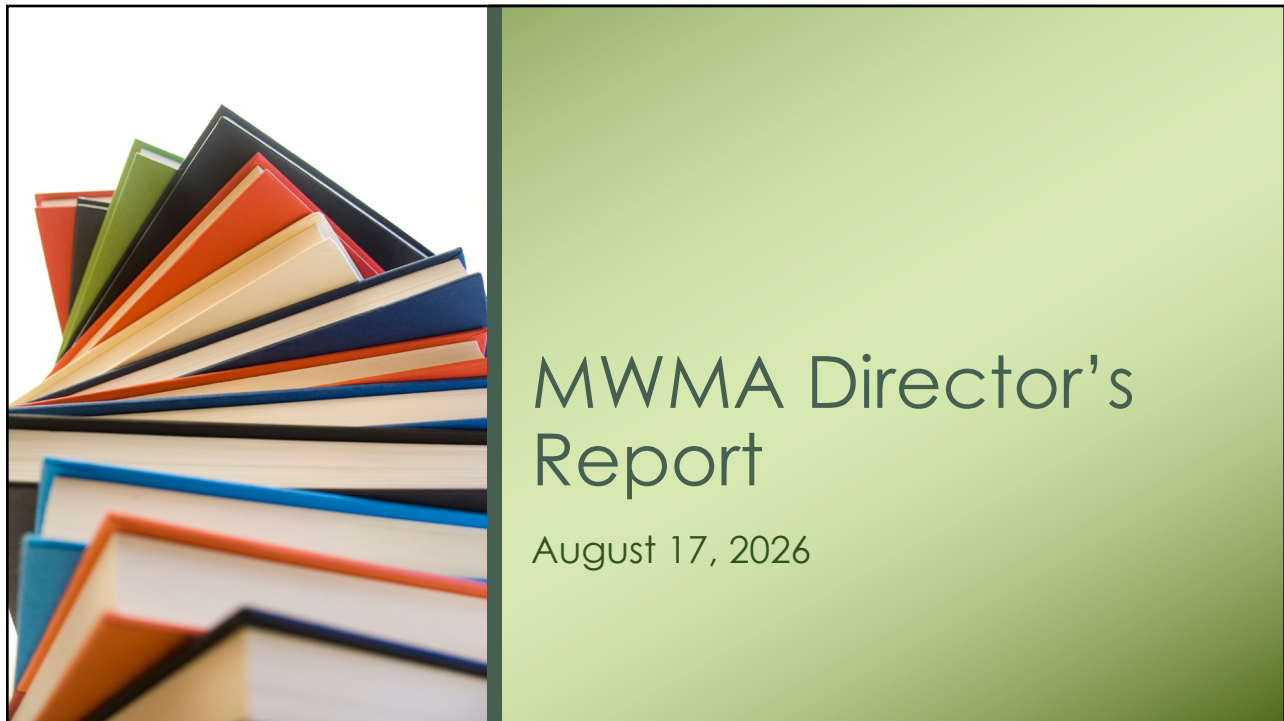




1

2026-27 Board Priorities

- **Strengthen Mathematics Instruction** – Refine curriculum alignment and implementation of data-driven interventions to improve targeted essential mathematics skills.
- **Advance Artificial Intelligence Integration** – Expand AI guidance, professional learning, and implementation practices for educators while establishing developmentally appropriate expectations for student use.

2

“Continuous Daily Effort”

2026-27 Theme

3

Accreditation & Cognia: What are they?

Accreditation is a voluntary quality-assurance process in which an independent organization evaluates a school against established standards for educational quality and effectiveness.

- *School self-assessment*
- *Compilation & review of evidence and performance data*
- *Evaluation by trained external reviewers*
- *Ongoing continuous improvement*

Cognia is a global nonprofit education-improvement and accrediting organization serving more than 40,000 institutions in 100+ countries. They provide research-based, independent external review services, including:

- *Accreditation*
- *Assessment*
- *Professional learning*
- *Certifications*

NWAC: Recognized by universities , higher education, and state education departments

4

Accreditation: Why?

Utah Board Rule **R277-410** defines a qualifying secondary school to include a public school that offers credits toward high-school graduation, and states: "A qualifying secondary school shall obtain accreditation from a regional accrediting body."

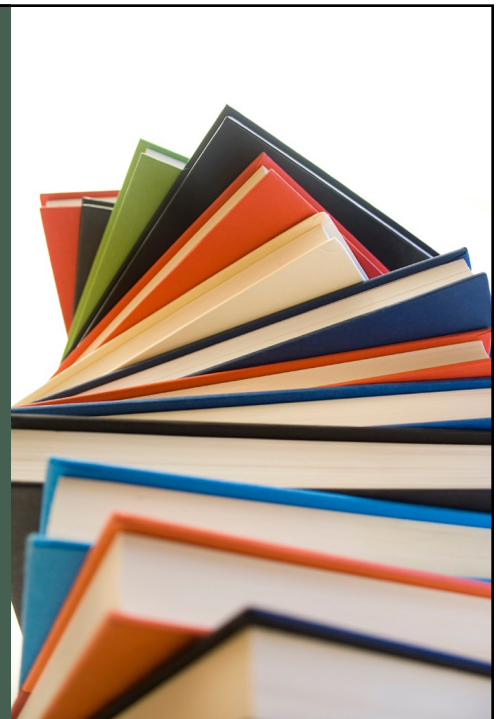
- *Awarding credit toward HS graduation*
- *Independent validation of school quality*
- *Promotion of continuous school improvement*
- *Strengthening of accountability*
- *Provides leadership with an external framework for evaluation of programs, practices, and student outcomes*
- *Demonstration to families, staff, and the community that the school holds itself to recognized standards of educational excellence*

5



Accreditation Data

Cognia Accreditation 2025-26



6

Cognia Components

- Executive Summary: 2,000 word summary of our organization including institutional history, community context, governance structure, mission, vision, and values, enrollment trends, educational philosophy, curriculum overview, instructional practices, personnel management, student performance, and improvement initiatives
- Standards Self-Assessment: **Culture of Learning Standards** (6 standards, 25 supporting documents), **Leadership for Learning Standards** (9 standards, 27 supporting documents), **Engagement of Learning Standards** (8 standards, 26 supporting documents), **Growth in Learning Standards** (8 standards, 31 supporting documents) plus four Key Characteristic narratives, a standards rating process description, and 3 reflective essays
- Stakeholder Feedback Analysis: Feedback from students, families, faculty, and staff members from surveys, committees, team meetings, and parent meetings for the past 5 years evaluated for reliability, validity, and equity and interpreted, analyzed, and prioritized, resulting in theories of action

7

Cognia Components

- Student Performance Analysis: Student performance data from USBE, SCSB, and standardized assessments over the past 5 years evaluated for quality and alignment, fidelity of administration, academic performance and growth outcomes then analyzed, interpreted and prioritized, resulting in theories of action
- Learning Environment Observations Analysis: Learning environment observation data over the past 5 years verified and analyzed, synthesized, interpreted, and prioritized, resulting in theories of action
- Assurances: Verification of policies and procedures, regulatory compliance, ethics, governance, financial health, safety, training, and compliance with accreditation rules and processes
- Accreditation Portfolio: Overview and evidentiary documents supporting ratings in the 31 standards (over 100 documents) as well as financial audits, emergency operations plan, school map, drill instructions and schedules, charter agreement, policies & procedures manual, and proof of Cognia Process Training completion

8

Culture of Learning

Standard 1: Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

The premise of Montessori philosophy is to follow the child, every child, meeting them where they are at. Our community and all our practices center around respect and fairness for all learners. Our longitudinal survey data of parents (which includes the subgroup of students with disabilities) and middle school students and our current upper elementary survey data show that stakeholders overwhelmingly feel respected and cared for in our school community. Our plans for harassment and discrimination free learning and conduct and discipline set the foundation for the consistent implementation of these practices at our school and the established use of protocols (example: peace table for conflict resolution) found in every classroom from kindergarten through ninth grade. A Montessori "peace table" is really a step-by-step process in which students learn to address conflict directly with another person through listening and speaking skills.

Supporting Documentation:

- Longitudinal Parent Survey Data 2022-2025
- MWMA Plan for Harassment & Discrimination Free Learning
- MS Student Longitudinal Survey Data 2023-2025 Acceptance
- Upper Elementary Study Survey Data 2025
- MWMA Conduct & Discipline Administrative Plan
- Peace Table Protocols

9

Longitudinal Parent Survey Data 2022-2025

Parent Survey: All Parents

2022-23 School Year

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
MWMA ("the School") provides a safe environment for my child.	55.08% 65	33.90% 40	4.24% 5	5.08% 6	1.69% 2	118	4.36
I feel comfortable and welcome coming into the School.	67.80% 80	26.27% 31	3.39% 4	0.85% 1	1.69% 2	118	4.58

2023-24 School Year

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
MWMA ("the School") provides a safe environment for my child.	51.43% 36	31.43% 22	11.43% 8	1.43% 1	4.29% 3	70	4.24
I feel comfortable and welcome coming into the School.	60.00% 42	28.57% 20	7.14% 5	0.00% 0	4.29% 3	70	4.40

10

Longitudinal Parent Survey Data 2022-2025

2024-25 School Year

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
MWMA ("the School") provides a safe environment for my child.	56.67% 68	38.33% 46	3.33% 4	0.83% 1	0.83% 1	120	4.49
I feel comfortable and welcome coming into the School.	65.00% 78	25.83% 31	5.83% 7	2.50% 3	0.83% 1	120	4.52

Parent Survey: Parents of Students with IEPs/504 Plans

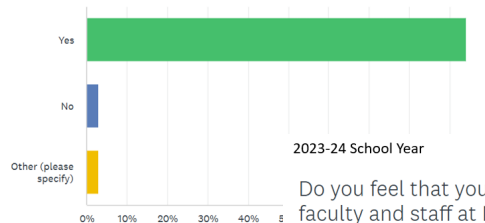
2022-23 School Year

11

Longitudinal Parent Survey Data 2022-2025

Do you feel that your student has been welcomed and accepted by the faculty and staff at MWMA?

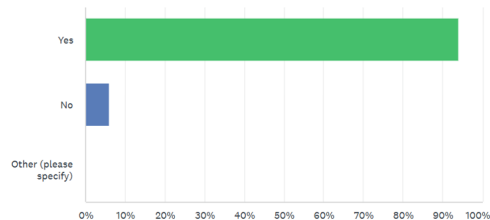
Answered: 33 Skipped: 85



2023-24 School Year

Do you feel that your student has been welcomed and accepted by the faculty and staff at MWMA?

Answered: 17 Skipped: 53



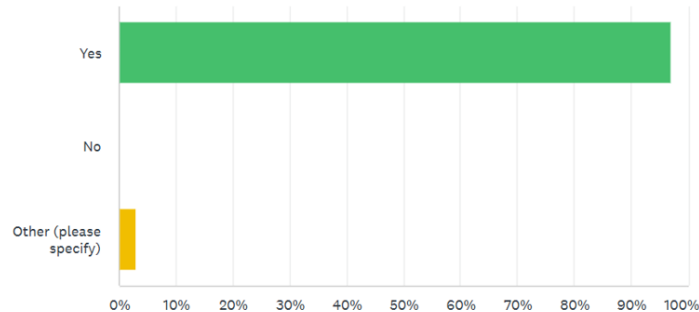
12

Longitudinal Parent Survey Data 2022-2025

2024-25 School Year

Do you feel that your student has been welcomed and accepted by the faculty and staff at MWMA?

Answered: 34 Skipped: 86



13

Supporting Documentation:

- Longitudinal Parent Survey Data 2022-2025
- MWMA Plan for Harassment & Discrimination Free Learning
- MS Student Longitudinal Survey Data 2023-2025 Acceptance
- Upper Elementary Study Survey Data 2025
- MWMA Conduct & Discipline Administrative Plan
- Peace Table Protocols



PLAN FOR HARASSMENT AND DISCRIMINATION FREE LEARNING

INTRODUCTION

House Bill 428 from the 2022 Utah Legislative Session requires each school district and charter school in Utah to adopt a plan for harassment and discrimination free learning. "Harassment and discrimination free learning" is defined as "a learning environment in which a student is treated fairly regardless of the student's characteristics including race, color, religion, or sex, and in which a student's ability to participate in or benefit from the services, activities, or opportunities offered is not limited or interfered with by conduct that is physically threatening, harmful, or humiliating." See Utah Administrative Code R277-609.

From its inception, Mountain West Montessori Academy (the "School") has done its best to maintain a school climate that is safe, welcoming, and free of harassment and discrimination. To that end, the school prohibits all forms of harassment and does not discriminate based on sex, race, color, national origin, creed, religion, age, marital status, or disability. This is set forth in policies already adopted by the School, including the School's Civil Rights Policy, Bullying and Hazing Policy, and Student Conduct and Discipline Policy.

PLAN

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Supporting Documentation:

- Longitudinal Parent Survey Data 2022-2025
- MWMA Plan for Harassment & Discrimination Free Learning
- MS Student Longitudinal Survey Data 2023-2025 Acceptance
- Upper Elementary Study Survey Data 2025
- MWMA Conduct & Discipline Administrative Plan
- Peace Table Protocols

Longitudinal Middle School Student Survey Data: Acceptance

Do your teachers like you and care about you? Tell us about that.

2023-24 (72 responses)

87% YES

10% IDK

3% NO

Sample Responses:

Yes, they help me with my work if I need it, and they give me time to do something. I feel supported and feel like I am cared for.

The teachers are very awesome and caring and they are always there if I'm not having the best of time they always make sure that I'm able to do an assignment properly in case I have any confusion and altogether they are just fun to talk to sometimes

I think they do because I do most of my work on time and if I don't i still get on to it and they care for me because they help me learn new things

Yeah I guess

yes, I feel like how they all care and respect us.

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Supporting Documentation:

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- Peace Table Protocols

2024-25 (63 responses)

93% YES

2% IDK

3% NO

Sample Responses:

Yeah I believe they do especially Ms.Cyndi and Ms.Sarah.

Yes I would feel safe coming to them with my problems

Yes. I especially get those feelings from Ms. Allison, Ms. Cyndi, Ms. Sarah, and Ms. Rachael. They join us in side conversations a lot and I feel more connected to them, and I also feel like they have a passion for the subject that they are teaching, which also helps me stay focused in class. They make me feel enthusiastic about learning and keep things interesting and engaging. I know that Ms. Melissa also care about us, but I don't feel as connected to her. She often has me confused in both PE and teen leadership, and although she answers my questions, I'm still confused. In teen leadership, I also find myself doing assignments moments before the deadline because I had no idea what I was supposed to do. I also feel she should monitor kids who do less work more. I was partnered with one person in a group project and she didn't do much work.

I do think all the teachers care about me and i do love all of the teachers

I find that most of the teachers like me and care about me. I like most of my teachers too.

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Supporting Documentation:

- Longitudinal Parent Survey Data 2022-2025
- MWMA Plan for Harassment & Discrimination Free Learning
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- Upper Elementary Study Survey Data 2025
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Row Labels	Average of Q1	Average of Q2	Average of Q3	Average of Q4	Average of Q5	Average of Q6	Average of Q7	Average of Q8	Average of Q9	Average of Q10	Average of Q11	Average of Q12
Alisha	2.0	1.9	1.8	1.9	1.9	1.3	1.8	1.9	2.0	1.8	1.8	2.0
Deanna	1.1	1.3	1.2	1.3	1.0	0.8	1.7	1.8	2.0	1.2	1.3	1.2
Laura	1.4	1.7	1.4	1.5	1.5	1.4	1.6	1.9	2.0	1.5	1.5	1.7
Leone	1.9	1.8	1.7	1.8	1.7	1.1	1.8	1.9	2.0	1.8	1.7	1.9
Rachel	1.8	1.7	1.5	1.6	1.8	1.3	1.5	1.8	2.0	1.6	1.7	1.7
Saskia	1.2	1.4	1.3	1.5	1.4	0.7	1.6	1.8	1.9	1.5	1.4	1.4
Grand Total	1.6	1.6	1.5	1.6	1.6	1.1	1.6	1.9	2.0	1.6	1.6	1.6
Q1	My teacher is kind and friendly.					Never			Sometimes	Always		
Q2	When I am stuck, my teacher encourages me to try again.					0			1	2		
Q3	I learn new things in this class.											
Q4	My teacher helps me when I need it.											
Q5	My teacher shows us how to do new things.											
Q6	My teacher asks me to explain my thinking about my work.											
Q7	I know what I am supposed to do in this class.											
Q8	I understand the rules in this class.											
Q9	My teacher expects me to follow the rules.											
Q10	I feel included and accepted in my classroom.											
Q11	The rules in my classroom are fair to everyone.											
Q12	My teacher respects me.											

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Supporting Documentation:

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- Upper Elementary Study Survey Data 2025
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- Peace Table Protocols

Row Labels	Average of Q1	Average of Q2	Average of Q3	Average of Q4	Average of Q5	Average of Q6	Average of Q7	Average of Q8	Average of Q9	Average of Q10	Average of Q11	Average of Q12
4	1.6	1.7	1.6	1.7	1.7	1.2	1.6	1.9	1.9	1.6	1.6	1.8
5	1.6	1.6	1.4	1.5	1.5	1.0	1.6	1.8	2.0	1.4	1.5	1.5
6	1.5	1.5	1.4	1.6	1.6	1.2	1.7	1.9	2.0	1.7	1.6	1.6
Grand Total	1.6	1.6	1.5	1.6	1.6	1.1	1.6	1.9	2.0	1.6	1.6	1.6
Q1	My teacher is kind and friendly.						Never	Sometimes	Always			
Q2	When I am stuck, my teacher encourages me to try again.						0	1	2			
Q3	I learn new things in this class.											
Q4	My teacher helps me when I need it.											
Q5	My teacher shows us how to do new things.											
Q6	My teacher asks me to explain my thinking about my work.											
Q7	I know what I am supposed to do in this class.											
Q8	I understand the rules in this class.											
Q9	My teacher expects me to follow the rules.											
Q10	I feel included and accepted in my classroom.											
Q11	The rules in my classroom are fair to everyone.											
Q12	My teacher respects me.											

18

Supporting Documentation:

- Longitudinal Parent Survey Data 2022-2025
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- MS Student Longitudinal Survey Data 2023-2025 Acceptance
- Upper Elementary Study Survey Data 2025
- MWMA Conduct & Discipline Administrative Plan
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MOUNTAIN WEST
Montessori Academy

**Student Conduct and Discipline
Administrative Plan**

The School's goal is to create a safe, peaceful, and productive learning environment. All School staff will work together to establish positive school and classroom cultures where teaching and learning are emphasized.

The School intends for its student conduct practices to:

- Build an effective, positive school environment
- Enhance school climate and safety
- Prevent problem behaviors
- Teach and reinforce appropriate behaviors
- Increase instructional time and academic performance
- Create meaningful and durable behavior and lifestyle outcomes for students
- Foster a positive school culture that reflects respect for all

Collaborative & Proactive Solutions

The School employs a proactive and collaborative approach to solving student behavioral

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Supporting Documentation:

- Longitudinal Parent Survey Data 2022-2025
- MWMA Plan for Harassment & Discrimination Free Learning
- MS Student Longitudinal Survey Data 2023-2025 Acceptance
- Upper Elementary Study Survey Data 2025
- MWMA Conduct & Discipline Administrative Plan
- Peace Table Protocols

Montessori Peace Table Conflict Resolution

The role of the peace table is to facilitate and support children's communication, and in particular, help with dispute resolution. Social conflict is a normal, healthy part of development. It is important to start scaffolding effective strategies in the early years of children's lives to help them become well-adjusted adults who can connect across differences.

The peace table is a quiet, safe, and comforting space within or near a classroom where children are encouraged to communicate their issues and resolve any upsets they're experiencing.

When a child is having a conflict or problem with someone, they can invite them to the peace table. There is an object there (a flower, a pretty stone, etc.) which acts as a "talking stick". The person holding the object is the person whose turn it is to talk.

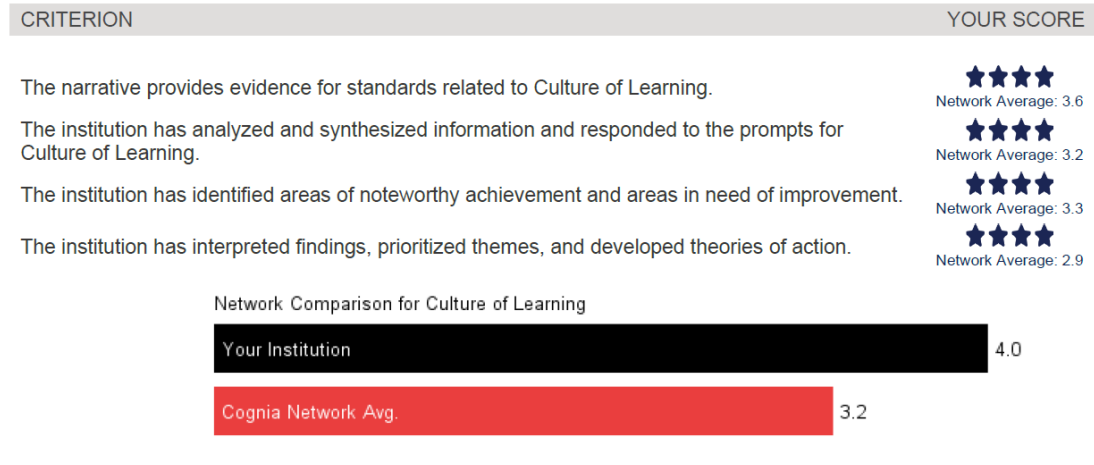
Peace table guidelines:

- Hold the object to speak.
- Listen carefully when the other person is speaking.
- You can use this sentence frame: "When _____ happens, I feel _____."
- Find out what you both need.
- List some ways to solve the problem.
- Choose the best idea together.

As children get older, the peace table can happen without the need for a table or an object. It is now a "peace talk", which we can all use at anytime and anywhere!

20

Culture of Learning



21

Leadership for Learning

Standard 7: Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Administration actively promotes a culture of continuous improvement by encouraging educators to advance their professional knowledge and practice. Staff are supported in pursuing additional credentials, such as Reading Endorsements and LETRS certification, which strengthen literacy instruction and enhance student outcomes. The accompanying chart highlights employees who hold these credentials, are in progress, or have achieved both. Teachers are provided opportunities to take on mentor and supervisory roles, fostering collaboration and leadership among staff while promoting shared responsibility for student growth. In addition, administration supports teacher-led inquiry in the form of action research projects such as the impact of student anxiety on classroom performance. This research project targeted interventions—such as mindfulness exercises, brain breaks, and positive self-talk strategies—and the teacher observed reductions in anxiety-related behaviors and improvements in engagement and academic achievement. These efforts collectively demonstrate a commitment to professional learning and reflective practice centered on the evolving needs of students.

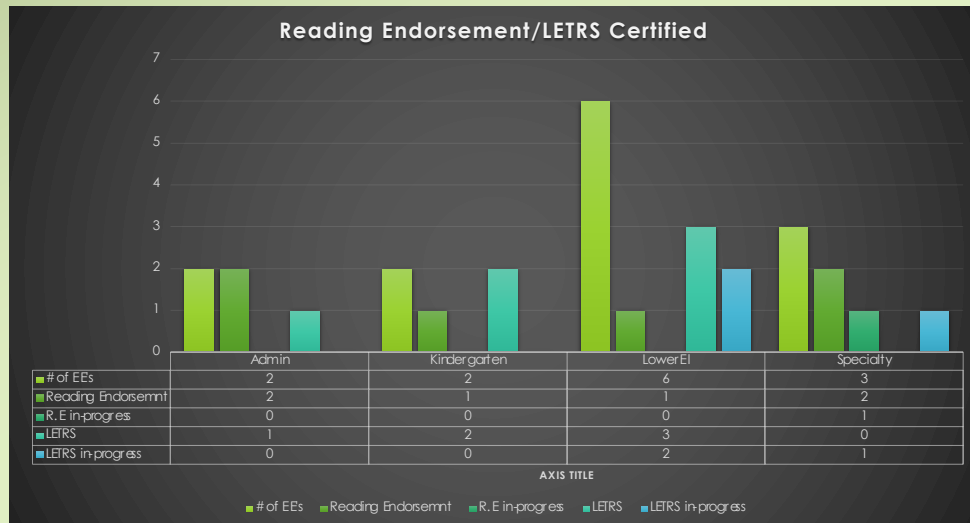
Supporting Documentation:

- Reading Endorsement/LETRS Certification Chart
- Teacher Action Research Projects
- Teacher Mentor Protocols

22

Supporting Documentation:

- Reading Endorsement/LETRS Certification Chart
- Teacher Action Research Projects
- Teacher Mentor Protocols



23

Supporting Documentation:

- Reading Endorsement/LETRS Certification Chart
- Teacher Action Research Projects
- Teacher Mentor Protocols

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Teacher Mentor Protocols: Mentoring a First Year Teacher

Expected mentor time commitment: 1.5 hours/week

Mentor Requirements

- PEL (Professional Teaching License)
- Three or more years of classroom teaching experience
- Past three years with Effective or Highly Effective educator evaluations

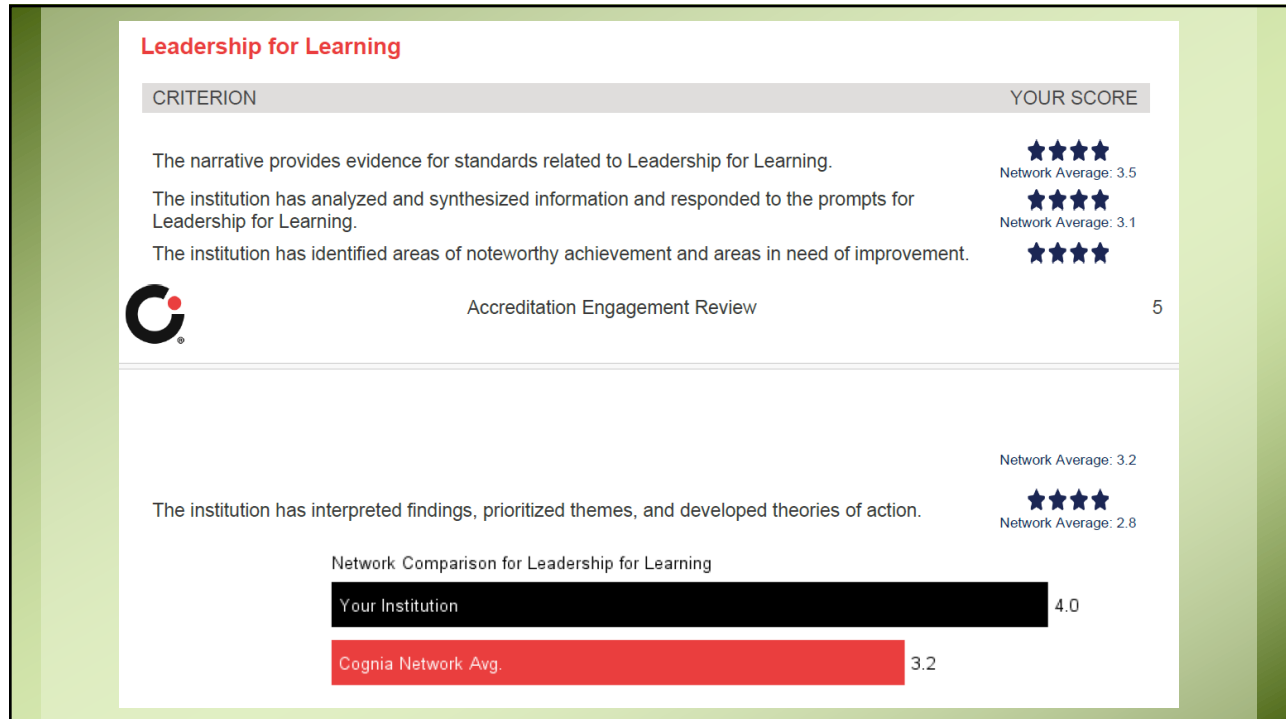
Mentor Instruction/Support Areas

- Software systems (Aspire, ALO, Google Classroom, Imagine Math, etc.)
- Curriculum & lesson planning
- Classroom management & behavior strategies
- Use of formative assessments to support tiered or differentiated instruction
- Montessori materials
- Classroom expectations and procedures including drills & safety procedures
- Student data analysis
- Record-keeping
- Effective parent communication and connection

Mentor Responsibilities: Observations & Meetings

- Meet weekly with teacher for at least 30 minutes to support in listed areas

24



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Engagement of Learning

Standard 18: Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

At Mountain West Montessori Academy, all aspects of the institution promote learners' lifelong skills by providing intentional, structured experiences that cultivate non-academic competencies which are essential for future success. The school offers a coherent set of learning opportunities that systematically build creativity, curiosity, collaboration, risk taking, and design thinking. For example, for the past four years elementary students have participated in a large-scale, collaborative art installation created across six classrooms within each kiva, fostering creativity, teamwork, and shared problem-solving. Since the school opened in 2014, learners have engaged in the "Gifts & Challenges" core lesson, a schoolwide practice that helps students understand their strengths, identify areas for growth, and develop a healthy willingness to take risks and embrace a growth mindset. In middle school, leadership and collaboration are formally developed through the ninth-grade council, where student representatives plan, fundraise, and coordinate an annual ninth-grade trip—an authentic experience in teamwork, responsibility, and decision-making. Additionally, all secondary students engage in a yearlong Capstone course that culminates in a public Capstone Fair, where they present interest-driven projects requiring creativity, critical inquiry, and design thinking. Collectively, these structures ensure that MWMA students engage in rich, ongoing experiences that build the lifelong skills needed for their next steps in learning and for success beyond school.

Supporting Documentation:

- Collaborative Art at MWMA 2020-2025
- Schoolwide Gifts & Challenges Lesson 2014-2024
- MWMA 9th Grade Council & Trip 2022-2025
- MS Capstone Fair Tradition 2014-2024

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SupportingDocumentation:

- Collaborative Art at MWMA 2020-2025
- Schoolwide Gifts & Challenges Lesson 2014-2024
- MWMA 9th Grade Council & Trip 2022-2025
- MS Capstone Fair Tradition 2014-2024

https://drive.google.com/file/d/1nrmfE5NOB_xKTgmsgcWwWxxOdDRI0qyt/view?usp=sharing

INTERESTS	CHALLENGES	HOBBY	KINDNESSES	PEOPLE
READING	DRAWING	FOOTBALL	PATIENCE	FRIENDLY
MATH	PAINTING	SKATE BOARDING	GENEROSITY	PEACE KEEPER
TALKING	WORKING WITH CLAY	BASKETBALL	THOUGHTFULNESS	HELPER
WRITING	BUILDING	ROLLERBLADING	HELPLEFULNESS	LEADER
STORIES	SINGING	SOCCER	TRUSTWORTHY	ENCOURAGING
REMEMBERING	MAKING MUSIC	SWIMMING	HONESTY	BRINGING PEOPLE
LISTENING	WORKING WITH	RUNNING	SHARING	TOGETHER
HISTORY	WOOD	SKIING		
GEOGRAPHY	DESIGNS	GYMNASTICS		
ZOOLOGY	ART IDEAS	ICE SKATING		
BOTANY	INVENTING	JUMP ROPING		
SCIENCE	WEAVING	RHYTHM		
PUZZLES	SEWING	DANCING		
RIDDLES	CONSTRUCTING			
CONNECTING IDEAS	HUMOR			
PLANNING	ACTING			
ORGANIZING				

As I was writing and talking briefly about each one, I could feel, even with my back turned, a change in the mood of the children. It was as if

see our common gifts and challenges, as well as where we could complement and help each other by our differences.

This went on at a fevered pitch for another few moments until Tommy raised his hand, paused for effect and said a heartfelt "Thank you"

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Supporting Documentation:

- Collaborative Art at MWMA 2020-2025
- Schoolwide Gifts & Challenges Lesson 2014-2024
- MWMA 9th Grade Council & Trip 2022-2025
- MS Capstone Fair Tradition 2014-2024

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<https://docs.google.com/document/d/1-iKxTSIjvZyvC4ULI2POjW-u3cCjcC3/edit?usp=sharing&oid=115387522752646215773&rtpof=true&sd=true>

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Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for standards related to Engagement of Learning.	★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★ Network Average: 2.8

Network Comparison for Engagement of Learning



29

Growth in Learning

Standard 30: Learners' progress is measured through a balanced system that includes assessment both for learning and of learning. Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.

Mountain West Montessori Academy educators excel at measuring learner's progress through a balanced system of assessments both formative and summative. Professional staff members and students work collaboratively to review progress toward intended learning objectives using a combination of formal assessments, informal checks for understanding, and ongoing performance data. This balanced approach is supported by multiple data sources, including Acadience Reading and Math data, and consistent literacy and math progress monitoring that tracks growth throughout the year. Teachers systematically analyze these data sets—along with classroom-based assessments—to inform instructional planning, adjust curriculum delivery, and identify students needing enrichment or intervention. Additionally, each instructional team sets math and literacy goals during Professional Learning Community (PLC) meetings based on current and trend data, ensuring that assessment results directly shape decision-making and instructional modifications. Administration and the Board of Directors use the results of the 5-Year Comprehensive Review not only to validate areas of success but also to chart the course for future improvement efforts. Through these intentional, data-driven practices, MWMA ensures that student progress is measured comprehensively and used meaningfully to advance learning for all students.

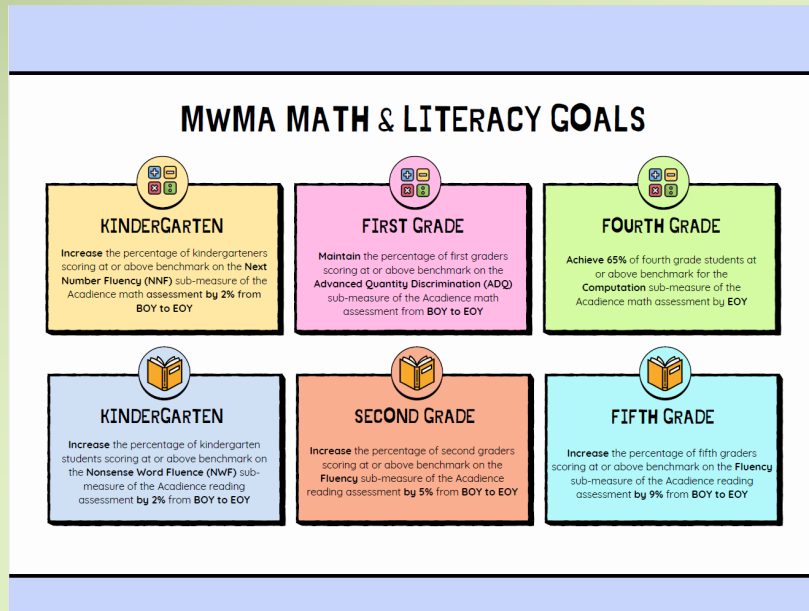
Supporting Documentation:

- MWMA SCSB 5 Year Comprehensive Review
- Acadience Reading Longitudinal Achievement Data: Kinder BOY to EOY and Sixth Grade Cohort
- MWMA Longitudinal Math Assessment Data by Grade Level
- MWMA Literacy Progress Monitoring 2021-2025
- MWMA Math & Literacy Goals 2024-25 and 2025-26

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Supporting Documentation:

- MWMA Math & Literacy Goals 2024-25 and 2025-26



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Growth in Learning

CRITERION

- The narrative provides evidence for standards related to Growth in Learning.
- The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.
- The institution has identified areas of noteworthy achievement and areas in need of improvement.
- The institution has interpreted findings, prioritized themes, and developed theories of action.

YOUR SCORE

★★★★
Network Average: 3.5

★★★★
Network Average: 3.1

★★★★
Network Average: 3.2

★★★★
Network Average: 2.8



Accreditation Engagement Review

6

Network Comparison for Growth in Learning



36

Stakeholder Feedback Analysis

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★★ Network Average: 3.6
The institution has analyzed and synthesized information.	★★★★★ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.4
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.9

Network Comparison for Stakeholder Feedback Analysis



37

Student Performance Analysis

Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information.	★★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action for areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.4
The institution has demonstrated how they have used results to drive improvements to instruction and learner performance.	★★★★★ Network Average: 2.9

Network Comparison for Student Performance Analysis



38

Learning Environment Observations Analysis

Learning Environments Analysis

CRITERION	YOUR SCORE				
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5				
The institution has analyzed and synthesized information.	 Network Average: 2.9				
The institution has interpreted findings, prioritized themes, and developed theories of action for areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3				
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.9				
Network Comparison for Learning Environments Analysis <table> <tr> <td>Your Institution</td><td>3.8</td></tr> <tr> <td>Cognia Network Avg.</td><td>3.1</td></tr> </table>		Your Institution	3.8	Cognia Network Avg.	3.1
Your Institution	3.8				
Cognia Network Avg.	3.1				

39

Excerpts from Final Report (37 pages)

"Mountain West Montessori Academy (MWMA) policies, priorities, and procedures guide a supportive, respectful, and safe learning culture reflecting its mission and core beliefs."

"The accreditation team observed classroom practices that maintained consistent conduct and discipline protocols, including the Montessori Peace Table process, which provides a structured, step-by-step approach to conflict resolution that transitions students from adult-mediated guidance to self-directed problem-solving."

"The school's environment promotes both emotional safety and high expectations."

"Evidence from professional development records indicates annual participation in the American Montessori Society Conference and individualized professional learning plans for those unable to attend, in-house professional development tailored to staff needs, and weekly training opportunities for paraeducators."

"School leadership uses data to inform training and the implementation of programs and processes that empower educational staff to positively impact student learning."

40

Excerpts from Final Report (37 pages)

"Consistent practices for teacher supervision and evaluation are in place, including classroom observations, data analysis, and individualized end-of-year conferences highlighting strengths and areas for growth."

"School leadership embraces Montessori learning philosophies while making thoughtful adjustments to meet current educational needs, resulting in high levels of learner engagement across multiple grade spans."

"MWMA's commitment to inclusive, culturally responsive engagement is further evident in both program design and community practices. The philosophy of Cosmic Education grounds instruction in a globally oriented framework that explores interconnectedness among people, cultures, and systems, emphasizing the contributions of diverse civilizations and shared human responsibility."

"Students report appreciation for hands-on materials, visual learning, opportunities to accelerate, in-depth projects, and the independence afforded through capstone experiences and student-led clubs."

41

Excerpts from Final Report (37 pages): Suggestions

"The accreditation team encourages leadership to expand its robust data systems to include the systematic collection, analysis, and communication of longitudinal data from graduates better to understand students' preparedness for their next educational transitions."

"Some students expressed frustration with perceived repetition of content and remaining in the same classroom grouping for extended periods."

"Digital learning data reveal increasing reports of student distraction and inconsistent integration of technology to deepen engagement."

"Teachers expressed a desire to see administrators in classrooms more frequently to provide ongoing, formative feedback."

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Outcome: Accredited with Merit



Average Scores for All Accredited Schools:

FY2023 — 294

FY2024 — 300

FY2025 — 299

Our Score: 359

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Cognia Board Governance Certification

Independent Recognition of Excellence

Three Phases:

1. Reflection & Analysis

The board conducts a self-assessment against the governance standards and examines institutional data. Then gathers feedback about their performance from school leaders and community members.

2. Engagement

Cognia conducts an independent third-party review. This includes examination of evidence and observation of a board meeting.

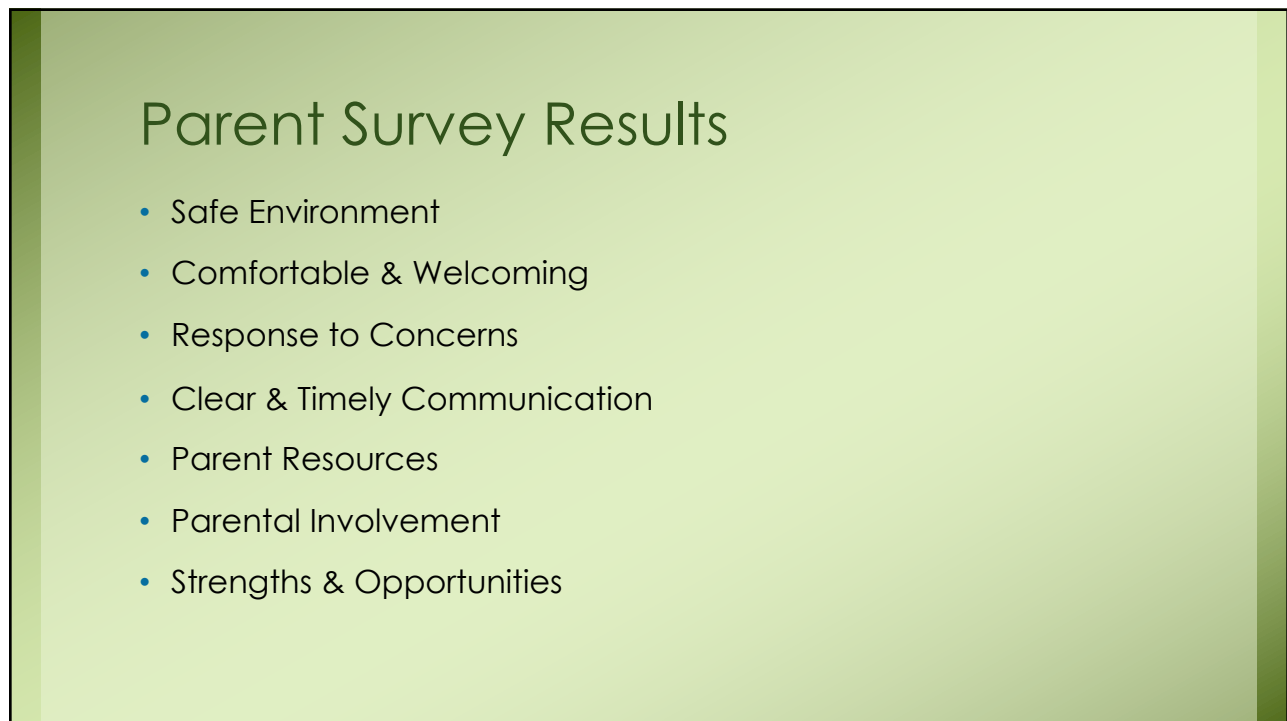
3. Progress & Feedback

Cognia provides a report identifying strengths and improvement opportunities. The board then demonstrates progress on identified improvement work within three years of the review.

44

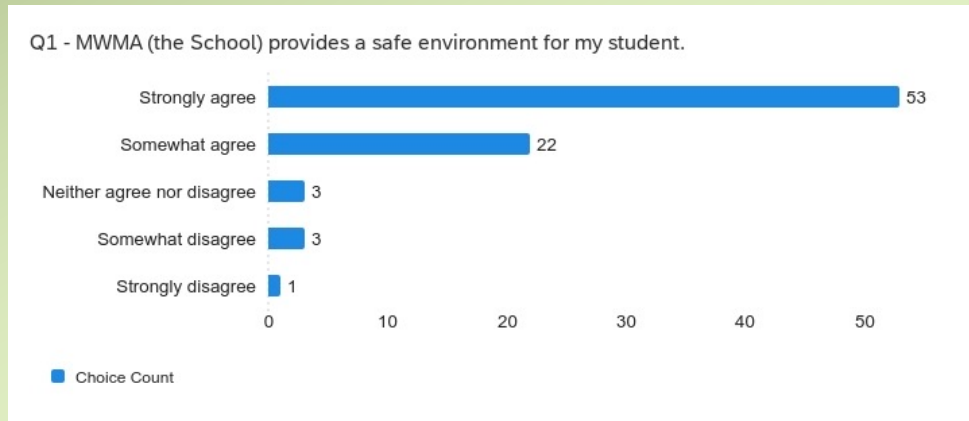


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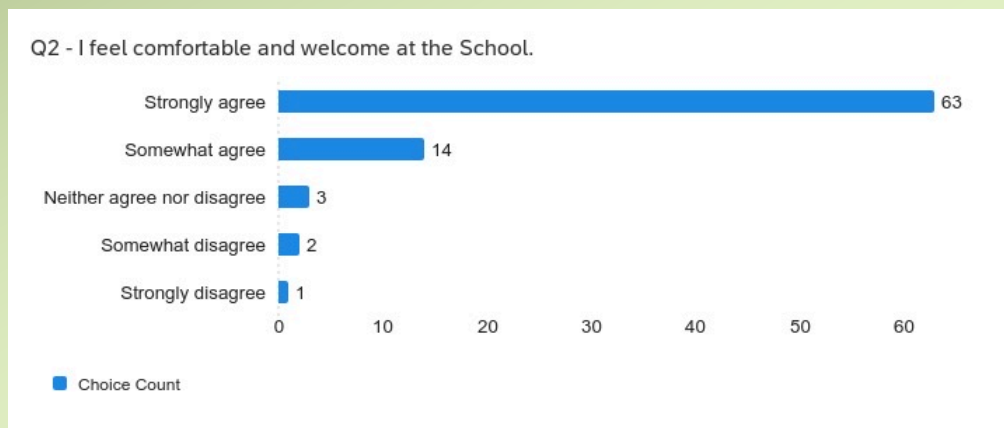
46

Survey Questions: Q1



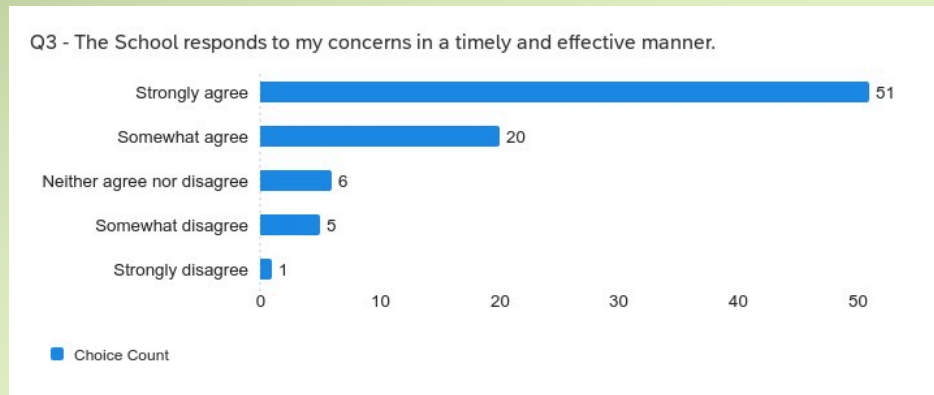
47

Survey Questions: Q2



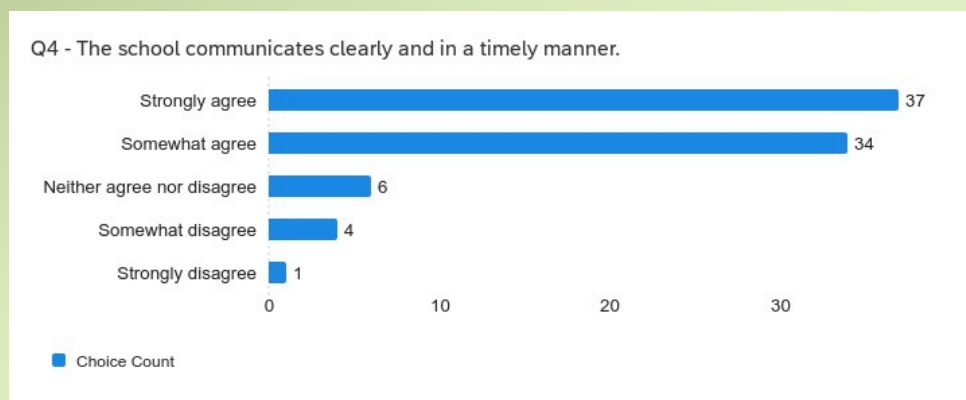
48

Survey Questions: Q3



49

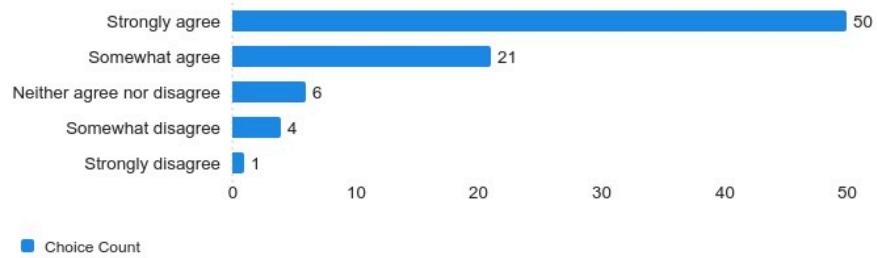
Survey Questions: Q4



50

Survey Questions: Q5

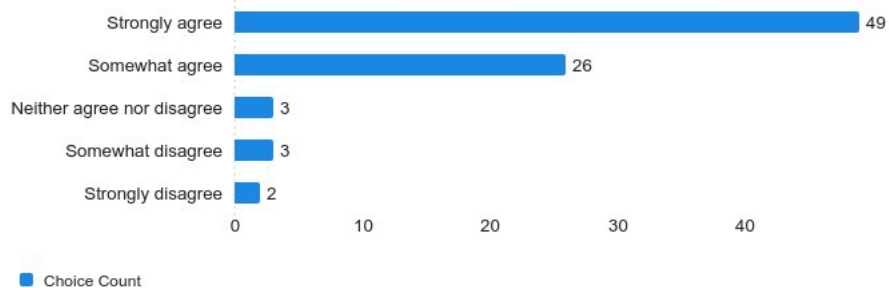
Q5 - The school provides helpful information and resources to support my understanding of Montessori philosophy.



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Survey Questions: Q7

Q7 - I am aware of multiple opportunities for parental involvement at the school.



52

What do you value most about our school?

- Teaching our kids to lead themselves.
- The small size and how welcoming the people at the front desk are. They are also very sweet and patient with the students.
- Care for the kids and their learning processes.
- The teachers and staff, and the quality of the school lunch.
- The teachers are amazing.
- The detailed care they provide to each individual student.
- The staff and the school online presence.
- The staff make us feel welcome and we know parent teacher cooperation is supported.
- The flexible learning environment.
- The sense of community—I think the staff actually cares about our kids' well-being. I think the teaching methods help them learn better than traditional methods.
- The sense of community and the SpEd department.
- The Montessori philosophy.
- Educational engagement through activities and field trips.
- One of the biggest things for me is the safety and how attentive every staff members is anytime I have interacted with them. Everyone is always happy to answer questions, help however they can, and make you feel comfortable. The attitude and overall vibe throughout the school is honestly unmatched.

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What improvements would you like to see at our school?

- Please do better at disciplining difficult students. It's not fair when the whole class suffers because the difficult children are allowed to get away with everything.
- More outdoor time or integration of nature.
- Better gates around the school grounds.
- No early release on Friday make it a full day.
- More resources, teaching materials and pay going to staff. I know that's a state budget thing...and not an MWMA controlled thing...but I think school staff nation wide need and deserve more support.
- You are already awesome at field trips and travel, but more could never hurt.
- Better communication prior to an event. I hear about some events either the day before or day of. For example, there are many times I had not heard about a food donation night like Panda or Chick-fil-A until the night before.
- The bullying needs to be better addressed.
- Field trip in kindergarten?
- Knowing the safety features that are in place for the kids (because of all the sad things that happen at schools). I know you guys do stuff, just not sure on what it is.
- More information/clarify on what is expected of students to the parents (my son is young and I don't always get the message). Also, things going back and forth in backpacks.
- More recess time.
- My big dream—to expand the middle school and/or annex the giant field into a building for a high school program. ☺ We don't ever want to leave!

54



Highlighting a Strength

Preparation Week

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Highlighting a Challenge

Balancing Impact of Challenging Behaviors

56

Just a Reminder

Board approved a purchase of two-way radios with wearable panic buttons more than a year ago. We are now moving forward with that purchase!