



Okemos Public Montessori

February 2026,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 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 accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Katie Casson at katie.casson@okemosk12.net for assistance.

The AER is available for you to review electronically by visiting the following website: [Annual Education Reports](#), or you may review a copy in the main office at Okemos Public Montessori.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Okemos Public Montessori was not identified with any designation or label.

According to our data, we continue to address gaps in achievement, especially among our economically disadvantaged students and students of color. We have revamped our Multi-Tiered Systems of Support (MTSS) process as a district and continue to use targeted, research-based interventions in our Learning Center. School-wide data is reviewed at least three times each year, and staff professional development is geared toward needs identified in these data meetings.

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Additionally, we would like to report some information that may be of interest to parents and

community members.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Okemos Public Montessori-Central is a choice school within the Okemos Public Schools. Students complete an application to enter a random lottery for a space at Okemos Public Montessori-Central. Specific policies and procedures are followed for both in-district and school-of-choice families, with in-district families receiving precedence over school-of-choice families.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Members of the Okemos Public Montessori 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, specialists, support staff, and the principal. Members serve as contacts 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 toward them. Parent and staff input into goals and strategies is solicited through formal and informal methods.

CORE CURRICULUM

The curriculum review process 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. Student performance 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 2024-25 school year, we administered NWEA Map Growth to K-4 students as a universal benchmark assessment for student growth in Reading and Mathematics, as well as NWEA Reading Fluency for K-1 students. These benchmarking 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

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classroom, with support from the Gifted and Talented Coordinator and the school's Instructional Coach. Alternative measures of assessment are also used, such as, 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

M-STEP ELA

Grade	2022 - 2023 <i>% at or above proficiency</i>	2023 - 2024 <i>% at or above proficiency</i>	2024 - 2025 <i>% at or above proficiency</i>
3	78.2%	73.4%	80.7%
4	79.3%	83.1%	77.2%

M-STEP Math

Grade	2022 - 2023 <i>% at or above proficiency</i>	2023 - 2024 <i>% at or above proficiency</i>	2024 - 2025 <i>% at or above proficiency</i>
3	74.6%	68.3%	83.9%
4	65.4%	71.1%	73.7%

PARENT-TEACHER CONFERENCE 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, curriculum nights, and our open-door policy to our classrooms and the principal's office. Parents have many opportunities to volunteer at Okemos Public Montessori in roles such as, classroom helpers, field trip chaperones, lunchtime volunteers, library helpers, guest readers, guest speakers, family activities, and supporting a variety of Parent Teacher Organization events. We participate with families in many ways to

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support our students, including OPM's Global Gathering, Science Night, All-School Talent Show, Curriculum Nights, All-School Museum Night, Welcome-Back Event, and Field Day.

Percentage of Students Represented by Parents Attending Parent-Teacher Conferences at Okemos Public Montessori at Central		
	Fall	Spring
2022 - 2023	99%	98%
2023 - 2024	98%	96%
2024 - 2025	95%	92%

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, empowering every learner for life."

Sincerely,

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