


# 2021-2022 State of the School Report

Park Road Montessori	
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Principal Name	Melanie H. Francis
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## I. SCHOOL REPORT CARD SNAPSHOT

### 2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	73.5	70.0		72.7		20.0
	CCR	63.2	60.0		65.9		10.0
Grade 4	GLP	71.7			80.0		
	CCR	48.3			50.0		
Grade 5	GLP	65.5			72.5		8.3
	CCR	41.4			52.5		<5
Grade 6	GLP	81.0			80.6		
	CCR	47.6			51.6		
School	GLP	72.4	62.1	58.8	76.1	30.0	20.0
	CCR	50.9	41.4	35.3	55.5	10.0	6.7

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	65.7			75.0		
	CCR	41.8			50.0		
Grade 4	GLP	45.0			47.5		
	CCR	31.7			35.0		
Grade 5	GLP	56.1			60.0		18.2
	CCR	38.6			40.0		9.1
Grade 6	GLP	76.2			77.4		
	CCR	52.4			58.1		
School	GLP	59.7	35.7	43.8	64.5		14.3
	CCR	40.3	21.4	18.8	45.2		10.7

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	75.4			77.5		27.3
	CCR	61.4			65.0		9.1

EOG School Composite 2020-21	67.1
School Letter Grade*	B

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By the end of the 2021-22 school year, we will increase our math proficiency (CCR) by 7.1 percentage points from 40.3 to 50.3%, as measured by NC EOG tests. (A2.04, A4.01)

By the end of the 2021-22 school year, we will increase our reading proficiency (CCR) by 7 percentage points from 50.9% to 57.9%, as measured by NC EOG tests. (A2.04, A4.01)

By June, 2022, Park Road Montessori will utilize the CMS Montessori Alignment Playbook, coaching and lesson study protocols from National Center for Montessori in the Public Sector criteria in order to create a more collaborative school community. (A4.06, B3.03, E1.06)

## III. CHIEF CHALLENGES

- Being a Montessori school operating under public school mandates always presents unique challenges for us. This year our biggest challenge with our SIP goals is in the area of social-emotional growth. We are seeing a tremendous increase in dysregulated behaviors and mental health concerns this year.
- Combining this with the instructional gaps due to children being on a computer most of last year creates challenges with grade level academic expectations. Our program is hands-on and concrete.
- Children missed many of the foundational academic skills due to virtual learning. Our teachers are working hard to fill in the gaps while continuing to move forward with grade level content while our counselors work with them to support social-emotional well-being.

## IV. PLANS FOR THE YEAR: SIP ACTIONS

This past summer we had a team of Montessorians who worked with the magnet office to develop an alignment playbook that outlines the Montessori lessons and materials that meet the CMS and state requirements. This document is driving the work of our PLC's as well as collaboration across the Montessori schools. It allows us to have a consistent plan to work from while staying true to the Montessori program that our parents intentionally chose for their children. We are utilizing the MTSS process to identify and provide supports for students who are not making academic and/or behavioral progress as expected. Our counselors are working with classroom teachers to develop lessons and strategies to address behaviors and social-emotional needs. All of our primary and lower el teachers have now been trained in Orton Gillingham and all classroom teachers are working through the LETRS training to enhance reading instruction.

