Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Montessori House Charter Elementary School
School(s):
Date Submitted:
Purpose of Demonstration of Sufficient Progress *(check one):*

☐ Annual Monitoring
☐ Interval Review
☒ Renewal
☐ Failing School
☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

☒ FY2013
☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"

vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.

c. To locate the DSP Online Technical Assistance presentations on the Board’s website:
   i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
   ii. Locate the “For Charter School Operators” section in the middle of the page.
   iii. Select the “Performance Expectations & Reviews” link.
   iv. Select the “Academic Interventions” tab.
   v. Scroll down to the “Demonstration of Sufficient Progress” section.
   vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder’s Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: ____Montessori House Charter School_____

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☒	☒	☒	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☐	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☒	☐	☒
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☐	☒	☐	☒

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☐	☐	☐	☐
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

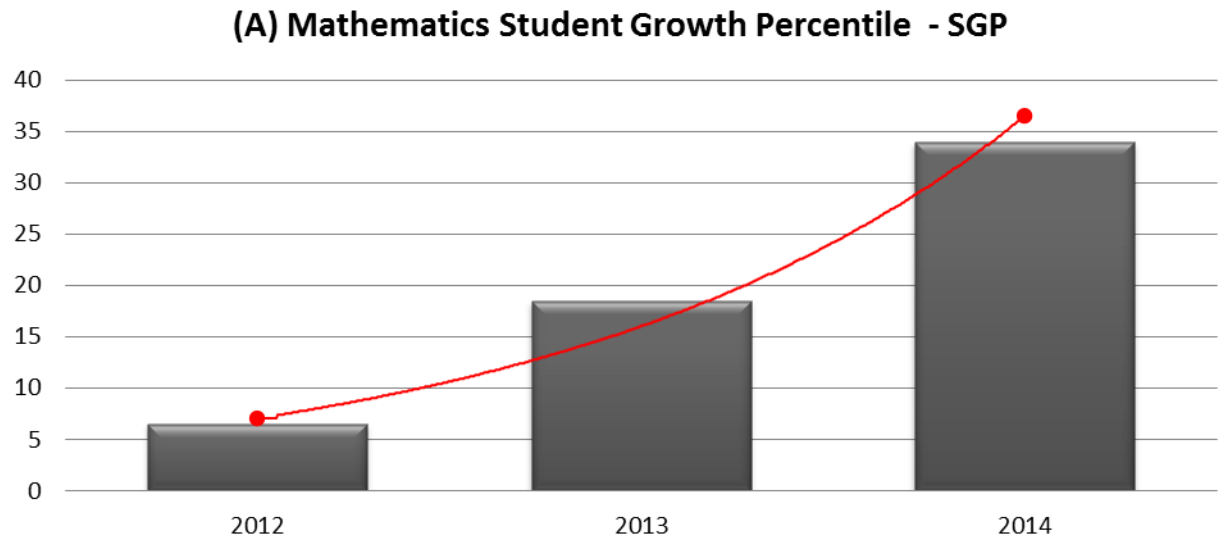
Data for All Applicable Measures and Subgroups

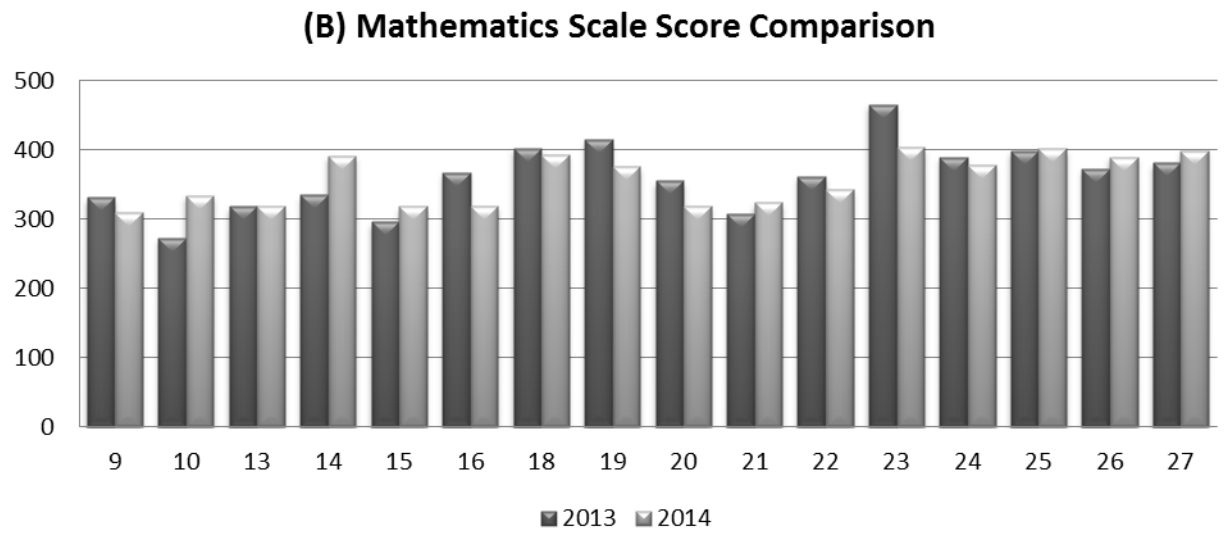
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

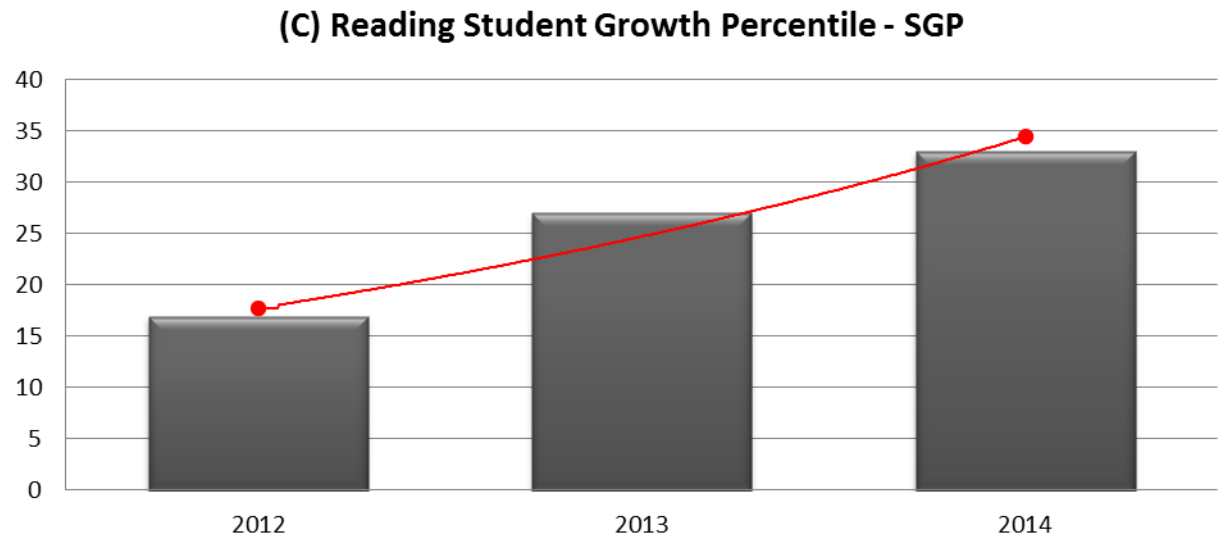
- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

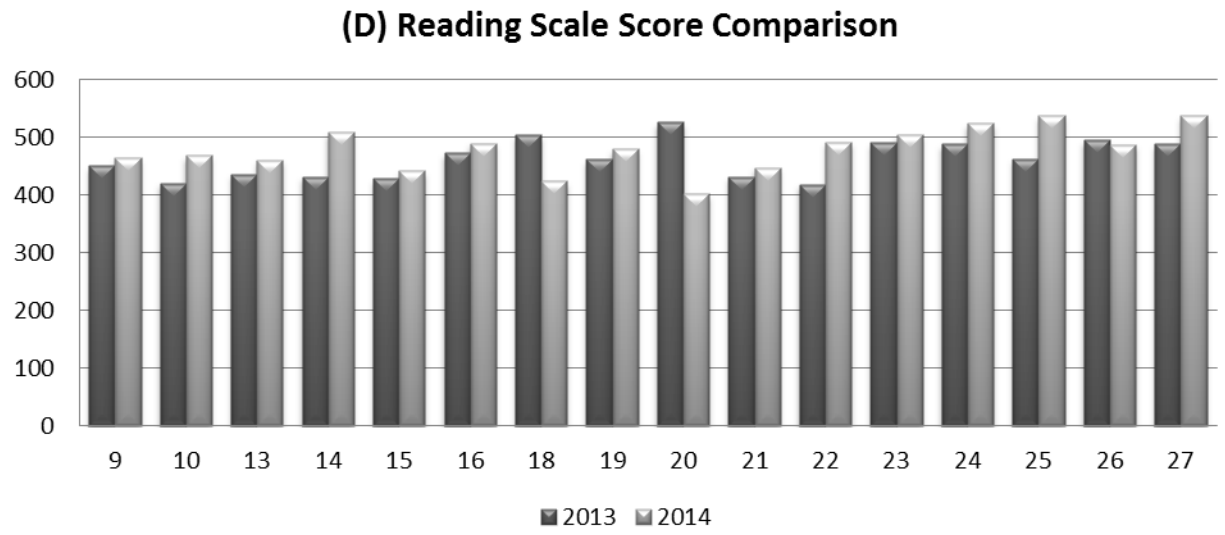
Insert Student Median Growth Percentile (SGP) – Math data here:



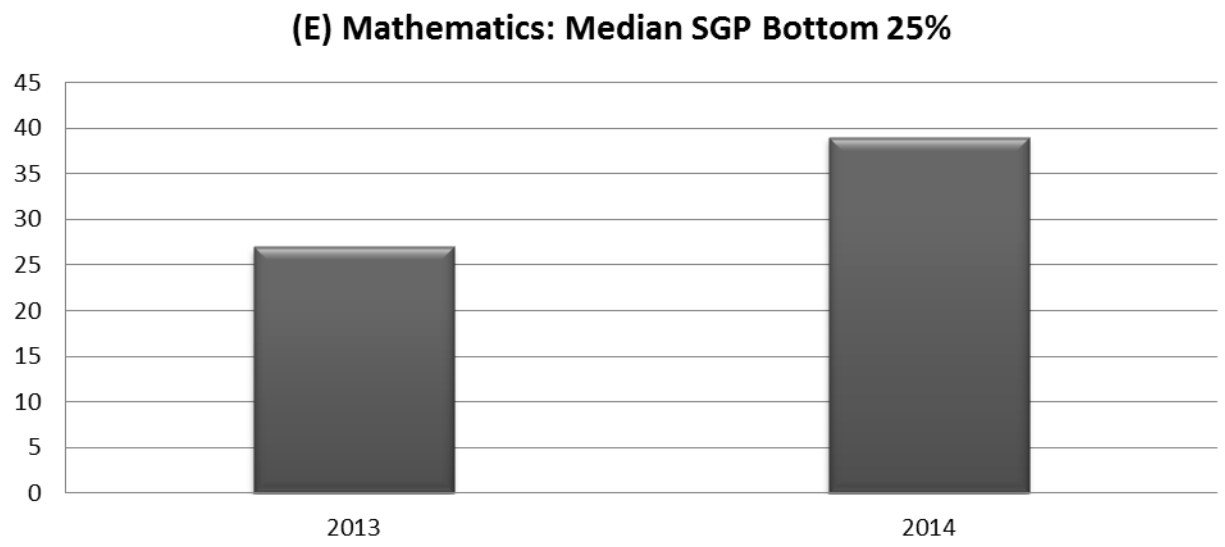


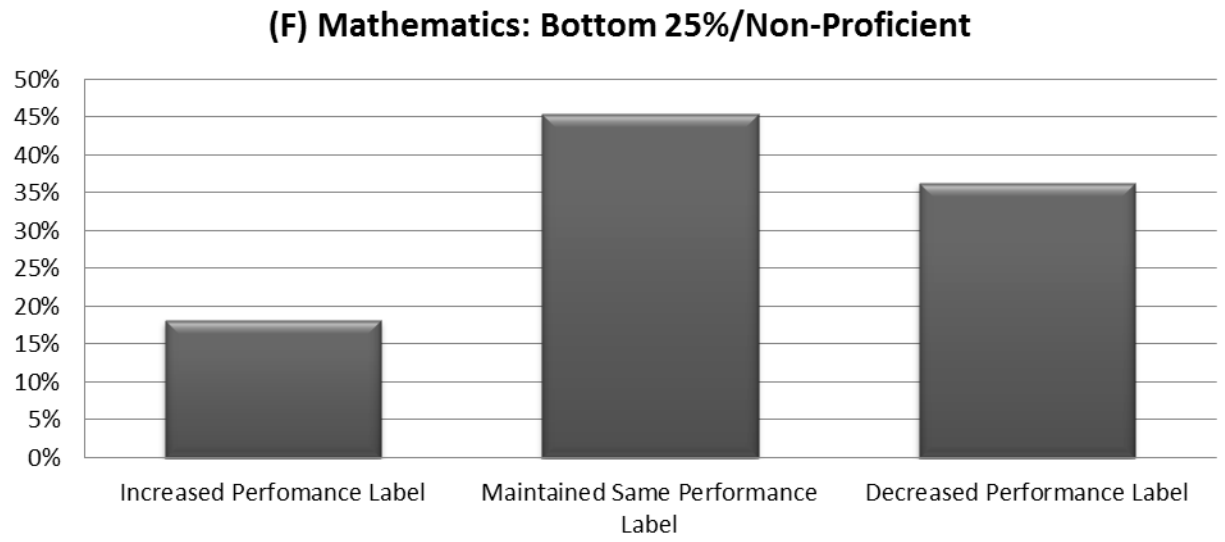
Insert Student Median Growth Percentile (SGP) – Reading data here:



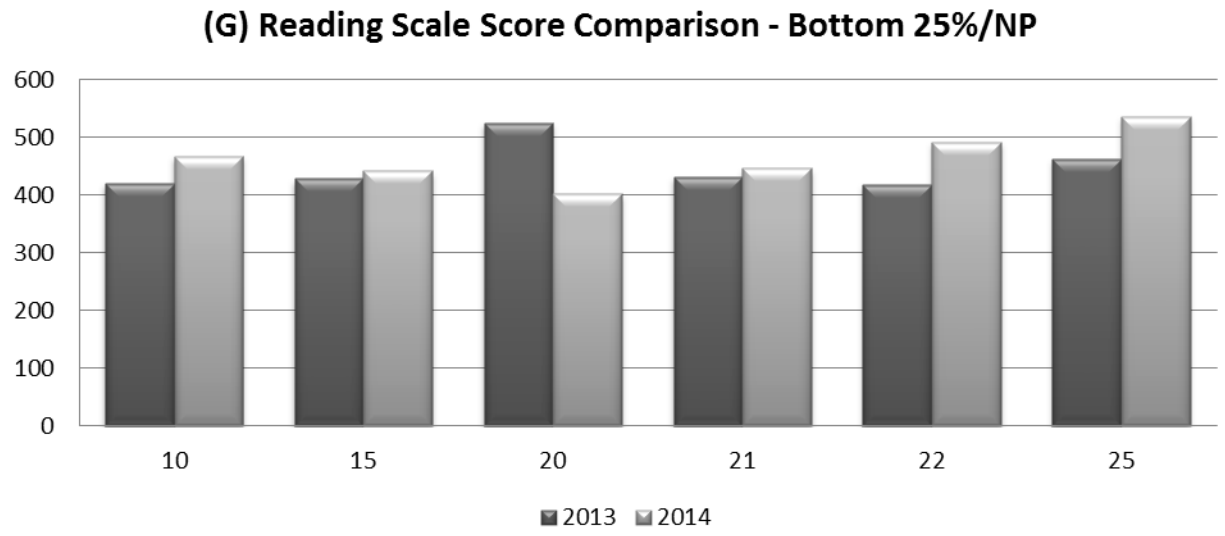


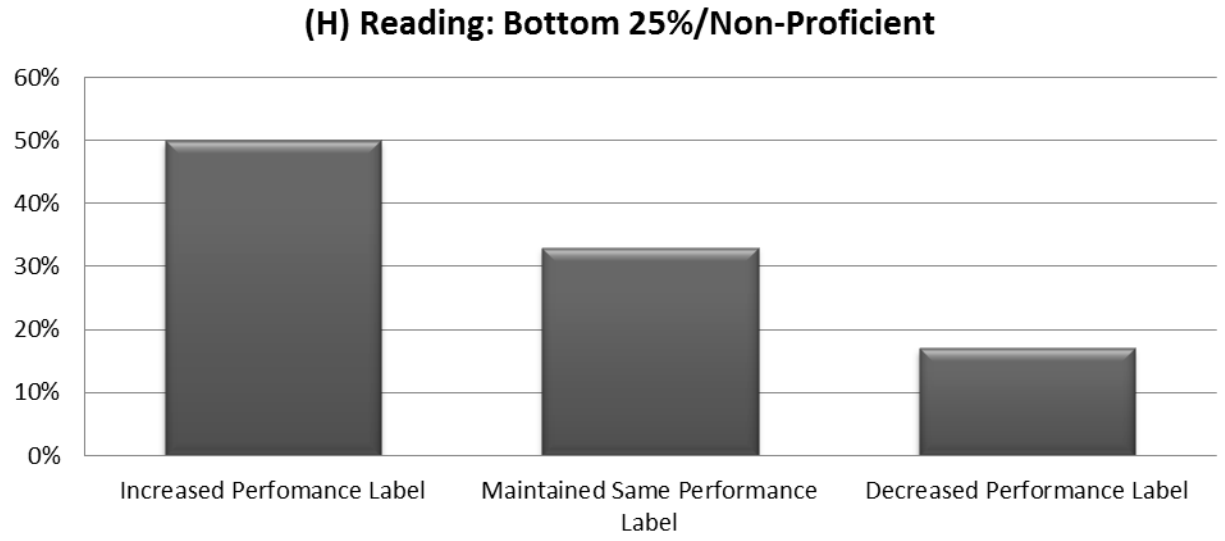
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:





Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:



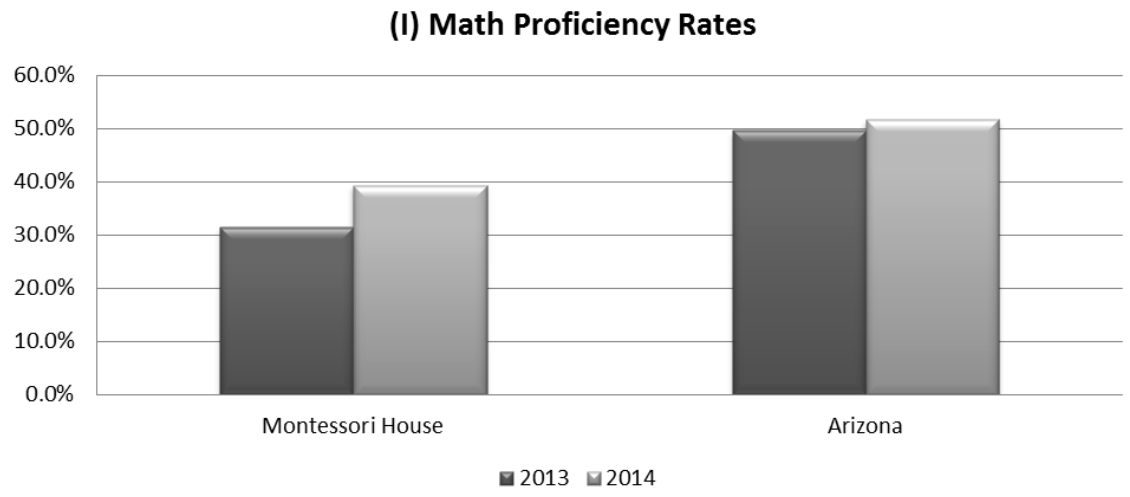


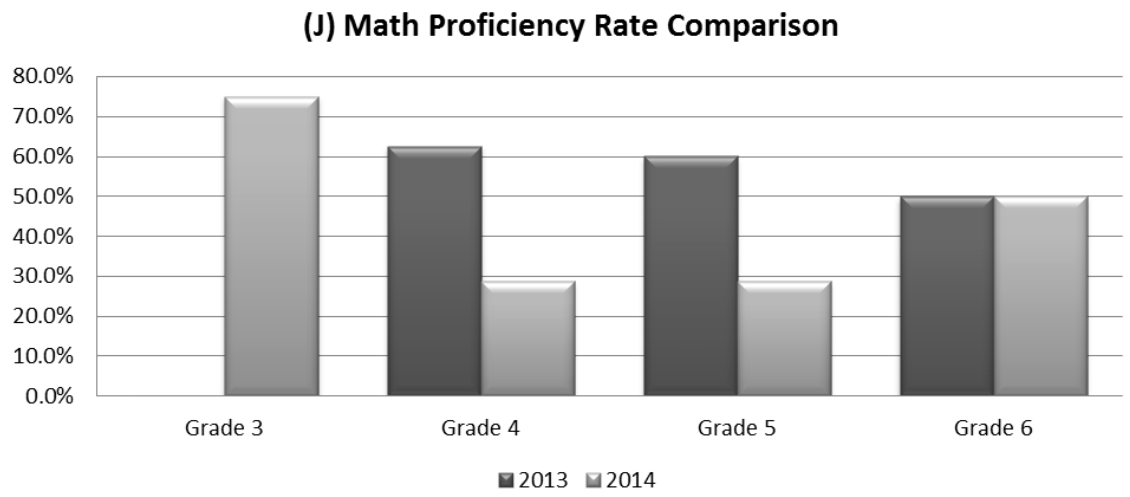
Insert Improvement – Math data here:
(Alternative High Schools Only)
(N/A): Data Not Required for this Item

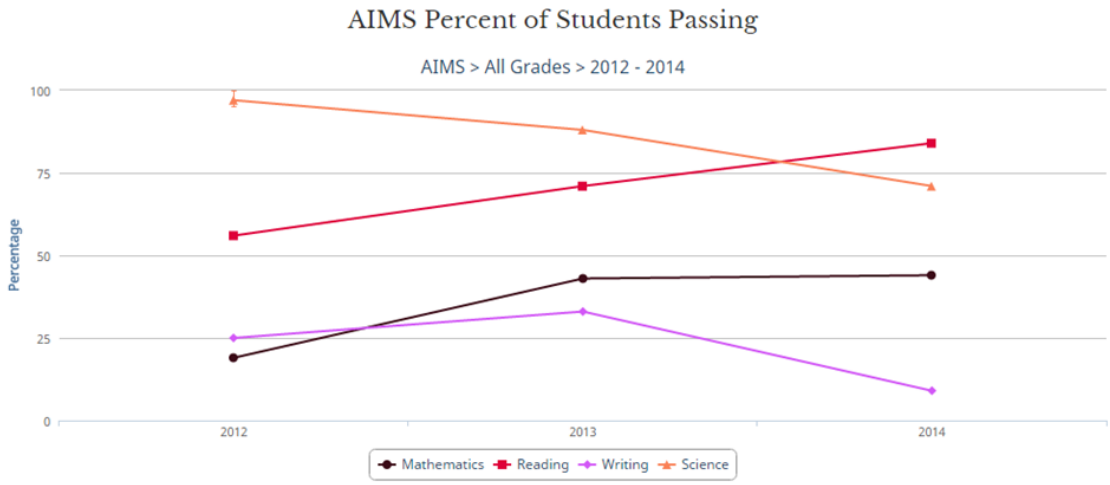
Insert Improvement – Reading date here:

(Alternative High Schools Only)
(N/A): Data Not Required for this Item

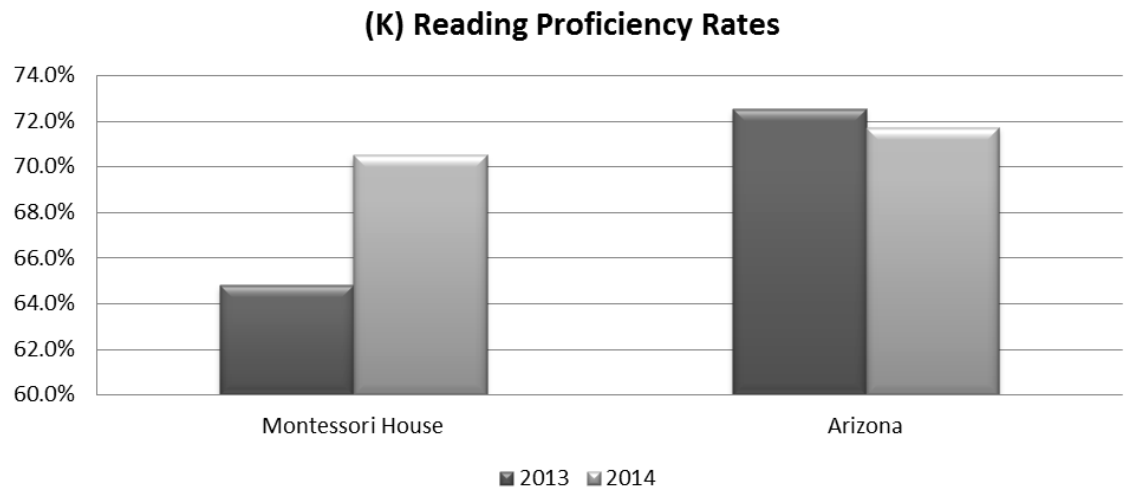
Insert Percent Passing – Math data here:

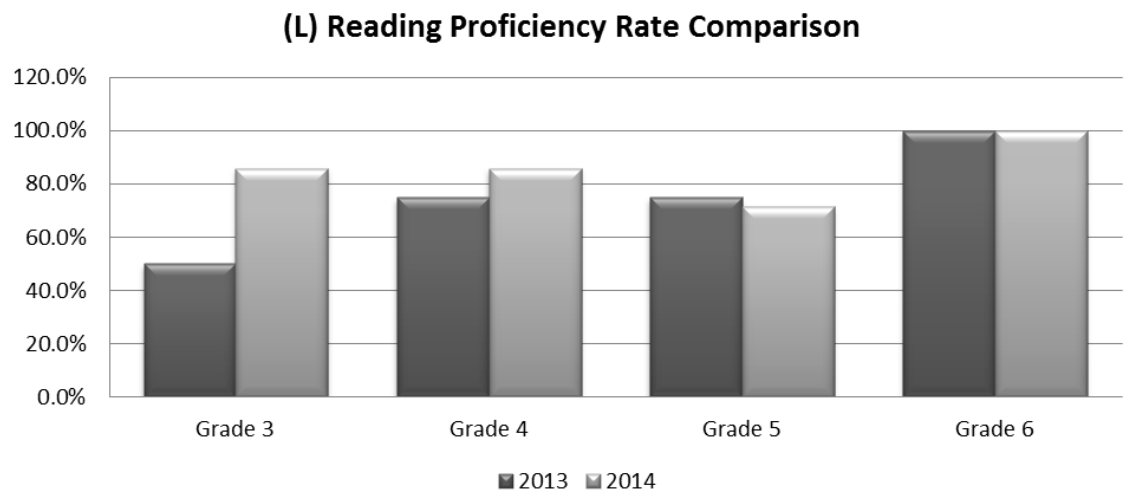


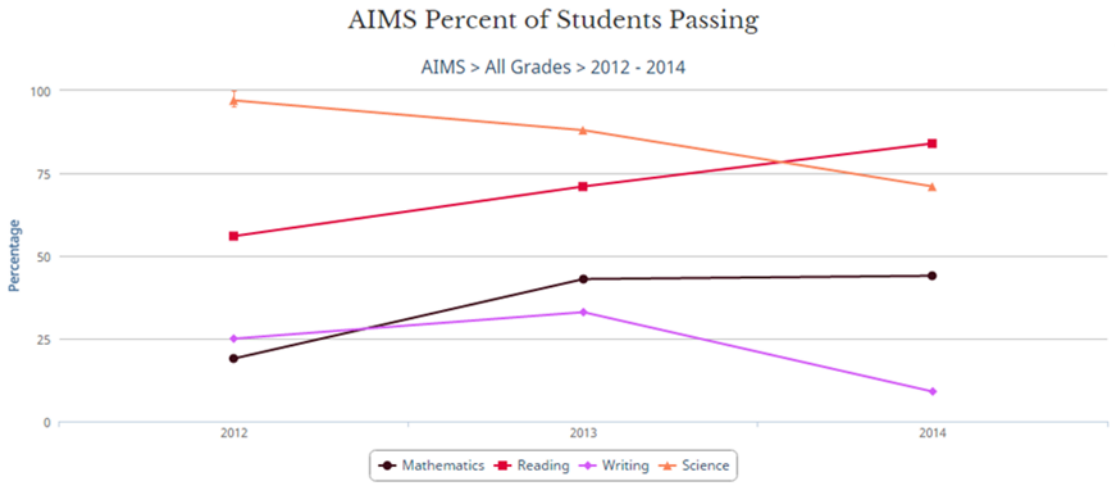




Insert Percent Passing – Reading data here:







Insert Subgroup, ELL – Math data here:

No Students Meeting this Criterion: (No Certified ELL Students)

Insert Subgroup, ELL – Reading data here:

No Students Meeting this Criterion: (No Certified ELL Students)

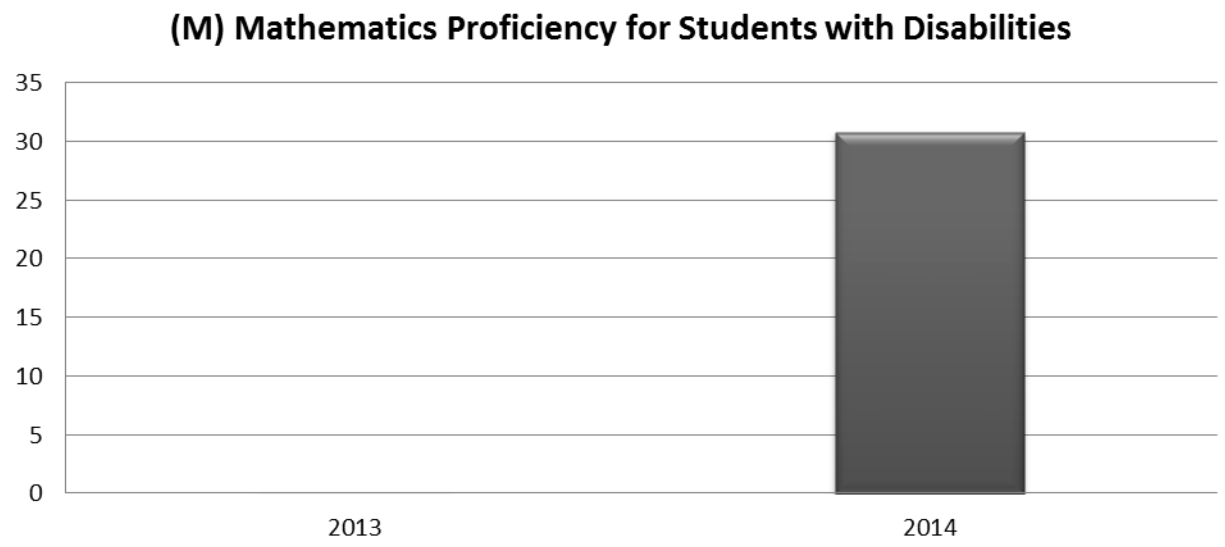
Insert Subgroup, FRL – Math data here:

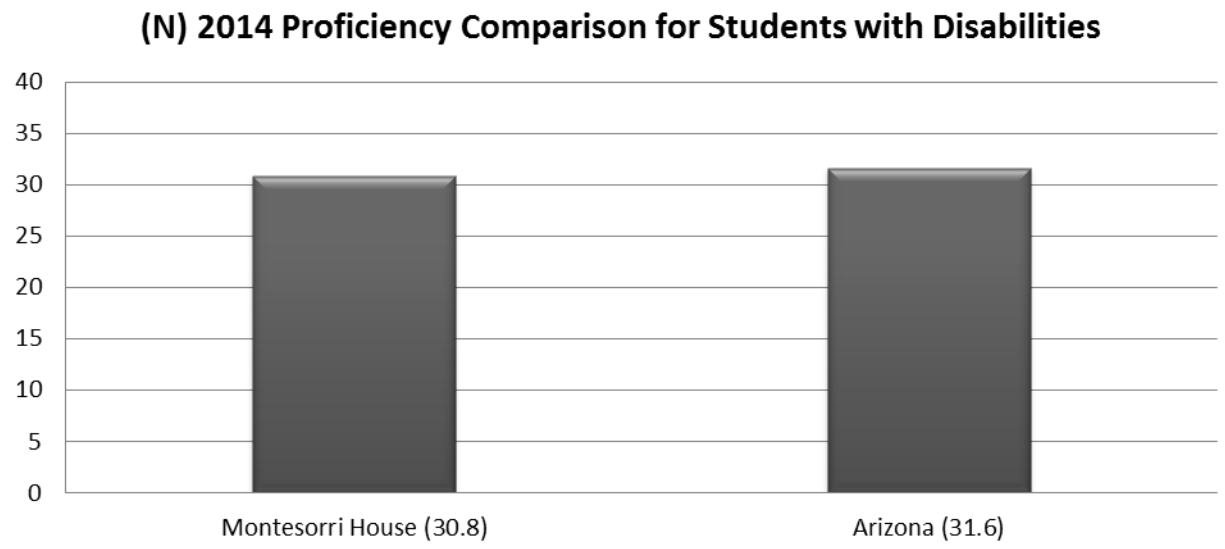
No Students Meeting this Criterion: (No Certified FRL Students)

Insert Subgroup, FRL – Reading data here:

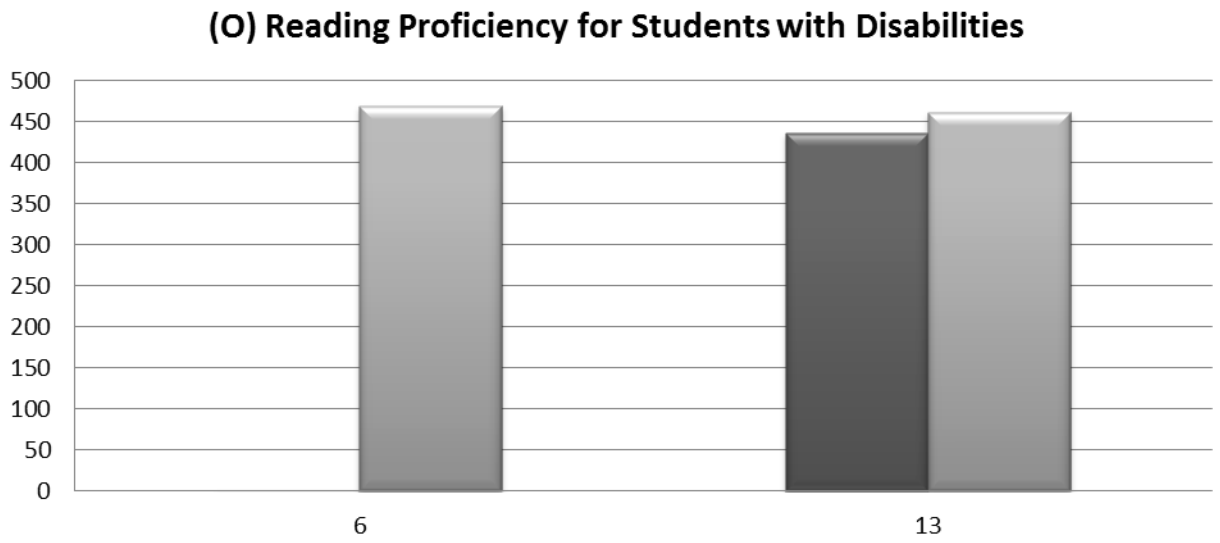
No Students Meeting this Criterion: (No Certified FRL Students)

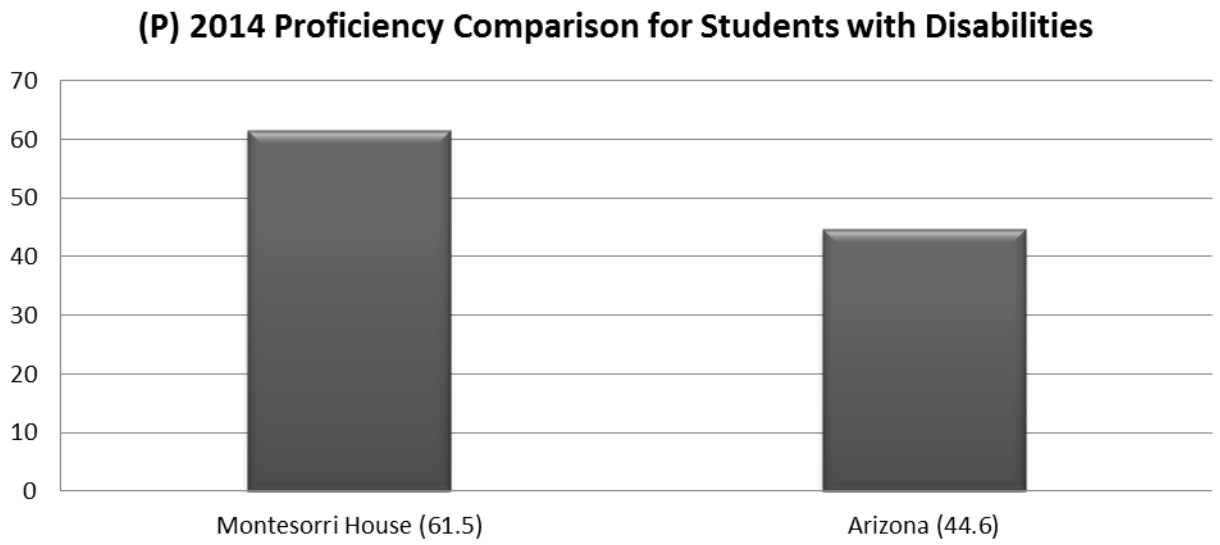
Insert Subgroup, students with disabilities – Math data here:





Insert Subgroup, students with disabilities – Reading data here:





Insert High School Graduation Rate data here:
(N/A): Data Not Required for this Item

Insert Academic Persistence data here:
(Alternative Schools Only)
(N/A): Data Not Required for this Item

Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
Answer (suggested word count is 400 words): **Arizona's Instrument to Measure Standards (AIMS)** is a Standards Based Assessment. AIMS measures student proficiency of the Arizona Academic Content Standards in Writing, Reading, Mathematics, and Science and is required by state and federal law. AIMS Reading and Mathematics assessments are valid and reliable measures of student academic performance, proficiency and growth because they are standardized, recognized and mandated by the Arizona Department of Education (ADE). Furthermore, the ASBCS relies on AIMS assessment results when determining if its sponsored schools are meeting the Board's academic performance expectations. The Arizona State Board for Charter Schools' (ASBCS) **Academic Performance Dashboard** was designed to evaluate a charter school's overall academic performance. The academic framework includes measures that are similar to components of the Arizona A–F Letter Grade Accountability System as well as measures included to address factors specific to charter school accountability, such as a comparison of demographically comparable populations. **Arizona Department of Education's School Report Card System:** Targets for this measure were set taking into consideration alignment with the assessment of the state grading system and the Board's mission to improve public education in Arizona. The ADE School Report Card System provides summary of the results achieved by pupils enrolled at the school during the prior three school years as measured by the Arizona instrument to measure standards test and the nationally standardized norm-referenced achievement test as designated by the state board. Additional school report cards provide a summary of the pupil progress on an ongoing and annual basis, showing the trends in gain or loss in pupil achievement over time in reading, language arts and mathematics for all years in which pupils are enrolled in the school district for an entire school year and for which this information is available and a summary of the pupil progress for pupils not enrolled in a district for an entire school year.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):

For the data analysis, Montessori House Charter School relied heavily on existing AIMS assessment data for Reading and Mathematics; data extracted from the ASBCS' Academic Dashboard which is based on a student academic growth model; and ADE's school report card AIMS data.

SUMMARY OF RESULTS

1a. Student Growth Percentile (SGP) – Mathematics: The student growth percentile (SGP) calculates a student's progress in comparison with his/her academic peers—students with similar performance on previous assessments. Montessori House Charter School has increased its median mathematics Student Growth Percentile score consistently over the past three years. Chart (A) demonstrates the school increased its SGP score 15.5 points (83.8%) between SY 2013 and 2014; and 27.5 points (423%) between SY 2012 and 2014. The red trend line illustrates the exponential SGP increase for mathematics.

Chart (B) is a graphic comparison of each student's mathematics scaled score between SY 2013 and 2014. While 50% of the students listed demonstrated an increase in their scale score, there is a significant gap between students in cohort 2022 and those in cohorts 2023 and 2021:

Students Increasing Scale Score 2013-2014:

Cohort 2023: 60%
Cohort 2022: 14%
Cohort 2021: 75%

1a. Student Growth Percentile (SGP) – Reading: The student growth percentile (SGP) calculates a student's progress in comparison with his/her academic peers—students with similar performance on previous assessments. Montessori House Charter School has increased its median reading Student Growth Percentile score consistently over the past three years. Chart (C) demonstrates the school increased its SGP score 6 points (22.2%) between SY 2013 and 2014; and 16 points (94.1%) between SY 2012 and 2014. The red trend line illustrates the exponential SGP increase for reading.

Chart (D) is a graphic comparison of each student's reading scaled score between SY 2013 and 2014. Of the 16 students assessed between 2013 and 2014, 81.3% increased their reading scaled score.

1b. Student Growth Percentile (SGP) Bottom 25% – Mathematics: The student growth percentile (SGP) calculates a student's progress in comparison with his/her academic peers—students with similar performance on previous assessments. Montessori House Charter School has increased its median mathematics Student Growth Percentile score for the bottom quartile over the past two years. Chart (E) demonstrates the school increased its SGP score for the bottom quartile 12 points (44.4%) between SY 2013 and 2014.

Chart (F) is a graphic comparison of the percentage of students increasing, maintaining or decreasing their mathematics academic performance label between SY 2013 and 2014:

Increased Performance Label: 18%
Maintained Same Performance Label: 45%
Decreased Performance Label: 36%

1b. Student Growth Percentile (SGP) Bottom 25% – Reading: Montessori House Charter School exceeded the reading growth standard for students in the bottom quartile for SY 2014. Chart (G) compares individual student's scale scores for reading who are in the bottom quartile and/or who are non-proficient between SY 2013 and 2014. Chart (H) is a graphic comparison of the percentage of students increasing, maintaining or decreasing their reading academic performance label between SY 2013 and 2014:

Increased Performance Label: 50%
Maintained Same Performance Label: 33%
Decreased Performance Label: 17%

2b. Percent Passing – Mathematics: Overall school proficiency rates in mathematics are evaluated against statewide proficiency rates. Since proficiency rates vary by grade level, the ASBCS' academic framework weights the school's average proficiency score by grade-level enrollment.

Chart (I) demonstrates the weighted percentage of students identified as proficient in mathematics increased 24.8% compared to the state's increase of only 4%. While the school's weighted proficiency rate is lower than the targeted rate, Chart (J) demonstrates the variance, by grade level, for the past two years. The "AIMS Percent of Students Passing" graph (black line) demonstrates the school's consistent pattern of increasing its mathematics proficiency rate between SY 2012 and 2014 as reported by the ADE Report Card System.

2b. Percent Passing – Reading: Overall school proficiency rates in reading are evaluated against statewide proficiency rates. Since proficiency rates vary by grade level, the ASBCS' academic framework weights the school's average proficiency score by grade-level enrollment.

Chart (K) demonstrates the weighted percentage of students identified as proficient in reading increased 8.8% compared to the state's decrease of 0.97%. While the school's weighted proficiency rate is lower than the targeted rate (only 1.7% lower), Chart (L) demonstrates the variance, by grade level, for the past two years. The "AIMS Percent of Students Passing" graph (red line) demonstrates the school's consistent pattern of increasing its reading proficiency rate between SY 2012 and 2014 as reported by the ADE Report Card System.

2c. Subgroup ELL – Mathematics: *N/A (No certified ELL students)*

2c. Subgroup ELL – Reading: *N/A (No certified ELL students)*

2c. Subgroup Free/Reduced Lunch Qualified (FRL) – Mathematics: *N/A (No certified FRL students)*

2c. Subgroup Free/Reduced Lunch Qualified (FRL) – Reading: *N/A (No certified FRL students)*

2c. Subgroup Students with Disabilities (SPED) – Mathematics: *Note: There are only two (2) student records for this item and no data available for SY 2013.* Charts (M) and (N) demonstrate that while the

weighted proficiency rates for mathematics were below the state's target, the school's rate was only 0.8 points (2.6%) below the state's weighted proficiency rate for this subgroup in mathematics.

2c. Subgroup Students with Disabilities (SPED) – Reading: *Note: There are only two (2) student records for this item and no data available for SY 2013.* Charts (O) and (P) demonstrate the weighted proficiency rates for reading exceeded the state's target, the school's rate was 16.9 points (27.5%) above the state's weighted proficiency rate for this subgroup in reading.

ASBCS Academic Dashboard Overall Rating: Montessori House Charter School increased its overall Academic Dashboard rating 17.18 points (47.8%) between SY 2013 and 2014.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): Montessori House is grouped into three year cycles rather than emphasizing grade levels and year-by-year expectations. It respects the fact that children develop and master academic topics at different speeds and that in reality students often work in particular content areas in spurts. Therefore the number of 'checkpoints' is minimized and maximizes the child's options for taking an unorthodox route through the curriculum, still ensuring that they meet the standards. The highest focus on evaluation is in the third year of the 3-year cycle. Most standards are incremental, and mastering the final year's expectation automatically incorporates expectations from previous years. This is especially true of mathematics and to some extent, language, but less true for social studies, art and science. Record is made daily of lessons that students are given. The student is given the opportunity to practice and repeat the lesson as often as he wants and is necessary. The record is indicative of where a child is in his work allowing the teacher to address the students' needs and progress in the Montessori curriculum. If a student appears to have come to a place of not progressing or understanding the lesson, the teacher steps in and repeats the lesson, works with the child one-on-one, tries a new approach and evaluates where the lack of understanding is coming from. When the student does master the concept, he is given lessons on more advanced steps in the concept. The student then repeats the process, concentrating and working independently and self-directed, the whole while the teacher is keeping record of the students' progress and then stepping in again when the student has mastered the concept or when he needs more help.	List documents that serve as evidence of implementation of this process: Individual Child Record Weekly Class Record Chronological Teacher Work Record Child's Work Journal
2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Montessori determines what the child is ready to learn or capable of learning is based on child development. Many of the materials used are self-correcting and the child can see for himself if he makes an error. If the child makes an error, he can repeat the activity to see if he can figure out what he did wrong. The teacher, aka the 'guide', through observation, can see if the child is progressing, has misunderstood, is confused or has missed something. The guide can then follow-up on the lesson with the child and give it again or try a different approach. The children keep their own work journals and write them daily indicating what work they have done. The guide checks the journal each day to see if the work is being done. The teacher keeps her own list of lessons given daily and who received the lessons. There is a running academic record kept for each child to show lessons he has been given. The guide can see if he is receiving lesson in all areas of the curriculum. The elementary Montessori training consists of eight albums made by the guide: Language, Math I, Math II, Biology, History, Geometry, Music and Art. The albums cover the curriculum for Kindergarten through 6th grade with a total of 1,500 lessons on all grade levels in all the albums. The goal is that a child remaining in the Montessori elementary environment for his entire elementary grades would have at least 1,200 of those lessons by the time he transitions to middle school. The guide strives to give ten lessons per day that are decided by age, developmental need, progress of the students using the students records, and individual AIMS test results which indicate where students have gaps in the curriculum.	Individual Child's Record Montessori Materials Chronological Teacher Work Record Weekly Class Record Student's Work Journal
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): The Association Montessori International was founded in 1929 by Dr. Maria Montessori and strives to uphold Maria Montessori's original vision and to maintain the integrity of her approach and life's work. AMI is headquartered in Amsterdam, The Netherlands, and is the oldest, worldwide organization to champion the Montessori method. It is recognized as the leading	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org AMI Teacher Training Certificates Teacher's Montessori Albums

authority on Montessori education. AMI was formed to ensure that Dr. Montessori's philosophy and approach to education would be carried on as she intended. Her goal was to foster the full development of the human being. The training program for AMI teachers continues the tradition of quality first established by Dr. Montessori, a tradition that incorporates standards based directly on her work. Association Montessori International for the United States (AMI/USA) brings the principles of Dr. Maria Montessori to the education of children, to help them attain their full potential in society. AMI/USA has as its objective to foster understanding of Montessori pedagogical principles and practice, promotes the development of AMI teacher training and advocates for educational policies that nurture the environment for AMI Montessori education in the US and substantiate the value of AMI Montessori education through traditional academic research. The AMI Pedagogical Committee routinely reviews the lessons and materials used in the Montessori classroom to stay true to Dr. Montessori's method and adjust where appropriate to modern culture. The curriculum is not revised and new curriculum is never adopted and the focus remains to help children attain their full potential in society through Montessori education. Teachers (or guides) attend regular refresher courses to review materials and lesson and receive support and instruction from experienced Montessori trainers who teach the application of Montessori principles and promote the development of highly qualified Montessori teachers.	
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): The Montessori House Charter School uses the standardized Montessori curriculum year after year. It is based on the developmental level of the child and there is no adoption of new curriculum. The Montessori method was founded directly on the laws of life itself. Dr. Montessori's method continues to grow and expand and today there is a wider application of Montessori principle. Children	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org AMI Teacher Training Certificates Teacher's Montessori Albums Teacher's Chronological Work Record

who are at the school for a full six or seven years get to all the topics that would be in a traditional linear curriculum. The trained Montessori guide prepares albums on each area of the curriculum during the rigorous training process. There is an album for language, Math I, Math II, Geometry, History, Biology, Art and Music. Each album is between 300 and 500 pages of lessons on the subject areas. The albums are the lesson plans.	
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): There is no change in curriculum however the Montessori curriculum is adapted or adjusted as to the needs of the child. The decision as to the adjustment to curriculum is based on observation via looking, listening, asking, recording, analysis, in interpreting, evaluation and value judgment. The materials are the same and the lessons are the same but presentations vary as to timing based on the child's progress and interest. The classroom materials, lessons and methods of presentation in the Montessori elementary are designed to support the characteristic of what Maria Montessori called the 2nd Plane of Development- that time in the child's life when their intellectual and spiritual growth occurs largely in and through the community of their peers. Because the elementary child's way of thinking is qualitatively changing from uncritical absorption to critical reasoning and the child is moving from mostly individual work to mostly collaborative work, the guide's way of supporting the child's self-education must also change. At the beginning of the six years of the elementary environment the children use sensorial materials (hands on) and progress with the understanding that they are preparing to do it all in their own head (abstractly). They also will begin to explore the world outside the classroom by 'going out' which can be as simple as a trip to the public library to look for books not available at school or to a trip to a university to interview a zoologist. These exploratory trips differ from traditional field trips insofar as they are initiated, planned and executed by the children, not the teacher and they arise organically from the interest and work of the child, not from a plan of	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org Montessori materials 'Going Out' Notebook Teacher's Montessori Albums

instruction made by adults.	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): To be sure the curriculum is implemented consistently in the school the focus is always on implementing the Montessori method. Montessori does not have a traditional, linear "curriculum" but it is a vast interconnected ecology of human knowledge, precisely and economically represented, both in its content and in its interconnectedness in the Montessori materials and the enticing and inspiring lesson that go along with them. The children are led by these lessons and materials to explore the interconnections for themselves, both individually and in groups, guided by the teacher who constantly observes them by watching them work, listening to them interact with each other, asking what they think, imagine or reason, recording their work, analyzing and interpreting and evaluating and making value judgment on follow through and mastery of a concept. Each child keeps a work journal, the teacher records lessons given and to whom and also keeps track of each child's progress and which lessons each has had and suggestions of understanding, a different approach, if more practice or repetition would be helpful. While there is no unique, linear path through the field of knowledge, children who are given the full six or seven years of the elementary Montessori method, forge their own paths through all the disciplines. The process for ensuring consistent implementation of the Montessori method also includes parent-teacher conferences , twice a year, student-teacher conferences every four weeks and student led parent-teacher conferences once a year. And there is constant serious self-evaluation going on of the teacher as well, as she reviews the albums, attends refresher courses, observes students to see how they are learning and reviews each day and each student to see what she can do to continue to implement the Montessori methods. Intentional reflection and consistent personal evaluation lead to success in implementation of the	List documents that serve as evidence of implementation of this process: Annual Montessori Refresher Courses montessori@amiusa.org Montessori Materials Teacher's Montessori Albums Child's Work Journal Teacher's Chronological Work Record Individual Student's File

Montessori method.	
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): The teacher's albums which consist of approximately 1500 lessons using the Montessori method in combination with the Montessori materials are the tools that exist that identify what must be taught. The determination of what is to be taught and when is based on child development. The 6-7 year old learns better sensorial and is given lessons which use the senses. The 7-11 year old is in a phase called 'passage to abstraction' and combines sensorial work with lessons that build the abstraction skills. The 11-12 year old is in the 3rd phase where abstraction allows generalization and interpretation. The lessons are adapted to the child's development. Any lesson in the albums has several presentations and extensions and allows repetition and for the child to do it as much as they like. The teacher uses an annual, weekly and daily presentation plan and keeps a report of which children had lessons, comments about them, as to success or if the child needs to repeat to understand. The teacher makes a plan, gives the lessons, records the lesson and observes how it is all working. The teacher is always asking herself if she is congruent with the goals set and covering grade level standards during the year.	List documents that serve as evidence of implementation of this process: Teacher's Montessori Albums Teacher's Presentation Plan Teacher's Chronological Work Record Child's Work Journal
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): The expectation for consistent use of these tools is that the student will demonstrate sufficient progress and experience the full cycle of learning using all the materials, presentations and lessons contained in the eight albums. The child will have experienced a complete cycle with each lesson using the materials for individual lessons whether in math, language, biology, history, etc. thus, contributing to his progress throughout the six years in the Montessori classroom. The materials and lessons are progressive and are designed to prepare the child for future learning. The materials progress from simple to more complex design and	List documents that serve as evidence of implementation of this process: Teacher's Montessori Albums Montessori Materials Teacher's Chronological Work Record Individual Student's File Parent Conference Reports

usage. The materials are designed for indirect preparation enabling the student to experience success in his endeavors much more readily and aids in development of initiative. They begin as a concrete expression of an idea and gradually become more and more abstract representations. After the teacher is convinced that a concept has been established in the child's mind through his usage of the materials, she introduces nomenclature to correspond with the new concept. The extensions for the lessons are endless and build on the abilities and interest of the child allowing him to repeat, and thus practice, the lessons at his own pace. The materials are designed with a control of error and guide the child in their use and permit him to recognize his own mistakes. These expectations are communicated through trained observations and the teacher is more passive much more than an active influence and her passivity comes through her training to observe the child. The role of communication is a delicate one and the teacher is the link between the materials and the child. At the end of the day the teacher communicates with aides or other adults and discusses the child's progress. It is recorded as part of the teacher's observation record and on the child's individual record. The information is also communicated to the parent during parent-teacher conferences twice a year or sooner if it's felt it is necessary or helpful for the child's progress.	
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): The administrator observes the classroom monthly to see if the materials and lessons are being completed. The teacher keeps a log of lessons given, results of the presentation and which students were involved in the lessons as lessons are usually given to groups of three to five students at a time. The information from the teachers log is posted to individual children's files so that determinations can be made as to progress of each child. This information is also shared with parents at parent conferences in written conference reports or is available to them at any time they request of when the teacher feels it would be of help in working with a child.	List documents that serve as evidence of implementation of this process: Administrator Observations Teacher's Chronological Work Record Individual Student's File Parent Conference Reports Association Montessori International montessori@amiusa.org AMI/AZCCR Standards Correlation List

The Association of Montessori International (AMI) pedagogical committee composed a list of the standards of the AZCCR standards and incorporated the Montessori materials and lessons into it as a guide to the curriculum. The Arizona standards are included in this list to provide a correlation between the state standards and the AMI curriculum. The standards list is in the classroom and is used by the children to help them plan and assess their work as well as for parents and the teachers to refer to at any time. The school standards are intentionally grouped into three year cycles rather than broken into year by year expectations. This is used to support the ideal of de-emphasizing grade levels as the Montessori method does not recognized grade levels but combines all 6-12 year olds into the same class. This method respects that fact that children develop and master academic topics at different speeds, and that in reality, children often work in particular content areas in spurts. Also this allows minimization of the number of 'checkpoints' in the child's path by maximizing their options for taking a stronger route through their education while still ensuring that they meet local curriculum requirements. The standards are based on current AZCCR standards and incorporated into our ELA and Math curriculum.	
Alignment of Curriculum	
10. What process does the Charter Holder use to ensure the curriculum is aligned to Arizona's College and Career Ready Standards?	
Answer (suggested word count is 400 words): The school keeps the AZCCR standards in the classroom for the students and the teacher to refer to when selecting the work or lessons. These standards are based on the AZCCR standards and incorporate our existing Montessori standards in ELA and Math. The list references work, lessons and material available in the Montessori elementary classroom so that the teacher and the students can see which work, lesson or material they can choose from to master a concept or a skill. On the adapted list most standards are incremental and intentionally grouped in three year cycles to de-emphasize grade levels since the Montessori	List documents that serve as evidence of implementation of this process: AMI/AZCCR Standards Correlation List

method incorporates mixed ages in the same classroom space. Mastering the standards of the final year's expectations will automatically incorporate the expectations from previous years. This concept is especially true of math and language arts.	
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Maria Montessori began her learning method based on observations of children who had special needs. She worked closely with Sequin and Itard and based her education insights, methods, and materials on the knowledge she gained from them. After working for two years at the Orthophrenic School in Italy with what at the time were called "idiots" she found to her amazement that those children could learn things that had seemed impossible. She wrote:" I succeeded in teaching a number of the idiots from the asylums both to read and write so well that I was able to present them at a public school for an examination together with normal children and they passed the examination successfully." As a result of that experience she began her method of education and used the materials she adapted from Seguin and Itard. So the methodology and materials used currently in the Montessori classroom already have accommodations built into them. The Montessori method respects the fact that children develop and master learning skills at different speeds and need time for repetition and practice. Montessori House also contracts a music therapist, speech therapist, special education evaluators and volunteer reading tutors. These and the Montessori method used by the Montessori House definitely address the needs of students in the bottom 25% or the students most at risk for failing.	List documents that serve as evidence of implementation of this process: Montessori Materials Teacher's Montessori Albums Individual Student's File Teacher's Chronological Work Record
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	

Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) eligible students?	
Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): The Montessori Curriculum was designed to meet the needs of children with disabilities. By adapting the learning/teaching pace and using the specially designed materials, the child with disabilities can mainstream in the Montessori classroom. The materials can be adjusted for the child that is deaf, blind, autistic, has cerebral palsy, Asperger's, anxiety and many other disabilities. The accommodations are already built into the method and the materials. The facilities and classroom environment meet OSHA requirements for the physically handicapped as well. The shelves, tables and materials are easy to move and rearrange. The school also has a music therapist, speech therapist and contracted special education evaluators to help identify IEP students to receive access to all of the Montessori lessons.	List documents that serve as evidence of implementation of this process: Montessori Materials Teacher's Chronological Work Record Individual Student Files

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): The Montessori Method uses the three period lesson to assess the knowledge of a certain concept. After the teacher is convinced that a concept has been established in the child's mind through his use of the materials, the teacher introduces the nomenclature to correspond to the new concept. This method was developed by Seguin and is entitled "Three Period Lesson". In the first step the teacher simply associates the name of an object with the abstract idea. The name represents the concept such as 'multiplicand' and 'dividend'. The teacher is careful not to introduce any extraneous words or explanations. In the second step the teacher tests to see if the name is still associated in the child's mind with the object. She asks the child "which is the multiplicand"? or "which is the dividend"? If the child does not succeed in the association the teacher does not correct them. If the child has failed the teacher knows he is not ready at that instant for the psychic association. We can wait for another moment at a later time and try again. If the child does succeed in establishing the association the teacher proceeds to the third step asking the child to read and indicate which is the 'multiplicand' and which is the 'dividend'. This is one type of assessment used in the Montessori method and commonly used to see if a child understands a concept and to increase reading and vocabulary. Assessments are also built into the materials, many of which are self-correcting and allow the child to correct his own work. The basic procedure for a lesson is to present the material (for example long division- racks and tubes) allow the student to practice and repeat the lesson as long as he needs, then to observe to see if he has mastered the material/lesson and then move on or give an extension (move from one divisor to two). The child's lesson is recorded as well as his progress. He also keeps a record of his lessons in his personal work journal.	List documents that serve as evidence of implementation of this process: Montessori Materials Teacher's Chronological Record Child's Work Journal Individual Student Files

2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): The assessment system is based on the Montessori method and the materials which are unique to the Montessori curriculum. The Three Period Lesson is also a basic assessment used per student per lesson to judge progress and mastery of a concept. Another assessment used and that is basic to the Montessori method is observation. The teacher takes frequent opportunities to observe the children at work or in social situations to observe behavior, conversation, and academic work. The teacher will also record this information on a daily log.	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org Teacher's Montessori Albums Teacher's Chronological Record
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): Part of the assessment system is actually built into the Montessori method and the materials and is used daily and recorded on the teacher's log. The child also keeps the work journal and information is recording on his individual file and given to parents in progress reports twice a year or when requested or when helpful. The assessment is done as the child progresses through the Arizona College and Career Ready Standards which also align with the Montessori curriculum, especially in math and language. The Association Montessori International pedagogical committee has created a list of the Montessori materials and lessons that line up with the Common Core. These are available in the classroom for access by the teacher and the students and parents to refer to so that they can see what materials, lessons or concepts the child should be learning and which Montessori lessons, presentations or materials teach that concept. Elementary students have also taken the Stanford and the AIMS tests and the test results indicate assessment of their academic skills and allow the teacher to determine what they need to focus on when choosing lessons.	List documents that serve as evidence of implementation of this process: AIMS Test Results AMI/AZCCR Combined Standards List Montessori Materials Teacher's Chronological Record Teacher's Montessori Albums
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

Student progress is assessed almost daily as the assessments are built into the lessons and materials. There's constant daily observation of the children as well. Because the classes are combined (ages 6 to 12) and the teachers have the students in the class for up to six years the teacher has an opportunity to get to know the children and to focus on individualize learning, thus she is able to see the progress of the children continuously over a long period of time. She's able to know where they are in various lessons or social growth. She records the observations and lessons daily, keeps a file on each student and includes information in reports to parents. The level marks are determined by using a list authored by the AMI pedagogical committee which combines the benchmarks in the common core curriculum and the Montessori lessons and materials taken from the eight albums used As curriculum for the Montessori elementary class. These standards are kept in the class for regular access by students' parents and teachers.	implementation of this process: Teacher's Chronological Record AMI/AZCCR Combined Standards List Montessori Materials Individual Student File Teacher's Montessori Albums
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): The assessment system is built into the Montessori materials and the lessons given from the albums. Observation is also a key to interpreting and assessing sufficient progress. Almost daily the child's work is compared to the benchmarks for Common Core as far as they are in sync with the Montessori materials and lessons the child is using in the classroom. The AIMS test and Stanford test are also administered each spring to provide for analysis of the assessment	List documents that serve as evidence of implementation of this process: Montessori Materials Teacher's Montessori Albums AMI/AZCCR Coordinated Standards Lists AIMS Test Scores
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): From the evaluation of the progress in the materials and lessons as compared to the common core, the AIMS results and the Stanford nine test results and observations are all used to determine whether students may need to repeat lessons move forward or have additional lessons on materials or concepts that were missed or where there are	List documents that serve as evidence of implementation of this process: Montessori Materials Teacher's Montessori Albums AMI/AZCCR Coordinated Standards Lists AIMS Test Scores Teacher's Chronological Record Individual Student Files

gaps. The data is used to analyze for growth and achievement from benchmark to benchmark. When gaps remain after reteaching or tutoring has been regularly implemented the teacher, tutor, parent and child meet as a team to evaluate the instructional strategies and curriculum effectiveness. Instructional and curricular effectiveness are also evaluated through classroom observation and lesson planning in conjunction with the data. Adjustments are recommended by the teacher, tutors and aides working with the student to help raise scores and achieve progress. If necessary the parent may be asked to help and support with suggestions at home. The plan will be kept in the child's file and referred to daily to implement a team plan.	
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): Assessment results are used to identify gaps in achievement and instructional strategies and are analyzed weekly and sometimes more often. With teacher review, it is determined if the strategy is effective in teaching the standard to mastery. The teacher can then enhance the method by re-teaching or adjusting the lesson and trying a new approach. The same occurs if there is a gap in the meeting of a standard. A follow up on resources and effectiveness to strengthen the teaching approach might include extension of a lesson or using a different material to teach the same concept. The lessons given, the conclusion and observations are all recorded in the teacher's log.	List documents that serve as evidence of implementation of this process: Chronological Teacher's Record AIMS Test Scores Teacher's Chronological Record Individual Student File
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How does the assessment system assess students with proficiency in the bottom 25%/non-proficient students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): The Montessori materials and methods were developed as a result of Maria Montessori working with children with special needs and her experience working with and learning from other professionals (Sequin and Itard). Thus the materials and lessons used currently in the Montessori classroom already have accommodations built into them. The Montessori	List documents that serve as evidence of implementation of this process: Montessori Materials Teacher's Montessori Albums Teacher's Chronological File Individual Student File

method respects the fact that children develop at different rates and master learning skills at different speeds. The Montessori method allows for repetition of the lessons and continually presenting lessons for understanding. The outcomes are recorded on the teachers log and in the students file. It is determined by the teacher, tutor and parent (the team) if the supplemental and or differentiated instruction and curriculum are helping a child to progress or increase proficiency. If not, the team reevaluates and makes adjustments or eliminates what was not working, and modify lessons to help the child progress. Instruction that was helping would be continued. This would occur weekly. The decisions and results are entered in the student's file. Lesson results and adjustments are entered on the teacher's log and the students file at the end of each day.	
9. How does the assessment system assess ELLs to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:
10. How does the assessment system assess FRL-eligible students to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:
11. How does the assessment system assess students with disabilities to determine the effectiveness of supplemental and/or differentiated instruction and curriculum?	
Answer (suggested word count is 400 words): The Montessori curriculum was designed to meet the needs of children with disabilities. By adapting learning/teaching pace and using the specifically designed materials, the child with disabilities is mainstreamed into the Montessori classroom. The accommodations are already built into the method and the materials. The facilities, furniture and classroom environment are very accommodating.	List documents that serve as evidence of implementation of this process: Montessori Materials Teacher's Chronological Record Teacher's Montessori Albums

Materials are easy to move and rearrange. They can be adapted easily for the blind or the death, wheelchairs and other handicaps. Because of this it is easy to give lessons, present materials and adjust for special needs. The same assessments can occur as for those without disabilities. All students are required to do lessons, materials and presentations with the data recorded on the teachers log and student files as to how they are achieving and which lessons they are mastering.	

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Answer (suggested word count is 400 words): To prepare Montessori teachers for teaching in the Montessori elementary classroom, Maria Montessori devised a thorough training course. It is offered to the teacher candidate who has completed a bachelor of arts degree and is given as a nine-month graduate course. In addition to learning how to present the Montessori materials, the Montessori teacher-in-training spends quality time writing his or her own textbooks, referred to in the Montessori training as albums. These albums are based on lectures and followed by practice with Montessori materials. By creating their own textbooks teacher candidates develop a deeper understanding of the materials. They also make many materials for their classrooms. This hands-on experience leads to a more complete understanding of the Montessori method for the teacher candidate. Final written and oral exams are given by specific international teacher trainers. Each trainee's album is inspected by a committee of national and international trainers. The rigorous intellectual challenge of the elementary training course attracts men and women who are sincerely dedicated to the education of elementary children. In addition to the intellectual demand of the Montessori elementary course, the teacher candidates are challenged in the area of personal development, to be models for their students. Such a responsibility requires the teacher work to develop their character and interest in continued learning. Annual workshops, required refresher courses and international congresses help teachers to deepen their understanding of education. The teacher performs constant daily observations of the children which not only deepens the teachers understanding of the child's development and progress but helps the teacher to develop the habit of self-observation and personal reflection. The teacher keeps records of the lessons activities and	List documents that serve as evidence of implementation of this process: AMI/AZCCR Coordinated Standards List Teacher's Chronological Record Montessori Teacher Certification Teacher's Montessori Albums

presentations and follow up work. The teacher must keep track of each child's progress as it relates to the local and state public school curriculum. In addition standard tests such as AIMS, Stanford 10, and AZ merit are administered yearly. The teacher uses these tests as teaching guides as well as assessment tools, by going over the results to identify individual strengths and weaknesses and to plan future work. Montessori left the format of student records up to the individual teachers however, she recommended that records be kept simple and straightforward as possible and that they indicate where the children are in their work and that notations are up-to-date and current, and clear. The charter holder monitors the integration of standards into classroom instruction by verifying recordkeeping and comparing lessons and presentations given match with the Common Core Standards which are kept in the classroom for the teacher, students and parents to refer to often. The students also keep work journals to keep track of the lessons and work they do. Because of the intense intellectual training that the teacher has taken and the character traits and personal development required of the Montessori teacher, along with recordkeeping and observation it can be said that the instructional staff at Montessori House implement a Common Core aligned curriculum with fidelity.	
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): Because of the intense intellectual training, the eight albums written by the teacher during her training, the teacher's log, the students work journals, and the presence of the Common Core Standards List in the classroom as a reference at all times, the standards are always at the forefront of the teachers planning and actions. As she gives a lesson she can observe if the students are understanding and mastering the skills in the standards. With the Montessori materials, many concepts are experienced on the concrete level and or understood on a deeper level. This is particularly true of mathematical ideas and	List documents that serve as evidence of implementation of this process: AMI/AZCCR Coordinated Standards List Teacher's Montessori Albums Montessori Materials Teacher's Chronological Record Individual Student Record

formulas which are customarily introduced to students and regular schooling through abstract representation. The Association Montessori International pedagogical committee composed a list of Common Core standards and coordinated the Montessori lessons and materials in comparison so that Montessori teachers can align the Montessori lessons to the Common Core Standards. As The teacher presents these lessons, observes the children's progress, the effectiveness of the standards-based instruction is monitored.	
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): The process for evaluating the instructional practices is observation of the teachers in the classroom as they teach and personal interviews with the administrator. The teachers are observed monthly by the administrator while they're working in the classroom with the students. Twice a year the teacher has a personal interview with the administrator. Any personal qualities, staff, parent child relationships effectiveness are discussed at that time. Job responsibilities are reviewed. Unusual assignments, extra work or other responsibilities are discussed. Goals are set. The staff meets 1 to 2 times a month as a group to discuss any events, activities, classroom policies or individual concerns that affect the school in general. The AMI teachers are encouraged to attend AMI refresher courses, workshops or the training to help increase and improve the quality of instruction. The teacher signs the evaluation and is given a copy. Evaluations are kept on file in the front office	List documents that serve as evidence of implementation of this process: Personal Interview Forms Professional Observations Coaching Feedback Montessori Teacher's Albums
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): The evaluation meeting held with the admin and the teacher two times a year once in the fall and once in the spring identifies individual strengths and weaknesses. Personal qualities such as dress, reliability, motivation, performance and	List documents that serve as evidence of implementation of this process: Professional Evaluation Coaching Feedback Montessori Teacher's Albums

professional ethics are discussed. Job responsibilities are reviewed and recognition of good performances given or individual strengths are recognized. Relationships with children, staff and parents are evaluated. Fact of miss is reviewed including lesson plans I need to patient goals for the teacher herself such as continuing education or special certifications. Goals are set to overcome weaknesses or Improve self or to fulfill specific needs.	
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words):' The teachers receive detailed feedback from the school administration through observation and evaluation meetings. Individual strengths are identified and recognized. Additional coaching and mentoring are offered. Feedback tools identify individual strengths in instructional effectiveness as most areas of need where the additional mentoring or coaching would be beneficial. Conferences times are always available to keep dialogue between the teachers and administration open. Observations continue as well for further discussions and professional recommendations	List documents that serve as evidence of implementation of this process: Professional Evaluation Coaching Feedback
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Answer (suggested word count is 400 words): Montessori House reviews the information gained from personal evaluations to assess whether the teachers are equipped with the resources, guidance and training that will prepare them for success in education at the school and in the future. When there's a need for improved instruction, action is taken immediately to assume responsibility and respond with a clear action plan to redefine or clarify expectations. The entire staff meets daily for 15 minutes before school begins to discuss anything that needs action regarding education of the students or the environment. The teachers also meet 1 to 2 times a month as a group to discuss the quality of education at Montessori House and what can be done to respond to any need staff, students or parents may have. Montessori teachers at	List documents that serve as evidence of implementation of this process: Professional Evaluation and Observation Coaching Feedback AMI Teacher Certification

Montessori House rely on their training, AMI trainers, the Montessori method and theory and the albums to help them maintain a high quality Montessori education for students.	
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The Montessori method was founded on the education of children with special needs or who struggle with conventional teaching methods. Therefore, all the lessons and materials can be used for any level of child development or any learning need. Montessori is not based on grade level but on child development, recognizing that students learn and develop at different rates. Montessori does not allow for competition among the students but only competition within oneself and doing better next time or repeating lessons until you get it. A criteria taught in Montessori is that work is a good thing and that one has to sometimes work harder at something then someone else. Through observation instruction is monitored to evaluate the needs and the progress of non-proficient students as well as relying on the Montessori method, materials and variation in presentations and the in-depth Montessori training that considers all levels of ability and development	List documents that serve as evidence of implementation of this process: Teacher's Montessori Albums Professional Evaluation Montessori Teacher Certification
8. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of ELLs?	
Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:
9. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of FRL-eligible students?	
Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:
10. How does the Charter Holder monitor and evaluate supplemental and/or differentiated instruction targeted to address the needs of students with disabilities?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process

The Montessori method is a holistic approach that considers all levels of development mentally, physically, and socially. The classroom is inclusive and the Montessori method encourages children with disabilities to be mainstreamed. It is felt the children with disabilities can all learn and make progress in the Montessori environment. The 'normal' children are a big influence on the handicapped children. They are the teachers and also teach the adults many things about acceptance and learning. The Montessori teacher uses constant observation, the Montessori materials and lessons as well as her training in child development to monitor, supplement or differentiate instruction to address the needs of the students with disabilities.	Montessori Materials Teacher's Montessori Albums Observation of Classroom Coaching/Feedback

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): The Montessori House professional development plan is Montessori based. It is derived from Maria Montessori who devised a training course to ensure the Montessori training remained available for quality teachers. The Montessori course is given as a nine-month graduate course after the teacher candidate has completed a bachelor of arts or science degree from a qualified college or university. The successive planes of child development are the basis of Montessori education. The training requires a solid foundation in the sciences, liberal arts and humanities and covers all major subject areas. The aim is not for the teacher to become an expert in every field of study but to be sufficiently knowledgeable to arouse the children's interest in each area and to direct them to available resources for the answers to their questions. Teachers and training basically write their own textbooks, referred to in Montessori as albums. These albums are based on lectures and followed by practice with Montessori materials. By creating their own textbooks (eight in total- math I, math II, geometry, biology, language, music, art and algebra as well as a theory album) the teacher candidates develop a deeper understanding of the materials which are unique to Montessori. They also make charts, timelines, nomenclature booklets and many other handmade materials for use in their classrooms. These activities lead to a more complete understanding for the teacher candidate. There will be extensive final written and oral exams for specified international teacher trainers. Each trainee's albums are inspected by a committee of both national and international trainers. The rigorous intellectual challenge of the elementary training course attracts men and women who are sincerely dedicated to the education of elementary children. In addition to the demands of the Montessori elementary course, teacher candidates are challenged in the areas of personal development. They are to be models for	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org Teacher's Montessori Albums Montessori Teacher Certification

their students and that responsibility requires that the teachers work to develop their character and interest in continued learning. Annual workshops, periodic required refresher courses, and international congresses, as well as local alumni groups and online help through AMI membership in Montessori professional organizations help teachers to deepen their understanding of education. Constant daily observation of the children not only deepens the teachers understanding of the child's development that helps the teacher to develop the habit of self-observation and personal reflection which is part of the professional development plan at Montessori House	
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): The professional development plan was adopted from AMI and was created by Maria Montessori. The plan begins with the rigorous Montessori intellectual teacher training and continues for the teachers life as she learns through observation, experience and contact with other Montessorians through refresher courses, workshops and online.	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org Teacher's Montessori Albums Membership in Professional Organizations (AMI, EAA)
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): The learning needs of instructional staff are constantly met by adhering to the Montessori professional organization standards. Attendance at workshops and refresher courses and membership in EAA (Elementary Alumni Association), the Montessori AMI sponsored elementary alumni organization, are all helpful and serve as guides to the Montessori instructional staff and their learning needs. They are aware of the differences in conventional education and the Montessori method and assist the elementary Montessori teacher in understanding how to use the Montessori method to meet state standards or to incorporate Montessori theory with conventional educational philosophy. Instructional staff at Montessori House is encouraged to attend the workshops, courses and use the Montessori resources to meet their educational needs by paying for the annual	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org Arizona AMI Alumni Association www.MontessoriGuide.org

alumni memberships, registration fees and transportation and housing to attend these events as well as provide an in-house training and support to meet their learning needs.	
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): The professional development plan addresses areas of high importance by being certified Montessori teachers through Association Montessori International which upholds Dr. Maria Montessori's original vision. AMI was formed in 1929 by Dr. Maria Montessori to ensure her philosophy and approach to education would be carried on as she intended. A school or teacher training program that carries the AMI name is continuing the tradition of quality first established by Dr. Maria Montessori, a tradition that incorporates standards based directly on Dr. Montessori's work. AMI has as a primary objective the goal to promote the development of AMI teachers training to foster the ability of AMI Montessori education, to support and help fulfill the needs of AMI Montessori schools, substantiate the value of AMI Montessori education through traditional academic research and advocate for educational policy that nurtures the environment for AMI Montessori education.	List documents that serve as evidence of implementation of this process: Association Montessori International montessori@amiusa.org www.MontessoriGuide.org Teacher's Montessori Albums
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): At Montessori House we support high-quality implementation of strategies learned in professional development sessions by meeting often to review and discuss the strategies learned and plan how to incorporate them in our school and especially with the children in the classrooms. We follow recommendations from AMI and the pedagogical guidance from AMI and the teacher trainers as well as using books written by Maria Montessori. We are open to changes approved by AMI and to do whatever's best for the children we teach and our Montessori certified staff.	List documents that serve as evidence of implementation of this process: The Advanced Montessori Method I by Maria Montessori The Advanced Montessori Method II by Maria Montessori Association Montessori International Arizona AMI Alumni Association Montessori Teacher Certification
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	

Answer (suggested word count is 400 words): Montessori House provides for the materials needed by being supportive in purchasing replacement or new materials. We have a very supportive board that approves those purchases; parents were very willing to donate items or money as needed to acquire supplies or materials. Our parent Council supports fundraisers and class activities to purchase needed items and use the tax credit donation to help us with extracurricular activities such as a robotics club or field trips such as the wildlife world zoo musical instrument Museum and the Renaissance Festival. We use the Life Leadership Program for training and leadership along with attending our AMI conferences. The AMI conferences, travel, room and board, and registration are all funded by the school so that teachers can attend each year.	List documents that serve as evidence of implementation of this process: Life Leadership Program Association Montessori International Arizona AMI Alumni Association Montessori Teacher Certification
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The strategies learned in the refresher courses are applied almost immediately after the staff returns from the course each year. The course is three days of intense lecture by AMI teacher trainers. The information is very supportive, innovative, and helpful. The group is addressed as a whole (there were over 1500 Montessori teachers from all over the world in Atlanta, Georgia, in the February training including our whole staff) and then there is follow up time for questions and individual guidance and help. (In 2014 there was an entire section on Montessori and the Common Core standards.) Upon returning to the school after the course, teachers begin immediately to update presentations and lessons. The teachers discuss how and what was learned and how it applies to our school and our children. We unify in agreement to set things in motion. Through observation we have learned to identify different learning situations and how to apply what was learned in a refresher course. As we apply new strategies for presentations we record them on the teacher's log and on the child's report.	List documents that serve as evidence of implementation of this process: Staff Meeting Agendas Association Montessori International Teacher's Daily Record
8. How does the Charter Holder monitor and follow-up with instructional staff to support	

and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): Montessori House staff meets daily for 15 minutes before school begins. We discuss application of strategies for that day and how, when, for whom we will be using the strategies. We also meet within a week after any conference or course to debrief and share information we gained as well as how we want to apply it to our students, classrooms, or lessons. The administration observes the teachers and classes to see how and when strategies are applied. The outcomes of applied strategies are kept on the teacher's log and the child's record.	List documents that serve as evidence of implementation of this process: Daily 15-min Staff Meeting Monthly Staff Meeting Agenda Professional Evaluation Teacher's Daily Record
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The Montessori method is very adaptive to the needs of students with proficiency in the bottom 25% or those most at risk. Upon identifying these students, the teacher adapts presentations and applies new strategies to that particular student. The Montessori method encourages repetition, use of concrete materials and a hands-on approach to help address the needs of those most at risk. Progress is recorded on the teachers log and in the child's file.	List documents that serve as evidence of implementation of this process: Montessori Teacher Albums SPED Training
10. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of ELLs?	
Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:
11. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of FRL-eligible students?	
Answer (suggested word count is 400 words): n/a	List documents that serve as evidence of implementation of this process:

12. How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of students with disabilities?	
Answer (suggested word count is 400 words): Montessori House receives training every year for Special Ed and continues to always use the Montessori method using Montessori lessons and materials to teach and reach all children at all developmental and academic levels. The teachers meet regularly with the students, parents, special education evaluators, the music therapist and each other to evaluate and reassess the needs of students with disabilities. The Montessori method is very conducive to the handicapped students. It is inclusive and has good success with the progress and education of all students.	List documents that serve as evidence of implementation of this process: SPED Training Montessori Teacher Albums