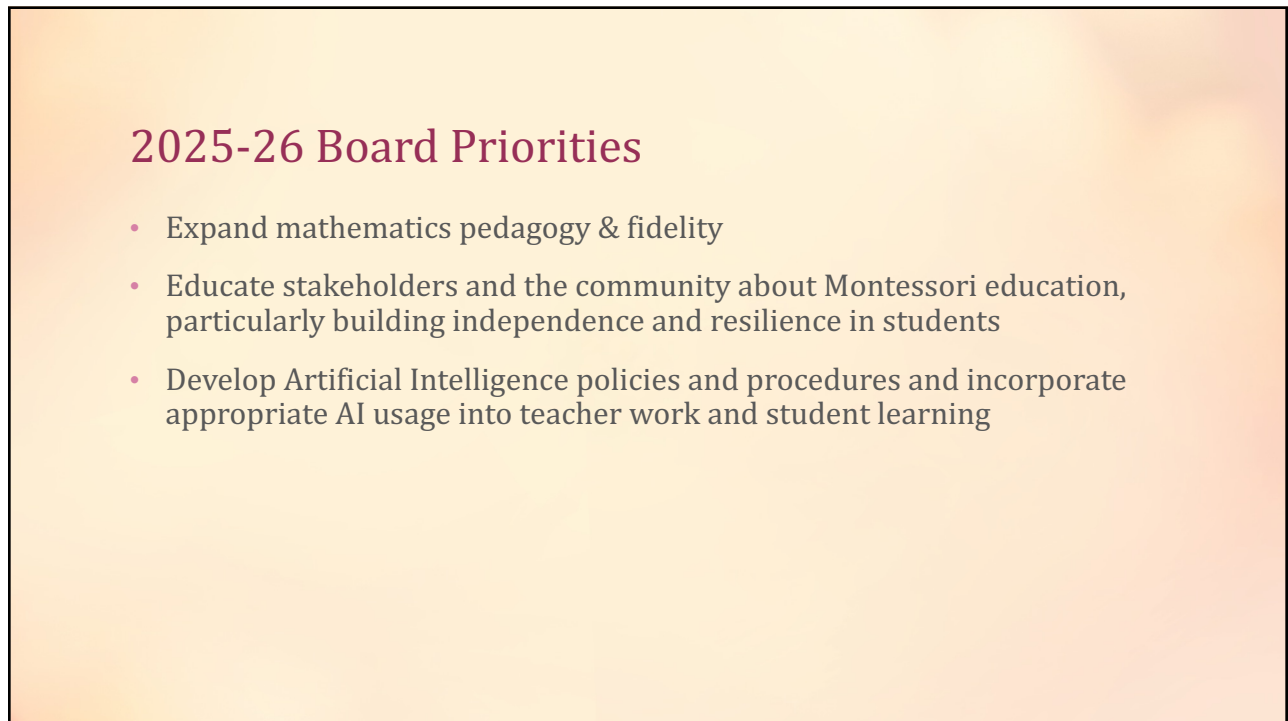




MWMA Director's Report

March 25, 2027

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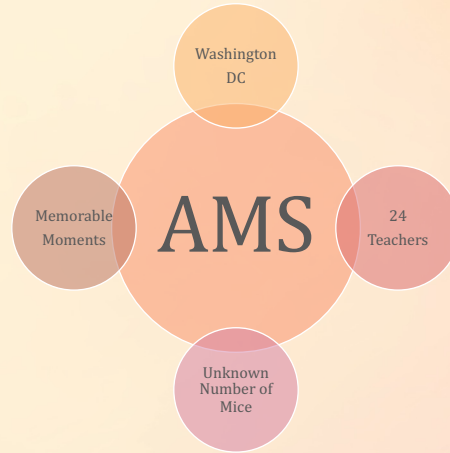
2025-26 Board Priorities

- Expand mathematics pedagogy & fidelity
- Educate stakeholders and the community about Montessori education, particularly building independence and resilience in students
- Develop Artificial Intelligence policies and procedures and incorporate appropriate AI usage into teacher work and student learning

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Montessori Education & Outreach

- Maria Montessori the Musical
- American Montessori Society (AMS) National Conference



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Mini Conference Moment

GRACE & COURTESY



“Grace and courtesy” is an invitation to social belonging.

Inner grace comes first—it is comprised of our values, aspirations, empathy, and kindness—a work of identity.

Courtesy is the outward expression of that grace.

What can we learn from this framework?

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Montessori Grace & Courtesy

- Behavior is not compliance, but a reflection of internalized values.
- You cannot sustainably teach courtesy without cultivating grace.
- We often get this backwards—addressing tone, manners, language without addressing mindset, empathy, and belonging.
- This understanding shifts expectations from “be polite” or “be professional” (for adults) to “Who are we as a community, and how do we show up for each other?”

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Montessori Grace & Courtesy

- Inner grace in adults looks like:
 - *Assuming positive intent*
 - *Regulating one's own emotional responses*
 - *Acting from shared values rather than ego or frustration*
 - *Demonstrating empathy, especially under stress*
 - *Holding a strong sense of professional identity*
- When adult grace is weak:
 - *Collaboration falters*
 - *Conflict becomes personal*

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Montessori Grace & Courtesy

- Leaders model:
 - *Calm responses rather than reactive ones*
 - *Direct communication rather than avoidance*
 - *Accountability without shaming*
 - *Consistency across situations*
 - *Repair: because grace includes imperfection*

Adult grace determines student culture.

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Maria Montessori:
THE MUSICAL
BOOK, MUSIC & LYRICS BY MARK WOODWARD

SAVE THE DATE!
April 17th & 18th

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Gifted & Talented Plan

- 36 Identified Students
- Cognitive Ability Assessment (verbal, quantitative, & spatial reasoning), teacher recommendation, prior academic testing (correlation with very high reading scores)
- \$9,306
- Goal: Increase identification opportunities for historically underrepresented students through broad screening practices and multiple measures of identification.

Grade Level	Students	Ethnic or Racial Minority	Low SES	Girls
Lower Elementary	20	6	4	8
Upper Elementary	15	3	2	3
Middle School	19	7	2	5

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Land Trust Expenditures Plan 2026-27

Goal 1

From the beginning to the end of the 2026-27 school year, we will increase the percentage of students who are on or above benchmark in literacy proficiency in grades K-6 by 2% as measured by the Acadience Reading BOY & EOY composite scores.

Retain or increase staffing to provide literacy interventions for students whose needs are not being met through Tier 1 instruction in the classroom: \$30,000

Provide professional development opportunities to teachers through participation in high quality courses and/or conferences; provide Montessori certification training and other literacy-based professional development to teachers. \$28,000

Goal 2

By the end of the 2026-27 school year, we will increase the percentage of students proficient on the RISE math assessment in grades 3-8 by 1%.

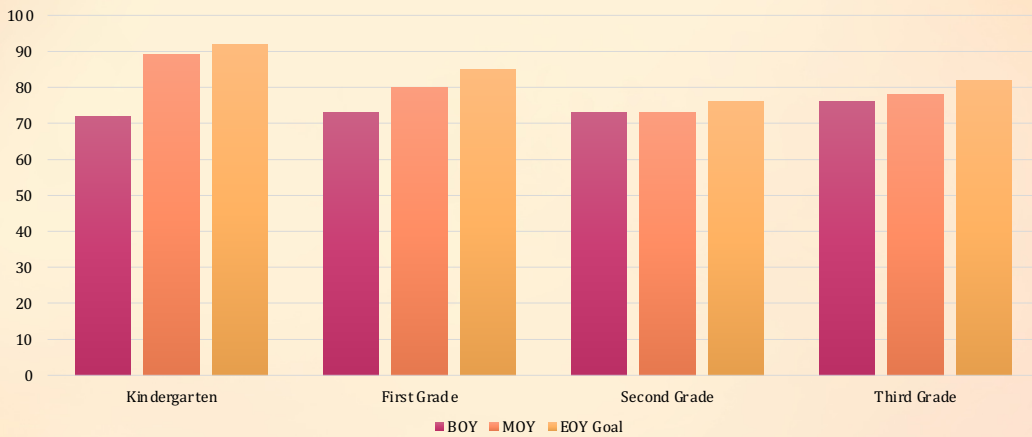
Maintain or increase staffing to provide math interventions to students whose needs are not being met through Tier 1 instruction in the classroom.

\$28,030.97

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Student Performance Analysis

Acadience Reading Assessment 2025-26



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Highlighting a Strength

AMS Conference Attendance Washington D.C.: 83% (7% could not have)

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Highlighting a Challenge

TIME!!!

There is never enough time. So much to do, so little time.

Accreditation, Title I monitoring, Change Management...sigh.

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