

# New Mexico Public Education Commission



## Charter School Renewal Application Part B: Progress Report

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## Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

## School Information

**Name of School: THE MONTESSORI ELEMENTARY AND MIDDLE SCHOOL (TMEMS)**

**Authorizer: New Mexico Public Education Commission**

**Current Charter Term: 2020-2025**

## Academic Performance

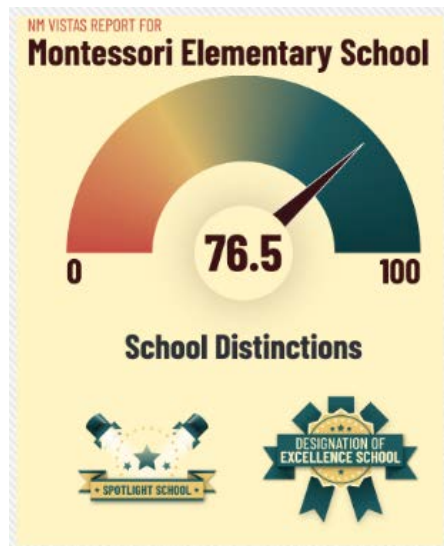
### Student Outcomes

#### 1. Academic Performance

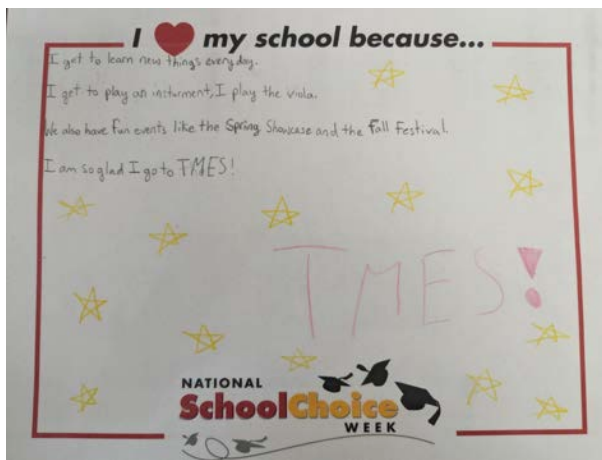
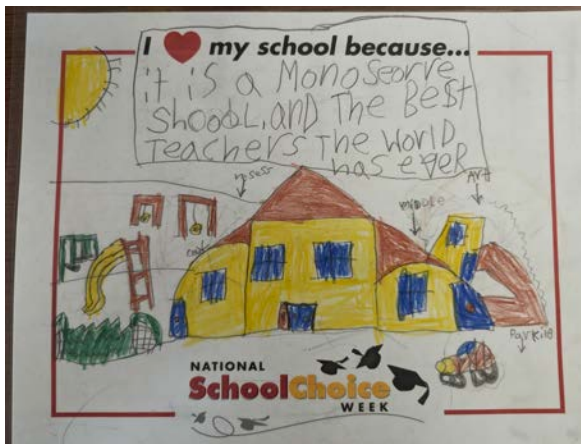
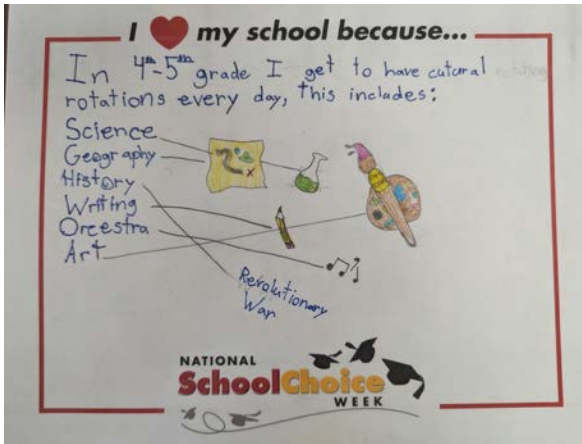
The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

The Montessori Elementary and Middle School is proud to be recognized for its outstanding achievements and commitment to educational excellence. We are honored to be a Spotlight School through New Mexico Vistas, earning a designation of excellence in ELA and Science, that reflects our dedication to fostering a high-quality learning environment. This prestigious recognition is a testament to the hard work and dedication of our educators, students, and community.



Our school has also been recognized in the Albuquerque Journal as one of the top nine schools in Albuquerque with the best teachers based on Niche reviews. This accolade highlights the exceptional talent and commitment of our teaching staff, who go above and beyond to inspire and support our students every day. Our educators are dedicated to providing a rich, engaging learning experience that meets the needs of each student, ensuring they are well-prepared for future academic and personal success.



As one of only three Montessori charter schools statewide<sup>1</sup>The Montessori Elementary and Middle School's (TMEMS) implementation of the Montessori Method is unique, innovative, and provides a significant contribution to public education. The Montessori Elementary and Middle School is a dynamic learning community committed to fostering academic excellence and personal development for all students. Our rigorous Montessori curriculum inspires curiosity, critical thinking, and independent learning while our exceptional fine arts program—featuring the Suzuki Strings Method, general music, and visual arts—encourages creativity and self-expression. This combination of strong academics and artistic exploration cultivates well-rounded individuals who are prepared to navigate and thrive in a rapidly changing world.

<sup>1</sup> The Montessori Elementary and Middle School (State-Authorized and located in Albuquerque); Montessori of the Rio Grande (District-Authorized and located in Albuquerque); and, Jefferson Montessori Academy (District-Authorized and located in Carlsbad).



As a Montessori school, we embrace the Montessori philosophy of individualized, hands-on learning while also adhering to the Common Core standards and all New Mexico Public Education Department (NMPED) requirements; TMEMS adheres to the Montessori Method and demonstrates its accountability to all state and federal laws governing public education. Our commitment to meeting these standards ensures that students receive a comprehensive education that prepares them for future academic and career success.

Our school is dedicated to creating an inclusive and supportive environment that respects and celebrates the diverse cultural and linguistic backgrounds of our students. Our culturally responsive curriculum emphasizes the importance of understanding and appreciating different cultures and traditions, fostering empathy and global awareness. We offer comprehensive language support to ensure that all students, including English language learners, have the resources they need to succeed. Through meaningful family and community partnerships, we create a collaborative atmosphere where students are encouraged to become responsible, compassionate global citizens committed to lifelong learning and social responsibility.

### **Mission Statement**

We believe that learning is best achieved within a positive social atmosphere that supports each individual's unique development. The School offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts program including Suzuki Strings Method, General Music, and Visual Arts. The mission of the School is to encourage students grades K-8 to become responsible citizens who have the ability and desire to fulfill lifelong educational and social goals.

### **Future Plans:**

The Montessori Elementary and Middle School (TMEMS) is preparing for an exciting phase of growth and development. Over the next four years, we hope to gradually expand into a high school, transitioning to a K-12 school. This will involve acquiring a new building through a Lease Purchase Agreement (LPA), allowing us to accommodate the increased enrollment and provide a complete educational experience from kindergarten through 12th grade.

Our expansion will also include several significant updates. We will revise our student capacity and expand our grade levels to incorporate high school (grades 9-12). Additionally, we will rename our school to reflect our new K-12 status and update our mission statement to encompass the full range of educational offerings. Our goals will be expanded to include objectives tailored to high school students, ensuring that we provide a comprehensive and supportive educational environment at every grade level.

These plans represent our commitment to evolving in response to the needs of our students and community, fostering an educational experience that supports lifelong learning and success.



### 1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

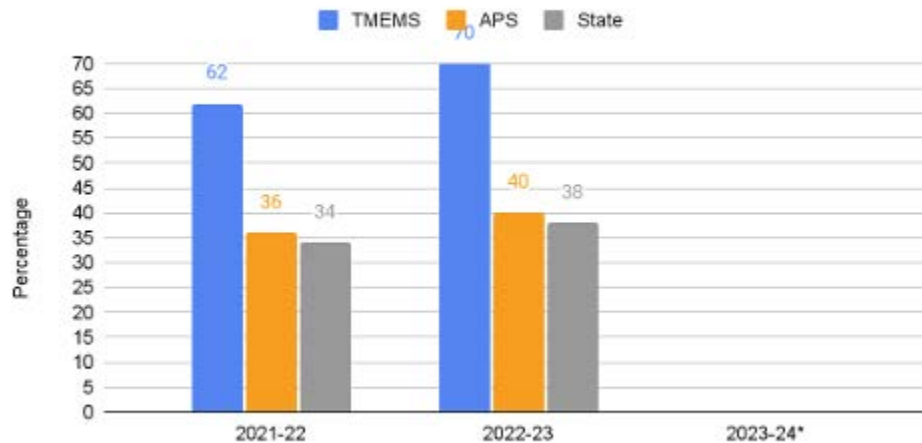
School response:

## **Measuring Student Proficiency and Growth:**

### **SUMMATIVE ASSESSMENTS:**

1. New Mexico Measures of Student Success and Achievement (NM-MSSA) and New Mexico Assessment of Science Readiness (NM-ASR) for 3-8 grades:
  - a. The Montessori Elementary and Middle School is honored to be designated as a Spotlight School in both 2021-2022 and 2022-2023, a recognition that highlights our commitment to academic excellence. In 2023, our students performed in the top 90% statewide in both reading and science on the New Mexico Measurements of Student Success and Achievement (NM-MSSA) and New Mexico Assessment of Science Readiness (NM-ASR). This outstanding achievement reflects the strength of our Montessori-based approach, while still meeting state standards, where individualized learning and hands-on exploration help students thrive.
  - b. To ensure we continue delivering exceptional education, while also meeting the state standards and requirements, we regularly compare our NM-MSSA results with our Renaissance STAR interim testing. This process allows us to identify areas where our students excel and where there may be opportunities for improvement.
  - c. Over the past two years, TMEMS has consistently outperformed APS and the State in ELA, Math, and Science.

Percent of Students Proficient in Reading across Charter Term



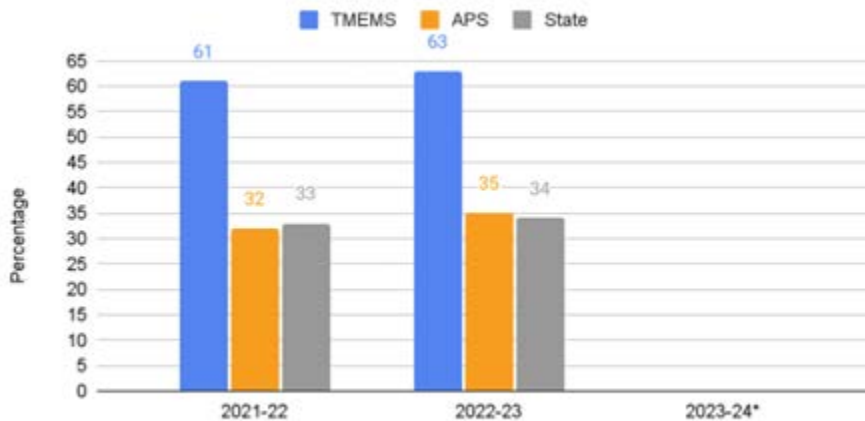
Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

### Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

### Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

#### 2. Istation for Kindergarten-2nd grade:

- a. At TMEMS, we utilize Istation as a key assessment tool to progress monitor our Kindergarten through 2nd-grade students. This data, combined with insights from Renaissance interim assessments, guides our instructional strategies while ensuring alignment with Montessori principles. By integrating these assessments, we are able to meet each child's unique needs, fostering their academic growth and development within the Montessori framework.

#### **INTERIM ASSESSMENT:**

Renaissance STAR Testing: For the past four school years, Renaissance STAR testing has served as the primary interim assessment to measure student proficiency and growth at TMEMS. This adaptive assessment tool provides invaluable insights into students' reading and math abilities, allowing teachers to tailor instruction to meet individual needs and track progress over time.

Our recent Renaissance STAR interim assessments reflect encouraging trends, particularly in Language Arts, where scores have been consistently improving. This upward trajectory can be attributed to our focused efforts on strengthening reading instruction and our commitment to the Science of Reading. By



integrating evidence-based reading strategies into our daily instruction and emphasizing phonemic awareness, fluency, and comprehension, we have seen marked growth in student achievement across grade levels. The data-driven approach has allowed us to tailor instruction to individual student needs, ensuring that our reading interventions are both targeted and effective.

In mathematics, while scores are trending upward, we recognize the need for even greater progress. To support this goal, we have invested in one of the New Mexico Public Education Department’s recommended High-Quality Instructional Materials (HQIM) and are now in our second year of implementation. Through our Professional Learning Communities (PLCs), teachers are collaboratively analyzing student work to identify gaps in understanding and provide targeted interventions. Additionally, the online platform integrated with our new curriculum offers individualized, research-based instruction that adapts to student performance, allowing for differentiation and acceleration as needed. We are confident that with these strategies, we will continue to see improved outcomes in mathematics.

1. 2020-2021: No data available due to the global pandemic/online and distance learning.
  
2. 2021-2022:



**Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2021/2022 School Year**

| Grade Level:                                    | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|---|--|---|---|---|---|--|
| Kindergarten                                    | 47% (EL)   | 76% (EL)  | 70% (EL)                                      | N/A   | N/A   | N/A  |
| 1st   | 53% (EL)<br>50% (R)                                    | 74% (EL)<br>83% (R)                                 | 59% (EL)<br>81% (R)                           | 77%   | 79%   | 85%  |
| 2nd   | 14% (EL)<br>59% (R)                                    | 0% (EL)<br>76% (R)                                  | 10% (EL)<br>80%                               | 49%   | 74%   | 62%  |
| 3rd   | 0% (EL)<br>65% (R)                                     | 50% (EL)<br>77% (R)                                 | 0% (EL)<br>80%                                | 60%   | 69%   | 66%  |
| 4th   | 70%  | 78%   | 80%   | 60%   | 76%   | 69%  |
| 5th   | 78%  | 79%   | 76%   | 59%   | 79%   | 71%  |
| 6th   | 57%  | 57%   | 48%   | 44%   | 50%   | 39%  |
| 7th   | 59%  | 59%   | 55%   | 46%   | 51%   | 43%  |
| 8th   | 66%  | 58%   | 56%   | 72%   | 65%   | 41%  |
| <b>Totals<br/>(not including<br/>Early Lit)</b> | 64%  | 71%   | 70%   | 57%   | 68%   | 61%  |

3. 2022-2023:



Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2022/2023 School Year

| Grade Level:                           | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|--|--|---|---|---|---|--|
| Kindergarten                           | 54% (EL)   | 86% (EL)  | 92% (EL)                                      | N/A   | N/A   | N/A  |
| 1st                                    | 44%(EL)<br>65% (R)                                     | 46% (EL)<br>70% (R)                                 | 43% (EL)<br>90% (R)                           | 54%   | 70%   | 78%  |
| 2nd                                    | 33%(EL)<br>68% (R)                                     | 33% (EL)<br>70% (R)                                 | 0% (EL)<br>68% (R)                            | 51%   | 68%   | 64%  |
| 3rd                                    | 0% (EL)<br>70% (R)                                     | 0% (EL)<br>76% (R)                                  | 0% (EL)<br>80% (R)                            | 70%   | 67%   | 73%  |
| 4th                                    | 67%  | 68%   | 74%   | 65%   | 62%   | 60%  |
| 5th                                    | 70%  | 72%   | 65%   | 58%   | 70%   | 63%  |
| 6th                                    | 54%  | 63%   | 58%   | 39%   | 46%   | 51%  |
| 7th                                    | 60%  | 69%   | 51%   | 37%   | 51%   | 32%  |
| 8th                                    | 53%  | 56%   | 52%   | 33%   | 56%   | 39%  |
| Totals<br>(not including<br>Early Lit) | 64%  | 69%   | 68%   | 52%   | 62%   | 60%  |

4. 2023-2024:



Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2023/2024 School Year

| Grade Level:                           | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|--|--|---|---|---|---|--|
| Kindergarten                           | 51% (EL)   | 84% (EL)<br>100% (R)                                | 79% (EL)<br>100% (R)                          | N/A   | N/A   | N/A  |
| 1st                                    | 56%(EL)<br>63% (R)                                     | 56% (EL)<br>56% (R)                                 | 44% (EL)<br>78% (R)                           | 70%   | 81%   | 76%  |
| 2nd                                    | 12%(EL)<br>54% (R)                                     | 14% (EL)<br>51% (R)                                 | 0% (EL)<br>53% (R)                            | 52%   | 56%   | 48%  |
| 3rd                                    | 0% (EL)<br>58% (R)                                     | 0% (EL)<br>69% (R)                                  | 0% (EL)<br>75% (R)                            | 71%   | 69%   | 63%  |
| 4th                                    | 63%  | 69%   | 78%   | 61%   | 57%   | 71%  |
| 5th                                    | 62%  | 72%   | 63%   | 57%   | 53%   | 57%  |
| 6th                                    | 61%  | 55%   | 58%   | 47%   | 42%   | 50%  |
| 7th                                    | 58%  | 63%   | 63%   | 40%   | 45%   | 49%  |
| 8th                                    | 56%  | 56%   | 59%   | 39%   | 49%   | 38%  |
| Totals<br>(not including<br>Early Lit) | 59%  | 62%   | 66%   | 52%   | 58%   | 58%  |

5. 2024-2025:



**Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2024/2025 School Year**

| Grade Level:  | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|---|--|---|---|---|---|--|
| Kindergarten  | 68% (EL)   |   |   | N/A   |   |  |
| 1st   | 79%(EL)<br>79% (R)                                     |   |   | 66%   |   |  |
| 2nd   | 24%(EL)<br>78% (R)                                     |   |   | 61%   |   |  |
| 3rd   | 0% (EL)<br>55% (R)                                     |   |   | 52%   |   |  |
| 4th   | 74%  |   |   | 55%   |   |  |
| 5th   | 80%  |   |   | 73%   |   |  |
| 6th   | 77%  |   |   | 50%   |   |  |
| 7th   | 74%  |   |   | 54%   |   |  |
| 8th   | 80%  |   |   | 52%   |   |  |
| <b>Totals</b><br><small>(not including Early Lit)</small> | 73%  |   |   | 58%   |   |  |

**OTHER SUMMATIVE AND FORMATIVE ASSESSMENTS USED IN THE TMEMS CLASSROOMS:**

1. Summative:

- a. End-of-Unit Tests: Assessments given at the end of a specific unit or module to evaluate student comprehension and retention of the material covered.
- b. Portfolio Assessments: A collection of student work over a period that demonstrates learning, skills, and achievements, often accompanied by reflections. Students demonstrate their learning to their teacher and parent/guardians three times a year through presenting during conferences. Students practice their presentation with their teachers in preparation for the student-parent-teacher conference. Students in their art classes build a portfolio of their artwork over the course of the school year. Portfolios of artwork are created both digitally and original works kept by the student.
- c. Performance-Based Assessments: Tasks that require students to apply skills and knowledge to real-world scenarios, such as projects, presentations, or experiments. Middle school students research possible career fields using the New Mexico Career Cluster Survey guide and identify their interests, learning styles and career pathway options. Students write resumés, letters of interest and learn how to address and mail their resumés and letters of interest in the pursuit of securing a volunteer internship with a business in their field of interest. Students learn how to make professional phone calls. Students engage in a week long volunteer internship and give a presentation about their experience to their peers and community after completing their internship. Eighth grade students complete a next step plan for their transition into high school.
- d. Coursework and Assignments: A compilation of assignments, essays, and projects completed throughout a course, assessed collectively for a final grade.
- e. Individual and Group Presentations: Assessments where students verbally demonstrate their knowledge and understanding of a subject, often used in language courses.

2. Formative:

- a. Exit Tickets: Quick questions or prompts given to students at the end of a lesson to gauge understanding of the day's material.
- b. Think-Pair-Share: Students think about a question individually, discuss their thoughts with a partner, and then share with the larger group, allowing teachers to assess understanding through observation and discussion.
- c. Quizzes: Short, low-stakes quizzes that provide immediate feedback on student understanding of recent lessons.
- d. Peer Assessments: Students assess each other's work using set criteria, which encourages active learning and critical thinking.
- e. Self-Assessments: Students reflect on their own work and learning processes to identify strengths and areas for improvement.
- f. Concept Maps: Students create visual diagrams that illustrate their understanding of a concept, revealing connections between ideas.
- g. Observation and Anecdotal Notes: Teachers observe students during activities and make notes about their engagement, understanding, and skills.
- h. Journals or Learning Logs: Students write reflections on what they've learned, which helps teachers assess comprehension and thought processes.
- i. Classroom Polls and Surveys: Quick polls using tools like clickers or online survey platforms to gauge student opinions or understanding.
- j. Thumbs Up/Down or Traffic Light Cards: Students show their understanding by giving a thumbs up, sideways, or down, or by using colored cards to indicate their level of confidence with the material.
- k. Socratic Seminars: Structured discussions based on open-ended questions, allowing students to explore and articulate their understanding while the teacher assesses their reasoning and depth of knowledge.
- l. Quick Writes: Short, timed writing exercises where students express their thoughts on a topic, allowing teachers to assess their comprehension and expression.
- m. Whiteboard Responses: Students write answers or solutions on individual whiteboards, which the teacher can quickly check for understanding.
- n. Digital Tools: Online platforms like Kahoot, Quizlet, or Google Forms that provide interactive and immediate feedback for both students and teachers.

**Actions Taken to Improve Student Outcomes:**

**DATA INFORMED INSTRUCTION**

1. Formative Assessments:

- a. Regular Feedback: Use formative assessments such as quizzes, exit tickets, and peer assessments to provide immediate feedback, allowing students to identify their strengths and areas for improvement.
- b. Differentiated Instruction: Tailor instruction based on formative assessment data to meet diverse learning needs, ensuring all students have access to content at their level of understanding.
- c. Targeted Intervention: Identify students who need additional support and implement targeted interventions to address specific learning gaps.

2. Summative Assessments (NM Measures of Student Success and Achievement and Istation):
  - a. Curriculum Alignment: Align instruction with state standards and assessment objectives to ensure students are prepared for summative evaluations.
  - b. Data Analysis: Analyze summative assessment results to identify trends and areas of strength and weakness across grade levels and subjects.
  - c. Professional Development: Provide teachers with training on interpreting summative assessment data and using it to refine instructional strategies.
3. Interim Assessments (Renaissance STAR Testing Data):
  - a. Progress Monitoring: Use interim assessments to monitor student progress throughout the year and make data-driven decisions to adjust instruction as needed.
  - b. Predictive Insights: Utilize interim assessment data to predict student performance on summative assessments and proactively address potential challenges.
  - c. Collaborative Planning: Encourage teachers to work collaboratively in analyzing interim data and sharing best practices to enhance instructional effectiveness through Professional Learning Communities (PLC) weekly.
4. Comprehensive Data Use:
  - a. Holistic View: Integrate data from formative, summative, and interim assessments to develop a comprehensive understanding of student learning and progress.
  - b. Student Goal Setting: Involve students in setting learning goals based on data insights, fostering a sense of ownership and motivation.
  - c. Parent Communication: Share assessment data with parents to engage them in their child's learning journey and build a supportive home learning environment.
5. Conferences:
  - a. Parent-Teacher Conferences (held twice per year):
    - i. These conferences provide an opportunity for parents and teachers to discuss the student's academic progress, social development, and any challenges that may need addressing.
    - ii. Students in middle school grade levels lead these conferences and describe progress and set goals independently while teachers are there for support and feedback.
    - iii. Teachers share observations and data about the student's learning experiences, offering insights into their strengths and areas for growth.
    - iv. Parents can share their perspectives on their child's behavior and learning at home, ensuring a holistic understanding of the student's needs.
  - b. Student-Led Conferences (held once per year):
    - i. In these conferences, students take the lead in discussing their own academic progress and personal development.
    - ii. Students prepare for these meetings by reflecting on their work, setting goals, and identifying areas where they want to improve.
    - iii. This format encourages students to take responsibility for their learning, fostering independence, self-assessment, and critical thinking.
    - iv. Parents and teachers support the student's efforts, providing guidance and encouragement as the student articulates their achievements and future goals.
6. Student Assistance Team and the Multi Layered Systems of Support (MLSS):
  - a. Multi-Layered Systems of Support (MLSS):
    - i. Provides a tiered framework of support across academic, behavioral, and social-emotional domains used in grade level PLC meetings to make recommendations for appropriate student interventions.

- ii. Layer I focuses on differentiated core instruction for all students (Montessori).
- iii. Layer II and III offer targeted and intensive interventions for students requiring additional support.
- b. Student Assistance Team (SAT):
  - i. Identifies students needing additional academic, behavioral, or social-emotional support as recommended by PLC groups.
  - ii. Develops individualized intervention plans based on student needs.
  - iii. Monitors student progress and adjusts interventions as necessary.
  - iv. Makes recommendations for further evaluations based on student need.

**SUPPORT OF AT RISK STUDENTS:**

**To provide a free, equitable, and holistic Montessori education to all students, regardless of background, income, or ability, TMEMS has implemented the following supports to best serve our New Mexico students.**

1. Enhanced Special Education Services:
  - a. Hiring a Special Education Director and Additional Special Education Teachers: To better support students with disabilities, over the past four years TMEMS has gradually added a full-time Special Education Director/Diagnostician and two additional Special Education teachers. This expansion of our special education team allows us to implement individualized education plans (IEPs) most effectively and provide personalized instruction tailored to each student's needs. The Special Education Director oversees program development and ensures compliance with IEPs, Least Restrictive Environments (LRE), providing a Free and Appropriate Public Education (FAPE), and adhering to state requirements, while the additional teachers support increased classroom engagement and specialized instruction.
  - b. Increased Support Staff: With a notable rise in our Special Education population, particularly since the transition from Covid Distance Learning, these staffing enhancements are critical. They allow us to address the growing needs of our students and provide the necessary support for their academic and social development.
  - c. Individualized Education Plans (IEPs): Our special education team works diligently to implement and monitor IEPs, ensuring that each student with disabilities receives personalized instruction that meets their unique needs. The addition of new staff and leadership in our special education program has enhanced our ability to support these students effectively.
  - d. IEP Compliance and Evaluations: We ensure that IEPs are meticulously followed and provide ongoing evaluations as needed. This process guarantees that each student's evolving needs are met and that they receive the appropriate support.
  - e. Ancillary Staff: We employ a full time social worker, a part time Speech and Language Pathologist (SLP), a part time Occupational Therapist (OT), an as needed school psychologist, and a full time Diagnostician (who is also our Special Education Director).
  - f. Universal Design for Learning (UDL)- Using Universal Design for Learning accessibility tools enables teachers, staff and students to participate and engage in learning in a meaningful and equitable manner. Students are taught the importance of the tools, how to use them, and when they are appropriate. These tools add valuable layers of support to all students.
2. Support for Economically Disadvantaged Students:
  - a. Academic and Resource Support: We are committed to ensuring that economically disadvantaged students have access to the resources they need to succeed. This includes

providing additional academic support and connecting students with community assistance programs.

- b. Resource Lists: Our weekly newsletter keeps families informed about available resources and support services, ensuring that all students and families can benefit from these opportunities and resources.
  - c. Scholarships for field trips: we offer scholarships for our students who would like to attend day and overnight trips but cannot due to financial hardships.
3. Native American Students
    - a. Culturally Responsive Teaching: We incorporate culturally and linguistically responsive teaching practices to integrate Native American history and culture into our curriculum. This approach ensures that Native American students see their heritage reflected in their education and fosters a more inclusive learning environment.
  4. English Learners (ELs):
    - a. Scaffolded Language Support: We offer scaffolded language support to all students identified as English Learners (ELs). Our TESOL-endorsed staff are trained to provide the necessary linguistic and academic support to help ELs achieve their full potential.
    - b. TMEMS follows all state and federal requirements when identifying, screening, reporting, and testing EL students.

#### **PROFESSIONAL DEVELOPMENT FOR TEACHERS:**

1. MLSS (Multi-Layered Systems of Support)
  - a. At The Montessori Elementary and Middle School (TMEMS), our approach to professional development on Multi-Layered Systems of Support (MLSS) is centered around whole staff development and Professional Learning Communities (PLCs).
  - b. Our whole staff development sessions offer a comprehensive overview of MLSS, equipping teachers with the foundational knowledge and practical tools needed to implement effective support systems. These sessions focus on best practices, tiered interventions, and data-driven strategies to address diverse student needs.
  - c. In addition, our PLCs provide ongoing, collaborative opportunities for educators to delve deeper into MLSS concepts and analyze classroom data. Through regular meetings, teachers share insights, discuss challenges, and develop actionable strategies tailored to their classroom contexts. This collaborative environment fosters continuous learning and allows educators to refine their practices with peer support.
  - d. By combining whole staff training with the collaborative nature of PLCs, we ensure that our teachers are well-prepared to create a supportive and responsive learning environment for all students.
2. Restorative Practices: At TMEMS, we are committed to cultivating a supportive and inclusive environment through our professional development programs on restorative practices. Here's how we incorporate these principles into our approach:
  - a. Inclusive Environment: Our school emphasizes the creation of an inclusive environment where every student feels welcomed and valued, regardless of their background, income or ability. Professional development includes training on cultural competency and strategies to ensure that all students experience a supportive and equitable learning environment.
  - b. Non-Discriminatory Discipline: We have established discipline policies designed to be fair and equitable. These policies are continually reviewed and updated to reflect best practices and legal standards, ensuring that no student is disciplined based on discriminatory factors. Professional development sessions address these policies, helping staff understand and apply them effectively.

- c. Restorative Practices: Restorative practices are a cornerstone of our discipline approach. We focus on repairing harm and restoring relationships rather than relying on punitive measures. Our professional development programs include training on how to implement restorative practices, involving students in the resolution process to foster responsibility, empathy, and conflict resolution skills.
  - i. Montessori Peace Table: As the first layer of our discipline intervention, the Montessori Peace Table is employed to help students resolve conflicts peacefully. This practice encourages students to address their issues calmly and collaboratively. Professional development includes strategies for effectively using the Peace Table to build a culture of respect and cooperation. This is implemented with the collaboration of staff, parents/guardians, students, and other stakeholders.
  - ii. Responsible Thinking Forms and Incident Reflection Forms: Our restorative practices include the use of developmentally appropriate Responsible Thinking Forms for grades K-2 and Incident Reflection Forms for grades 3-8. These forms assist students in reflecting on their behavior, understanding its impact, and considering better choices. Professional development covers how to effectively use these forms to support student reflection and growth.
  - iii. Non-Punitive Progressive Discipline Rubrics: We utilize non-punitive progressive discipline rubrics to guide students through understanding the consequences of their actions in a constructive manner. These rubrics emphasize learning from mistakes rather than imposing strict punishments. Our training programs include guidance on applying these rubrics to support student growth and development.
- 3. Language Essentials for Teachers of Reading and Spelling (LETRS) Training (based in the Science of Reading):
  - a. Completing the LETRS Early Literacy Program through NMPED has informed our schools overall literacy teaching practices by deepening our teachers' understanding of reading challenges, new research and methods about how students learn to read, and the available tools for assessment and prevention. Understanding how the "reading brain" works has given teachers insight as to how to focus efforts on word recognition and language comprehension. Teachers have incorporated phonemic awareness, phonics instruction, and morphology into their daily routines using science of reading aligned curriculums, specifically Montessori. Teachers have created a language rich classroom to support writing and vocabulary knowledge. Teachers have used many of the lesson templates, scope and sequence, and graphic organizers provided throughout the LETRS program in planning and curriculum development. Differentiation is key in every classroom to ensure teachers are meeting the reading and writing needs of each student in both large and small group settings throughout each academic day. LETRS has helped TMEMS develop a variety of learning experiences to meet the academic and developmental needs of students in every classroom and has increased student achievement in the area of literacy.
    - i. 9 Teachers have completed the full Professional Development and have qualified for their reading endorsement to be added to their license.
    - ii. Teachers in grades Kindergarten through Fifth Grade have enrolled in LETRS and are actively completing the course.
    - iii. Our school-wide goal is to have 100% of all teachers in grades K-5 qualify and receive their reading endorsement through taking LETRS Professional Development.
    - iv. Our overall reading scores (Renaissance/NM-MSSA) have reflected the commitment to reading instruction and intervention.



- v. Middle school has embraced the Science of Reading by using Bridge the Gap (Heggerty) and Lexia Power Up for ELA instruction and differentiation.
- 4. Science of Reading:
  - a. Aligned with the principles of the Science of Reading, our professional development initiatives focus on evidence-based practices for teaching reading. Through workshops, seminars, and collaborative learning opportunities (PLCs), teachers deepen their understanding of how students learn to read and acquire language skills. This comprehensive approach ensures that our educators are equipped with the latest research and instructional strategies to support literacy development across grade levels and content areas.
- 5. Montessori Training:
  - a. Specialized training in Montessori pedagogy through the North American Montessori Center (NAMC) is provided to 2-4 teachers per year (as needed) to deepen their understanding of child development and the Montessori philosophy. This training equips educators with the knowledge and skills to create engaging, child-centered learning environments that foster independence, curiosity, and a love of learning in students. Montessori teachers implement hands-on, experiential learning experiences that promote exploration, discovery, and creativity.
  - b. TMEMS Montessori Institute:
    - i. Montessori certified teachers facilitate a Montessori Institute on a monthly basis to any teachers and educational assistants.
    - ii. Montessori certified teachers work and mentor 2-4 teachers that are going through the North American Montessori Center (NAMC) online certification program throughout the school year by meeting to discuss progress, modeling how to deliver Montessori materials, and how teachers should be implementing what is being taught in their NAMC coursework.
    - iii. The TMEMS Montessori Institute is a combination of online NAMC coursework and in-person training by Montessori certified teachers.
  - c. Hiring a dedicated full time Montessori coach and trainer to guide and provide consistent Montessori professional development to our teachers to ensure fidelity to the Montessori philosophy.

### **2020-2021 School Year (ONLINE LEARNING):**

#### **MEASURING STUDENT GROWTH AND ADAPTATIONS DUE TO ONLINE LEARNING**

1. The abrupt shift to online learning during the 2019-2020 and 2020-2021 school years rendered the traditional administration of Renaissance STAR testing and other summative assessments impractical. The lack of in-person instruction and the need for remote assessment environments called for innovative solutions to ensure the continued evaluation of student progress. Consequently, we employed a variety of alternative assessment methods to maintain our commitment to high-quality education and accurate measurement of student growth.
  - a. Teacher-Developed Assessments: Teachers took on the critical task of creating assessments that were aligned with curriculum standards to gauge student understanding effectively. These assessments were meticulously designed to reflect the objectives and competencies expected at each grade level. By developing these tailored assessments, teachers could provide a more personalized evaluation of student proficiency, ensuring that the unique circumstances of remote learning did not compromise the integrity of student evaluations.

- b. Online Platforms: To supplement teacher-developed assessments, we leveraged various online platforms to conduct formative assessments, quizzes, and projects. These digital tools offered flexibility and immediate feedback, essential for the dynamic and often unpredictable nature of remote learning. Platforms such as Google Classroom, Kahoot, and Quizlet became integral to our assessment strategy, enabling continuous monitoring of student progress and understanding through engaging and interactive formats.
- c. Check-Ins and Progress Monitoring: Recognizing the importance of maintaining a connection with students, we significantly increased the frequency of individual student check-ins. These sessions allowed educators to engage with students on a personal level, addressing any challenges they faced and providing real-time feedback on their progress. Progress monitoring became a central component of our assessment strategy, ensuring that no student fell behind during the transition to online learning. These regular interactions also helped in identifying students who needed additional support, thereby fostering a more inclusive and supportive learning environment.

### **IMPROVING STUDENT OUTCOMES DURING THE 2020-2021 SCHOOL YEAR:**

#### **1. Data Driven Instruction:**

- a. Despite facing a significant data gap during the 2020-2021 academic year, our commitment to data-driven instruction remained unwavering. We leveraged historical data and alternative assessments to ensure that our teaching strategies were both informed and effective.
- b. Analysis of Previous Data: We analyzed trends from prior years' Renaissance STAR testing. This historical data provided a valuable baseline, helping us identify long-term patterns and instructional needs.
- c. Formative Assessment Analysis: In addition to historical data, we utilized a variety of formative assessments to gain real-time insights into student performance. These alternative assessments allowed us to pinpoint specific areas of strength and weakness among our students. By continuously monitoring these metrics, we were able to adjust our teaching methods dynamically, ensuring that each lesson was as impactful as possible.

#### **2. Individualized Support**

- a. Recognizing the diverse needs of our student body, we implemented a multifaceted approach to provide individualized support, ensuring that every student had the opportunity to succeed.
- b. Small Group Instruction: We established small group sessions aimed at delivering targeted interventions. These sessions allowed for more focused and intensive instruction, enabling teachers to address specific learning challenges and reinforce key concepts.
- c. One-on-One Support: To offer even more personalized assistance, we facilitated one-on-one support through virtual platforms. This direct interaction between students and educators proved invaluable, particularly for those needing extra help or those struggling with specific subjects.
- d. Differentiated Instruction: Our approach also included differentiated instruction, where lessons were tailored to meet the unique learning profiles of each student. By adapting our teaching strategies to accommodate various learning styles and abilities, we ensured that all students could engage with the material in a meaningful way.
- e. Teachers met students at their developmental level and spent extensive time creating packets and laminated manipulatives so students could use Montessori tools at home during this online learning time.

3. Technology Accessibility and Support

- a. Understanding that equitable access to technology was crucial for effective online learning, we took comprehensive steps to ensure all students could participate fully in their education, regardless of their technological resources at home.
- b. Device Distribution: We initiated a device distribution program to provide Chromebooks and hotspots to students who lacked access to these essential tools. Additionally, by issuing hotspots, we ensured that students had reliable internet connectivity by distributing hotspots to those in need.
- c. Technology Training: To bridge the digital divide further, we conducted extensive training sessions for both students and their parents. These sessions were designed to familiarize them with the online tools and platforms necessary for virtual learning. By equipping families with the knowledge and skills to navigate these technologies, we created a more supportive and inclusive online learning environment.

4. Continuation of Student Support:

- a. Continuation of Student Assistance Team: The Student Assistance Team (SAT) played a crucial role in identifying and addressing the diverse needs of students. Traditionally, SAT meetings involved regular in-person sessions where educators, counselors, and other support staff would collaborate to create and monitor intervention plans for students facing academic, behavioral, or emotional challenges. When schools moved to an online format, these meetings transitioned to virtual platforms.
  - i. Using video conferencing tools, SAT members continued to meet regularly, ensuring that no student fell through the cracks. They adapted their strategies to the new learning environment, recognizing that students' needs might change in a remote setting. For example, students who previously thrived in a classroom might struggle with the isolation of online learning, while others might face new challenges such as unreliable internet access or increased familial responsibilities. By maintaining consistent communication and leveraging digital tools, the SAT was able to provide timely interventions and support tailored to each student's unique circumstances.
- b. Continuation of IEP Meetings: The pandemic raised significant concerns about how these services would be delivered remotely. However, TMEMS rose to the challenge by continuing IEP meetings virtually.
  - i. Parents, teachers, special education professionals, and administrators met via secure video conferencing platforms to discuss and update IEPs, ensuring that each student's educational needs were still being met. These meetings often required creative solutions to adapt IEP goals and services to the online environment. For instance, specialized instruction that typically occurred in-person was modified for virtual delivery, and educators worked closely with parents to implement strategies at home. Assistive technologies and online resources were employed to support students in accessing the curriculum effectively.
- c. Continuation of Other Student Supports: Social-emotional learning (SEL) programs, which focus on developing students' skills in managing emotions, building relationships, and making responsible decisions, were integrated into the virtual classroom. Teachers used digital tools and resources to create engaging SEL activities, fostering a sense of community and support among students despite the physical distance.

5. Technology Training during COVID-19:

- a. Amid the challenges posed by the COVID-19 pandemic and the shift to online learning, teachers received targeted technology training to enhance their computer and tech skills. This training encompassed:

- i. Virtual Classroom Platforms: Teachers were trained on the use of various virtual classroom platforms. Training sessions focused on how to conduct virtual lessons, facilitate discussions, and engage students in online learning activities effectively.
- ii. Digital Tools and Resources: Educators were introduced to a wide range of digital tools and resources to enhance instruction in a virtual setting. Training covered the use of educational apps, interactive multimedia resources, and online assessment tools to create engaging and interactive learning experiences for students.
- iii. Tech Troubleshooting: Teachers received support and guidance on troubleshooting common tech issues and adapting instructional materials for online delivery. Training sessions addressed best practices for troubleshooting connectivity issues, navigating software platforms, and troubleshooting technical problems to minimize disruptions to learning.
- iv. Here are examples of technology we used:
  1. 1:1 Student Chromebook
  2. 1:1 Teacher laptop
  3. 1:1 Teacher document cameras
  4. 1:1 Teacher printers
  5. 1:1 Teacher web cameras
  6. 1:1 Teacher drawing pads
  7. Cell phones for lead teachers
  8. Hotspots (Based on student/staff need)
  9. Every classroom equipped with Promethean Board
- v. Platform Training: To ensure proficiency in the use of digital platforms and tools, teachers received comprehensive training on the various platforms utilized for online learning. Training sessions provided step-by-step guidance on navigating platform interfaces, accessing instructional materials, creating and managing assignments, and providing feedback to students. Teachers also learned how to leverage platform features such as discussion boards, chat functions, and collaborative documents to facilitate communication and collaboration among students in virtual learning environments. The following are platforms utilized during online learning:
  1. Google Classroom
  2. TylerSIS
  3. Nearpod
  4. Zoom
  5. Kahoot
  6. Generation Genius
  7. Mystery Science
  8. Freckle
  9. IXL
  10. Outlook
  11. Readworks
  12. Screencastify
  13. Generation Genius

## **RESULTS OF ACTIONS TAKEN DURING THE 2020-2021 SCHOOL YEAR:**

1. **Continued Academic Progress:** The transition to online learning posed numerous obstacles, yet students demonstrated impressive growth and adaptability. This progress was not just theoretical but evident through various forms of observational data.
2. **Observational Data:** Teachers and educators, through their consistent observations and anecdotal evidence, noted that students were able to maintain a steady trajectory of academic improvement. These observations, although informal, provided valuable insights into the resilience and determination of the students. Teachers observed that many students were developing new ways to cope with the demands of online education, indicating a level of adaptability that was commendable.
3. **Resilience:** A significant aspect of this continued academic progress was the resilience students exhibited. Navigating the shift from traditional classroom settings to online platforms required students to quickly adapt to new technologies and learning modalities. This adaptability was evident as students mastered the tools and resources necessary for online learning. Their ability to overcome the initial hurdles of this transition demonstrated a level of resilience that contributed greatly to their ongoing academic success.
4. **Enhanced Engagement:** Another remarkable outcome during this period was the enhanced engagement of students in the virtual learning environment. Despite the potential distractions and challenges associated with remote learning, students attended virtual field trips, community meetings daily, social emotional check ins, and continued their fine arts (visual arts and Suzuki Strings) instruction.
5. **Increased Participation:** One of the most notable achievements was the heightened engagement and attendance in virtual class activities. Teachers reported a significant increase in student participation during online sessions. This was evidenced by more frequent contributions to class discussions, higher attendance rates (95%) in virtual meetings, and active involvement in collaborative projects. When students were not online, teachers reached out to the student or family to check in and ensure the student was learning and participating. The virtual environment, in many cases, provided a platform where students felt more comfortable and willing to engage actively.
6. **Improved Completion Rates:** In addition to increased participation, there was a marked improvement in the completion rates of online assignments and assessments. The structure of online learning, combined with the increased flexibility it offered, allowed students to manage their time more effectively. This resulted in higher rates of assignment submissions and successful completion of assessments. Teachers noted that many students were taking greater responsibility for their learning, showing an increased level of discipline and commitment to their academic responsibilities.
7. **Continued Parent Teacher Conferences:** In the 2020-2021 school year, we adapted our parent-teacher conferences to an online format, ensuring that we could still connect with families and review student data despite the challenges of remote learning. These virtual meetings allowed us to maintain open communication with parents, discuss student progress, and collaborate on strategies to support learning at home.

## 1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

### Mission-Specific Goals

The Montessori Elementary and Middle School (TMEMS) negotiated two Mission-Specific Goals as part of its Academic Performance Framework.

1. Goal 1 addresses Middle School 8<sup>th</sup> grade students completion of their Independent Study/Internship Course with a final grade of C or better.
2. Goal 2 addresses the fidelity of the elementary classrooms (K-5) to the Montessori Prepared Environment using a rubric to track qualities of the environment that are necessary for ensuring high quality Montessori implementation in public schools.<sup>2</sup>

### MISSION-SPECIFIC GOAL 1

**Goal 1: 80% percent of 8<sup>th</sup> Grade Students, enrolled on the 40<sup>th</sup> and 120<sup>th</sup> day, will complete their Independent Study/Internship course with a final grade of C or better. The tools to be used are a school-developed rubric and Next Step Plan portfolio.**

| Targets                          | Year of Contract Term | Percent Proficient | Performance Level Achieved |
|----------------------------------|-----------------------|--------------------|----------------------------|
| Target for Meets Standard: 80%   | 2020-2021             | Incomplete         | Not rated                  |
|                                  | 2021-2022             | 92%                | Exceeds Standard           |
| Target for Exceeds Standard. 90% | 2022-2023             | 100%               | Exceeds Standard           |
|                                  | 2023-2024             | 95%                | Exceeds Standard           |

### Goal 1 School Year 2020-2021

The following narrative addresses the actions taken to implement Goal 1 to the extent possible under pandemic conditions during school year 2020-21 and the success of those actions.

<sup>2</sup> A copy of the TMEMS Independent Study/Internship Course Rubric (Goal 1) and the National Center for Montessori in the Public Sector Rubric for Observing Montessori Fidelity in a Prepared Environment (Goal 2) are attached to the Academic Performance Framework.

Apart from not being able to complete the in-person internship due to Covid-19, eighth grade students enrolled in a Full Academic Year embarked on independent study internships throughout the school year. Eighth grade students chose a field of interest for their independent internship study, researched that field, sought out a place that would allow them to complete their internship, and then their efforts and participation culminated in an end of the year presentation to their teachers, peers, and school administration. This year-long independent internship study supported the school's mission by supporting each individual student's unique development and encouraging students to become responsible citizens through creativity, problem solving, critical thinking, and time-management skills. Our students far exceeded the 90% target level of a "C" grade. These grades were based on a final evaluation by a site supervisor, yearlong teacher-graded independent study course rubric, portfolio, and presentation. The student's portfolios include a resume, letters of interest, next step plans, learning contract, interest profiler from the New Mexico Career Clusters Guide, and a learning style assessment from the University of Arizona Think Tank. Data was analyzed by the school administration and reported in the form of a summary chart representing the student performance level for each year of the charter contract term and is stored on-site.

### **Goal 1 School Year 2021-2022**

**Progress rating on the goal: Exceeds Standard. 92% of our 8th grade students received a C or better on their Independent Study/Internship course.**

The Montessori Elementary & Middle School Mission Specific Goal #1: By the end of their 8th grade year at least 80% of The Montessori Middle School FAY students will complete a year-long independent study course leading to a community internship and development of their Next Step Plan with a final grade of C or better. Students will demonstrate proficiency through a rubric and portfolio of completed requirements- Exceeds Standard Average Score of 92%

### **Goal 1 School Year 2022-2023**

**Progress rating on the goal: Exceeds Standard. 100% of our 8th grade students received a C or better on their Independent Study/Internship course.**

The first Mission Specific goal of The Montessori Elementary and Middle School Charter School is to ensure that every 8th-grade student, enrolled on the 40th and 120th day of the academic year, successfully completes their Independent Study/Internship course with a final grade of C or better. This objective highlights the school's commitment to providing students with practical learning experiences and fostering their independence and academic growth.

To achieve this goal, the school devised a comprehensive plan that incorporates specific tools and resources. One of the essential tools is a school-developed rubric, which serves as a guideline for assessing and evaluating the students' performance during their Independent Study/Internship course. The rubric outlines the criteria and standards that students need to meet to receive a passing grade.

The Next Step Plan portfolio is a vital component utilized by the school to support students throughout their Independent Study/Internship course. This portfolio acts as a structured framework for students to set goals, track their progress, reflect on their experiences, and document their learning outcomes. By utilizing the Next Step Plan portfolio, students can actively engage in their educational journey, taking ownership of their learning and gaining valuable insights into their personal growth and development.

Overall, meeting The Montessori Elementary and Middle School's mission-specific goal of achieving an 80% completion rate with a final grade of C or better for 8th-grade students in their Independent

Study/Internship course showcases the school's dedication to providing students with meaningful and transformative learning experiences, while preparing them for future academic and professional success.

**Goal 1 School Year 2023-2024**

**Progress rating on the goal: Exceeds Standard. 95% of our 8th grade students received a C or better on their Independent Study/Internship course.**

During the 2023-2024 school year, The Montessori Elementary and Middle School successfully exceeded its Mission Specific Charter Goal #1, demonstrating our commitment to student achievement growth. Notably, 95% of students earned a final grade of C or better. This accomplishment celebrates the effectiveness of our educational approach and dedication to fostering practical learning experiences.

To achieve this goal, we implemented a comprehensive plan utilizing specific tools and resources. A school-developed rubric provided clear criteria for assessing student performance, ensuring consistent and objective evaluations. Additionally, the Next Step Plan portfolio played a crucial role, offering a structured framework for students to set goals, track progress, reflect on experiences, and document learning outcomes. This tool encouraged students to take ownership of their educational journey, promoting personal growth and development.

In summary, The Montessori Elementary and Middle School's success in achieving a 95% completion rate with a final grade of C or better for 8th-grade students in their Independent Study/Internship course highlights our dedication to delivering meaningful and transformative learning experiences. This achievement prepares our students for future academic and professional success, aligning with our mission to foster independence and academic excellence.

**MISSION-SPECIFIC GOAL 2**

**Goal 2: 80% or more of the elementary (K-5) classrooms will earn an average of 37 points or more on the “Observing in the Prepared Environment” rubric.**

| Targets  | Year of Contract Term | Percent Proficient | Performance Level Achieved |
|--|-----------------------|--------------------|----------------------------|
| Target for Meets Standard: 80% - 89% Target for Exceeds Standard. 90% or above | 2020-2021             | Incomplete         | Not rated                  |
|  | 2021-2022             | 88%                | Meets Standard             |
|  | 2022-2023             | 100%               | Exceeds Standard           |
|  | 2023-2024             | 100%               | Exceeds Standard           |

**Goal 2 School Year 2020-2021**

The following narrative addresses the actions taken to implement Goal 2 to the extent possible under pandemic conditions during school year 2020-21 and the success of those actions.



The Montessori Elementary & Middle School worked to meet our Mission-Specific Goal #2 for SY 2020-21. School year 2020-2021 was an unprecedented year due to distance learning and Covid-19 school closures. The Montessori Elementary & Middle School did not fully meet the Goal #2: Fidelity to the Montessori Environment which reads, "Each year, an average of at least 70% of the 46 qualities identified by the "Observing in the Prepared Environment" rubric will be demonstrated in the elementary (K-5) classrooms as a measure of the level of proficiency towards achieving quality implementation of the Montessori Method through fidelity to the prepared environment."

Due to not being able to offer in-person learning for the full school year, due to Covid-19, and only being in-person for three months of the year, we struggled to maintain organization and maintenance of space and materials because we were unable to utilize materials due to the concern of spreading Covid-19. This affected our ability to display beauty and order, procedures and routines, and work habits. We were able to create individualized materials that were used to instruct with Montessori philosophy but many materials are not reproducible in different mediums. Without being able to use materials, we did not hit our proficiency target of 70% as evaluated by the "Observing in the Prepared Environment" rubric. The teachers were still able to offer the instructional approaches of the Montessori philosophy and instill Montessori work habits.

### **Goal 2 School Year 2021-2022**

**Progress rating on the goal: Meets Standard. 88% of our teachers earned 37 or more points on the "Observing the Prepared Environment" rubric.**

Fidelity to the Montessori Method - The Prepared Environment

Each year, an average of at least 70% of the 46 qualities identified by the "Observing in the Prepared Environment" rubric will be demonstrated in the elementary (K-5) classrooms as a measure of the level of proficiency towards achieving quality implementation of the Montessori Method through fidelity to the prepared environment. Meets Standard Average Score 88%

### **Goal 2 School Year 2022-23**

**Progress rating on the goal: Exceeds Standard. 100% of our teachers earned 37 or more points on the "Observing the Prepared Environment" rubric.**

The "Observing in the Prepared Environment" rubric serves as a comprehensive assessment tool that evaluates various aspects of the Montessori learning environment and instructional practices within the classrooms. It assesses factors such as classroom organization, materials accessibility, student engagement, teacher facilitation, and the overall effectiveness of the Montessori approach.

To accomplish this mission-specific goal, each classroom's performance is consistently monitored through regular observations conducted on a quarterly basis. Administrators visit the classrooms and use the rubric to assess the implementation of the Montessori method. They carefully observe the interactions between students and teachers, the quality and variety of educational materials, and the overall environment created for learning.

During each observation, evaluators check off different criteria outlined in the rubric. These checked items are then added up to determine the overall performance of the classroom. The goal is for each classroom to achieve an average score of 37 points or higher, indicating a high level of adherence to the Montessori principles and practices.

By setting this specific target, the school aims to ensure consistency and excellence in the implementation of the Montessori method across all elementary classrooms. This goal encourages teachers to continuously improve their instructional strategies, create engaging learning environments, and utilize appropriate materials that support the development and individuality of each student.

The average scores on the "Observing in the Prepared Environment" rubric not only reflect the classroom's adherence to Montessori principles but also indicate the effectiveness of the educational experience provided to the students. Achieving an average score of 37 points or more demonstrates that the classrooms are effectively facilitating student growth, independence, and a love for learning within the Montessori framework.

Ultimately, the mission-specific goal of achieving 100% of the elementary classrooms earning an average of 37 points or more on the rubric ensures that the Montessori Elementary and Middle School maintains high standards of educational excellence and provides an exceptional learning environment for all students.

## **Goal 2 School Year 2023-2024**

**Progress rating on the goal: Exceeds Standard. 100% of our teachers earned 37 or more points on the "Observing the Prepared Environment" rubric.**

The Montessori Elementary and Middle School successfully met Mission Specific Charter Goal #2, with 100% of our teachers earning 37 or more points on the "Observing in the Prepared Environment" rubric by the 4th quarter.

The "Observing in the Prepared Environment" rubric is a comprehensive assessment tool designed to evaluate various aspects of the Montessori learning environment and instructional practices within classrooms. It covers factors such as classroom organization, materials accessibility, student engagement, teacher facilitation, and the overall effectiveness of the Montessori approach.

Throughout the year, classroom performance was consistently monitored through quarterly observations. During these observations, administrators visited classrooms and used the rubric to assess the implementation of the Montessori method. They closely observed student-teacher interactions, the quality and variety of educational materials, and the overall learning environment.

At the beginning of the year, not all teachers earned a score of 37 or higher. However, there was a consistent upward trajectory in scores across all four quarters. For those teachers who did not initially meet the minimum score, professional development and guidance were provided to support their improvement. This included tailored training sessions and ongoing feedback to help them enhance their instructional strategies, create engaging learning environments, and utilize appropriate materials that support the development and individuality of each student using Montessori pedagogy and materials.

Evaluators used the rubric to check off different criteria during each observation, and these items were totaled to determine the classroom's overall performance. By the 4th quarter, all teachers had achieved the goal of earning 37 points or higher, indicating strong adherence to Montessori principles and practices.

Setting this specific target ensured consistency and excellence in the implementation of the Montessori method across all elementary classrooms. The average scores on the "Observing in the Prepared Environment" rubric reflect both adherence to Montessori principles and the effectiveness of the educational experience provided to students.

## 2. Organizational Performance

### 2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

The Montessori Elementary and Middle School (TMEMS) implementation of the distinctive educational program is described in its current Contract as follows (italicized):

*Montessori Philosophy is an educational method for children, based on theories of child development originated by Italian educator Maria Montessori in the early 20<sup>th</sup> century. The method is characterized by an emphasis on self-directed activity on the part of the child and clinical observation on the part of the teacher. Montessori educational practice helps children develop creativity, problem solving, critical thinking, time-management skills, as well as preparing them to be productive members of society.*

- i. The School maintains fidelity to the Montessori multi age grouping philosophy as much as possible within the context of public education. Younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered.*

To maintain fidelity to the Montessori multi age grouping philosophy within the context of public education, our school strategically organizes students by age and developmental stage rather than strictly by traditional grade levels. This approach supports the Montessori belief that younger children learn from observing and interacting with older peers, while older students reinforce their understanding by teaching concepts to younger students.

Our school is organized into the following programs:

- Early Childhood Program (K): Ages 5-6
- Lower Elementary Program (1-3 grade): Ages 6-9
- Upper Elementary Program (4-5 grade): Ages 9-11
- Middle School Program (6-8 grade): Ages 11-14

This structure allows for a dynamic learning environment where students can progress at their own pace, and where the natural diversity in age and ability supports peer learning and teaching.

During the 2022-2023 school year, we made the choice to separate the 3rd graders into their own classroom. This decision was made to focus on bringing up reading proficiency and ensuring that all students are moving towards reading at grade level by the end of 3rd grade. Our test scores indicate that this intervention was successful. Despite this separation, we ensure that 3rd graders continue to collaborate and participate in activities with the 6-9 and 9-11 level students, maintaining fidelity to Montessori principles by fostering a sense of community and shared learning experiences.

Student grade levels (not age levels) are used for all state assessments and reporting requirements as well as any communication with the Public Education Department and Public Education Commission.

- ii. *Middle school grades 6-8 are structured in single grade classrooms; however, the Montessori philosophy continues to be used at the middle school level. Because these students will be transitioning to traditional high schools, the School determined that a more traditional middle school grade structure would better support that transition while honoring the Montessori philosophy surrounding teacher-student supports, going out trips and building independent learners.*

Our middle school seamlessly integrates Montessori principles with traditional educational structures through a block schedule that allows students to rotate between classrooms and teachers. For core subjects, students rotate through single-grade classrooms, providing a structured environment that helps ease the transition to traditional high schools. At the same time, students engage in fine arts and elective rotations on Fridays, where they collaborate with peers of different ages, following Montessori practices. This mixed-age grouping fosters leadership in older students and learning opportunities for younger students.

Throughout our middle school curriculum, Montessori methodologies are embedded, with a focus on hands-on learning, self-directed research, and reflective activities. Students benefit from leadership opportunities that promote independence and regularly participate in field trips locally, statewide, and nationally, culminating in a two-week international trip in eighth grade. By incorporating interdisciplinary studies and real-world problem-solving, our middle school program keeps students engaged and empowers them in their educational journey.

The middle school has incorporated Universal Design for Learning (UDL) as a teaching methodology in order to create more inclusive and flexible learning environments in our middle school classrooms. The UDL tools aim to accommodate the needs of all learners by providing multiple ways to present information, demonstrate understanding, and engage with learning while removing the stigma associated with needing more help in reading across all subjects.

Our middle school English and Math curriculum builds on the foundation established in earlier years, extending academic concepts to higher levels of abstraction and sophistication. Students engage in grade level studies with differentiation occurring in the classroom, as necessary for student growth and understanding. We use a science of reading approach, which focuses on evidence-based practices for teaching reading. Students learn and use specific strategies to comprehend complex texts across disciplines. The middle school ELA curriculum uses disciplinary literacy in order to deepen students' content knowledge, strategies, and skills so that their learning transfers to real world situations. Reading high quality texts and participating in novel studies in middle school further enhances their comprehension and analytical abilities. Our success is evidenced by students' engagement with the support of grade level mathematical concepts and complex language structures, demonstrating readiness for high school academics.

Social studies is a critical component of our curriculum, with a focus on being culturally and linguistically responsive and respectful. We emphasize the importance of learning about diverse cultures and histories to help students develop empathy and understanding for people from all walks of life. Through the continuation of studies on early humans and great civilizations, students gain a deeper appreciation for the interconnectedness of global societies and the impact of historical events on the present day. Our curriculum encourages students to see themselves as global citizens who can contribute positively to the world. By exploring different cultural perspectives and understanding the significance of diverse voices, students learn to value inclusivity and respect differences. The middle school program embraces opportunities for students to take their learning outside of the classroom with education based field trips. This allows for students to engage in historical concepts in multiple ways.

In Science, students engage in diverse and dynamic learning experiences, guided by the Next Generation Science Standards (NGSS). These standards emphasize three-dimensional learning, integrating science and engineering practices, crosscutting concepts, and disciplinary core ideas. Students explore concepts through hands-on experimentation, inquiry-based learning, and problem-solving that reflects real-world scientific challenges. Partnerships with businesses and organizations from the scientific community enrich the curriculum by bringing authentic experiences into the classroom. Guest speakers, collaborative projects, and mentorship opportunities allow students to interact with professionals in fields such as engineering, environmental science, and biotechnology. These experts help students apply the NGSS by connecting abstract concepts to tangible examples. Field trips are an essential part of the program, designed to immerse students in scientific environments such as research labs, nature reserves, or science museums. These excursions are tailored to extend classroom learning and align with specific NGSS performance expectations, fostering a deeper understanding of scientific phenomena and encouraging exploration of potential career pathways in STEM fields. By participating in these educational opportunities, students develop a strong foundation in scientific literacy, critical thinking, and innovation, preparing them for future academic and professional success in a rapidly evolving world.

Furthermore, our fine arts classes and performance opportunities are many. We offer orchestra, dance, musical theater, and visual art classes, all of which play a crucial role in fostering holistic development in students. Engaging in these creative disciplines enhances critical thinking, boosts self-esteem, and cultivates emotional intelligence. Participation in orchestra, musical theater and dance promotes teamwork, communication skills, and discipline while the visual arts nurture creativity and innovation, allowing students to express themselves in unique ways. Additionally, the fine arts support cognitive development and enhance students' overall learning experiences.

Field trips are an essential part of our middle school experience, providing students with opportunities to explore the world beyond the classroom. Students, with the guidance and help of teachers and staff, organize a range of trips, from day trips within Albuquerque to overnight excursions across the U.S., and even international trips. These trips allow students to engage with historical, cultural, and scientific concepts firsthand, deepening their understanding of the curriculum. They also promote independence, leadership, and a global perspective. To ensure that these experiences are accessible to all students, we engage in extensive fundraising efforts. This ensures that all students, regardless of financial circumstances, can participate in these enriching, life-changing experiences that encourage students to become global citizens and expand their comfort zone.

The integration of various subjects allows students to see connections across disciplines, which is beneficial for high school curricula. By maintaining a balance between Montessori philosophy and traditional grade structures, we are preparing our middle school students for a smooth transition to high school, equipping them with the necessary academic, social, and personal skills for future success.

- iii. In order for self-directed learning to take place the School offers a full complement of the prescribed Montessori materials and provides a classroom design that is compatible with Montessori. Each teacher prepares the classroom to encourage independence, freedom within limits, and a sense of order. This is evidenced via classroom tour and interview of teachers and administrator.*

The Montessori material is the key; It is the child who opens the door. The materials do not give all the answers, but awaken interest and give the possibility of finding solutions. We are dedicated to fostering

self-directed learning by creating an environment rich with authentic Montessori materials and a thoughtfully designed classroom layout. These elements are crucial for cultivating an atmosphere where students can independently explore, learn, and grow.

TMEMS ensures that each elementary classroom is equipped with Montessori materials, covering all core areas: Practical Life, Sensorial, Mathematics, Language, and Cultural Studies. This comprehensive range supports the development of the whole child, catering to their intellectual, emotional, and social growth. Montessori materials are not merely teaching aids; they are designed to spark curiosity and invite exploration. Each material is designed to isolate a single concept or skill, enabling children to focus on and master one element at a time. This approach allows for self-correction and critical thinking as students discover solutions independently. This process not only develops their problem-solving skills but also builds confidence as they achieve success through their efforts. Students are encouraged to repeat activities until mastery is achieved, promoting persistence and a sense of accomplishment.

The classroom environment is designed to encourage independence and order. Classrooms are arranged to allow freedom of movement and choice within a structured environment. Students are free to select activities that interest them, work at their own pace, and collaborate with peers. This freedom is balanced by guidelines through a weekly work plan that promote respect for others and the materials. The layout of the classroom is deliberate and methodical, with materials organized on accessible shelves, encouraging students to take responsibility for their learning environment. This orderliness helps students develop an internal sense of order, crucial for effective learning and personal growth. Furniture and materials are scaled to the child's size, enabling them to interact with their environment independently. This design encourages students to take initiative and become active participants in their learning journey.





- iv. *All of the classrooms incorporate a Peace Table. The Peace Table plays an important role in Montessori classrooms as a strategy used for problem solving and conflict resolution through peaceful and respectful communication.*

Incorporating the Peace Table into each Montessori classroom at all grade levels effectively promotes peaceful and respectful communication through problem-solving and conflict resolution. The Peace Table provides a dedicated space where children are encouraged to openly express their thoughts and feelings, facilitating constructive dialogue and collaborative solutions. By offering a specific method for addressing conflicts, the Peace Table aligns with Montessori principles of fostering independence and self-regulation. It also embodies restorative practices, focusing on repairing relationships rather than assigning blame. This approach helps students understand the impact of their actions, take responsibility, and work towards reconciliation, thus maintaining a positive and inclusive classroom environment.

Furthermore, we celebrate [World Children's Day](#) on November 20th as a meaningful occasion to promote international togetherness. This day not only highlights our commitment to advocating for children's rights but also serves as an opportunity to reinforce the values we uphold in our classrooms. Central to our celebration is the Peace Table, which symbolizes our dedication to fostering peaceful and respectful communication. Through activities and discussions centered around the Peace Table, students engage in dialogues about their rights and the importance of resolving conflicts constructively. By connecting World Children's Day with the Peace Table, we emphasize the role of empathy and understanding in building a supportive and inclusive community, reflecting our broader mission to create a harmonious learning environment where every child's voice is valued and encourages students to become responsible global citizens with the ability and desire to fulfill lifelong educational, social, and personal goals.

The Montessori Peace Table and World Children's Day naturally complement our Social Emotional Curriculum, "Random Acts of Kindness" and "Missouri Healthy Schools Curriculum" by fostering an environment where empathy, respect, and global awareness are key. The Peace Table teaches students to resolve conflicts and express kindness in their immediate interactions, while World Children's Day broadens this perspective, encouraging students to consider the impact of kindness on a global scale.

Together, they create a framework where daily acts of kindness are not only encouraged but are seen as foundational to building a peaceful, inclusive world.



- v. *All teachers are grade-level licensed and Montessori-trained. Lead teachers are Montessori-certified.*

We ensure all teachers are Montessori-trained, with lead teachers being Montessori-certified. Our teachers are all grade-level licensed through NMPED.

## 2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

Over the four-years of the current contract term, the Montessori Elementary and Middle School received one material weakness finding. As noted in the table below, that single material weakness finding occurred in FY23. We had one repeat finding for late payment fines. No additional significant deficiency, material weakness, or repeated findings were identified during the current contract term.



| Fiscal Year | Total Findings | Repeat Findings | Material Weakness | Significant Deficiency | Disclaimed Audit |
|-------------|----------------|-----------------|-------------------|------------------------|------------------|
| FY 2020     | 1              | 0               | 0                 | 0                      | No               |
| FY 2021     | 2              | 1               | 0                 | 0                      | No               |
| FY 2022     | 3              | 0               | 0                 | 0                      | No               |
| FY 2023     | 3              | 0               | 1                 | 0                      | No               |

**Material Weakness:** Listed as “Deficiencies in Internal Controls Related to Financial Close and Reporting” The audit revealed deficiencies in internal controls concerning the identification and recording of capital assets. There was a miscommunication between the Auditor and Stan Albrycht regarding the capitalization of the LPA (Lease Purchase Agreement) and the required GASB (Governmental Accounting Standards Board) Lease calculations. Although the fixed asset listing provided to the Auditor was correct, there was confusion about the GASB Lease information. Management is addressing this by improving communication channels and ensuring clarity in the process. This will help avoid similar issues in future audits.

**Repeat Findings:** Management was aware of the "Does Not Meet Standard" finding for repeat late payment fines and took immediate steps to resolve the issue. The main challenge we faced was the late delivery of our mail, which was beyond our control.

To address this, we began going to the post office a couple of times a week to pick up undelivered mail, ensuring timely receipt of important documents. Additionally, we contacted our vendors and successfully arranged for invoices to be sent via email, which improved the speed of payment processing.

We also implemented a system where every received invoice was stamped with the date of receipt to increase accountability. These measures were put in place and proved successful in addressing the issue, demonstrating our commitment to resolving the situation and meeting the required standards.

**Board of Finance:**

The Montessori Elementary and Middle School has maintained its full Board of Finance Authority since opening in 2005.

**2.c. Governance Responsibilities**

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

| Fiscal Year  | FY2021 | FY2022 | FY2023 | FY2024 |
|--|--------|--------|--------|--------|
| Number of Governing Council Members who did NOT meet their training requirements | 0      | 1      | 0      | 0      |

During the term of the contract, The Montessori Elementary and Middle School (TMEMS) Governing Council effectively fulfilled its governance responsibilities, with the exception of one member. In the fiscal year 2022, there was an exception involving one council member, Jill Reister, who resigned before completing the mandatory training requirements. TMEMS is committed to ongoing governance training and support to ensure all council members meet their responsibilities in the future.

Throughout the entire current charter term, The Montessori Elementary and Middle School (TMEMS) Governing Council consistently maintained its membership in accordance with the requirements outlined in its by-laws and the statutory minimum of five members as mandated by governing regulations. At no point did the membership fall below these standards. Furthermore, there were no vacancies on the TMEMS Governing Council at any time during this period because vacancies or resignations were immediately filled, ensuring full compliance with all legal and regulatory obligations regarding council composition.

## 2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act (NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

The Montessori Elementary and Middle School (TMEMS) is dedicated to supporting students, families, and staff through the systematic implementation of best practices and new ideas. We have the goal of becoming a model of broad participation, full inclusion, equity, and restorative practices in our school.

### **The Montessori Elementary and Middle School Equity Statement**

Montessori curriculum is both culturally and linguistically responsive to ensure that all student populations feel safe and supported academically, socially, and emotionally leading to self-advocacy and the ability to participate in community learning experiences from a local and global perspective. The Montessori Elementary & Middle School embraces teaching and learning from each other using multiple narratives and cultural perspectives of historical events. We are a Montessori school that teaches Peace Education and inclusion. As part of our Peace Education, we facilitate developmentally appropriate discussions, based on the Montessori Planes of Development, in order to learn various

perspectives of history to meet Montessori pedagogy, New Mexico State Standards for history, Next Generation Science Standards (NGSS), and Common Core Standards set for us by the NMPED (New Mexico Public Education).

Our school incorporates Peace Education into how we handle behavior in the classroom through self-reflection and critical thinking. TMEMS is dedicated to supporting all students, families, and staff through Montessori principles and best practices of learning and teaching.

The mission of TMEMS is to encourage students grades K-8 to become responsible citizens of the world who have the ability and desire to fulfill lifelong educational and social goals.

*“We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unit.” Maria Montessori.*

### **The Work of Our Equity Council**

Our Equity Council focuses on protecting the rights of all students and hearing all voices. The work of our Equity Council has been slow, steady, and thoughtful of our student population. Our council has volunteers and stakeholders willing to serve on our committee to help support the students who are English Language Learners, Native American Students, Students with Disabilities, and Economically Disadvantaged Students.

#### ***Successes Over 5 years of implementation***

The Council has discussed what equity looks like for our Charter School population. We have supported equity in the following areas:

- Internet and Hotspot provided to all students and families during remote learning
- Daily attendance and wellness checks provided during remote learning
- Social Emotional Learning priority
- Social worker hired full time
- Added 1 ¾ time special education teacher to best support our Special Education students.
- Added a Special Education Director and in-house Diagnostician
- Supplied cello/violin to students who are economically disadvantaged.
- Covid support: hired a nurse for covid testing and covid needs and now have a nurse on staff
- Field trip scholarships for economically disadvantaged students
- School wide equity statement created with input of all stakeholders
- Culturally and Linguistically responsive curriculum is chosen and considered

#### ***Primary focuses in the upcoming years:***

- Increased attendance for all students, hitting 95% attendance rates for the 2024-2025 school year.
- Support for families or students who are out because of illness or other factors
- Community input is gathered and considered (calendar, parent nights, needs of families)
- Supporting families who are economically disadvantaged by providing resources and support programs.

Moving forward, we will continue to focus our efforts on equity amongst our student population and continuing the implementation of Culturally and Linguistically Responsive instructional practices supported by our Equity Council and the following statements in regards to the following Acts:

**Indian Education Act (NMSA § 22-23A)**

The Montessori Elementary and Middle School incorporates Native American history, culture, and languages into the curriculum and offers culturally relevant materials and activities to reflect Native American heritage. Additionally, teachers receive professional development on culturally responsive practices.

**Hispanic Education Act (NMSA § 22-23B)**

Efforts are made to incorporate Hispanic culture and language into school programs, with a focus on family engagement and academic support. Programs are designed to help Hispanic students succeed academically, while connections with the community foster a supportive environment.

**Black Education Act (NMSA § 22-23C)**

The school includes Black history and contributions in the curriculum and strives to create a supportive environment for Black students. Initiatives are in place to promote equity and inclusion, with ongoing collaboration with the community to ensure diverse perspectives are respected and valued. Regular policy reviews ensure equity and inclusion, supported by anti-bias training for staff and students. TMEMS Policy 269 addresses Racialized Aggression and gives stakeholders resources to report any racialized aggression incidents. Furthermore, our progressive discipline rubrics address racialized aggression.

**2.e. Tribal Consultation**

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response:

**NOT APPLICABLE**

**2.f. Other Performance Framework Indicators**

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in

implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

**The Montessori Elementary and Middle School has earned a rating of “Meets Standard” for all years of our contract term in the area of Performance Framework (Overall Rating: Organization & Financial Framework).**

| Montessori Elementary & Middle School                   | 2020-21                  | 2021-22                  | 2022-23                  | 2023-24                  |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Organizational and Financial Performance Ratings</b> |                          |                          |                          |                          |
| 1a Mission and Educational Program                      | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 1b State Assessment Requirements                        | Not Reviewed             | Meets Standard           | Meets Standard           | Pending                  |
| 1c Rights of Students with Disabilities                 | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 1d Rights of English Learners                           | Working to Meet Standard | Meets Standard           | Meets Standard           | Meets Standard           |
| 1e Meeting Program Requirements                         | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 1f NM DASH Plan   | N/A                      | N/A                      | N/A                      | N/A                      |
| 2a Financial Reporting and Compliance                   | Working to Meet Standard | Meets Standard           | Does Not Meet Standard   | Working to Meet Standard |
| 2b Accounting Principles                                | Meets Standard           | Meets Standard           | Meets Standard           | Does Not Meet Standard   |
| 2c Responsive to Audit Findings                         | Meets Standard           | Working to Meet Standard | Meets Standard           | Meets Standard           |
| 2d Managing Grant Funds                                 | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 2e Staffing for Fiscal Management                       | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 2f Internal Controls                                    | Meets Standard           | Does Not Meet Standard   | Meets Standard           | Meets Standard           |
| 3a Governance Requirements                              | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 3b Nepotism, Conflict of Interest                       | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 3c Reporting Requirements                               | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 4a Rights of All Students                               | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 4b Attendance and Retention                             | Meets Standard           | Meets Standard           | Working to Meet Standard | Pending                  |
| 4c Staff Credentialing                                  | Meets Standard           | Meets Standard           | Meets Standard           | Meets Standard           |
| 4d Employee Rights                                      | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 4e Background Checks, Ethics                            | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 5a Facilities   | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 5b Transportation                                       | Assurances               | N/A                      | N/A                      | N/A                      |
| 5c Health and Safety                                    | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |
| 5d Handling Information                                 | Assurances               | Meets Standard           | Meets Standard           | Meets Standard           |

**2021-2022:**

**2f- “Does not Meet Standard”:** Management was aware of the "Does Not Meet Standard" finding for repeat late payment fines and took immediate steps to resolve the issue. The main challenge we faced was the late delivery of our mail, which was beyond our control.

To address this, we began going to the post office a couple of times a week to pick up undelivered mail, ensuring timely receipt of important documents. Additionally, we contacted our vendors and successfully arranged for invoices to be sent via email, which improved the speed of payment processing.

We also implemented a system where every received invoice was stamped with the date of receipt to increase accountability. These measures were put in place and proved successful in addressing the issue, demonstrating our commitment to resolving the situation and meeting the required standards.

**2022-2023:**

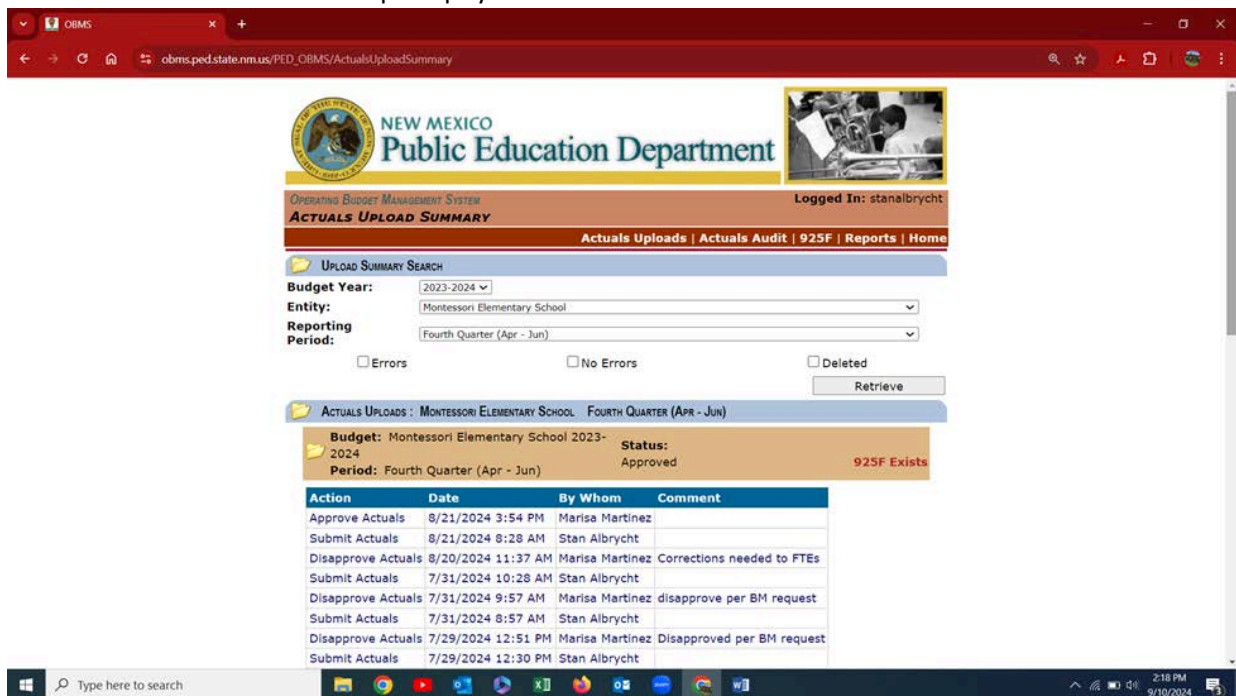
**2a- "Does not Meet Standard":** TMEMS received a "Does Not Meet Standard" rating in the area of financial reporting and compliance due to delays in submitting the Quarter 2 and Quarter 3 reports, which were submitted one day late, and the Quarter 4 reports, which were also late. The delay occurred because the business manager and the budget analyst were working collaboratively to address a revenue code correction that required guidance and approval from the New Mexico Public Education Department (NMPED).

We had full permission from the budget analyst to submit the reports one day late to ensure accuracy while awaiting the necessary revenue code. Despite this, the timing resulted in the late submission mark. Since receiving the required code from NMPED, we have resolved the issue and are confident that future reports will be submitted on time, ensuring compliance with financial reporting standards moving forward.

**2023-2024:**

**2a- "Working to Meet Standard":** TMEMS acknowledges that we are listed as "working to meet standard" in the area of financial reporting and compliance due to the late approval of our Quarter 4 report. However, we feel that this does not fully reflect the situation, as the original report was submitted on time on July 29, 2024. The delay in approval was the result of a discrepancy in reporting Full-Time Equivalent (FTE) data on the 925F form, which required clarification and adjustments.

Throughout this process, we actively collaborated with our budget analyst to ensure the correct reporting of FTE. The final report was approved on August 21, 2024. We believe that the initial timely submission should be taken into consideration, as we made every effort to comply with reporting deadlines and resolve the issue promptly. See evidence below:



**2b- "Does Not Meet Standard":** TMEMS received a "Does Not Meet Standard" due to three findings, one of which was classified as a material weakness. Here is an explanation for each finding and the material weakness:

- Over-expenditure in Fund 24106, Function 2000: During the audit, it was noted that Fund 24106, Function 2000, was over-expended by \$3,811. While the overall fund was not in the negative. Management is aware of this issue and has committed to continually monitoring fund budget balances to prevent such occurrences. To address this, a new process has been implemented to verify budget balances by fund and function at year-end to ensure no fund is in a negative balance.
- Deficiencies in Internal Controls Related to Financial Close and Reporting (Material Weakness): The audit revealed deficiencies in internal controls concerning the identification and recording of capital assets. There was a miscommunication between the Auditor and Stan Albrycht regarding the capitalization of the LPA (Lease Purchase Agreement) and the required GASB (Governmental Accounting Standards Board) Lease calculations. Although the fixed asset listing provided to the Auditor was correct, there was confusion about the GASB Lease information. Management is addressing this by improving communication channels and ensuring clarity in the process. This will help avoid similar issues in future audits.
- Lack of Controls Over Leave Time: The audit found a lack of controls to ensure that all leave time was requested and approved by the appropriate individuals for one employee. This deficiency in internal controls led to concerns about the accuracy and completeness of leave tracking. In response, management is revising the leave tracking procedure and has implemented a new leave tracking system using APTA Fund. The School Audit Committee will review and adjust these procedures to ensure accurate and comprehensive leave accounting.

**New Mexico Attorney General Complaint:**

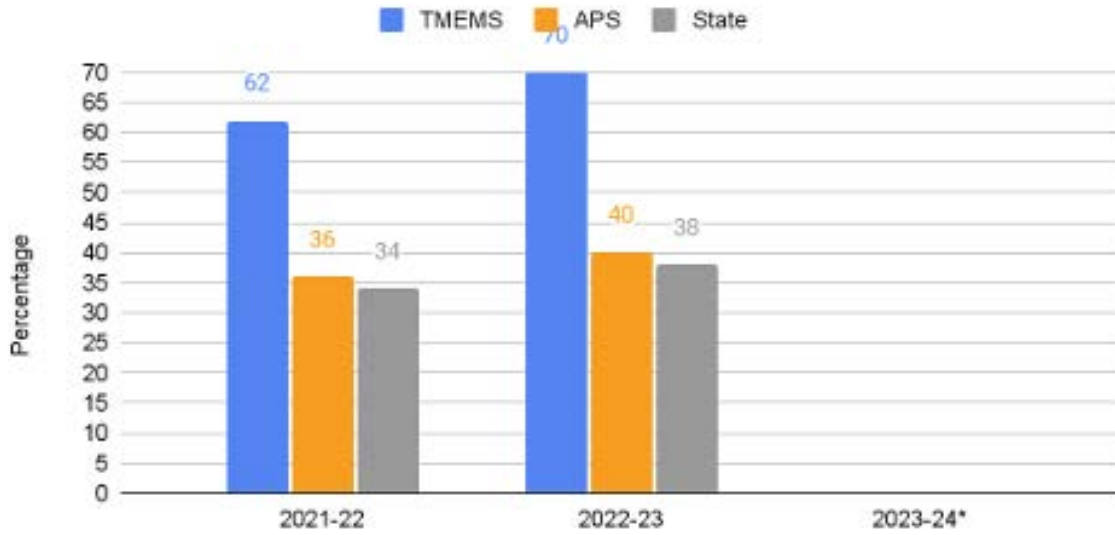
The Montessori Elementary and Middle School (TMEMS) received one letter from the New Mexico Department of Justice, improperly concluding that it had violated the Inspection of Public Records Act (IPRA). TMEMS denies that it violated the Inspection of Public Records Act and affirmatively states that it meticulously followed the law. Documentation is provided in Appendix B-1.

**Other Complaints:**

TMEMS has not received any Office of Civil Rights (OCR) complaints or formal special education complaints.

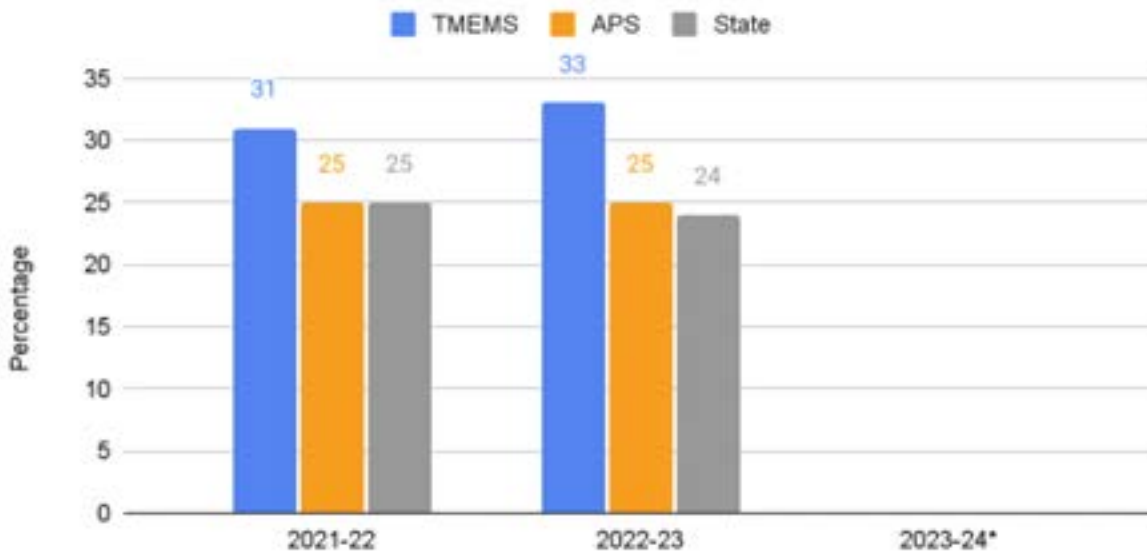
NM-MSSA and NM-ASR Data:

### Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

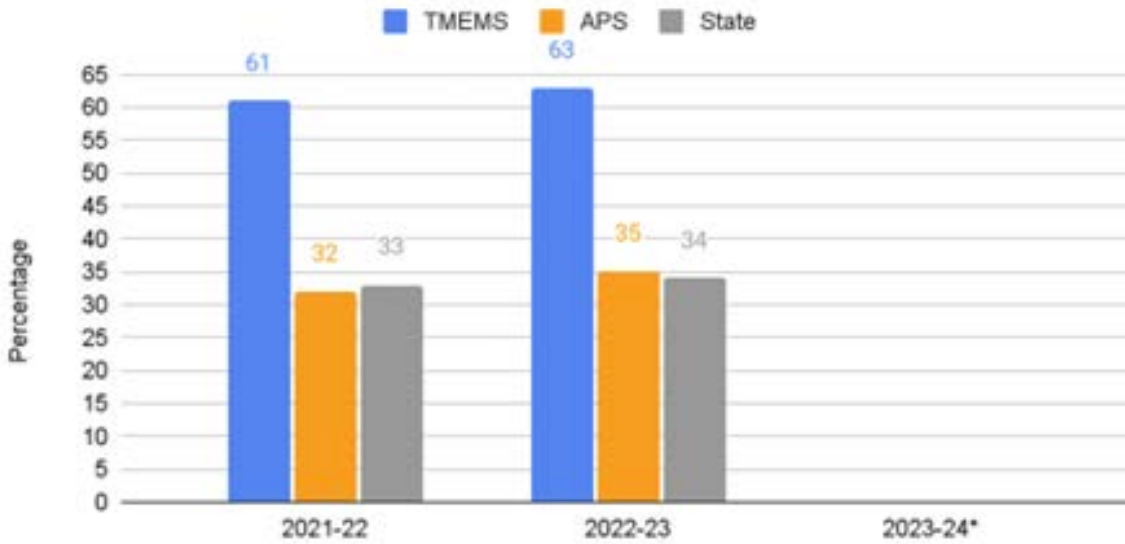
### Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division



## Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

Renaissance STAR testing results:

1. 2020-2021: No data available due to the global pandemic/online and distance learning.
2. 2021-2022:



Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2021/2022 School Year

| Grade Level:                           | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|--|--|---|---|---|---|--|
| Kindergarten                           | 47% (EL)   | 76% (EL)  | 70% (EL)                                      | N/A   | N/A   | N/A  |
| 1st                                    | 53% (EL)<br>50% (R)                                    | 74% (EL)<br>83% (R)                                 | 59% (EL)<br>81% (R)                           | 77%   | 79%   | 85%  |
| 2nd                                    | 14% (EL)<br>59% (R)                                    | 0% (EL)<br>76% (R)                                  | 10% (EL)<br>80%                               | 49%   | 74%   | 62%  |
| 3rd                                    | 0% (EL)<br>65% (R)                                     | 50% (EL)<br>77% (R)                                 | 0% (EL)<br>80%                                | 60%   | 69%   | 66%  |
| 4th                                    | 70%  | 78%   | 80%   | 60%   | 76%   | 69%  |
| 5th                                    | 78%  | 79%   | 76%   | 59%   | 79%   | 71%  |
| 6th                                    | 57%  | 57%   | 48%   | 44%   | 50%   | 39%  |
| 7th                                    | 59%  | 59%   | 55%   | 46%   | 51%   | 43%  |
| 8th                                    | 66%  | 58%   | 56%   | 72%   | 65%   | 41%  |
| Totals<br>(not including<br>Early Lit) | 64%  | 71%   | 70%   | 57%   | 68%   | 61%  |

3. 2022-2023:



Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2022/2023 School Year

| Grade Level:                           | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|--|--|---|---|---|---|--|
| Kindergarten                           | 54% (EL)   | 86% (EL)  | 92% (EL)                                      | N/A   | N/A   | N/A  |
| 1st                                    | 44%(EL)<br>65% (R)                                     | 46% (EL)<br>70% (R)                                 | 43% (EL)<br>90% (R)                           | 54%   | 70%   | 78%  |
| 2nd                                    | 33%(EL)<br>68% (R)                                     | 33% (EL)<br>70% (R)                                 | 0% (EL)<br>68% (R)                            | 51%   | 68%   | 64%  |
| 3rd                                    | 0% (EL)<br>70% (R)                                     | 0% (EL)<br>76% (R)                                  | 0% (EL)<br>80% (R)                            | 70%   | 67%   | 73%  |
| 4th                                    | 67%  | 68%   | 74%   | 65%   | 62%   | 60%  |
| 5th                                    | 70%  | 72%   | 65%   | 58%   | 70%   | 63%  |
| 6th                                    | 54%  | 63%   | 58%   | 39%   | 46%   | 51%  |
| 7th                                    | 60%  | 69%   | 51%   | 37%   | 51%   | 32%  |
| 8th                                    | 53%  | 56%   | 52%   | 33%   | 56%   | 39%  |
| Totals<br>(not including<br>Early Lit) | 64%  | 69%   | 68%   | 52%   | 62%   | 60%  |

4. 2023-2024:



Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2023/2024 School Year

| Grade Level:                           | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|--|--|---|---|---|---|--|
| Kindergarten                           | 51% (EL)   | 84% (EL)<br>100% (R)                                | 79% (EL)<br>100% (R)                          | N/A   | N/A   | N/A  |
| 1st                                    | 56%(EL)<br>63% (R)                                     | 56% (EL)<br>56% (R)                                 | 44% (EL)<br>78% (R)                           | 70%   | 81%   | 76%  |
| 2nd                                    | 12%(EL)<br>54% (R)                                     | 14% (EL)<br>51% (R)                                 | 0% (EL)<br>53% (R)                            | 52%   | 56%   | 48%  |
| 3rd                                    | 0% (EL)<br>58% (R)                                     | 0% (EL)<br>69% (R)                                  | 0% (EL)<br>75% (R)                            | 71%   | 69%   | 63%  |
| 4th                                    | 63%  | 69%   | 78%   | 61%   | 57%   | 71%  |
| 5th                                    | 62%  | 72%   | 63%   | 57%   | 53%   | 57%  |
| 6th                                    | 61%  | 55%   | 58%   | 47%   | 42%   | 50%  |
| 7th                                    | 58%  | 63%   | 63%   | 40%   | 45%   | 49%  |
| 8th                                    | 56%  | 56%   | 59%   | 39%   | 49%   | 38%  |
| Totals<br>(not including<br>Early Lit) | 59%  | 62%   | 66%   | 52%   | 58%   | 58%  |

5. 2024-2025:



**Students at the 40% Proficiency Level or Above  
Based on Renaissance STAR Formative Assessments  
2024/2025 School Year**

| Grade Level:  | READING<br>% proficient at<br>Beginning of the<br>Year | READING<br>% proficient at<br>Middle of the<br>Year | READING<br>% proficient at<br>End of the Year | MATH<br>% proficient at<br>Beginning of the<br>Year | MATH<br>% proficient at<br>Middle of the Year | MATH<br>% proficient at<br>End of the Year |
|---|--|---|---|---|---|--|
| <b>Kindergarten</b>                                       | 68% (EL)   |   |   | N/A   |   |  |
| <b>1st</b>  | 79%(EL)<br>79% (R)                                     |   |   | 66%   |   |  |
| <b>2nd</b>  | 24%(EL)<br>78% (R)                                     |   |   | 61%   |   |  |
| <b>3rd</b>  | 0% (EL)<br>55% (R)                                     |   |   | 52%   |   |  |
| <b>4th</b>  | 74%  |   |   | 55%   |   |  |
| <b>5th</b>  | 80%  |   |   | 73%   |   |  |
| <b>6th</b>  | 77%  |   |   | 50%   |   |  |
| <b>7th</b>  | 74%  |   |   | 54%   |   |  |
| <b>8th</b>  | 80%  |   |   | 52%   |   |  |
| <b>Totals</b><br><small>(not including Early Lit)</small> | 73%  |   |   | 58%   |   |  |

This is not applicable to our renewal. Thank you.