



ANNUAL EDUCATION REPORT (AER) COVER LETTER

January 25, 2024

Dear WGM Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 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 Mark for assistance (director@waldengreen.org).

[Click Here](#) to view the AER electronically or you may review a copy in the front office.

For the 2023-2024 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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 holistic learning environment.

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

- ▶ Updated MTSS (Multi-Tiered System of Supports) Program - a comprehensive framework used to provide targeted support for all learners: academic, behavioral, social and emotional services
- ▶ Renewed commitment to small group instruction and Montessori-based practices
- ▶ Coaching sessions from NWEA for K-8 teachers to help increase their expertise in systematically utilizing MAP Growth data for differentiated instruction
- ▶ Infuse more NWEA-aligned vocabulary into our math and literacy instruction
- ▶ MAP Accelerator for 3rd-8th Grade: a personalized learning program includes recommended practice problems, instant feedback, scaffolded help, personalized spiral review, and instructional videos
- ▶ Offer free summer school tutoring from late July to late August
- ▶ NWEA Growth "Goal Setting" Strategy for 4th-8th grade students (to bolster student ownership)
- ▶ Additional K-3 reading tools, materials, and resources
- ▶ Additional Peace Education and Social-Emotional Learning resources
- ▶ Implementation of the "Really Great Reading" benchmark assessment for K-3

These school initiatives will pave the way for addressing areas we can improve in accordance with the following AER Report ([Click Here](#)).

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

- ▶ All districts in Michigan are on a continuous improvement pathway that supports a district's needs with data, tools, differentiated supports, and funding to improve whole child outcomes. The following school improvement strategies are underway at Walden Green Montessori:
 - ☐ Improve NWEA MAP Growth Math K-8: Our goal is to augment our math instruction so that Walden Green students will demonstrate an average 5% growth in math proficiency from fall to spring on the NWEA MAP Growth Assessment. Teachers will engage in on-going professional learning and follow-up coaching on the use of instructional technology in mathematics to support conceptual and procedural understanding.
 - ☐ Improve K-3 Reading: Our goal is to provide K-3 students systematic and explicit phonics intervention/instruction in order to improve lower elementary NWEA reading proficiency by 5%. Phonological awareness training is a general practice aimed at enhancing young children's phonological awareness abilities. Phonological awareness refers to the ability to detect or manipulate the sounds in words independent of meaning and is considered a precursor to reading. Phonological awareness training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words.
 - ☐ Improve Conflict Resolution Skills and Relationship Skills: Our goal is to provide K-8 students explicit instruction/modeling of healthy interpersonal and conflict-resolution skills in order to reduce the number of behavior incidents during lunch/recess by 10%. School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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 2,529. 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. We allow students to guide the flow of their own learning through setting goals, keeping track of their work, and managing their own time. For further details, visit: <https://www.waldengreen.org/who-we-are.html>
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
- ▶ NWEA MAP Growth Reading: Percent Meeting Spring Achievement National Norms
 - ☐ 72% (Spring 2022)
 - ☐ 84% (Spring 2023)
 - ▶ NWEA MAP Growth Math: Percent Meeting Spring Achievement National Norms
 - ☐ 59% (Spring 2022)
 - ☐ 72% (Spring 2023)
 - ▶ M-STEP ELA: Percent Proficient (all students)
 - ☐ 60% (Spring 2022)
 - ☐ 70% (Spring 2023)
 - ▶ M-STEP Math: Percent Proficient (all students)
 - ☐ 37% (Spring 2022)
 - ☐ 54% (Spring 2023)
 - ▶ M-STEP Science: Percent Proficient (all students)
 - ☐ 68% (Spring 2022)
 - ☐ 67% (Spring 2023)
 - ▶ M-STEP Social Studies: Percent Proficient (all students)
 - ☐ 30% (Spring 2022)
 - ☐ 52% (Spring 2023)
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.
 - ☐ 230 students, 98% (2021-2022)
 - ☐ 232 students, 98% (2022-2023)

As you can see, there is much to celebrate as a school community from this past year. 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



Congratulations!



MI School Data

Michigan's Official Education Data Source

SCHOOL GRADES REPORT	WALDEN GREEN MONTESSORI
PROFICIENCY (MATH + ELA)	A
GROWTH (MATH + ELA)	A
PERFORMANCE AMONG SIMILAR SCHOOLS	A