

2021-2022 State of the School Report

Trillium Springs Montessori	
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Principal Name	Wendy Harris
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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	78.6	70.0		92.9		
	CCR	64.3	60.0		71.4		
Grade 4	GLP	70.8			69.2		
	CCR	45.8			53.8		
Grade 5	GLP	61.5	60.0				
	CCR	50.0	46.7				
Grade 6	GLP	93.8					
	CCR	75.0					
School	GLP	74.5	67.6		82.2		35.7
	CCR	57.4	51.4		64.4		28.6

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	71.4	60.0		85.7		
	CCR	42.9	30.0		57.1		
Grade 4	GLP	50.0			38.5		
	CCR	25.0			23.1		
Grade 5	GLP	42.3	46.7				
	CCR	23.1	20.0				
Grade 6	GLP	68.8					
	CCR	50.0					
School	GLP	57.4	59.5		57.8		7.1
	CCR	34.0	29.7		37.8		<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	57.7	53.3				
	CCR	42.3	33.3				

EOG School Composite 2020-21	65.0
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Trillium's total composite will reflect growth in all domains (reading, math, and science) in

grades 3 -6 at 75% GLP and 55% CCR.

Identified sub groups of students in grades 3-6 will increase and reflect the following in our total school composite: 25% GLP/25% CCR in EC ; 93% GLP/76% CCR in TD ; 45% GLP/30% CCR in 6th grade Math ; and 60% GLP/ 45% CCR in 5th grade Science.

III. CHIEF CHALLENGES

- At Trillium Springs Montessori our mission is to provide an authentic Montessori education that nurtures the development of the total child (emotional, intellectual, physical, and social), cultivating independent thought and empathy for others while learning to think critically, work collaboratively, and live responsibly in a safe, academically excellent environment. However, during pandemic schooling, we are facing challenges that could possibly impede our progress toward this goal. Currently, the challenges include but are not limited to staffing and recruitment of highly qualified Montessori-State Certified Teachers, staffing changes, the social-emotional needs of students, and significant learning gaps in the area of reading, math and writing across all grade levels.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We will counter the challenges from pandemic schooling through ongoing professional development to strengthen core instruction, parent engagement to close achievement gaps, implementation of student leadership clubs and strategic grouping to address social emotional development, and continue an ongoing partnership with CMS HR and Recruitment Teams to address staffing and recruitment. We recognize that change will change our school but we will remain resilient and change our approach to get better results.