



ANNUAL EDUCATION REPORT (AER) COVER LETTER

January 21, 2020

Dear WGM Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Walden Green Montessori. 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 me for assistance.

The AER is available for you to review electronically by visiting the following website: <http://bit.ly/2tPczDK>, or you may review a copy in the front office.

For the 2018-19 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.

Walden Green Montessori was identified as a school that did **not** need a label. We have worked diligently to close our achievement gaps among sub-groups and to ensure all of our students prosper from their daily instruction in a peaceful classroom environment.

In order to accelerate student growth and close gaps in achievement over the past 18 months, the following key initiatives are underway for Walden Green learners:

- ▶ Reduction in cap for class size: 33 students down to 30 (implemented August, 2018)
- ▶ Upgrading and enhancing our Behavior Rubric System (implemented August, 2018)
- ▶ More consistent and strategic staff development (implemented September, 2018)
- ▶ Increased teacher planning time and collaboration (implemented October, 2018)
- ▶ Transitioned from EdPerformance Assessment to NWEA MAP Growth (implemented August, 2018)
- ▶ Earlier initiation of Title 1 and Section 31a Interventions (implemented September, 2018)
- ▶ Established protocol for the 3rd Grade Reading Law (implemented September, 2018)
- ▶ Further development of Professional Learning Communities (implemented October, 2018)
- ▶ A new "Child Study/RTI" process to identify struggling students (implemented October, 2018)
- ▶ Initiated Peace Education assemblies to foster social/emotional growth (implemented December, 2018)
- ▶ Additional Math Curriculum resources for 7th/8th grade (implemented January, 2019)
- ▶ Transition to P-SAT and preparation for 7th/8th grade (implemented January, 2019)
- ▶ Development of school-wide sensory intervention tools (implemented February, 2019)
- ▶ Restructured Teacher Evaluation System (implemented March, 2019)
- ▶ Four teachers receiving their Montessori training (implemented June, 2019)
- ▶ New Algebra I course for 8th grade students (implemented August, 2019)
- ▶ New K-5 science curriculum (implemented September, 2019)
- ▶ New DELTA Math Assessment Screener for 1st-8th grade students (implemented September, 2019)
- ▶ New "Math Workshop Model" for 2nd-6th year students (implemented September, 2019)

These school initiatives will pave the way for addressing areas we can improve in accordance with the following AER Report (<http://bit.ly/2tPczDK>). They will also serve the growing demands/challenges of our increasing enrollment (up around 30% since 2016).

State law requires that we also report additional information on the following:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- ▶ Each year we send a notice home for all enrolled students with detailed instructions for re-enrollment before the stated deadline (typically the end of March). After this process, siblings are allowed to apply for grade level openings. The open enrollment period is also posted in the newspaper. For new families wishing to join our school community, we provide and accept applications from parents and guardians wishing to enroll their child for the upcoming school year before the stated deadline (typically mid-April). If there are more applications than spaces available for any particular grade level, we hold a random selection drawing for the spaces available. That date is posted each year.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- ▶ The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). The following school improvement strategies are underway:
 - Administrators and teachers will implement a system of data collection and analysis and data-based decision-making to support a three-tiered model of instructional intervention.
 - Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.
 - Words Their Way (WTW): Word Study In Action Developmental Model uses the research-based developmental approach to word study that is student-centered and assessment driven. The goal of this approach is the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary.
 - Partner Reading is a cooperative learning strategy in which two students work together to read an assigned text. This strategy is often used as part of the Peer-Assisted Learning Strategies (PALS). PALS is a class-wide peer tutoring program in which teachers carefully partner a student with a classmate.
 - Gradual Release Model: Teachers will provide guided practice (a component of Direct Instruction) using "I do", "We do together", and "You do together" with frequent checks for understanding using the Montessori Curriculum and Spiral Math Curriculum materials. Teachers will also use a variety of informal assessments to guide students through the first three phases. Once the students have shown proficiency by meeting the learning goal on three consecutive measures, teachers should provide distributive/spiral-based practice throughout the year.
 - Teachers will use NWEA and DELTA Math data to make instructional decisions in an ongoing and systematic way - identifying standards to emphasize in whole group instruction and identifying students to receive Tier II and Tier III supports.
 - Blend Montessori and Next Generation Science Standards. Research shows that the best way to learn science is by doing science. By combining the Montessori Science Curriculum and Next Generation units we will integrate the disciplinary core ideas, infuse science and engineering

practices, and crosscut concepts that lead to deeper understanding of the natural and designed world.

- Students will be instructed and assessed in the narrative, informational, and argumentative writing styles. A combination of the Montessori Method and CCSS Writing Standards will be fully implemented using a writer's workshop approach.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- ▶ Walden Green Montessori is located in the beautiful resort town of Spring Lake, Michigan with a population of 2,398. To fulfill the need of Montessori within our community, we became one of the state's first, non-profit public charter schools. We hold true to the core tenets of Maria Montessori's time-tested methodology and have made certain that we are addressing the Common Core State Standards as well. We built our own building in 2007, which sits in the middle of beautiful woods, allowing our children to interact daily with the natural wonders around us. Our stakeholders continually strive to improve our fine school and educate our students to prepare them for the world beyond our doors. We do this through child-centered activities that: develop curiosity, creativity and character; foster independence and social responsibility within a community framework; inspire the love of learning independently and collaboratively; highlight global justice, fairness, and peace.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

- ▶ Walden Green students are taught based on principles of Montessori education. Our students learn through hands-on materials that address the traditional standards in learning. We offer a Montessori-based education that integrates 21st Century Learning Skills as well as Common Core State Standards. Rather than learning as a whole class, our children work independently or in small groups on topics that are specific to their needs. Our classrooms are multi-aged so that each student can work at his/her own pace in a given content area. For further details, visit: <http://www.waldengreen.org/curriculum.html>

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

- ▶ Reading: Percent of 3rd-8th Grade Students Meeting the Achievement Target
 - 67% (2018-2019, NWEA MAP Growth Assessment)
- ▶ Math: Percent of 3rd-8th Grade Students Meeting the Achievement Target
 - 57% (2018-2019, NWEA MAP Growth Assessment)
- ▶ *Note: Only one year of data is currently available since we switched to NWEA in September of 2018*

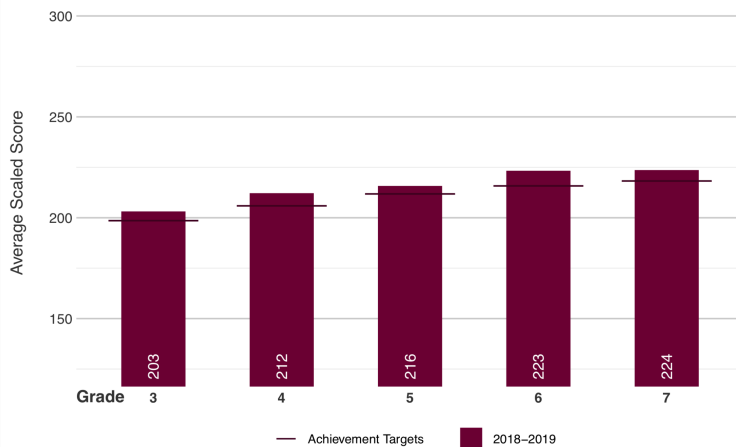
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- ▶ Walden Green Montessori strives for at least 90% participation during parent/teacher conferences. Our staff will accommodate parents' schedules so that the necessary communication occurs between home and school each year.
 - 227 students, 95% (2017-2018)
 - 241 students, 97% (2018-2019)

Walden Green Montessori Reading Achievement

MAP[®] SPRING RESULTS – READING ACHIEVEMENT

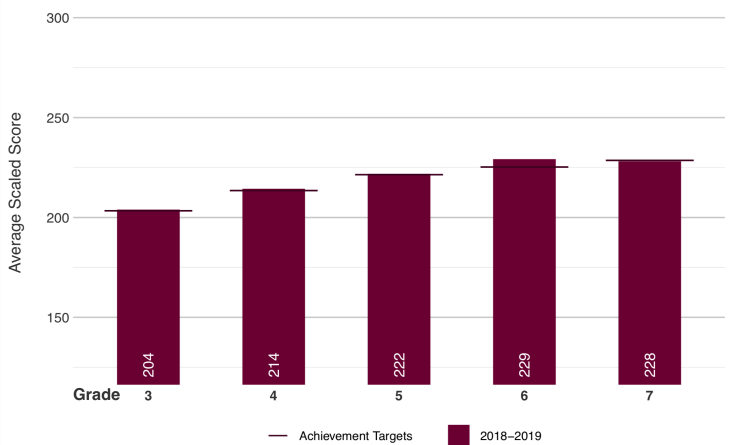
STUDENTS ENROLLED FOR TWO OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS



Walden Green Montessori Math Achievement

MAP SPRING RESULTS – MATH ACHIEVEMENT

STUDENTS ENROLLED FOR TWO OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS



As you can see, there is **much to celebrate** as a school community from this past year and **much to look forward to** in the year ahead. This is an exciting time for our program as we further optimize our unique learning atmosphere through *compassion* and a *tenacity* for **excellence in education**. I am filled with joy to witness the vision, mission, and values of Walden Green Montessori flourish in new ways.

Thank you for partnering with us to help your children reach their full human potential!

For a stronger Walden Green,

Mark Roessing

Mark Roessing
Principal
Walden Green Montessori