

2021-2022 State of the School Report

John Taylor Williams Secondary
Montessori



Principal Name

Sophia Hazlehurst

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 7	GLP	71.3	76.2	63.6	72.5		
	CCR	55.2	38.1	45.5	64.7		
Grade 8	GLP	80.8	70.0		89.1		
	CCR	59.0	45.0		65.2		
School	GLP	75.8	73.2	63.2	80.4		28.6
	CCR	57.0	41.5	47.4	64.9		14.3

Math (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 7	GLP	60.9	57.1	45.5	64.7		
	CCR	36.8	23.8	27.3	45.1		

Grade 8	GLP	68.4	52.4		76.1		
	CCR	38.0	19.0		45.7		
Math I	GLP	92.5	76.9		>95		
	CCR	54.7	30.8		60.6		
School	GLP	64.5	54.8	52.6	70.1		28.6
	CCR	37.3	21.4	26.3	45.4		7.1

Science (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	91.0	75.0		>95		
	CCR	82.1	65.0		89.1		

EOC (HS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP						
	CCR						
English II	GLP	88.9	83.3		90.3		
	CCR	77.8	75.0		77.4		
Math I	GLP	39.1			35.3		
	CCR	<5			5.9		
Math III	GLP	67.4			68.0		
	CCR	39.5			36.0		
School	GLP	70.3	73.1		69.9		30.0
	CCR	47.7	57.7		46.6		20.0

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	82.9			91.3		

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	>95			>95		

EOG School Composite	74.1
EOC School Composite 2020-21	70.3
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, all students will experience consistent, standards-aligned instruction and rigorous tasks in 85% of classrooms as evidenced by walkthrough, formal, and informal observations (A2.04, A4.01, B3.03).

By June 2022, all staff will base their interactions with students and colleagues with a firm understanding of Montessori's Third Plane of Development, displaying knowledge of adolescent development, and social-emotional learning based on student surveys (A2.04, A4.06, E1.06).

III. CHIEF CHALLENGES

- Vacant full time EC position: Impacts our ability to effectively instruct and monitor students with IEPs.
- High number of teachers with 3 or less years experience: Most are lateral entry and need guidance and support with planning, instruction, and classroom management.
- 50% of staff lacking secondary Montessori training: We were unable to send teachers to training the past two summers and school years due to the pandemic. This 2-3 year training program is critical to our success in offering our magnet program.
- Emotionally fragile students: We are experiencing an uptick in absences as students returned from the pandemic. Our counselors, teachers, and administrators must devote additional time to the support of students and their families.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Utilized the Lead Teacher positions for Math and English to provide additional support to all teachers, particularly those with 3 or less years experience. The Leadership Team facilitates and leads walkthroughs and provides support and guidance for planning. We will be examining student work to align expectations for rigor and continue our work around the Core Actions. We have recruited additional parents to serve on our SIT and this has provided additional perspectives as we address our goals and the role of families to assist us in their achievement.