MONTESSORI de Santa Cruz

FREE PUBLIC CHARTER SCHOOL~TUBAC, AZ

Entity ID: 79110

Demonstration of Sufficient Progress

May 7, 2013

Introduction

Montessori de Santa Cruz Charter School (MdSC), is located in Tubac, a rural community near the international border. It is comprised of grades K-6, averaging 54 students per year. Due to its proximity to the southern border, it has a largely transient population with a high number of disadvantaged students. Its focus is on improving student growth and proficiency in math, while continuing to strengthen the reading program, and implementing assessment tools to track overall student progress.

MdSC follows the Montessori philosophy and curriculum supplemented with additional materials to meet Arizona Common Core Standards (ACCS). The school encompasses three multi-age classrooms: Kindergarten, 1st-3rd and 4th-6th. The student to teaching staff ratio averages 8 to 1. Each classroom has an AZ State Certified Teacher and a trained Montessori assistant. In summer 2013, two teachers will begin Montessori training and, by fall 2014, all teachers will be state and Montessori certified. Dr. Phyllis Durden was hired as the new Director of MdSC in April 2013. Beginning fall 2013, each classroom will be using Montessori Records Xpress (MRX), an online record keeping management system. MRX aligns Montessori presentations with ACCS and enables teachers to build lesson plans, monitor student progress, record observations, record individual presentations, and generate reports which show student achievement and progress.

Academic Measure 1a-Reading

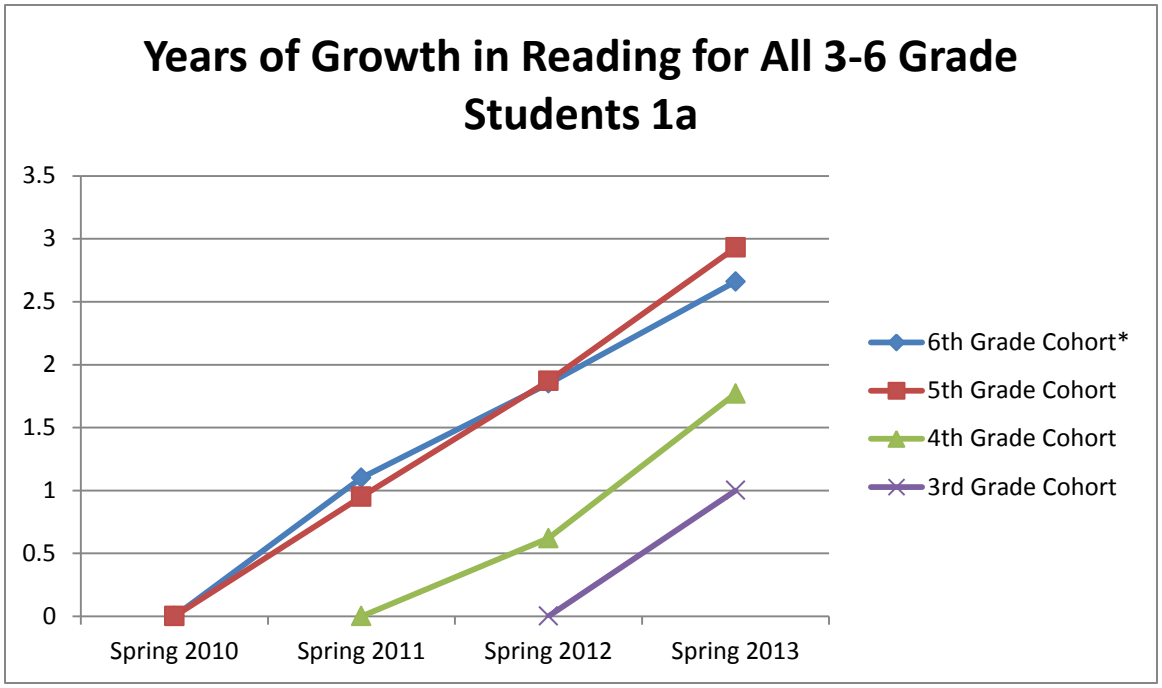
Curriculum: MdSC makes various efforts to provide and implement a reading curriculum which improves student learning and achievement. Currently, MdSC utilizes the Albanesi Montessori scope and sequence to develop language skills in the Montessori curriculum. Scholastic Guided Reading Program is used to develop reading strategies and skills in small groups. Raz-Kids is used for independent and supplemental instruction in grades 1-3 (began Fall 2011). Reading A to Z is used for supplemental practice. Literature Circles are also used in grades 4-6 (began Spring 2013). The Six Traits of Writing are used to enhance reading comprehension and for guiding students to analyze information drawn from context clues (began Spring 2012). During the spring semester, after-school tutoring is offered targeting identified reading and writing weaknesses. Other programs used which enhance student reading achievement include: The Virtues Project which helps to increase self esteem and develops a nurturing community of learners, Handwriting Without Tears, Evan Moor Spelling (1st-6th), Harcourt Language Arts workbooks (1st-6th), peer tutoring, and community volunteers who come to listen to the students read for fluency.

Instruction: Following the Montessori philosophy, students are given reading instruction individually and in small groups (ability, grade level, and interest based). Students learn reading and comprehension strategies. In addition to reading groups, students can further their understanding and skills independently using Raz-Kids and their independent reading programs. Students are given guided instruction in Literature Circle components (character development, vocabulary, research, summarizing, etc.). MRX will be implemented in the 2013-2014 school year to monitor integration of ASCCS

into the existing Montessori curriculum, as well as monitor teacher instructional practices. Along with informal and formal classroom observations, the new director will use MRX to monitor teacher instruction and practices in reading.

Assessment: With the hands on materials of the Montessori curriculum, teachers use informal observation to assess student performance in completing guided tasks. Two types of language assessments are used in conjunction with the Albanesi Montessori scope and sequence: Grade Achievement Tests(GAT) and Junior Review Tests(JRT). The GAT is a skills mastery test grade level test and the JRT is a comprehensive skills test. GATs are given 3 times yearly and the JRTs given quarterly. Running records are used quarterly to assess fluency, accuracy, and comprehension. High Frequency Words lists are given three times yearly at each grade. Students have a weekly spelling or vocabulary test. Unit tests covering literacy concepts are given quarterly (grades 4-6). Beginning Spring 2013, DIBELS will be used a summative test. In 2013-2014, DIBELS will be administered 3 times yearly. MRX will track student progress and growth

Professional Development: In Spring 2012, teachers attended Six Traits of Writing Workshop. Spring 2013, teachers attended Literature Circle Workshop and Strategic Reading Strategies K-5 Webinar. Teaching staff read "*The Daily Five*" and discussed how to incorporate ideas into each classroom environment. Currently teaching staff are reading Comprehension Connections. All staff will be trained in the use of MRX. Having two additional Montessori trained teachers by 2014 will increase student reading and writing achievement.



***Data for the 6th grade cohort in the 2010-2011 school year is incomplete due to staff and student turnover.**

Academic Measure 1b-Reading

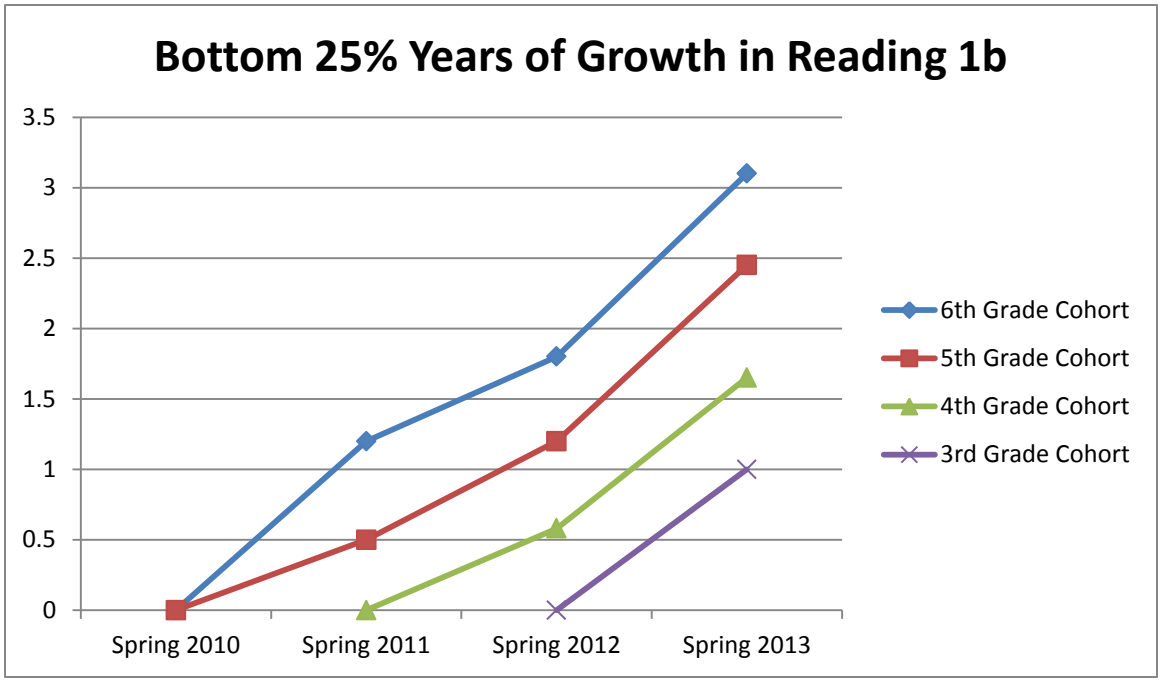
Curriculum: Students in the lowest 25th percentile are provided with the same Montessori curriculum supplemented with other programs and materials as described in Academic Measure 1a. As part of the Arizona Department of Education Move On When Reading K-3 Literacy Plan, students who qualify for Tier II intervention get additional instruction to increase their reading proficiency using supplemental reading materials (began Fall 2012). A Tier III intervention program is in the process of being developed for Fall 2013.

Instruction: Individualized instruction helps to pinpoint weaknesses and strengths, enabling teachers to target instruction to meet the needs of these students. When necessary, students receive focused instruction with phonics and phonemic awareness, as well as sight word fluency and various reading strategies. These students have additional blocks of time for targeted reading instruction individually and in small groups. Peers and volunteers provide for additional reading fluency practice. A literacy coach is consulted for training and ongoing support with emphasis on students in the lowest 25th percentile. The literacy coach provides supplemental materials, informally observes teaching practices, gives feedback and further assesses at-risk students for reading and learning deficiencies.

Assessment: Student reading proficiency is monitored with individual running records, comprehension assessments and additional assessments as in Academic Measure 1a. Data review team examines the measures of student achievement (AIMS, Stanford 10, GATs and JRTs) to determine areas of weakness and how to address them with the students. Administering the DIBELS, will help teachers identify students in the lowest 25th percentile so they can be placed in

reading intervention. Using MRX will help teachers closely analyze student development and allow the director to monitor teacher and student progress.

Professional Development: In addition to the workshops outlined in Academic Measure 1a, teachers attended Move On When Reading Workshop (Spring 2012).


Bottom 25% Years of Growth in Reading 1b
3.5
3
2.5
2
1.5
1
0.5
0
Spring 2010
Spring 2011
Spring 2012
Spring 2013
6th Grade Cohort
5th Grade Cohort
4th Grade Cohort
3rd Grade Cohort

Academic Measure 2c-Reading

The number of students placed as English Language Learners (ELL) averages from 32%-37%. The number of students who qualify for free and reduced lunch (FRL) averages between 41% and 48%.

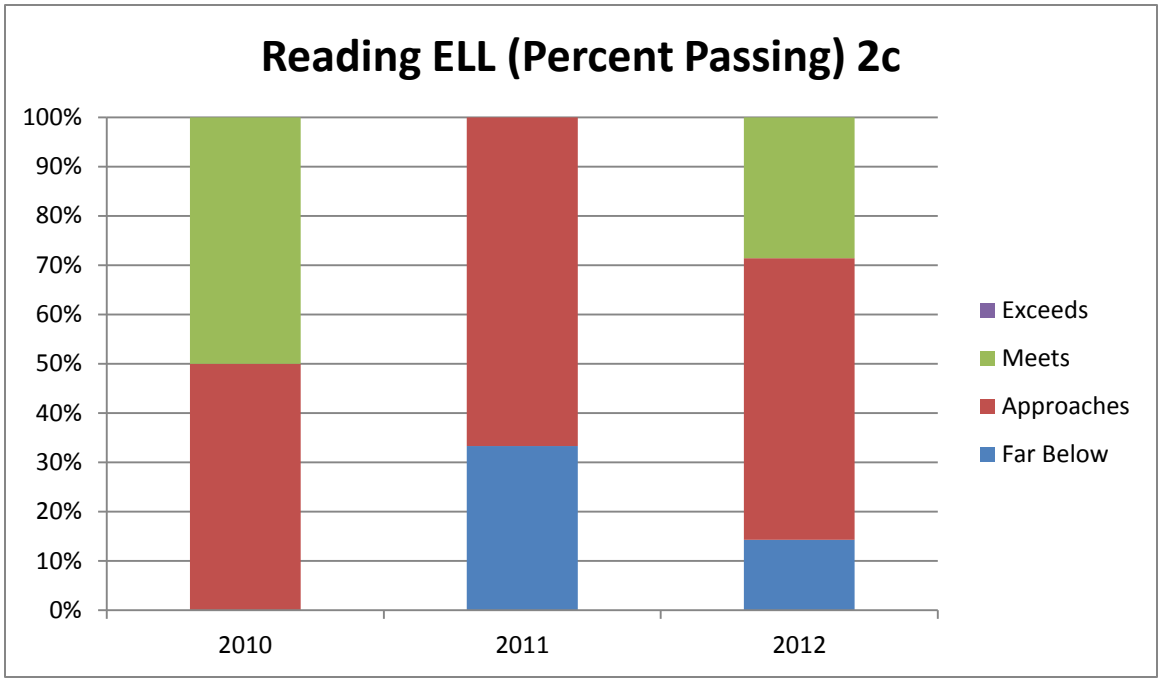
Curriculum: ELL and FRL students are provided with the same Montessori curriculum as described in Academic Measure 1a. Students are able to progress at their readiness levels following the Montessori curriculum. ELL and FRL students are given several models of fluent reading during the day. These students are reading at their level and extra time and repetition are given to strengthen proficiency.

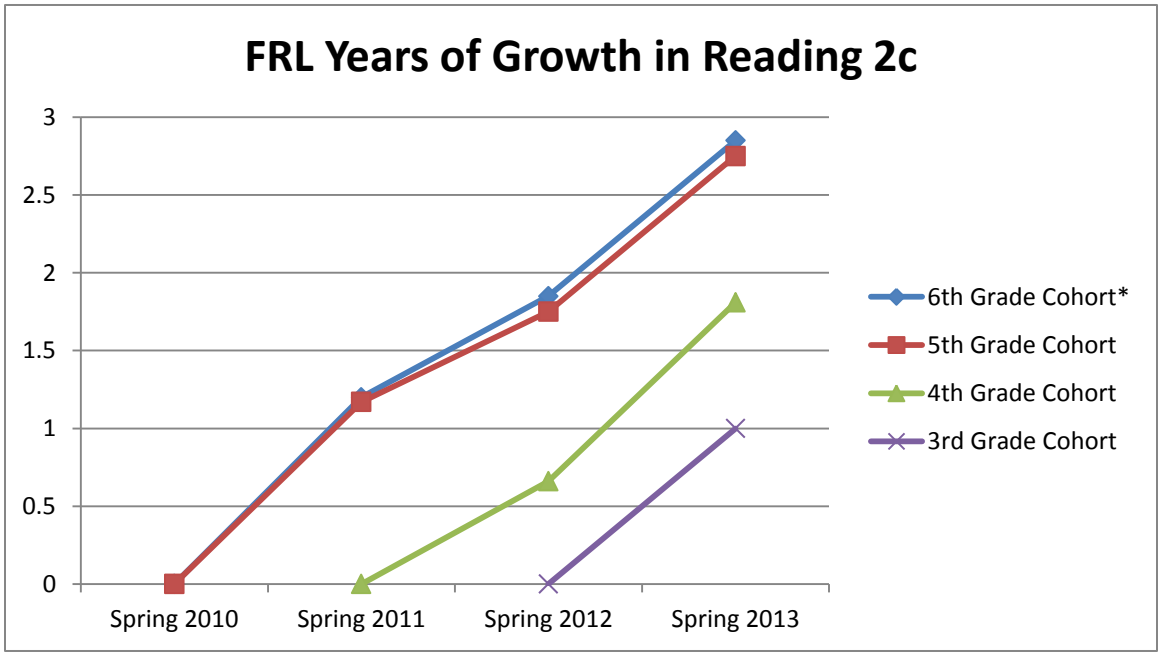
Instruction: ELL and FRL students are given the same instruction as described in Academic Measure 1a. If any ELL or FRL student falls into the lowest 25th percentile in reading, they will receive the same intervention instruction as described in Academic Measure 1b. Additionally, ELL students, are given individual instruction using SEI techniques. Teachers strive to make instruction relevant to ELL students' cultures and interests. The Montessori instructional style adheres to the needs of ELL and FRL students by providing a hands on environment that is individualized and allows for repetition. FRL and ELL students are offered free after school tutoring. FRL and ELL students are offered free access to Raz-Kids, an online reading program, to be used in school and at home.

Assessment: ELL and FRL are given the same assessments as described in Academic Measure 1a. ELL students are also given the AZELLA test until scoring proficient in the English language for two consecutive years. Teachers use informal observations and interactions with the students to determine understanding and English language development.

ELL and FRL students using Raz-Kids at school and at home are tracked for reading fluency and comprehension as the students progress through books at each students' readiness levels.

Professional Development: Teachers at each grade level have been trained in Structured English Immersion (SEI). Workshops have been provided in Brain Gym and Sensory-Motor Learning Centers which provide ELL and FRL students opportunities and strategies to improve concentration, communication, and memory. Staff watched the DVD *MONTESSORI: The Science Behind the Genius* and discussed how Montessori addressed the needs of all students whether they were economically challenged, second language learners, or academically challenged.


Reading ELL (Percent Passing) 2c
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010
2011
2012
Exceeds
Meets
Approaches
Far Below



***Data for the 6th grade cohort in the 2010-2011 school year is incomplete due to staff and student turnover.**

Academic Measure 1a-Math

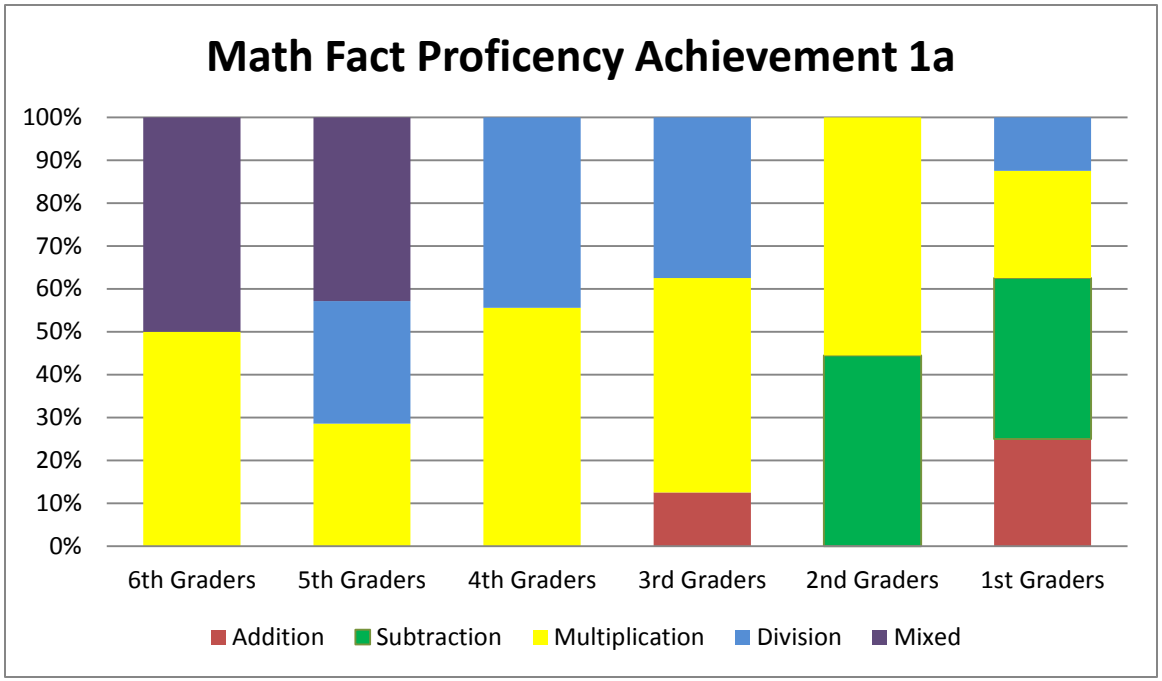
Curriculum: The Albanesi Montessori scope and sequence for math is used by teachers and students to guide them through the Montessori lessons and is currently being aligned with ACCS (to be completed by Fall 2013). Updated Albansei Math curriculum cards and geometry cards were purchased in 2011-2012. Fall 2012, began timed math drills in basic operations and choral math fact practice with kinesthetic movements. During the Spring semester, after-school tutoring, targeting identified math weaknesses, is provided. Techniques of Problem Solving used three times weekly (grades 4-6).

Instruction: Montessori math lessons are given individually, in small groups and in grade level groups. MRX will be implemented beginning 2013-3014 and will be used to monitor integration of ACCS into the existing Montessori curriculum, build lessons plans, record observations, record individual lesson presentations, as well as monitor teacher instructional practices. School director (added Spring 2013) will monitor teacher math instruction and practices using MRX, informal, and formal observations.

Assessment: Teachers assess students three times yearly in math using the GATs. Student performance is assessed quarterly using JRTs, and informal observations are used to check for understanding. MRX will be used to track student growth and progress throughout the math curriculum. Director can use MRX to follow teacher assessment practices and collect data school wide. Student growth is also tracked using timed math fact drills given three to four times a week.

Data review team looks at AIMS and Stanford 10 scores at the beginning of the school year to identify areas of weakness and target curriculum and instruction to address these areas.

Professional Development: Two teachers will be attending Montessori teacher certification training (Summer 2013) and will develop a complete understanding of the use of the Montessori math materials, how to assess informally and formally using the Montessori materials, and how to supplement the Montessori math curriculum with additional materials to meet the ACCS. Certified trained Montessori teachers will positively impact student learning and increase student growth and progress. Data team will develop a benchmark plan of targeted math measures at grade level proficiency to be tested semesterly. Students not achieving the benchmark goals will receive remedial instruction until benchmark goals are met (Fall 2013). Teachers attended an in-service on Math and Art Integration (Fall 2012). All staff have been trained in the Virtues Project which has improved classroom management enabling teachers to give individual and group presentations with minimal interruptions.


Math Fact Proficency Achievement 1a
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
6th Graders
5th Graders
4th Graders
3rd Graders
2nd Graders
1st Graders
Addition
Subtraction
Multiplication
Division
Mixed

Academic Measure 1b-Math

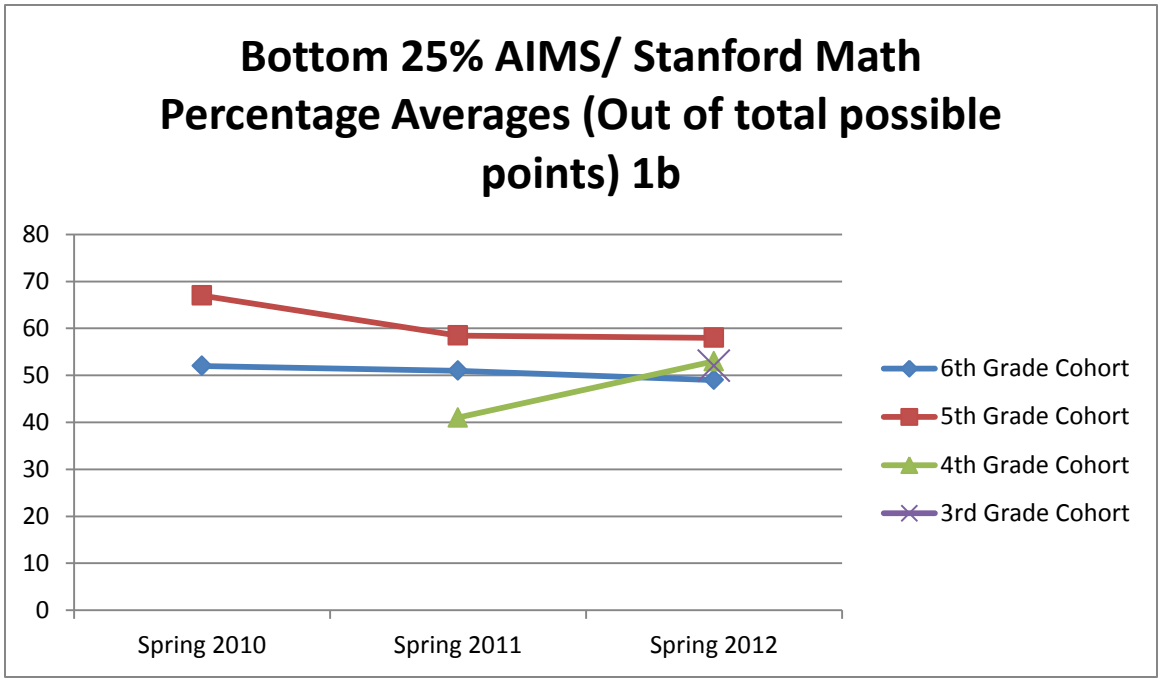
Curriculum: Students in the lowest 25th percentile are provided with the same Montessori math curriculum as described in Academic Measure 1a. Montessori math curriculum helps to increase student growth by providing for individual instruction, allowing for repetition, and hands-on learning experiences. The data team reviews test scores (AIMS, Stanford 10, GATs, JRTs) of the lowest 25th percentile to determine curricular areas of weakness and how to modify or supplement the Montessori curriculum to meet the needs of these students.

Instruction: Students in the lowest 25th percentile are provided with the same math instruction as described in Academic Measure 1a. These students often participate in small group lessons which are then repeated on an individual basis. Students are given extra time to complete assignments. Materials and presentations are often simplified until understanding is observed. MRX will be used to track math presentations and number of repetitions needed for comprehension and student growth.

Assessment: Students in the lowest 25th percentile are given the same math assessments as described in Academic Measure 1a. A math coach is consulted for at-risk students. The math coach informally observes teaching practices and student performance. The coach gives feedback to the teachers, provides materials and/or guidance in lesson presentation, and may further assess students for learning disabilities. Grade level data team review GAT and JRT scores to determine which students are in need of intervention and address intervention needs within individual and small group

lessons. Assessment scores and individual observations help teachers determine which students require after school tutoring. Students in the lowest 25th percentile math skills are monitored frequently to ensure growth and progress.

Professional Development: In addition to the workshops in Academic Measure 1a, teachers attended a workshop on Basic Math Skills in the Classroom (Fall 2012). Frequent use of math vocabulary terms are used in a variety of daily whole class interactions. Teachers will continue to analyze data of students in the lowest 25th percentile to address instructional practices to meet the needs in areas of weakness.


Bottom 25% AIMS/ Stanford Math Percentage Averages (Out of total possible points) 1b
80
70
60
50
40
30
20
10
0
Spring 2010
Spring 2011
Spring 2012
6th Grade Cohort
5th Grade Cohort
4th Grade Cohort
3rd Grade Cohort

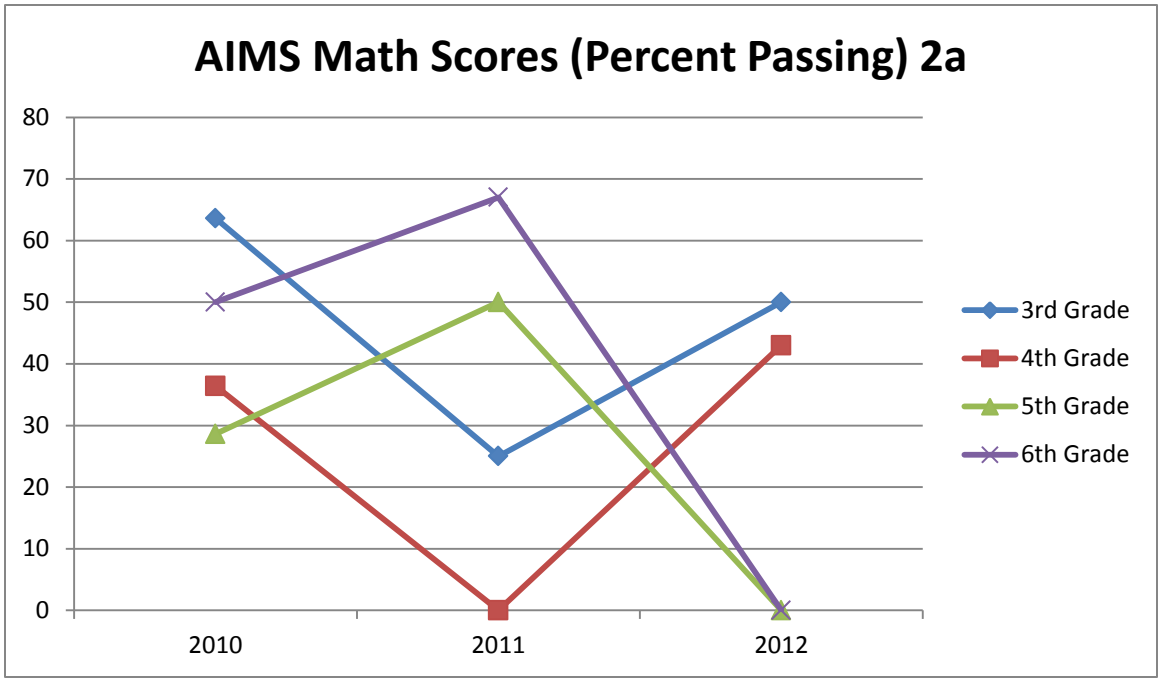
Academic Measure 2a-Math

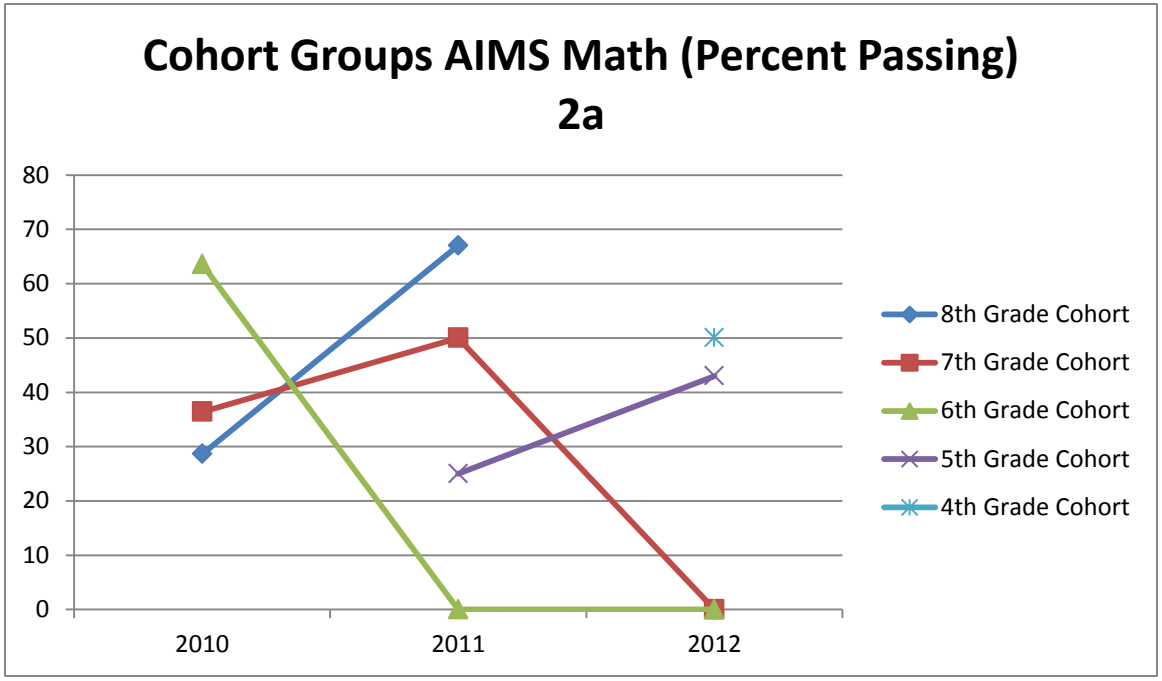
Curriculum: Students in need of achieving percent passing are presented the same math curriculum as described in Academic Measure 1a and 2b. If a student falls into percent not passing and is in the bottom 25th percentile, they will receive the same curriculum as described in 1b.

Instruction: Students in need of achieving percent passing are presented the same math instruction as in Academic Measure 1a and 2b. If a student falls into percent not passing and is in the bottom 25th percentile, they will receive the same instruction described in 1b.Students which are not at grade level, are given remedial practice during class and given additional practice, review materials as homework until proficient at grade level, and assessed more frequently if needed.

Assessment: Students in need of achieving percent passing are given the same math assessments as in Academic Measure 1a and 2b. Teachers will informally observe these students more frequently to assess comprehension in use of and understanding of math materials.

Professional Development: During data review measurement and data, geometry, and mathematical practices were areas of greatest concern. Workshops addressing these specific needs will be planned and delivered during 2013-2014 school year and ongoing.


AIMS Math Scores (Percent Passing) 2a
80
70
60
50
40
30
20
10
0
2010
2011
2012
3rd Grade
4th Grade
5th Grade
6th Grade


Cohort Groups AIMS Math (Percent Passing) 2a
80
70
60
50
40
30
20
10
0
2010
2011
2012
8th Grade Cohort
7th Grade Cohort
6th Grade Cohort
5th Grade Cohort
4th Grade Cohort

Academic Measure 2b-Math

MdSC's Composite School Comparison score is one of major concern. Increasing the proficiency in math performance for all students including ELL, FRL, and SPED is MdSC's primary goal for the 2013-2014 school year and beyond.

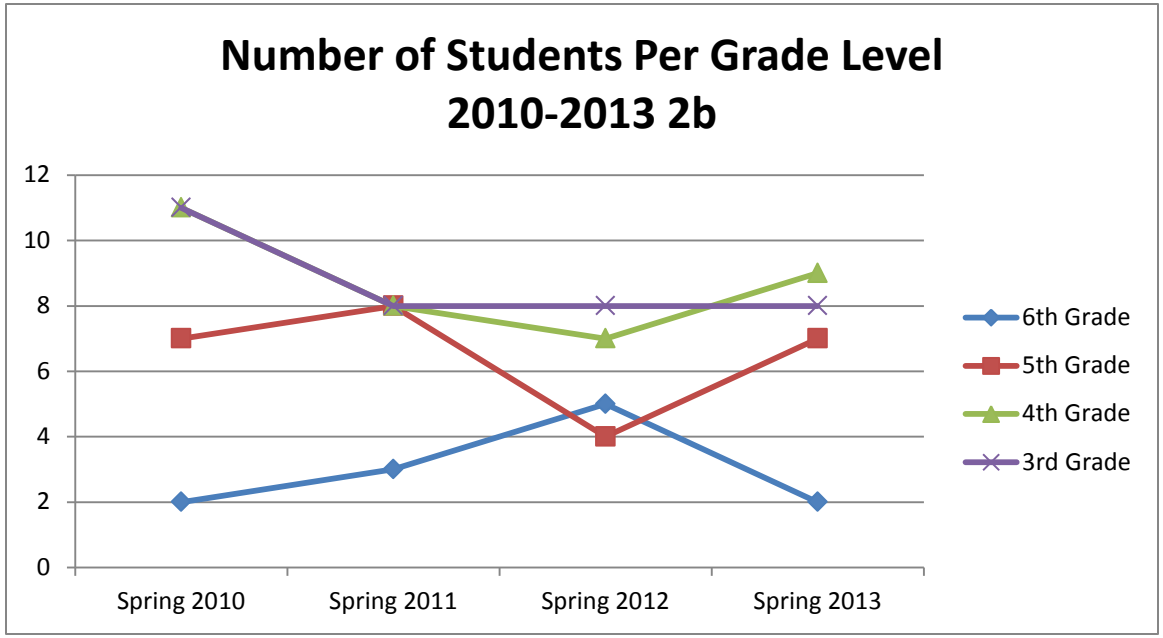
Curriculum: All students at MdSC experience the same Montessori math curriculum as described in Academic Measure 1a. The Montessori math curriculum is designed to increase student growth and proficiency through individual instruction, hands-on learning experiences, and repetition when needed for student mastery of math concepts. During Summer 2013, MdSC data teams will update the current K- 6 math curriculum to ensure alignment between Montessori math lessons and ACCS. In Fall 2013, data team will continue updating to include: 1) alignment between the Montessori math lessons and student performance expectations; 2) development of a benchmark plan of targeted math measures at grade level proficiency(see 3a); 3) augmentation with specifically selected materials chosen to reinforce and/or enhance student skills, abilities, and competencies in identified problem areas; 4) a curriculum map with pacing guides; 5) clarification and reinforcement of student math performance expectations and assessments (formative and summative); and 6) a semi-annual data-driven curriculum evaluation. The updated curriculum will be implemented in each classroom in January 2014, evaluated in May 2014, and revised as needed in summer 2014.

Instruction: A comprehensive system for continuous monitoring of the implementation and delivery of updated curriculum will ensure the integration of ACCS and utilization of best instructional practices. Director will monitor instructional practices through lesson plan reviews, feedback from informal and formal observations, and continuous tracking and

analysis of MRX data. Self-assessment of videoed classroom lesson delivery using standard and performance expectation checklists will be utilized for diagnosis and improvement of instructional performance. Peer-coaching techniques will be applied if needed. The Director will assess and provide feedback on instructional performance for each teacher semi-annually.

Assessment: MRX is a factor in the development of a comprehensive assessment system to track and document the growth and proficiency, of all MdSC students, (including ELL, FRL, and SPED) in comparison to expected performance levels. A minimum of one teacher per classroom will be fully trained in utilizing the MRX for entry and analysis of multiple student assessments (formative, benchmark, and summative) during fall 2013. The data gained through this analysis process will be used to determine and guide efforts to enhance instructional effectiveness and/or curriculum adjustment.

Professional Development: A series of math workshop focused on identified problem areas (see data presented on next page) will be planned and delivered in conjunction with and support of the updated curriculum during the 2013-2014 school year. Math coaches and/or experts in the identified math problem areas will provide the needed training. When reviewing standardized test scores and in-class assessments, the data review team also looks at individual grade class size, as a very small class size can impact student performance scores.



AIMS Strand	ACCS	Cohort	Score (2012)	%ile
1. Numbers & Operations	Mathematical Practices	3rd (2011) – 4th (2012)	13.8/27	2%↑
2. Data Analysis, Prob, &Discrete Math	Measurement & Data	3rd (2011) – 4th (2012)	3.7/8	25%↓
3. Patterns, Algebra, & Functions	Operations and Algebraic Thinking	3rd (2011) – 4th (2012)	7.9/12	20%↑
4. Geometry and Measurement	Geometry	3rd (2011) – 4th (2012)	6/13	11↓
5. Structure and Logic	Operations & Base 10 Thinking (?)	3rd (2011) – 4th (2012)	4.4/8	1%↓
AIMS Strand	**ACCS**	**Cohort**	**Score**	**%ile**
1. Numbers & Operations	Mathematical Practices	4th (2011) – 5th (2012)	7.5/25	13%↓
2. Data Analysis, Prob, &Discrete Math	Measurement & Data	4th (2011) – 5th (2012)	4/12	24%↓
3. Patterns, Algebra, & Functions	Operations and Algebraic Thinking	4th (2011) – 5th (2012)	2.8/11	10%↓
4. Geometry and Measurement	Geometry	4th (2011) – 5th (2012)	5.3/10	10%↓
5. Structure and Logic	Operations & Base 10 Thinking (?)	4th (2011) – 5th (2012)	3.8/9	14%↓
AIMS Strand	**ACCS**	**Cohort**	**Score**	**%ile**
1. Numbers & Operations	Mathematical Practices	5th (2011) – 6th (2012)	10.6/23	10%↓
2. Data Analysis, Prob, &Discrete Math	Measurement & Data	5th (2011) – 6th (201	4.8/12	8%↓
3. Patterns, Algebra, & Functions	Operations and Algebraic Thinking	5th (2011) – 6th (201	4.8/11	14%↓
4. Geometry and Measurement	Geometry	5th (2011) – 6th (201	3.6/13	20%↓
5. Structure and Logic	Operations & Base 10 Thinking (?)	5th (2011) – 6th (201	2.8/9	26%↓

Academic Measure 2c-Math

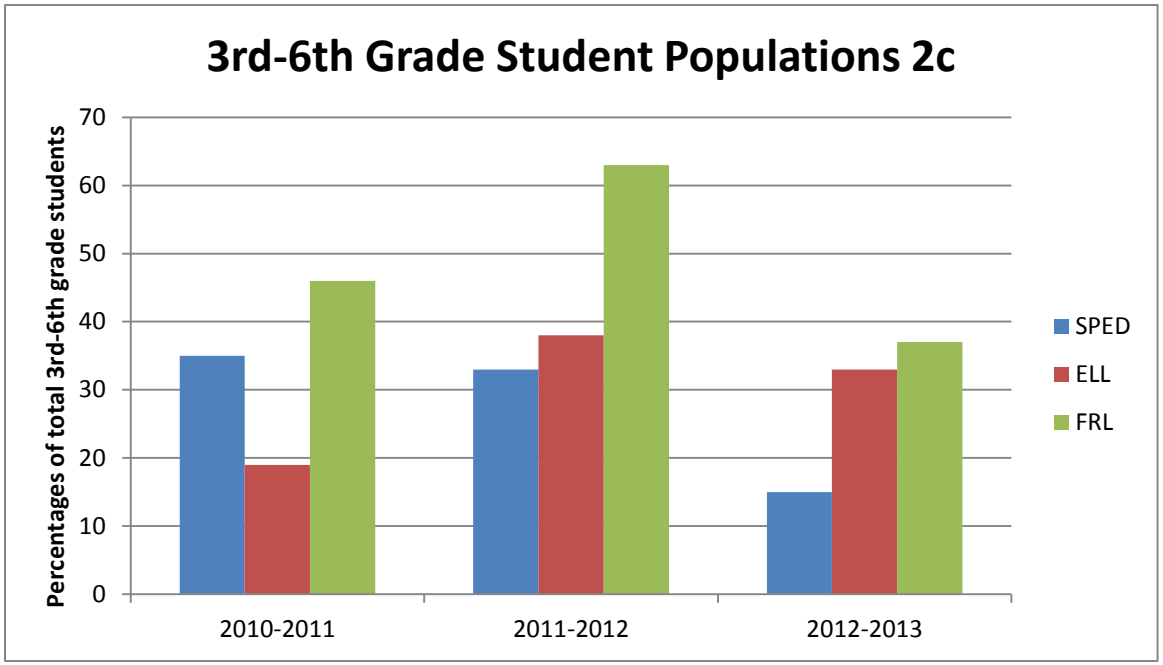
The population of students who qualify for special needs services averages from 13%-21%. ELL and FRL percentages located in Academic Measure 2c.-Reading. The testing ELL students between 2010 and 2012 had a population that was comprised of 50%-100% SPED students.

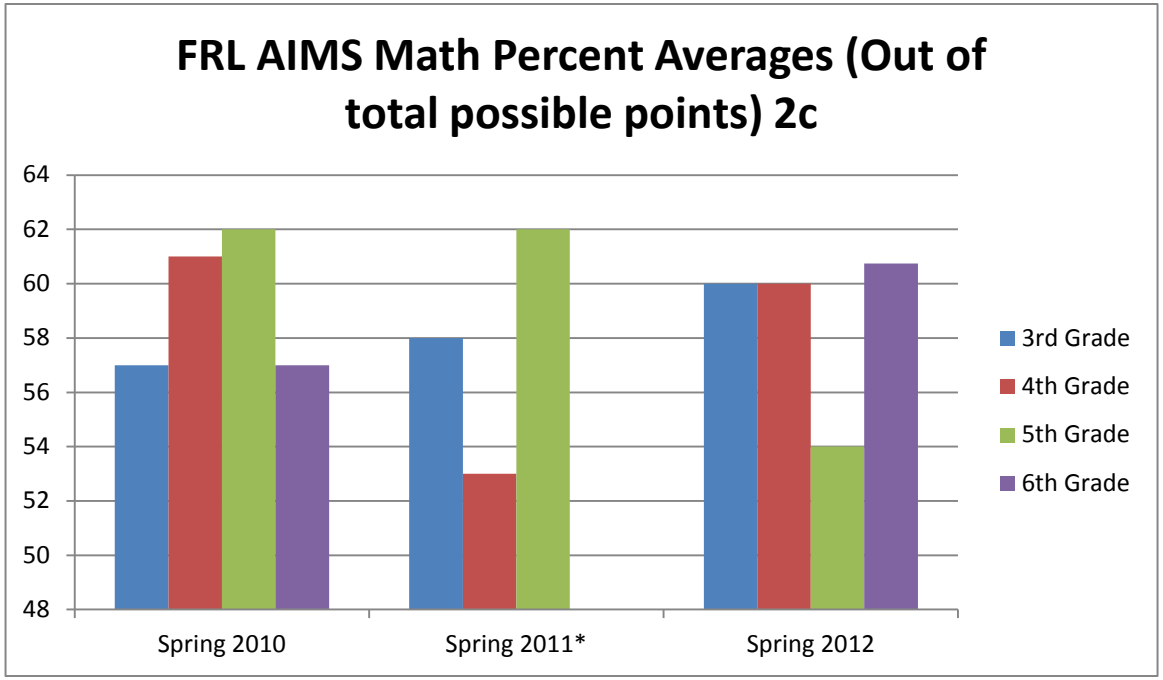
Curriculum: ELL, FRL, and SPED students are presented with the same curriculum as described in Academic Measure 1a. All ELL, FRL, and SPED are served in the regular classrooms. If these students fall into the lowest 25th percentile, they will receive the same curriculum as describe in Academic Measure 1b. The Montessori curriculum is easily adaptable to meet the math needs of these students. The special education coordinator modifies curriculum content to meet individual needs of SPED students. SPED students receive blocks of math instruction from the special education teacher weekly.

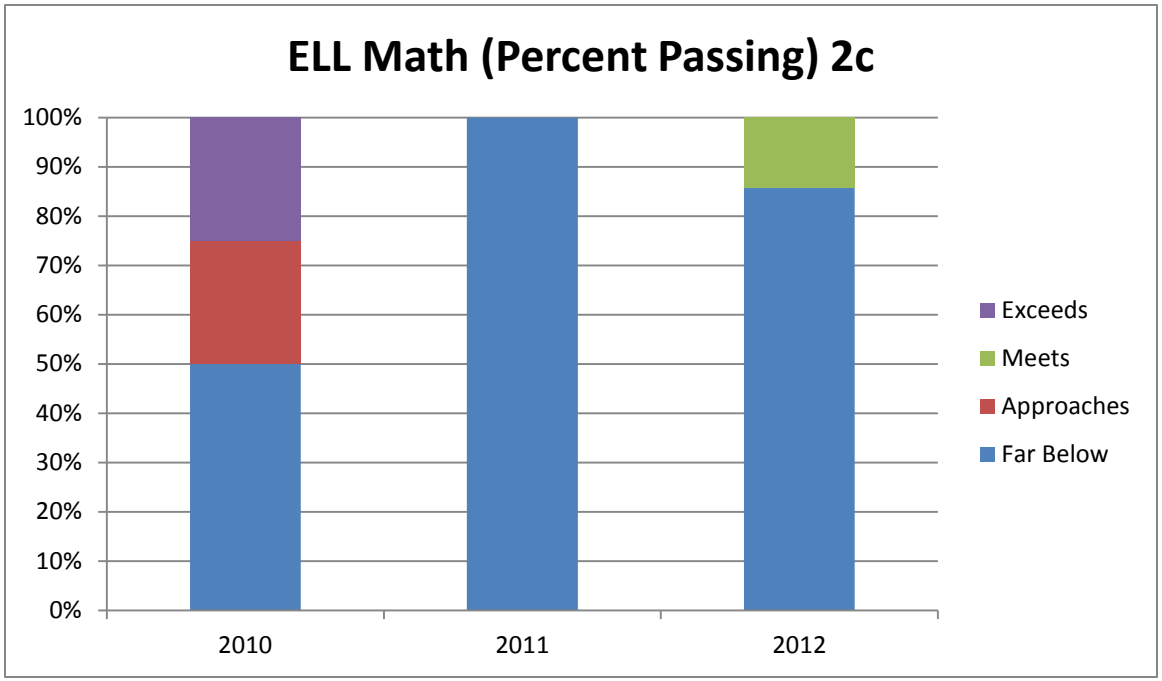
Instruction: ELL, FRL, and SPED students are presented with the same instruction as described in Academic Measure 1a. Small group and individualized instruction benefits comprehension and progress with ELL, FRL, and SPED students. SEI techniques are used when presenting to ELL students. At risk students are the given opportunity to attend spring after school tutoring. Math vocabulary is a challenge for ELL, FRL, and SPED students. Additional time, explanations, and examples are given to develop an understanding of and use of mathematical vocabulary.

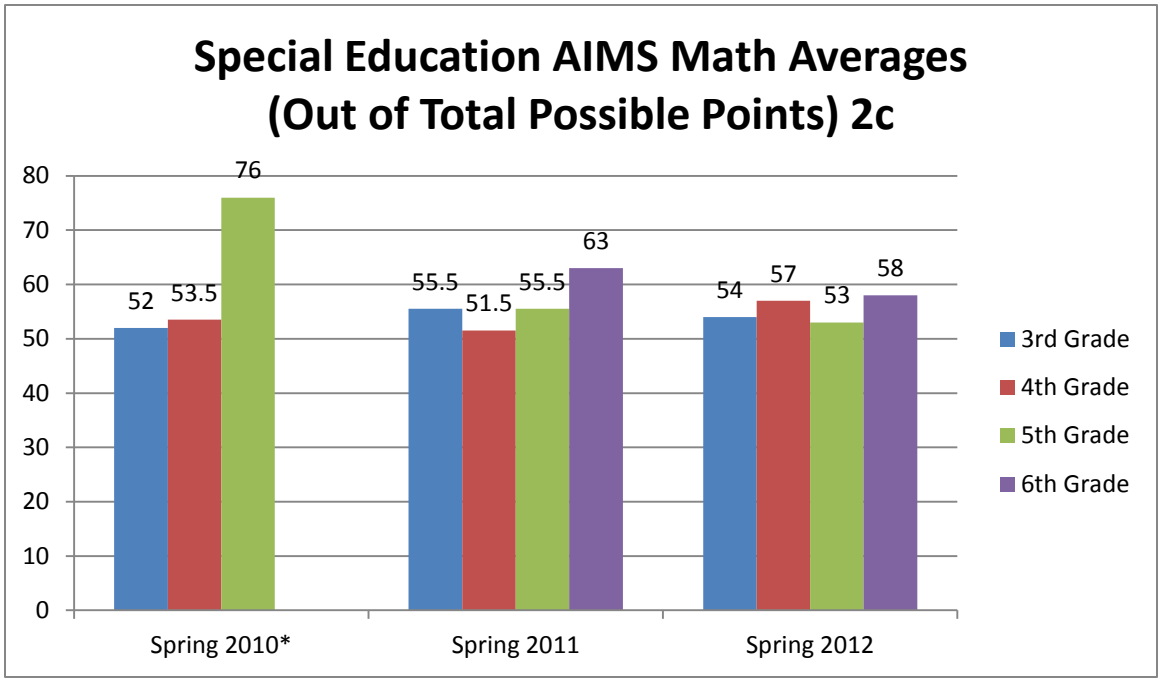
Assessment: ELL, FRL, and SPED students are assessed with the same assessment as described in Academic Measure 1a. These students are given additional time, if necessary, to complete some of the assessments. Assessments are often given individually. Data review of ELL AIMS scores targets the need to reenforce math skills with ELL students.

Professional Development: Math workshops addressing specific mathematical needs of ELL, FRL, and SPED will be provided. (see 2a Professional Development) Ballavisics, a form of Brain Gym, is used to help all students develop memory and cognition techniques.


3rd-6th Grade Student Populations 2c
Percentages of total 3rd-6th grade students
70
60
50
40
30
20
10
0
2010-2011
2011-2012
2012-2013
SPED
ELL
FRL


FRL AIMS Math Percent Averages (Out of total possible points) 2c
64
62
60
58
56
54
52
50
48
Spring 2010
Spring 2011*
Spring 2012
3rd Grade
4th Grade
5th Grade
6th Grade


ELL Math (Percent Passing) 2c
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2010
2011
2012
Exceeds
Meets
Approaches
Far Below



***There were no 6th Grade Special Education Students in the 2009-2010 school year.**

Academic Measure 3a

Curriculum; Curriculum team will align Montessori Albanesi scope and sequence to correlate with ASCCS at each grade level in math and language and reevaluate pacing guides (before start of 2013-2014 school year). All students participate in the school gardening program, which provides the opportunity to apply mathematical concepts in a practical, concrete environment (measuring, basic operations, estimation, probability, etc.).

Instruction: The Montessori philosophy of individualized instruction addresses the needs of students working at or above grade level while enabling at-risk students and students working below grade level to make progress towards proficiency at their cognition level. A teacher evaluation plan will be revised and implemented including: 1) performance expectation checklist; 2) self-assessment; 3) formative feedback; 4) summative evaluation.

Assessment: Data review of AIMS and Stanford 10 indicate a continued need to apply specific common core strands and concept data towards goals of improving student achievement. Curriculum team will reformat GATs and JRT's at each grade level to correlate with ASCCS in math and language (GATs before start of Fall 2013 and JRTs before Spring 2014). Use DIBELS data to improve reading instruction while being more precise about how to intervene with each student during guided reading and reading intervention. While targeting areas of weakness, data team also looks at students who reach proficiency and determines areas which can enrich and extend learning experiences for advanced students.

Professional Development: There is a need for all teachers to be able to understand, apply, and communicate about expected student growth in assessments. Staff will be trained to utilize MRX and how to implement its use for data

collection, data review, and compiling data reports. Teaching staff will attend PARCC Overview (Spring 2013) to develop an understanding of steps regarding communication and implementation of PARCC assessment and the Common Core Curriculum Mapping Workshop (Spring 2013).

Demonstration of Sufficient Progress Plan 3a.				
Timeline	**Curriculum**	**Instruction**	**Assessment**	**Professional Development**
Prior to Spring 2013	• Spring semester after school tutoring in math and reading to be continued annually • Began timed math drills and choral math fact practice 3-4x weekly ongoing part of curriculum • Began Tier II reading intervention ongoing part of reading curriculum • Purchased updated Albanesi cards in math and geometry		• GATs 3x yearly • JRTs Quarterly • spelling/vocabulary tests weekly • math fact test 3-4x weekly • Literacy unit tests • Running records quarterly • High frequency word tests 3x yearly	• Math/Arts Integration Workshop • Teachers SEI trained • All staff *Virtues Project* trained • *Move On When Reading* Workshop • *Basic Math Skills in the Classroom* Workshop • All teaching staff read *The Daily Five* • *6 Traits of Writing* Workshop • Montessori Teaching Language • *Concepts Montessori Writing with Young Children*
Spring 2013	• Write MdSC Demonstration of Sufficient Progress • Ongoing Alignment of Montessori curriculum to ACCS	Added school director who will monitor, assess, and provide feedback on teacher effectiveness and instructional practices	DIBELS-summative assessments	• Strategic reading strategies K-5 webinar • Teacher review of *Comprehensive Connections* • PARCC assessment overview • Curriculum Mapping Workshop
Summer 2013	Align Montessori Lesson Plans with ACCS			
Fall 2013-Spring 2014	• Develop a plan for Tier III Move on When Reading • Update curriculum: 1) Develop math proficiency benchmarks 2) Align Montessori math lessons and student performance expectations 3) Create a cohesive curriculum map for all grade levels 4) Select materials to reinforce or enhance student skills in identified math problem areas 5) Develop student (formative and summative) math assessments 6) Develop data-driven annual curriculum evaluation to inform revision process	• Revise and implement teacher evaluation plan with: 1) performance expectation checklist, 2) self-assessment, 3) formative feedback, and 4) summative evaluation • Implementation of MRX to: 1) align Montessori lessons with ACCS 2) track lessons 3) document student growth and progress 4) generate student assessment scores 5) inform data-driven instructional practices	• DIBELS 3x yearly • Math skills benchmark test semi-annually • GATs 3x yearly • JRTs quarterly • spelling/vocabulary tests weekly • math fact test 3-4x weekly • Literacy unit tests • Running records quarterly • High frequency word tests 3x yearly • formative math assessment monthly • summative math assessment semi-annually	• Staff training in use of MRX • Provide intensified math workshops in identified problem areas: 1) Measurement and Data, 2) Operations and Algebraic Thinking, 3) Geometry, and 4) Mathematical Practices
2014-2015	Continuous data-driven curriculum evaluation and revision	Continuous data-driven improvement of instructional practices	Continuous systemic assessment of student growth and progress	• All teachers will be AZ State Certified and Montessori Certified • Continuous professional development to address indentified needs