



May 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the American Montessori Academy Elementary. 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 Andrea Curd for assistance.

The AER is available for you to review electronically by visiting the following web <https://bit.ly/2qEpYwi> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

In recent years, we added an interventionist position and Dean of Academics position. The interventionist is a certified teacher who supports and mentors our instructional aides on research-based strategies and provides a combination of push-in and pull-out support. The Dean of Academics position plans and monitors school-wide curriculum, offering teachers support as needed in both Montessori and traditional methods. Our academy still struggles with our second grade reading scores. Multiple interventions have been put into place including extended day, reading groups, and guided reading instruction.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Enrollment Limits

The Academy will offer Kindergarten through second grade. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from Bay Mills Community College.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to Bay Mills Community College.

- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place and person to conduct the random selection drawing.

- Notify Bay Mills Community College of both the application period and the date of the random selection drawing, if needed. Bay Mills Community College may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party” such as a CPA firm, government official, ISD official or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members and the public may observe the process.
- Use number, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

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

American Montessori Academy is proud to be delivering on its mission in assisting children in reaching their full potential and in building awareness and respect for their community and environment. The primary vehicle to ensure that the academy stays true to this mission is the implementation of the school improvement plan. The following steps outline the procedure that is being followed to implement and evaluate the school improvement process:

- The school improvement committee was formed, including full stakeholder representation.
- The committee met to evaluate the Academy's mission statement and educational goals, and to establish goals for the school improvement plan. The committee also proposed potential strategies for the achievement of these goals, as well as suitable measures for their assessment.
- The staff was surveyed to elicit additional strategy proposals.
- Committee meetings were held with the entire teaching staff to adopt strategies for each SIP goal.
- The principal will meet with the teaching staff each June to analyze student progress reports and make suitable revisions to the curriculum.
- The administration will be responsible for the collection and analysis of performance data.
- The administration will meet with the school improvement committee to report on performance data and to consider the revision or replacement of strategies.
- The school improvement process will be addressed as a standard agenda item at regular monthly curriculum meetings. Teachers will discuss strategy effectiveness and share successful practices.

- Teachers will be expected to refer to SIP strategies in weekly lesson plans where appropriate. The principal and instructional leader will monitor lesson plans. The principal and instructional leader will work on a continuing basis with each teacher to insure SIP strategy implementation.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, American Montessori Academy does not offer any specialized schools.

4. 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

American Montessori Academy has adopted a Montessori curriculum that is fully aligned with MCF benchmarks, and includes grade specific learning objectives. The document specifies requisite content and skills for each of the four core subject areas, as well as health, physical education and technology.

Teachers are required to have weekly lesson plans available for the Academy's Principal to review. The veteran teachers serve as mentors, working with each teacher on a continuing basis to guide curriculum delivery and teaching methodology in accordance with the Montessori educational philosophy. Curriculum issues are addressed on a school wide basis at regular staff meetings and monthly curriculum meetings. Staff are also working collaboratively to transition to the Common Core.

Student progress is reported three times per year. Reports consist of skill/content checklists indicating performance on curricular objectives. Progress reports are reviewed each marking by the Administrative Team to monitor delivery of academic content.

Each year, the administration will meet with the staff to evaluate the overall effectiveness of the academic program, with specific reference to standardized test results, SIP assessment data, Michigan GLCEs, Common Core and progress report summaries. Curriculum revision will be based on the identification of curricular gaps revealed by these analyses.

Anyone interested in obtaining a copy of the school's curriculum may do so by requesting one at the Principal's office at their child's school.

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

In addition to M-STEP testing at our upper campus, the Academy uses the Northwest Evaluation Association (NWEA) assessment to assess student

achievement K-8th grade. Students also receive formal classroom assessments such as a comprehensive math assessment and spelling inventories, as well as Developmental Reading Assessment (DRA). The following data is related to the average percentile and the percent of students meeting our NWEA measures in grades K-2.

NWEA Achievement Data

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2016	Spring 2017	Spring 2016	Spring 2017
Kindergarten	61st	59th	68th	68th
1 st Grade	47th	58th	60th	60th
2 nd Grade	44th	52nd	42nd	49th

NWEA Growth Data

Grade	Reading - % Meeting Growth		Math - % Meeting Growth	
	Spring 2016	Spring 2017	Spring 2016	Spring 2017
Kindergarten	80	69	89	84
1 st Grade	56	60	76	77
2 nd Grade	67	67	66	64

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

In 2015-2016, 219 (85%) of our 257 families attended our fall conference. In 2016-17, 197 (86%) of our families attended parent conferences.

American Montessori Academy is proud to be delivering on its mission to develop children with a self-confident mindset that prepares them for all of their future endeavors, socially, emotionally and academically. We are excited about our partnership with the community and our students and look forward to future success.

Sincerely,

Dr. Ticheal Jones, Executive Director
 Andrea Curd, Principal
 American Montessori Academy – Lower Elementary
 Livonia Campus