

Okemos Public Montessori at Central  
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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Okemos Public Montessori at Central. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Shannon Nedds, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Our school was identified as a Reward School and we are excited to have been recognized as a National Blue Ribbon School in 2016. In an effort to maintain a high quality education for each of our students we analyze district, school, classroom and individual student data on a regular basis. Our instructional time is planned and protected to provide effective core instruction, as well as multi-tiered systems of support or extensions tailored to address a range of student needs and abilities. We have established a professional development model that promotes ongoing staff collaboration about instructional practices and students' academic progress through data team meetings, professional learning communities and teacher to teacher classroom observations with feedback. Our school improvement team develops an annual action plan and our work is geared toward addressing building wide data trends and closing identified achievement gaps.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** As a choice school within Okemos Public schools, students are assigned to our school through an application process. We accept both in-district students as well as those outside of Okemos. Experience in a Montessori program is preferred, though not required, for students applying to grades 1-4. There are specific policies and procedures that are followed for both in-district and school of choice families.

### **THE STATUS OF THE 3 - 5 YEAR SCHOOL IMPROVEMENT PLAN**

Members of Okemos Public School at Central are actively involved in our continuing improvement process led by the building school improvement team. The school improvement team meets regularly throughout the school year to review student needs and determine the impact of our school's instructional program on student achievement. The team is composed of classroom teachers, as well as specialists, support staff, and the principal who serve the varied needs of the students. Members serve as contact to other building staff to convey information, seek input, or discuss concerns. The building principal is an integral member of the team. The building school improvement team uses a variety of data sources to establish ongoing improvement goals and evaluate progress made toward those goals. Parent and staff input into goals and strategies are solicited through formal and informal methods.

### **CORE CURRICULUM**

The format for curriculum review in Okemos Public Schools involves committees of teachers and administrators and generally operates on a seven- year cycle. Our curriculum is currently aligned with the Michigan Academic Standards which serve to outline learning expectations for all students. They are used as a framework by our schools for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by our local community. Furthermore, these standards provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards. Curriculum summaries are presented to parents at all grade levels. The district has developed an aligned assessment plan and a written calendar for all standardized assessments for the core academic content areas.

The performance of students in grades 3--8 is assessed using data from the M-STEP (Michigan Student Test of Educational Progress). Students scoring in the lower quartile receive specific instructional support. During the 2019-20 school year we administered Fast Bridge as a universal screener in the areas of early literacy, early numeracy, oral reading fluency, reading comprehension, math computation, and math concepts and applications. These screening assessments were given to K-4 students three times during the school year. This data will assist us as we further our implementation of Response to Intervention/Multi-Tiered Systems of Support. The district continues to identify students of high- ability and provide instructional

differentiation in the classroom with the support of the Gifted and Talented Coordinator. Alternative measures of assessment are also used, for example: running records, non-routine problem-solving approaches, projects, writing portfolios, etc. Criteria have also been established for identifying students who are failing or at risk of failing.

## STUDENT ACHIEVEMENT RESULTS

*(Reading Fluency)*

	<b>2017 - 2018</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Grade 3</b>	74%	77%	81%
<b>Grade 4</b>	83%	74%	82%

*(Fastbridge AReading/Reading Comprehension)*

	<b>2017 - 2018</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Grade 3</b>	91%	92%	99%
<b>Grade 4</b>	98%	91%	92%

*(Fastbridge AMath/Concepts and Applications)*

	<b>2017 - 2018</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Grade 3</b>	77%	80%	90%
<b>Grade 4</b>	87%	83%	89%

## PARENT TEACHER PARTICIPATION

We continually seek feedback from stakeholders about the effectiveness of our instruction. Many opportunities are available for parents to become involved in our school and district decisions and programs. Parent opportunities to give feedback include parent teacher conferences, school and district committees, individualized educational planning meetings, the public comment portion of school board meetings, Community Conversations, Parent Teacher Organization meetings, email exchanges, fall curriculum nights, and our open door policy to classrooms and the principal's office. Parents have many opportunities to volunteer at Okemos Public Montessori in roles such as academic tutors, classroom helpers, "picture person," field trip chaperones, library helpers, guest readers, guest speakers, family activities, and in a variety of Parent Teacher Organization (PTO) events. We participate with families in many ways to support our students, including All School Bowling, Talent Show, Curriculum Nights, Family Science Night, Welcome Back Potluck and Field Day.

<b>Percentage of Students Represented by Parents Attending Parent Teacher Conferences at Okemos Public Schools</b>		
	<b>Fall</b>	<b>Spring</b>
<b>2015-16</b>	99%	98%
<b>2016-17</b>	99%	99%

<b>2017-18</b>	99%	98%
<b>2018-19</b>	99%	98%
<b>2019-20</b>	99%	99%

The Okemos Public Schools are committed to working in partnership with the community to provide broad, comprehensive educational opportunities and a superior quality academic curriculum, individualized to allow students to realize their highest potential and gain a lifelong love of learning. We welcome you to join us in the continued pursuit of our district's mission – **Together...Educating with Excellence, Inspiring Learners for Life.**

Sincerely,

Shannon Nedds  
Principal