



2017 Annual Education Report Letter
April 20, 2018

A Letter from the Director

Dear Parents, Staff, and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Mt. Clemens Montessori Academy. 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 Annual Education Report (AER) please contact Ms. Genie for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/8uBjJi> or mtclemensmontessori.com you may review a hard copy from the Office. If you have any questions about Annual Education Report (AER) please contact our Office staff for assistance.

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.

Key challenges exist for the students at Mt. Clemens Montessori Academy who have not had the benefit of attending our individualized Montessori program from Preschool through the Fifth Grade. Students who have been in our program over three years show gains in most areas of the curriculum. We believe by adhering to our time tested curriculum, by individualizing and meeting the child's needs at their level, we will be able to bring those students up to the gains that our other students have shown.

The children at Mt. Clemens Montessori Academy find a caring, nurturing environment combined with academic excellence. Our students' success is achieved through our individualized curriculum, which is enriched and refined on an on-going basis. Our world is rapidly changing, creating a need for us to provide an education for students that best prepares them to become global citizens. Our students' education is enriched by the advantage of living in a culturally diverse community, and further enhanced by our efforts to help them develop the skills and attitudes necessary for successful collaboration with others from around the world.

Our educational approach is based on the work of Dr. Maria Montessori. The Montessori Method is rooted in a profound respect for the child and believes that education should be an experience which helps children deal more effectively with the real world.

Highly Qualified Teachers

The Every Student Succeeds Act of 2015 (ESSA) places requirements on public schools to employ only highly qualified teachers in instructional positions to teach the core academic subjects. Mt. Clemens Montessori Academy has successfully met the requirement of ESSA that all teachers are highly qualified.

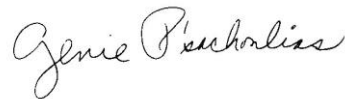
The outstanding and dedicated staff at Mt. Clemens Montessori Academy is key to the success at our school. MTCMA has historically worked very hard and diligently to ensure that only the best candidates are selected. We strive to hire staff that is not only academically prepared for the challenges of the 21st century, but who are also caring and passionate individuals. Integral to our students' success both academically and emotionally, requires the dedication, passion and inspiration by all of our staff members. Daily nurturing, monitoring and mentoring of our children is deep-rooted in each teacher for the successful development of each child.

Communicating with our students and parents/guardians is an important extension of the daily education. Knowing all of our students and their families, establishing a mutual trust and respect, is essential. By our identifying the students strengths, areas of improvement and family dynamics it further allows the children to attain personal success plus maintaining a child's sense of strong self esteem. The passion and dedication of our staff is obvious to all of its shareholders.

Educating children is a school-parent partnership, and one that Mt. Clemens Montessori Academy takes seriously. Open communication and parent understanding of school policies and procedures is a necessary ingredient to the educational process and achievement. Throughout the years, Mt. Clemens Montessori Academy's dedication and parental cooperation have made significant contributions to the success of our programs.

The 2016-2017 school year was full of remarkable student and staff achievement. Many accomplishments, triumphs and new plateaus were attained by the students and staff at Mt. Clemens Montessori Academy from Kindergarten through the Fifth Grade. As we stop and take a moment to celebrate another successful school year, our staff will undoubtedly be drawing upon our past experiences, accomplishments, as well as procedures which need to be addressed as our school begins its next journey. Having learned the value of and having created a system for researching best practices, collaborative work, curriculum alignment, and data analysis, our staff has a good foundation that will help us through this next phase of professional development, school improvement and achievement.

Sincerely,



Genie P'sachoulis

Director

Pupil Selection

Mt. Clemens Montessori Academy is a non-discriminatory, tuition free public school. Open enrollment is held yearly in January and a lottery is held if applications exceed open seats.

Our Mission Statement

The mission of Mt. Clemens Montessori Academy is to develop students with a positive self-image who can apply critical thinking skills, communication skills, creativity, cooperation and respect for others in changing situations. The interdisciplinary environment of the Academy recognizes, develops, utilizes, and challenges each student's unique potential by addressing academic, aesthetic, emotional, physical, and social needs.

School Improvement

The Mt. Clemens Montessori Academy school improvement evaluation process is on-going throughout the year. The Academy's short-term goals and objectives have been successfully met for the past three years.

The staff's final evaluation and assessment of the Academy's progress towards its goals in the SIP was held in May 2017. Consideration of any necessary revisions and further suggestions was also decided at this time. Staff was also consulted in mid-January 2017 to re-evaluate the effectiveness of strategies and to make the appropriate changes. We have tailored our professional development in 2017-2018 to specific goals in the School Improvement Plan. Furthermore, we are using the SIP Program Evaluation Tool to analyze our Math Expressions program in relation to how it improves student understanding and achievement in math.

The School Improvement Team selected its improvement objectives based on the Academy's strengths. The M-STEP and Scantron *Performance Series* scores were analyzed and used to determine some goals. Mt. Clemens Montessori Academy will embrace a number of goals in educating its students both with long and short-term expectations for their attainment. Identifying curricular areas to maintain at levels already achieved, the improvement objectives are oriented towards moving children to becoming independent and critical thinkers. Our School Improvement Plan can be accessed on our website on this [link](#) or request a copy in our Office.

Parent/Teacher Conference Attendance Rates

Fall 2015
97.5%

Spring 2016
90%

Fall 2016
91.71%

Spring 2017
84%

Core Curriculum

The Common Core State Standards for Math and English Language Arts and the Michigan Curriculum Framework by design gives direction for skills that are to be taught. In aligning our philosophy and teaching methods to the Common Core State Standards and Michigan Curriculum Framework, Mt. Clemens Montessori Academy believes that the foundation of a good education is to learn how to learn. In an era of technological revolution and social change, the Academy's course of study encompasses the full substance of the state standards and goes beyond, to teach students how to think clearly, to apply critical thinking skills, to do their own research, to effectively communicate with the written and spoken word, and to put their knowledge to practical application.

The Academy has aligned the Common Core State Standards, benchmarks and Grade Level Content Expectations (GLCE) to our core curriculum, by grade level. This information is available on our website by visiting the "Elementary" page. Our Core Curriculum Plan can be accessed on our website on this [link](#) or request a copy in our Office.

As is required by state reporting, Mt. Clemens Montessori Academy operates as a single school building, so it does not offer any specialized schools at this time.

Student Achievement: Local Assessments

The School Code requires each district to administer an additional standardized achievement assessment test. Mt. Clemens Montessori Academy uses M-Step and Scantron Performance Series. Scantron Performance Series is a web-based testing which provides data three times a year to monitor student growth and progress. It also is allowing our students to become proficient utilizing web-based assessments. Students are assessed as to their grade level equivalency on a national basis.

Scantron Performance Series Grade Levels Equivalencies			
	Reading	Math	
2nd Grade			
2015	3.7	3.7	
2016	3.7	3.7	
2017	3.2	3.3	
3rd Grade			
2015	4.5	4.4	
2016	4.5	4.8	
2017	4.3	4.1	
4th Grade			
2015	5.8	5.6	
2016	5.1	5.5	
2017	5.7	5.6	
5th Grade			
2015	7.1	7.0	
2016	7.0	6.5	
2017	6.0	5.9	

M-STEP Percent Proficient				
	English Language Arts	Mathematics	Science	Social Studies
Grade 3				
2015-2016	51	48		
2016-2017	54	50		
Grade 4				
2015-2016	50	34	12	
2016-2017	58	43	18	
Grade 5				
2015-2016	58	42		26
2016-2017	59	31		21

[Annual Report Data Link](https://goo.gl/8uBjJi)

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