.3%	32	7.1%	448
Fort Hunt Elementary School	K-6	PreK to 2	4	0.6%	12	1.9%	130	21.0%	141	22.8%	1	0.2%	303	48.9%	28	4.5%	619
Groveton Elementary School	PreK-6	PreK to 2	3	0.4%	48	5.6%	140	16.5%	522	61.4%	0	0.0%	119	14.0%	18	2.1%	850
Hollin Meadows Elementary School	PreK-6	PreK to 2	0	0.0%	61	10.5%	142	24.5%	207	35.7%	1	0.2%	156	26.9%	13	2.2%	580
Hybla Valley Elementary School	PreK-6	PreK to 2	0	0.0%	37	4.1%	82	9.0%	770	84.4%	0	0.0%	18	2.0%	5	0.5%	912
Riverside Elementary School (split-feeder)	K-6	PreK to 2	0	0.0%	2	3.2%	9	14.5%	42	67.7%	0	0.0%	5	8.1%	4	6.5%	62
Stratford Landing Elementary School	PreK-6	PreK to 2	0	0.0%	44	5.9%	133	17.9%	89	11.9%	1	0.1%	411	55.2%	67	9.0%	745
Waynewood Elementary School	K-6	PreK to 2	0	0.0%	17	2.2%	13	1.7%	56	7.2%	1	0.1%	651	83.4%	43	5.5%	781
																	0
																	0
																	0
																	0

Schools			Projected Enrollment as of October 1, 2028 (Year 5 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian / Alaskan Native (#)	American Indian / Alaskan Native (%)	Asian (#)	Asian (%)	Black or African American (#)	Black or African American (%)	Hispanic/Latino (#)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (#)	Native Hawaiian or Other Pacific Islander (%)	White (#)	White (%)	Two or more races (#)	Two or more races (%)	**Total Students**
Belle View Elementary School	K-6	PreK to 3	3	0.7%	8	1.8%	34	7.5%	160	35.3%	1	0.2%	215	47.5%	32	7.1%	453
Fort Hunt Elementary School	K-6	PreK to 3	4	0.6%	12	1.9%	132	21.0%	143	22.8%	1	0.2%	307	48.9%	29	4.6%	628
Groveton Elementary School	PreK-6	PreK to 3	3	0.4%	48	5.7%	138	16.5%	514	61.4%	0	0.0%	117	14.0%	17	2.0%	837
Hollin Meadows Elementary School	PreK-6	PreK to 3	0	0.0%	61	10.5%	142	24.4%	208	35.7%	1	0.2%	156	26.8%	14	2.4%	582
Hybla Valley Elementary School	PreK-6	PreK to 3	0	0.0%	37	4.1%	82	9.0%	766	84.4%	0	0.0%	18	2.0%	5	0.6%	908
Riverside Elementary School (split-feeder)	K-6	PreK to 3	0	0.0%	2	3.2%	9	14.5%	42	67.7%	0	0.0%	5	8.1%	4	6.5%	62
Stratford Landing Elementary School	PreK-6	PreK to 3	0	0.0%	44	5.9%	132	17.7%	89	12.0%	1	0.1%	411	55.2%	67	9.0%	744
Waynewood Elementary School	K-6	PreK to 3	0	0.0%	17	2.2%	14	1.8%	56	7.2%	1	0.1%	650	83.2%	43	5.5%	781
																	0
																	0
																	0
																	0

Table 5: Evidence Supporting New or Revised Projects-Competitive Preference Priority 2
Instructions: ▪ If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first box below: "Nature of Revision or Change to the Magnet School." ▪ For each existing magnet school the applicant proposes to revise, briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from PWS serving 50 students to whole-school program serving 400 students; adding medical sciences within school to complement other PWS and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; changes in the number of students participating in the existing program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within-school program to a whole-school program; etc. ▪ Provide evidence as described in the Application Package to demonstrate that the school(s) are evidence based. ▪ Use additional sheets, if necessary.
LEA Name: Fairfax County Public Schools
Magnet School: The Bucknell Magnet Public Montessori School
Nature of Revision or Change to the Magnet School: No revised magnet schools participating in the project
Explanation of How or Why the Revision is Significant: No revised magnet schools participating in the project

Table 6: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the process and use of academic examinations apply to more than one of the magnet schools include the name of each school in the "Magnet School(s)" field.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name: Fairfax County Public School

Magnet School(s): The Bucknell Magnet Public Montessori School

Check the appropriate box:

- ☐ Academic examination is a criterion in the magnet school student selection process.
- ☑ Academic examination is not a criterion in the magnet school student selection process.

Through strategic recruitment and marketing, FCPS will reduce Minority Group Isolation at Bucknell ES by employing a randomized lottery system for additional slots. Across the five grant funded years, FCPS will offer an additional 360 slots through the lottery to students in the West Potomac pyramid who are not zoned for Bucknell ES. First priority of enrollment will be for studnets who are already zoned for Bucknell in kindergarten through sixth grade. The remaining slots will be offered in the following ways: Pre-K slots: two-thirds of the pre-k slots will be automatically offered to three and four year old students who are income who apply for pre-K. The remaining third would be offered based on a randomized lottery that is marketed to affluent, non-Hispanic families. Kindergarten slots: Priority will be given to ensuring that students zoned for Bucknell ES continue to attend unless they choose to not participate in Montessori education. Remaining slots will be provided through a randomized lottery that is marketed to affluent, non-Hispanic families. First through 6th grade slots: In general, the lottery will prioritize its youngest students to ensure they can easily transition to a Montessori approach. This means that very few slots will be offered to first through 6th grade. However, if there are a handful of slots available, FCPS will consider opening the lottery to those students, prioritizing families who have siblings enrolled at the Bucknell Magnet Public Montessori School, those who are new to the county, and those who are military. For these students, attendance at the summer bridge program will be required to ensure that students and families are prepared for the educational experience that Montessori has to offer.

Magnet School(s):
Check the appropriate box: ☐ Academic examination is a criterion in the magnet school student selection process. ☐ Academic examination is not a criterion in the magnet school student selection process.
Describe the student selection process.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1234-Budget Narrative - FINAL.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Project Title: Fairfax County Public Schools MSAP Grant Project
Project Dates: 10/1/2024 - 9/30/2029
Project Location: Bucknell Elementary School

	Year 1	Year 2	Year 3	Year 4
A. Personnel Salaries/Wages				
1. Montessori Onsite Coordinator (SBA 002, Step 6)				
2. MSAP Administrator (C/005)				
3. Finance Analyst II (B/006)				
4. Teachers				
5. Instructional Assistants				
6. Teacher stipends for required summer PD				
7. Teacher stipends for summer bridge program for K-6 students				
8. IA stipends for summer bridge program for K-6 students				
9. Operational staff stipends for summer bridge program for K-6 students				
10. Curriculum Development Hourly Wages				
11. PreK Summer Camp Hourly Wages				
Subtotal Personnel Salaries/Wages				
B. Fringe Benefits				
1. Fringe Benefits on Project Salaries				
2. FICA Tax on Hourly Wages				
Subtotal Fringe Benefits				
C. Travel				
1. Annual Technical Assistance Meeting				
2. National Center for Montessori in the Public Sector Annual Conference				
3. Teacher travel for PD (local and out-of-state)				
4. Student Field Trips				
5. Student Transportation				
Subtotal Travel				
D. Equipment				
1. Montessori Classroom furniture - Primary				
2. Montessori Classroom furniture - Lower elementary				
3. Montessori Classroom furniture - Upper elementary				
Subtotal Equipment				
E. Supplies				
1. Montessori Classroom materials - Primary				
2. Montessori Classroom materials - Lower elementary				
3. Montessori Classroom materials - Upper elementary				
4. Summer Camp Instructional Materials/Supplies				
5. Classroom Consumables and Updated Curriculum Materials				
Subtotal Supplies				
F. Contractual				
1. Recruitment Firm for Montessori Staff				
2. Evaluator Services				
3. Montessori Coach				
4. Strategic Marketing Campaign				
Subtotal Contractual				
G. Other				
1. AMS Membership				
2. Quarterly Family Engagement Nights - Themed events				

Budget Narrative

Personnel Costs: [redacted]

1. Montessori Onsite Coordinator: [redacted]

   Funds are requested to support a [redacted] FTE [redacted] effort) Montessori Onsite Coordinator in Years 1 – 5 of the project. This position will provide additional support to the project as Bucknell Elementary School phases out of traditional education and into the Montessori program. This position will be hired in the planning year (Year 1) with the assistance of the to-be hired Montessori Principal prior to the first year of project implementation. This position is budgeted at [redacted] effort in Year 1, and [redacted] effort in Years 2 – 5, at a beginning Year 1 salary of [redacted] at Fairfax County Public Schools' (FCPS) projected FY 2025 School Based Administrator Salary Scale Grade 02, Step 06 level, and includes a projected [redacted] annual market-scale adjustment (MSA) increase beginning in Year 2, for a total cost of [redacted] over all years.

2. MSAP Administrator: [redacted]

   Funds are requested to support a [redacted] FTE [redacted] effort) Magnet Schools Assistance Program (MSAP) Administrator in Years 1 – 5 of the project. The MSAP Administrator will be responsible for overseeing implementation of FCPS' magnet program at Bucknell Elementary, supporting the school as it transitions from a traditional education approach to Montessori, overseeing the management plan of the grant, and supervising the project's Financial Analyst position. This position is budgeted at [redacted] effort in Years 1 – 5, at a beginning Year 1 salary of [redacted] at Fairfax County Public Schools' (FCPS) projected FY 2025 Unified Schedule C Salary Scale Grade 05, Step 06 level, and includes a projected [redacted] annual market-scale adjustment (MSA) increase beginning in Year 2, for a total cost of [redacted] over all years.

3. Financial Analyst: [redacted]

   Funds are requested to support a [redacted] FTE [redacted] effort) Financial Analyst in Years 1 – 5 of the project. The Financial Analyst will provide direct financial management support to the project, with specific duties highlighted in Selection Criteria 4 of the attached project narrative. This position is budgeted at [redacted] effort in Years 1 – 5, at a beginning Year 1 salary of [redacted] at Fairfax County Public Schools' (FCPS) projected FY 2025 Unified Schedule B Salary Scale Grade 06, Step 06 level, and includes a projected [redacted] annual market-scale adjustment (MSA) increase beginning in Year 2, for a total cost of [redacted] over all years.

4. Montessori Classroom Teachers: [redacted]

Funds are requested to support the cost of Montessori Magnet School Teachers at Bucknell Elementary in Years 2 – 5 of the project. The Teachers will begin providing direct classroom instruction in Year 2 of the project. The project Teachers are budgeted in Years 2 – 5, at a beginning Year 2 salary of [redacted] at Fairfax County Public Schools' (FCPS) projected FY 2026 195-day Teacher Salary Scale, MA, Step 06 level, and includes a projected [redacted] annual market-scale adjustment (MSA) increase beginning in Year 3, for a total cost of [redacted] over all years broken out as follows: Year 2: 5 Teachers at [redacted] each, totaling [redacted]; Year 3: 5 Teachers at [redacted] each, totaling [redacted]; Year 4: 6 Teachers at [redacted] each, totaling [redacted] and Year 5: 5 Teachers at [redacted] each, totaling [redacted].

5. Montessori Classroom Instructional Assistants: [redacted]

Funds are requested to support the cost of Montessori Instructional Assistants (IAs) at Bucknell Elementary in Years 2 – 5 of the project. The IAs will provide direct classroom support to the Montessori classroom Teachers beginning in Year 2 of the project. The project IAs are budgeted in Years 2 – 5, at a beginning Year 2 salary of [redacted] at Fairfax County Public Schools' (FCPS) projected FY 2026 Classroom Instructional Support Salary Scale, 191-day, Step 05 level, and includes a projected [redacted] annual market-scale adjustment (MSA) increase beginning in Year 3, for a total cost of [redacted] over all years broken out as follows: Year 2: 5 IAs at [redacted] each, totaling [redacted] Year 3: 10 IAs at [redacted] each, totaling [redacted]; Year 4: 16 IAs at [redacted] each, totaling [redacted]; and Year 5: 18 IAs at [redacted] each, totaling [redacted]

6. Teacher Professional Development Stipends: [redacted]

Funds are requested to support stipends for Teachers attending Montessori professional development training in Years 1 – 5 of the project. Teachers will receive training to support their certification from the American Montessori Society in addition to their teaching licensing from the Virginia Department of Education. To receive a full Montessori credential, Teachers will have a yearlong training that includes initial academic hours over the summer, a practicum which can be fulfilled while teaching during the school year, and another set of academic hours the following summer. Teacher professional development stipends are budgeted at [redacted] per teacher, per year, and total [redacted] over all years, broken out as follows: Year 1: 7 Teachers at [redacted] each, totaling [redacted]; Year 2: 15 Teachers at [redacted] each, totaling [redacted] Year 3: 13 Teachers at [redacted] each, totaling [redacted]; Year 4: 41 Teachers at [redacted] each, totaling [redacted]; and Year 5: 36 Teachers at [redacted] each, totaling [redacted].

7. Teacher Stipends for Summer Bridge Program: [redacted]

Funds are requested to support stipends for Teachers attending the Summer Bridge Program for K-6 students at Bucknell Elementary in Years 1 – 5 of the project. The program will run for one summer week per year and supports students who have not yet experience Montessori programming to become adapted to it. The Teacher Summer Bridge stipends are budgeted at [redacted] per Teacher, for two Teachers per year, totaling [redacted] per year, and [redacted] for all years.

8. Instructional Assistant Stipends for Summer Bridge Program: [redacted]

   Funds are requested to support stipends for Instructional Assistants (IAs) attending the Summer Bridge Program for K-6 students at Bucknell Elementary in Years 1 – 5 of the project. The program will run for one summer week per year and supports students who have not yet experience Montessori programming to become adapted to it. The Instructional Assistant Summer Bridge stipends are budgeted at [redacted] per IA, for two IAs per year, totaling [redacted] per year, and [redacted] for all years.

9. Operational Staff Stipends for Summer Bridge Program: [redacted]

   Funds are requested to support stipends for Operational Staff, such as Custodians and Food Service staff, during the Summer Bridge Program for K-6 students at Bucknell Elementary in Years 1 – 5 of the project. The program will run for one summer week per year and supports students who have not yet experience Montessori programming to become adapted to it. The Operational Staff Summer Bridge stipends are budgeted at [redacted] per Operational Staff member, for three Operational Staff per year, totaling [redacted] per year, and [redacted] for all years.

10. Curriculum Development Hourly Wages: [redacted]

    Funds are requested to support hourly wages for annual curriculum development of additional instructional materials required to align Montessori programming with Virginia state standards not covered by common core in Years 1 – 5 of the project. Funds are budgeted for one Teacher per grade level (7 Teachers) to work 40 summer hours each year beginning in Year 1, at FCPS' projected FY 2025 Temporary Hourly Assignments Scale Pay Band 15 rate of [redacted] per hour, totaling [redacted] in Year 1, and includes a projected [redacted] annual market-scale adjustment (MSA) increase beginning in Year 2, totaling [redacted] for all years.

11. PreK Summer Camp Hourly Wages: [redacted]

    Funds are requested to support hourly wages for program staff attending the annual PreK Summer Camp at Bucknell Elementary in Years 2 – 5 of the project. The PreK Summer Camp will be staffed by three Teachers, three Instructional Assistants (IAs), and one School Health Aide (SHA). The camp will run for 7 hours per day, 5 days per week, for 8 summer weeks, totaling 280 hours per year, per staff member, beginning in Year 2. The first year Teacher hourly rate is budgeted at FCPS' projected FY 2026 Summer Learning Programs (SLP) pay rate of [redacted] per hour; the first year IA hourly rate is budgeted at FCPS' projected FY 2026 Temporary Hourly Assignments Scale Pay Band 4 rate of [redacted] per hour; and the first year SHA hourly rate is budgeted at FCPS' projected FY 2026 Temporary Hourly Assignments Scale Pay Band 7 rate of [redacted] per hour. The total cost of hourly wages for the PreK Summer Camp is [redacted] in Year 2, and includes a projected [redacted] annual market-scale adjustment (MSA) increase beginning in Year 3, totaling [redacted] for all years.

Employee Benefits: [redacted]

1. Fringe Benefits: [redacted]

   Funds are budgeted to cover the cost of full-time fringe benefits in Years 1 - 5 of the project for the [redacted] FTE Montessori Onsite Coordinator, [redacted] FTE MSAP Administrator, [redacted] FTE Financial Analyst, Montessori Teachers, and the Instructional Assistants at FCPS' FY 2024 full-time fringe benefit rate of [redacted], provisional thereafter, which is comprised of costs for employee benefits such as health and dental insurance, social security, retirement, worker's compensation, life insurance, disability insurance, and unemployment insurance. FCPS' full-time fringe benefit rate is calculated using total contracted employee salaries as a base. The cost for full-time fringe benefits is [redacted] in Year 1; [redacted] in Year 2; [redacted] in Year 3; [redacted] in Year 4; and [redacted] in Year 5, totaling [redacted] for all years.

2. FICA Tax: [redacted]

   Funds are budgeted to cover the cost of FICA tax of [redacted] on project staff stipends and hourly wages. The cost for FICA taxes is [redacted] in Year 1; [redacted] in Year 2; [redacted] in Year 3; [redacted] in Year 4; and [redacted] in Year 5, totaling [redacted] for all years.

Travel: [redacted]

1. MSAP Technical Assistance Meeting: [redacted]

   Funds are budgeted to cover the cost of local travel to the annual DOE MSAP Technical Assistance Meeting located in Washington, D.C. for five project key personnel members in Years 1 – 5 of the project, estimated at [redacted] per staff, totaling [redacted] in Year 1, and [redacted] for all years.

2. National Center for Montessori in the Public Sector Annual Conference: [redacted]

   Funds are budgeted to cover the cost of travel to the National Center for Montessori in the Public Sector Annual Conference in Years 1 – 5 of the project. Conference locations vary by year and are yet to be determined. Two members of the project's key personnel will travel to attend the conference in Year 1, and four members in Years 2 – 5, estimated at a cost of [redacted] per traveler for expenses such as conference registration fees, airfare, lodging, car rental (if necessary), and per diem. The total travel cost is [redacted] in Year 1, and [redacted] in Years 2 – 5, totaling [redacted] for all years.

3. Professional Development Travel Costs: [redacted]

   Funds are budgeted to cover the cost of travel to local and out-of-state Montessori related professional development training events for project Teachers in in Years 1 – 5 of the project. Training events will vary by location and by year and are yet to be determined.

Travel funds are estimated at [redacted] per Teacher, per year, are budgeted for expenses such as mileage reimbursement and per diem for local travel costs, and airfare, lodging, and per diem for out-of-state travel. Seven Teachers will travel to training events in Year 1, totaling [redacted]; 15 Teachers will travel in Year 2, totaling [redacted], 13 Teachers will travel in Year 3, totaling [redacted]; 41 Teachers will travel in Year 4, totaling [redacted]; and 36 Teachers will travel in Year 5, totaling [redacted], for a total cost of [redacted] for all years.

4. Student Field Trips: [redacted]

   Funds are budgeted to cover the cost of student bus transportation to and from instructional and immerse local field trips and related afterschool and summer program events and activities in Years 2 – 5 of the project. Field trips and activity events will vary by location and by year and are yet to be determined. Funds will cover the projected cost of FCPS buses charged by the FCPS Department of Facilities and Transportation Services (FTS), estimated at an average field trip bus cost of [redacted] per trip, for 5 trips per year in Year 2, 10 trips in Year 3, 15 trips in Year 4, and 15 trips in Year 5, totaling [redacted] for all years.

5. Student Transportation: [redacted]

   The creation of a Montessori program at Bucknell Elementary School will require the analysis, reevaluation, and modification of existing bus routes and transportation services to Bucknell Elementary by the FCPS Office of Transportation Services (OTS), the goal of which is to facilitate efficient and seamless transportation of students from FCPS feeder schools to Bucknell Elementary. The updating of bus routes will be performed by OTS in Year 1 of the project at a projected cost of [redacted]. Beginning in Year 2, the annual cost of bus transportation services for FCPS feeder schools students to Bucknell Elementary for academic year programing is estimated at [redacted] per year, for a total bus transportation cost of [redacted] for all years.

Equipment: [redacted]

1. Montessori Classroom Furniture – Primary: [redacted]

   Funds are requested to support the purchase of Montessori classroom furniture for primary grade classrooms at Bucknell Elementary in Years 1 – 2 of the project. Seven classroom furniture packages will be purchased in Year 1, and three packages in Year 2, at a per unit price of [redacted] including shipping costs of [redacted] per unit, totaling [redacted] per unit, for a total furniture cost of [redacted] in Year 1, and [redacted] in Year 2, totaling [redacted] for all years.

2. Montessori Classroom Furniture – Lower: [redacted]

   Funds are requested to support the purchase of Montessori classroom furniture for lower elementary grade classrooms at Bucknell Elementary in Years 2 – 4 of the project. Five classroom furniture packages will be purchased in Year 2, five packages in Year 3, and three packages in Year 4, at a per unit price of [redacted], including shipping costs of

[redacted] per unit, totaling [redacted] per unit, for a total furniture cost of [redacted] in Years 1 and 2, and [redacted] in Year 4, totaling [redacted] for all years.

3. Montessori Classroom Furniture – Upper: [redacted]

   Funds are requested to support the purchase of Montessori classroom furniture for upper elementary grade classrooms at Bucknell Elementary in Year 5 of the project. Six classroom furniture packages will be purchased in Year 5, at a per unit price of [redacted] including shipping costs of [redacted] per unit, totaling [redacted] per unit, for a total furniture cost of [redacted]

Supplies: [redacted]

1. Montessori Classroom Supplies – Primary: [redacted]

   Funds are requested to support the purchase of Montessori classroom instructional materials for primary grade classrooms in Years 1 – 2 of the project. An itemized list of classroom materials may be found here. The cost of each classroom materials set is [redacted] and includes additional costs of [redacted] for laminating and cutting and [redacted] for shipping costs, totaling [redacted] per classroom set. Seven classroom sets will be purchased in Year 1 and three in Year 2, for a total cost of [redacted] in Year 1, and [redacted] in Year 2, totaling [redacted] for all years.

2. Montessori Classroom Supplies – Lower: [redacted]

   Funds are requested to support the purchase of Montessori classroom instructional materials for lower elementary grade classrooms in Years 2 – 4 of the project. An itemized list of classroom materials may be found here. The cost of each classroom materials set is [redacted] and includes additional costs of [redacted] for laminating and cutting and [redacted] for shipping costs, totaling [redacted] per classroom set. Five classroom sets will be purchased in Years 2 and 3, and three sets in Year 4, for a total cost of [redacted] in Years 2 and 3, and [redacted] in Year 4, totaling [redacted] for all years.

3. Montessori Classroom Supplies – Upper: [redacted]

   Funds are requested to support the purchase of Montessori classroom instructional materials for upper elementary grade classrooms in Year 5 of the project. An itemized list of classroom materials may be found here. The cost of each classroom materials set is [redacted] and includes additional costs of [redacted] for laminating and cutting and [redacted] for shipping costs, totaling [redacted] per classroom set. Six classroom sets will be purchased in Year 5, for a total cost of [redacted]

4. PreK Summer Camp Instructional Supplies: [redacted]

   Funds are requested to support the cost to purchase instructional supplies and materials

for use in the annual PreK Summer Camp in Years 2 – 5 of the project. A full itemized list of PreK Summer Camp instructional supplies and materials will be developed in the project planning year. Beginning in Year 2, a projected cost of [redacted] per year is budgeted for summer camp instructional supplies, totaling [redacted] for all years.

5. Academic Year Instructional Supplies and Curriculum Materials: [redacted]

   Funds are requested to support the cost to purchase academic year instructional supplies and curriculum materials in Years 3 – 5 of the project. A full itemized list of supplies and materials will be developed in the project planning year. Beginning in Year 3, a projected classroom supplies cost of [redacted] classroom is budgeted for 7 classrooms; in Year 4, 15 classrooms are budgeted, and in Year 5, 20 classrooms are budgeted, for a total cost of [redacted] in Year 3, [redacted] in Year 4, and [redacted] in Year 5, totaling [redacted] for all years.

Contractual: [redacted]

1. Recruitment Firm for Montessori Staff: [redacted]

   Funds are requested to support the cost of recruitment of project staff in Years 1 – 5 of the project. FCPS will engage a professional recruitment firm to aid in the hiring and placement of Montessori staff over the duration of the project. A projected cost of [redacted] of the first-year salary of annual project staff full-time new hires has been budgeted in Years 1 – 5 of the project, totaling [redacted] for all years.

2. Evaluator Services: [redacted]

   Funds are requested to support the cost of an external project evaluator in Years 1 – 5 of the project. The project evaluation will assess, monitor, and evaluate the impact of activities funded by the MSAP grant. FCPS will finalize the evaluation plan once it procures an external evaluator. The external evaluator will be contracted following federal regulations and FCPS procurement policies and regulations, with qualifications that demonstrate experience with evaluations of large school districts, implementation of large, federally funded grants, and preferred experience with evaluating magnet schools. The cost of the external project evaluator has been budgeted at [redacted] per year, totaling [redacted] for all years.

3. Montessori Coach: [redacted]

   Funds are requested to support the cost of professional Montessori coaching to project staff in Years 1 – 5 of the project. FCPS will contract an experienced external Montessori coach that will support the implementation of the Montessori programming at Bucknell Elementary. The coach will provide ongoing support through direct observation of the school and follow-up virtual sessions with teachers and administrators. Coaching services will be provided quarterly per year and are budgeted at [redacted] per quarter, broken out as follows: Year 1: 3 project staff will receive coaching, totaling [redacted]; Year 2: 7 project

staff will receive coaching, totaling [redacted]; Year 3: 15 project staff will receive coaching, totaling [redacted] Year 4: 20 project staff will receive coaching, totaling [redacted] and Year 5: 22 project staff will receive coaching, totaling [redacted] totaling [redacted] for all years.

4. Strategic Marketing Campaign: [redacted]

   Funds are requested to support the cost of development and implementation of a strategic marketing campaign to promote awareness of the Montessori program at Bucknell Elementary in Years 1 – 5 of the project. FCPS will engage a professional marketing firm for this purpose who will utilize such proven marketing strategies as direct mailings, paper advertisements placed in community centers and pediatrician's offices, digital advertisements, a social media campaign, and community conversations conducted by the Superintendent. Marketing materials will describe the academic, cognitive, social, emotional, and behavioral benefits of a Montessori program. A projected cost of [redacted] per year has been budgeted, totaling [redacted] for all years.

Other Costs: [redacted]

1. American Montessori Society Membership: [redacted]

   Funds are requested to support the cost of annual membership fees to the American Montessori Society for Bucknell Elementary School in Years 1 – 5 of the project. The annual cost is budgeted at [redacted] per year, totaling [redacted] for all years.

2. Family Engagement Events: [redacted]

   Funds are requested to support the cost of quarterly family engagement night themed events at Bucknell Elementary in Years 2 – 5 of the project. Event topics, activities, and dates are yet to be determined, but are budgeted at a projected cost of [redacted] per event, per quarter, totaling [redacted] in Year 2, and [redacted] for all years.

3. Staff Recruitment: [redacted]

   Funds are requested to support the cost of Montessori project staff recruitment by the FCPS Office of Talent Acquisition and Management (TAM) in Years 1 – 5 of the project. FCPS TAM will coordinate with and support the external recruitment firm described above under Contractual. A projected cost of [redacted] has been budgeted for this purpose in Year 1, and [redacted] in Years 2 – 5, totaling [redacted] for all years.

4. American Montessori Society Certification: [redacted]

   Funds are requested to support the cost of Montessori credentialing from the American Montessori Society (AMS) in Years 1 – 5 of the project. The Montessori model requires that all teachers be qualified to teach Montessori education which includes a minimum of

a bachelor's degree in education and a Montessori credential. To receive a full Montessori credential, teachers will have a year-long training that includes initial academic hours over the summer, a practicum which can be fulfilled while teaching during the school year, and another set of academic hours the following summer. The cost of obtaining a Montessori credential/certification from AMS is budgeted at [redacted] per project teacher, totaling [redacted] in Years 1 – 5 of the project, broken out as follows: Year 1: 7 teachers, totaling [redacted]; Year 2: 8 teachers, totaling [redacted]; Year 3: 5 teachers, totaling [redacted] Year 4: 36 teachers, totaling [redacted] and Year 5: 2 teachers, totaling [redacted]

5. American Montessori Society Inclusion Endorsement: [redacted]

   Funds are requested to support the cost of obtaining a specialized Montessori Inclusion Endorsement certification from the American Montessori Society in Years 1 – 5 of the project. Two project teachers will obtain this certification per year, at a cost of [redacted] per certification, totaling [redacted] per year, and [redacted] for all years.

6. Developmental Environment Rating Scale (DERS) Training: [redacted]

   Funds are requested to support the cost of training and subscription services for the Developmental Environment Rating Scale (DERS) classroom assessment tool for three Montessori project staff in Years 1 – 5 of the project. The cost of training is budgeted at [redacted] per staff in Year 1, and [redacted] per staff in Years 2 – 5, totaling [redacted] for all years.

7. Montessori Applied to Children at Risk Training: [redacted]

   Funds are requested to support the cost of professional development training in the specific strategies to match the Montessori educational method to children who are At-Risk or diagnosed with learning differences and additional exceptionalities in Years 2 – 5 of the project. The Montessori Applied to Children at Risk Training will be two-part beginning in Year 2, budgeted at a cost of [redacted] per part, for two project staff per year, totaling [redacted] in Year 2, and [redacted] for all years.

8. American Montessori Society Instructional Assistant Training: [redacted]

   Funds are requested to support the cost of Montessori professional development training from the American Montessori Society (AMS) for project Instructional Assistants (IAs) in Years 1 – 5 of the project. A training cost of [redacted] per IA has been budgeted, totaling [redacted] in Years 1 – 5, broken out as follows: Year 1: 7 IAs, totaling [redacted] Year 2: 15 IAs, totaling [redacted] Year 3: 13 IAs, totaling [redacted]; Year 4: 41 IAs, totaling [redacted]; and Year 5: 26 IAs, totaling [redacted]

9. iteach Virginia Licensure Program: [redacted]

   Funds are requested to support the cost of project staff to enroll in the iteach Virginia Licensure Program in Years 2 – 5 of the project. The licensure program is budgeted at [redacted] per staff, for three staff in Year 2, four in Year 3, and two in Years 4 – 5, for a total

of [redacted] for all years.

10. Child Study (MTSS) Training: [redacted]

    Funds are requested to support the cost for Montessori project staff to obtain professional development training in the Montessori-based approach to Child Study for MTSS (Multi-Tiered System of Supports) and RTI (Response to Intervention) in Years 1 – 5 of the project to prepare educators to implement the Child Study Protocol at Bucknell Elementary. The training cost is budgeted at [redacted] per staff, for three staff in Years 1 and 2, four staff in Year 3, and two staff in Years 4 and 5, totaling [redacted] for all years.

11. Academic Year Meals: [redacted]

    Funds are requested to support the cost providing daily academic year meals to Montessori PreK and Kindergarten students at Bucknell Elementary in Years 2 – 5 of the project. Food costs are budgeted at an allocation of [redacted] per annual PreK and Kindergarten total enrollment, projected to be 149 in Year 2, 254 in Year 3, 181 in Year 4, and 155 in Year 5. Additional supplies, transportation, and processing costs of [redacted] has been budgeted in Years 2 – 5, for a total projected food cost of [redacted] in Year 2, [redacted] in Year 3, [redacted] in Year 4, and [redacted] in Year 5, totaling [redacted] for all years.

12. PreK Summer Camp Meals: [redacted]

    Funds are requested to support the cost providing daily meals to students attending the annual PreK Summer Camp at Bucknell Elementary in Years 2 – 5 of the project. Sixty students will attend the camp over eight summer weeks per year. Food costs are budgeted at projected cost of [redacted] per summer camp student, totaling [redacted] per year in Years 2 – 5, and totaling [redacted] for all years.

Total Direct Costs: [redacted]

Indirect Costs: [redacted]

1. Fairfax County Public Schools' (FCPS) Local Educational Agency (LEA) Indirect Cost Recovery rate on Federal Grants for FY 2024 is [redacted], provisional thereafter. FCPS' indirect cost rate is negotiated annually by the Virginia Department of Education (VDOE) and U.S. Department of Education. FCPS indirect costs are calculated on total project direct costs, excluding equipment, for each year of the project, totaling [redacted] for all years.

Total Department of Education Funds (Years 1 - 5): [redacted]

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2026

Name of Institution/Organization

Fairfax County Public Schools (FCPS)

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	[redacted]							
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

Indirect Cost Information** ***(To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2023 To: 06/30/2024 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is [redacted]%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ☐ %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Fairfax County Public Schools (FCPS)		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Fairfax County Public Schools (FCPS)		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%): ☐

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

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U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Marie		Lemmon	

* Project Director Level of Effort (percentage of time devoted to grant): 10

Address:

* Street1: 8115 Gatehouse Road
Street2:
* City: Falls Church
County: Fairfax County
* State: VA: Virginia
* Zip Code: 22042-1203
* Country: USA: UNITED STATES

* Phone Number (give area code) [redacted]
Fax Number (give area code)

* Email Address: [redacted]

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

NCES LEA/School District ID(s) (if applicable)
5101260

2. New Potential Grantee or Novice Applicant:

☐ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☒ Yes ☐ No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

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3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☐ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

- ☐ Construction
- ☐ Remodeling
- ☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The mission of FCPS states "Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead healthy, ethical lives, and be responsible and innovative global citizens." This FCPS magnet project is in support of and aligned to the current strategic plan which has four pillars that serve as the building blocks for actions and decision-making including (1) Differentiated and Culturally Responsive Learning Environments, (2) Vibrant Home, School, and Community Partnerships, (3) Diverse, Adaptive, and Supported Workforce, and (4) Culture of Equity, Excellence, and Accountability. There are five goals in the Strategic Plan that focus on ensuring students have foundational skills they need to succeed, are provided with safe and inclusive learning environments, achieve at their highest academic potential, have access to high-quality academic programming and resources to support their success, and will graduate ready to thrive in life with future-ready skills. Although the proposed magnet program offers a different approach to education than traditionally found in FCPS, FCPS is committed to ensuring schools are successfully implementing the four strategic pillars with the aim of achieving all five goals. The theme that FCPS is seeking to utilize in its magnet program is Montessori pedagogy. Montessori was specifically selected because there is strong evidence suggesting that when implemented with fidelity, the Montessori approach not only elevates student academic outcomes but serves to reduce achievement gaps.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

The West Potomac pyramid has racially and ethnically isolated elementary schools, which is driven by choice of neighborhood, which means that one barrier may be cognitive biases of Fairfax County residents.
Another barrier to accessing the program is that it will require all school-based staff to embody the Montessori approach to be implemented with fidelity. The school currently houses self-contained special education classrooms at the preK and k-6 level, which could limit access depending on how the model is implemented.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The first barrier will be addressed through strategic marketing of the program to be attractive to families, and strong family and community engagement once the program is implemented. The second barrier will be

addressed through the training and coaching of administrators, teachers, and instructional assistants and through hiring practices that target teachers and administrators who have Montessori credentials. The third barrier will be addressed by providing as much access to the program as possible to students in self-contained classrooms, which includes access to materials and teachers who are trained in the Montessori approach for students with disabilities.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

The first barrier will be addressed prior to grant funding and will continue through the lifetime of the program. The targeted milestone will be having enough lottery applications to fill available seats and the demographic make-up of the applicants. The second barrier will be addressed in the first year of the grant funding and continue through the fifth year of the grant period through grant-funded professional development and Montessori coaching. The targeted milestone will be the number of teachers who are trained and confident in their implementation of the Montessori approach as well as the amount of Montessori standards that are considered “exemplary” in their implementation. Finally, the third barrier will be addressed in the 4th and 5th year of the grant through non-classroom teacher training that would lead to Montessori credentialing for those teachers and other school-based staff. The milestone would be that students with disabilities, regardless of whether they are self-contained or resourceful, have access to the Montessori approach to education.

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.

2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Tracking Number:GRANT14143996 Funding Opportunity Number:ED-GRANTS-031424-001 Received Date:May 10, 2024 05:00:10 PM EDT

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.