



THREE RIVERS MONTESSORI CHARTER SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4266

SCHOOL YEAR 2020-2021

WORLD'S BEST WORKFORCE & ANNUAL REPORT

TABLE OF CONTENTS

1. School Information	Pg. 2
2. Implementation of Primary and Additional Statutory Purposes	Pg. 3
3. Student Enrollment & Demographics	Pg. 5
4. Student Attendance, Attrition & Mobility	Pg. 6
5. Educational Approach and Curriculum	Pg. 7
6. Innovative Practices & Implementation	Pg. 13
7. Academic Performance: Goals & Benchmarks	Pg. 17
8. Educational Effectiveness: Assessment & Evaluation	Pg. 25
9. Student & Parent Satisfaction	Pg. 26
10. Environmental Education	Pg. 31
11. Governance and Management	Pg. 33
12. Staffing	Pg. 38
13. Operational Performance	Pg. 41
14. Finances	Pg. 43
15. Future Plans	Pg. 45
16. Safe Learning Plan Description and Reflection on Implementation	Pg. 45

1. SCHOOL INFORMATION

CONTACT INFORMATION

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Website: threeriversmontessori.org

GRADES SERVED: Kindergarten through Sixth Grade

YEAR OPENED: 2020



MISSION

Empowering students to reach their full potential through authentic Montessori learning.

VISION

Academic Excellence | Community Engagement | Environmental Stewardship

AUTHORIZER INFORMATION

TRM holds a five year contract with Charter School Authorizer, Osprey Wilds. The authorizing mission of Osprey Wilds Environmental Learning Center is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

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2. IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

MINNESOTA STATUTE 124E.01, sub. 1

“The primary purpose of all charter schools is to improve all pupil learning and all student achievement.”

Montessori is based on the philosophy of education and human development. This scientifically designed and tested educational approach is based on the understanding that humans have a natural curiosity as well as a need for autonomy and connection. The Montessori philosophy sees the child as a motivated participant in their education, learning through self-instigated actions on the environment.

The Montessori philosophy of education is scientifically designed to meet the needs of all students and attracts families of unique cultural backgrounds, diverse socio-economic brackets, differently abled students, all genders and races. Its foundation is based on peace, respect, admiration, patience, and understanding. Students are naturally drawn to the opportunities for self expression, and the ability to be accepted as an individual. Students become empowered in their own education, make responsible decisions, are self-motivated, confident, critical thinkers and are joyful in life. Possessing a strong sense of well being, students can make great strides in their academic development.

Montessori supports a mastery learning model which affords students the opportunity to have experiences and work with materials at a pace that matches their learning. Teachers trained in the Montessori philosophy and curriculum present lessons that appeal to the child's senses and interests and allow the child to practice until the concept has been mastered. This means assessment through direct observation of students is a key component of a Montessori environment.

ADDITIONAL PURPOSES OF THREE RIVERS MONTESSORI

- Improve learning opportunities for all pupil
- Encourage the use of different and innovative teaching methods

Improve learning opportunities for all pupils

The Montessori Method is focused on education for the whole being. This means that at every level TRM teachers are cultivating curiosity and offering high quality academics, fostering healthy social/emotional interactions, and providing work that is experiential and hands-on. The practice of anchoring academics in meaningful work integrates concept understanding and skill-building with whole body activity.

There is not just one material to introduce a concept. Instead the Montessori teacher carefully observes the student and determines which material might suit the needs of that individual child. Observation becomes a key form of assessment in a Montessori classroom. With observation the teacher can determine additional supports that can help a child experience mastery of a skill as well as if the environment is appropriately prepared.

Encourage the use of different and innovative teaching methods

The Montessori Method utilizes scientifically designed, concrete apparatus for ages three to fourteen. The materials attract the student with their beauty and give an opportunity to experience very large concepts in a concrete way, at an early age. Through the manipulation of materials and a special lesson from the teacher, students can learn multiplication into the millions or division by decimals, or can research and explore the fundamental needs of humans on an amazing timeline of life. "Great Lessons" are used to tell stories that inspire the students to think beyond what is concrete.

The young elementary student is ready to delve into the imagination. Repetition of activities leads to mastery of core skills. More importantly, students make the passage of learning concretely to applying the knowledge learned abstractly.

The Montessori materials are designed at the elementary level to be used independently, or with a few classmates. This helps the students support one another on their quest for the answer, or the information they are searching for. Montessori is collaborative in the purest way. Everyone is searching and researching, no one knows all the answers, and everyone loves to hear about discoveries along the way.

Montessori learning is a way of life that encourages students to ask for help, and provides a safe feeling for doing so. Montessori teachers will also allow students to teach their peers as being able to teach others is a sign of mastery. A Montessori community cultivates a feeling of trust, and students know that the teachers and staff are available not only as sources of knowledge but also support.

3. STUDENT ENROLLMENT AND DEMOGRAPHICS

STUDENT ENROLLMENT

Three Rivers Montessori was fortunate to experience an average ADM of 82 students with a capacity of 90 students during the first year of operation during a pandemic. Enrollment was primarily driven and maintained by marketing on the school's website, Facebook page and word of mouth.

Number of Students Enrolled	2020-21	2021-22 (est.)
Preschool or PreK	0	0
Kindergarten	17	51
1st Grade	14	35
2nd Grade	15	27
3rd Grade	9	29
4th Grade	11	11
5th Grade	13	12
6th Grade	3	3
7th Grade	0	0
8th Grade	0	0
9th Grade	0	0
10th Grade	0	0
11th Grade	0	0
12th Grade	0	0
Total	82	168
Total ADM (Average Daily Membership) for year	82	

STUDENT DEMOGRAPHICS

The chart below shows a relatively consistent trend in demographics based on the significant increase in enrollment with the school's expansion for the 2021-2022 school year. The school has seen a decrease in families that qualify for free or reduced price lunch. TRM has a goal to provide a free Montessori education to a diverse population of students including those who qualify for free and reduced price lunch. This may mean additional marketing to ensure all populations in the Elk River area are reached with information about the school.

Demographic Trends	2020-21	2021-22 (est.)
Total Enrollment	82	168
Male	48	92
Female	34	76
Special Education	20	30
English Learners	1 (Spring of 2021)	1
Free/Reduced Priced Lunch	16	11
Black, not of Hispanic Origin	2	5
Hispanic/Latino	2	5
Asian/Pacific Islander	1	1
American Indian/Alaskan Native	0	0
White, not of Hispanic Origin	82	151

4. STUDENT ATTENDANCE, ATTRITION AND MOBILITY

STUDENT ATTENDANCE

TRM experienced an expected attendance percentage for the 2020-2021 school year. Overall the school did not experience any significant attendance issues and the issues that did arise were primarily related to the pandemic.

	2020-2021
Consistent Attendance Percentage	88%

STUDENT ATTRITION

TRM opened in September of 2020, therefore there is no attrition data from the 2019-2020 school year leading into the fall of 2020.

Percentage of students* who were continuously enrolled between October 1 of the 2019-2020 school year and October 1 of the 2020-21 school year.	N/A
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Percentage of students* who continued enrollment in the school from Spring 2020 to October 1, 2020.	N/A
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STUDENT MOBILITY

TRM experienced a reasonable amount of student mobility during the 2020-2021 school year as indicated by the chart below. Waitlists for each grade were used to fill seats throughout the school year as seats became available.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2020-21	0	85	6	9	15	17%

*Total mid-year transfers (in and out) divided by number of students on October 1.

Percentage of students who were enrolled for 95% or more of the 2020-21 school year.	85%
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5. EDUCATIONAL APPROACH AND CURRICULUM

OUR APPROACH TO EDUCATION

The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. Dr. Montessori's Method has been successfully used for over 100 years in many parts of the world. Three Rivers Montessori is an authentic Montessori School.



We believe children are naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. Our goal is to provide an optimal environment that allows our students to demonstrate their true nature as motivated, respectful, and considerate individuals. At TRM each classroom will embrace the Montessori Philosophies and grant the freedoms of choice, movement and repetition while allowing for both the human tendencies and the sensitive periods of the student. Our carefully prepared classroom environments allow for exposure to hands-on materials and experiences through which the child is able to develop intelligence as well as physical and psychological abilities. Three Rivers Montessori values the development of the whole child—physical, social, emotional, cognitive.

Montessori classrooms offer mixed-age classrooms. At Three Rivers Montessori, we have three different groupings. Kindergarten and 1st grade, 2nd through 3rd grade and 4 through 6th grade. This allows younger children to learn from their peers and the

older children to serve as role models and leaders within the environment. This opportunity helps to foster self-esteem, confidence, and community engagement in our students.

Mixed-age classrooms also allow our teachers to follow each child at his/her own pace. With a scope and sequence that spans three years and materials designed to meet the needs of various age groups the teacher is able to customize curriculum for each child. If a child is showing mastery in a subject he/she can continue to progress. Alternatively, if a child needs more time to explore a topic there's no stigma as the children are all at different stages of development. In order to best follow the child in their own development, most lessons are given individually or in small groups.

Montessori classrooms offer large blocks of uninterrupted work time. At Three Rivers Montessori, we strive to provide a three hour uninterrupted morning and afternoon work period. This allows our students the opportunity to fully explore a topic, go deeper, and complete a work to their full potential. This also helps foster a sense of satisfaction in work and a love of learning. It also helps the students develop independence, time management and other important executive functioning skills.

Montessori believed that “what the hand does, the mind remembers.” For this reason, Montessori classrooms offer hands-on learning. At Three Rivers Montessori each classroom offers a full array of Montessori didactic materials. The purpose of each material is to isolate a certain concept.

These materials are designed to give concrete experiences of academic concepts. Concrete materials make concepts real, and therefore easily internalized.

Our teachers serve as facilitators, guiding the student towards self discovery and understanding. The teacher gives a lesson on how to use the materials and then allows the child the time to work with and manipulate the materials until mastery. The teacher poses questions, isolates any points of confusion, and offers follow up opportunities for the child. As the child shows mastery the lessons become less concrete until finally the concept is understood in the abstract. The student works abstractly (paper and pencil) only when he or she has internalized the information and no longer needs the Montessori material. Concepts are investigated throughout future school years in increasing depth, breadth and complexity.

At Three Rivers Montessori, whenever possible, subject areas are integrated throughout the curriculum rather than being presented as separate topics. For example, a child that is studying a country will review and research its physical geography, climate, ecology, cultures, historical timeline, government, family life, etc. His/her reading and writing activities may highlight that country's literature. Music might reflect that country's musical style, and so on. We strive to have our students learn in context. Our curriculum integrates experiences across disciplines to help the child identify the whole-to-part perspective and identify their individual place in the world.



The teacher does not teach from textbooks but rather supplies the students with materials and resources to aid in their understanding of the concepts that have been presented. Our teachers use stories, timelines, and other resources to pique interest and enrich the child's learning. Our students are encouraged to analyze, question, and contribute their own thoughts on a topic.

Maria Montessori said, "All things are part of the universe, and are connected with each other to form one whole unity." Montessori elementary is often referred to as, "cosmic" curriculum. This approach is used to emphasize the connectedness of all things and environmental stewardship.

Our goal is for each student to further

develop a sense of respect for our planet and understand the urgency of protecting our precious resources we often take for granted. At TRM we consistently bring the outside environment in and bring the classroom and learning philosophy out in order to maximize learning and discovery.

We see education as an aid to life. For this reason, our curriculum goes beyond the major subject areas of math, language, science, and history to include practical life skills and grace & courtesy lessons. Students are encouraged to practice those skills that support their own success along with the success of the community at large. Three Rivers Montessori challenges our students to become compassionate citizens of the world. Our goal is to foster a globally conscious and civically responsible student able to go forth, having met their fullest potential being ready to become an engaged citizen of the world.

ALIGNMENT WITH STATE STANDARDS

In *Montessori: The Science behind the Genius*, Dr. Angeline Stoll Lillard states, "... no other single educational curriculum comes close to the Montessori curriculum in terms of its depth, breadth, and interrelationship across time and topic. "

Our curriculum consists of practical life, language, and mathematics. Geography, history, science, art, music, literature, and physical education are also included. At Three Rivers Montessori we follow the sophisticated and extensive scope and sequence designed through Montessori Compass and approved by the Montessori Foundation. This includes a comprehensive mapping to the United States Common Core State Standards (CCSS). However, as Minneosta does not follow common core math standards we are working to modify it to meet these unique standards.

Our scope and sequence is arranged in a three year cycle and not by individual grades. All materials are presented during the three years. There are no gaps in our curriculum but it should be noted that there may be a small number of times that our sequencing and the testing of certain material may not align. When this occurs it is due to the nature of our pedagogy and the Montessori theory of child development. We look to what is in the best interest of the child's own development. Our scope and sequence may have us introduce a concept six months later than the state standard would suggest because it has been determined that developmentally the child is better able to absorb the information at that time. In contrast, it is also the case that we may present material earlier than suggested by the state standards.

REMEDATION AND ACCELERATION PRACTICES

Students Needing Additional Support: Students are evaluated throughout the school year on their progress through teacher observation, the classroom curriculum, and Fastbridge assessments in Reading and Mathematics as well as MCA testing each spring. Fastbridge testing was conducted twice during the 2020-2021 school year. During typical schooling years (outside of the pandemic) Fastbridge testing would be done three times per year. We use this data, along with the teachers input, to determine those students who would benefit from intervention. The teacher may conduct an in-class intervention. Progress monitoring during this process will be conducted.

If a student is flagged as possibly needing further support his/her name is brought to the Child Find Team.

The Three Rivers Montessori Child Find Team's purpose is to identify those children who are not meeting their expected growth rate according to the school's assessment data and/or the general education teacher's observations. The TRM Child Find Team consists of the child's general education teacher, lead special education teacher(s), the Montessori Curriculum Coordinator and the School Director. The process for addressing concerns regarding a student's academic progress or social/emotional/behavior needs is as follows:

1. The child is referred to the team by a teacher or a family member of the child.
2. The child's parents or guardians are contacted to inform them the Child Find Team will be evaluating the child's needs.
3. The Child Find Team will set a meeting to discuss the specific concerns identified by the general education teacher and Montessori Curriculum Coordinator. These individuals will have work samples and/or data as a reference for how the child performs in relation to his or her peers.

4. At the meeting the team will discuss possible interventions and choose at least one intervention for implementation and data collection. The special education teacher(s) will assist the general education teacher with data collection options.
5. In order to determine the child's baseline data, two data points will be recorded within a one week time frame.
6. The 4-8 week intervention process is started with a minimum of 8 data points.
7. When the intervention process is complete the Child Find Team meets again to review.
 - a. If the intervention worked, the general education will use the intervention until no longer needed.
 - b. If the intervention did not work, the team chooses a different intervention and repeats steps 4 and 5.
8. When this intervention period is complete, the team meets again to review results. Either the intervention was successful and the teacher will continue or the intervention was not successful and a special education evaluation is discussed. If a special education evaluation is discussed the Special Education Team will contact the parents and inform them of the additional steps in the evaluation process.

Students Requiring Acceleration: The Montessori classroom provides ample opportunities for accelerated learning. Students work at their own pace which allows further study in any subject at any time as guided by the teacher.

SPECIAL EDUCATION

In many ways, the Montessori environment offers an ideal learning environment for children with special needs. The hands-on aspect of our materials allow children to touch, feel, see and manipulate the objects. This concrete learning experience can aid in learning. This often can lead to confidence and growth in children with special needs. At TRM teachers are also able to create individualized lesson plans that meet the needs of every child.

Beyond these intrinsic qualities to the pedagogy, Three Rivers Montessori offers excellent special education programming. We have highly qualified, licensed staff, dedicated to providing services to all students that qualify for special services. All students with an IEP (individualized Education Program) would have their needs met the way they would at any other public school. Students are eligible for special education service until the IEP Team determines that services are no longer necessary and termination of the IEP can be made. Due to the size of current enrollment we utilize external contracts to support specialized services such as speech, occupational therapy, and physical therapy.

ENGLISH LEARNER PROGRAM

Upon acceptance to TRM each family receives a Home Language Questionnaire in the enrollment packet. Parents or guardians of incoming students note the primary language spoken at home.

If the parent(s)/guardian(s) note another Language other than English is spoken at home then the school team and parent will meet to determine additional needs the student may have and services are provided accordingly.

EXTENDED CARE PROGRAM

Three Rivers Montessori offers a paid before and after care program for students attending Three Rivers Montessori. The goal is to provide families with a safe, convenient and enjoyable place for their children to attend while their parents are at work. The program ran from 6:30am-8:00am and 3:00pm-6:00pm for the 2020-2021 school year. All service is contracted with individual families based on the hours their child attended the extended care program. This program is popular with many families as TRM is located in a largely commuter based city. Many parents work in the Twin Cities metro area and need quality care while they commute back and forth to work.

SUMMER CAMP

The 2021 summer camp at TRM was very exciting. Approximately 30 students had the opportunity to participate in our two week TRM Summer Camp. These students were able to enjoy three unique and inspiring classes.

TRM students explored mindfulness with yoga, art and creative projects with TRM staff member Jonna Duke. Some projects included yoga postures and mindfulness exercises and creating tools that they could use at home to practice mindfulness. Many activities were conducted outside with ample space for movement and interactions with new friends!

Students were instructed in the Spanish language by TRM's own Gaby Hurtado. The focus for this session was a fan favorite....food! Children learned the names of many food items in Spanish as well as how to order at a restaurant and inquire about the cost.



TRM teacher Hannah Scholten designed a STEM program to inspire the future generation of engineers. Students learned about the engineering process, designed their own inventions and even got to put their designs to the test.

TRM also used the latest testing data and teacher recommendations to identify students that qualified for additional summer support. These students were then offered free tutoring sessions. Our E2 teacher, Hannah Scholten and our Montessori Curriculum Coordinator, Debbie Hutton were able to work with seven students. Each student was offered ten tutoring hours in total.

SCHOOL STAFF AND EDUCATIONAL MISSION

Three Rivers Montessori School's mission is to offer an authentic Montessori Education that cultivates the development of the whole person, providing the strongest possible academic foundation, empowering each student to reach their fullest potential as engaged, empathetic citizens in their communities and beyond.

We understand that only with a highly effective staff can this mission be achieved. For this reason, we take care to invest in excellent teachers and support staff. All qualifying candidates go through an intense interviewing process where their attitude and abilities to carry out the Montessori method is determined. Key tenets of our philosophy are shared and understood by all TRM employees to ensure that they fully understand the mission and vision of the school.

All employees are offered several professional development training sessions to help better understand the Montessori Method and philosophies. For example, in the summer of 2021 all lead teachers participated in a three-week summer training course developed and led by our Montessori Curriculum Coordinator to focus on the principles of the Montessori Method. Support staff is also offered training opportunities on the Montessori Method throughout the year.

Furthermore, the Montessori Curriculum Coordinator works on an ongoing basis with all staff to ensure that all classroom practices and lessons are inline with the Montessori Method.

TRM teachers are held to high standards and each undergo a vigorous evaluation process each year. If a teacher is identified as ineffective or not adhering to the school's mission/vision then administration evaluates the potential of that teacher, and may choose to either dismiss the teacher or help them create goals and plans for improvement.

SCHOOL CALENDAR AND DAILY SCHEDULE

School Calendar

Three Rivers Montessori mirrors its annual school calendar from Elk River School District #728 as this best serves the families who have children enrolled in multiple districts and for bussing purposes. We also determine school closings and early dismissals based on the call of Elk River School District #728. During the 2020-2021 school year TRM had 169 scheduled instructional days with school starting at 8:00 a.m. and ending at 2:30 p.m. with a 30 minute lunch. This equals 330 minutes per day and 1,014 minutes for the school year.

The Covid-19 pandemic brought about some changes to this plan. On occasion, classes needed to quarantine due to exposure. Teachers engaged in zoom meetings, Moby Max, and various other online resources to communicate and provide lessons to their students. The teachers also prepared take home packets that were completed by the students. These efforts helped to maintain instructional time with students. Distance learning was also implemented for all students for approximately six weeks from November to January of 2020-2021. Again, online and physical materials were utilized to continue instruction during this period.

General Daily Schedule

The following is a general school day schedule at TRM:

*Please note that this is a general schedule for classes at TRM.

6:30am	AM Extended Care Opens (optional attendance)
7:40-7:55am	Car Drop Off
7:55-8:00am	Bus Drop Off
8:00am	School begins/ Morning Work Cycle
11:30am	Recess
12:00pm	Lunch
12:30pm	Afternoon Work Cycle
2:30-2:35pm	Dismissal/Bus Pick Up
2:35-2:50pm	Car Pick Up
2:50pm	PM Extended Care (optional attendance)
6:00pm	PM Extended Care Closes

6. INNOVATIVE PRACTICES & IMPLEMENTATION

The Montessori Method is not only innovative in its pedagogical practices but also cultivates innovation in the students. Individualism, freedom of choice, greater problem-solving ability, and creativity are supported by the very method TRM adheres to. The classroom activities promote the development of self-expression, self-awareness and critical thinking. Students are encouraged to think for themselves and become engaged in the learning process. They are taught to ask questions and seek answers.

At TRM children have the opportunity to choose their own work and go at their own pace. When exploring new concepts or topics the students are encouraged to follow their interests or budding ideas and see where it may take them. They are allowed the time to work out problems that may come up during this process. The end result is something sparked by their own imagination, creativity, and completely of their own doing. Within our classrooms innovation flourishes.

Follow the Child: Not only is the concept of following the child's individualized pace and offering a customizable curriculum an innovative concept it also inspires innovation in our students. Both the environment and our teachers serve to facilitate innovation. The teacher begins by meeting the needs of the individual child. The teacher will consider the child's interests when lesson planning. If, for example, a child is very interested in ancient civilizations, the student may study this topic in many different ways. The teacher may give a lesson on a certain time in history and encourage the child to ask questions and follow up on particular points of interests. Research papers, models, dioramas, powerpoint presentations can all be used to demonstrate the child's discoveries. The possibilities are only limited to the child's own imagination. Innovation is often thought of as taking a small idea (often born of interest or love) and working with it until the larger picture or idea is born and brought to fruition. This is the practice TRM encourages within our classrooms.

Furthermore, the materials in our classrooms are designed to appeal to different styles of learning. The teacher may use the material that is best suited to the child. For example, within our environments there are several different materials that are used to teach long division. One child may come to understand the process by using the racks and tubes materials but another may need to be shown the long division with bows. Another child needs to use both in order to come to the same understanding. If a fourth child seems to require another style of teaching material the teacher may look for another material or method to teach the same concept. The teacher has the opportunity to offer options to each child and find the material or style that best meets their needs. The materials are also designed to be manipulated and often have a built in control of error. This leads to self-discovery. The student is able to discover her own mistakes or misunderstandings. She is able to work to correct it without interference or interruption by another. The student continues to be engaged in the process until she masters the materials. Our materials fosters self-discovery and perseverance, qualities that are necessary for true innovation to take place.

Multi-Age Classrooms: Our multi-age classrooms offer many advantages. This experience aids in the student's social development and offers students the opportunity to develop deep bonds, develop a sense of community and their place in it. It can lead to peer mentorship, leadership skills and confidence. It often helps facilitate more real life dynamics and scenarios. This offers ample opportunity for both grace and courtesy lessons and peace education.

Our students are offered the gift of time. They can go at their own pace with each topic. The teacher knows they have three years to get to all of the lessons and materials. So, if a student needs more time on a particular concept or idea they can be granted that time without issue. The teacher can allow more follow up opportunities or try another approach in teaching the concept.

Alternatively students are allowed to stretch themselves. The constraints of age and a single grade classroom have been eliminated. A student that has mastered a topic can continue to progress because materials for multi years are available. In this way, there is no teaching to the norm (or middle) instead each child's development is just that, *their* development.

Multi-age classrooms can also help solidify learning. Younger students always have the opportunity to observe lessons that interest them (even if it is not a lesson being given to them persay). Later that same student will receive a lesson at a time when it is developmentally appropriate. The materials had first been introduced to the child through observation and later a more thorough understanding was gained through their own experience with it.

Integrating Subjects: Our Montessori "Cosmic Education" seeks to emphasize the connectedness of all things and the value each piece has to the greater picture. One way we do this at TRM is by featuring a curriculum that integrates subjects. As often as possible we seek to use a theme to demonstrate the interconnectedness of the sciences, math, language, music, art, etc. Instead of breaking up lessons into distinct areas and asking for rote learning that pertains to a single topic. Our students are asked to look at the sciences, math, language, music, art, from a certain



perspective. Then to draw from this knowledge, an understanding of how each adds to the larger picture. A great example of this during the 2020-2021 school year at TRM was history day in our Walnut room. 4-6th grade students were asked to develop a presentation on an individual from history. They were asked to highlight the individual's contributions. They were allowed the opportunity to cross subject areas and find connections within the theme they chose. For example, if the historical figure they chose was a mathematician the student may have decided to prove their theories using our Montessori math materials. The same student may also have chosen to dress up like the character, depicting the fashions of the period. The student could go further by writing a biographical report, creating artwork to depict the highlights of their lives, or create a rap that helps others memorize their equations. The student could use this one assignment to work on mathematics, language, the arts and music. The children spent many hours researching their characters and finding ways to present their findings to the class. The event was a big success and clearly demonstrated the advantages of integrating subject matter.

A Holistic Approach: At TRM we adhere to the Montessori philosophy of taking a holistic approach to education. We believe that education should be an aid to life. We strive to create opportunities to help children in all aspects of their development. This means we go beyond the traditional educational practice of teaching reading, writing and arithmetic. We take time to purposefully focus on our student's social and emotional development as well. Our curriculum includes things like grace and courtesy. Grace and courtesy are those skills that allow us to live cohesively in a society. It is learning how to conduct oneself in certain situations. These skills include everything from how to be polite, to how to communicate your feelings. At TRM grace and courtesy begins with intentional modeling by all adults in the classroom. Aside from modeling, Montessori guides give

lessons to explicitly teach grace and courtesy. They will show the child step by step how a certain behavior or activity is done. Here are just a few of these types of lessons a child might receive:

- How to welcome a visitor.
- How to get a teacher's attention without interrupting.
- How to participate in a group discussion without interrupting.
- How to listen in a conversation.

The elementary classroom community is a culture in microcosm. Montessori defined this plane of development as being the Age of Social, where the relationships between students, and between students and teachers, holds more importance to the child than the content of a lesson or the answer to a question. For this reason many of our grace and courtesy lessons, during the elementary years, focus on social interactions.

We also use class meetings, facilitated discussions, mediation, and negotiation. All to help the group, and the individual, learn how respect, mutual support, and humor can keep the social fabric of a classroom strong.

KEY SUCCESSES

Peaceful Leadership Training: In the 2020-2021 school year our 1st grade students underwent a year long Peaceful Leadership training. The students would meet weekly to learn about historical or contemporary peaceful leaders. They would learn what it means to advocate for peace from leaders such as Gandhi, Mother Teresa, and Matthew Stepanek. The children would take time to look at those qualities that made each of these men, women or children good role models. They would discuss how these leaders used their skills or abilities to try to make a positive difference in the world.



The students spent time reflecting on how to use their own leadership skills to make an impact in their home, their school, and their community. They spent time practicing acts of kindness and documenting the effects it had on themselves and others. They were then inspired to lead two school wide initiatives to bring awareness for the need for Peace.

A peace chain was made up of all of the acts of kindness that were witnessed within our school within a two week span. The students then linked all of the chains together to demonstrate how we can all be brought together by being kind to one another. The chain filled our entry and hallways and served as a symbol of the kindness we had shared with each other.

They also began a crusade to demonstrate that everyone (regardless of age) can make a difference. They decided to start the "With my Own Two Hands"

initiative after being inspired by the song of the same title by singer Jack Johnson. They asked all TRM students and staff to trace their hands. Then write ways in which they could use their own hands to bring about a positive change in their home, school, community or in the world at large.

The hands were made into a beautiful display to remind each of us that we too can make a difference.

KEY CHALLENGES

The key challenges Three Rivers Montessori faced as a new school opening its doors in the fall of 2020 centered around the pandemic and distance learning in a Montessori model, training for General Education teachers in the Montessori model, board growth/development and facilities. These challenges prompted TRM to create a strategic plan (see priorities listed below) that would address these challenges and set priority goals for the Executive Director and Board of Directors.

TRM 2020-21 STRATEGIC PRIORITIES

Academics:

Priority: Teacher training in Montessori Method

Goal 1: All teachers are Montessori trained or enrolled in a training program by Fall 2021.

Objective: Hire Montessori trained teachers when hiring new staff.

Objective: Develop PD plans for current staff who are untrained in Montessori methods.

Objective: Increase in-house PD opportunities for staff during the school year.

Priority: Create classroom space to maximize individual instruction opportunities

Goal 1: Ensure appropriate class size for particular spaces.

Objective A: Design buildout to match enrollment projections for each age span.

Community Engagement:

Priority: Board Development

Goal 1: Expand Board to include technical skills necessary for school expansion and ongoing stability.

Objective A: Add an individual with construction management expertise to advise on ongoing physical expansion opportunities.

Objective B: Identify preferred essential skills for new Board members.

Objective C: Identify which current Board members are leaving TRM and develop a cycle for Board terms that overlap between old and new members.

Priority: Clear communication of school culture and educational program (Montessori/Environmental)

Goal 1: Establish consistent easily accessible communication channels with families regarding the educational program and activities.

Objective A: Identify best forms of communication for families.

Objective B: Identify parent resources that could support communication systems (parent Facebook).

Facilities:

Priority: Maximize building expansion opportunities.

Goal 1: Increase physical capacity of building to meet budgetary needs over the next three years.

Objective A: Manage costs and timeline of Phase 2 buildout to ensure timely completion within a fiscally responsible budget.

Objective B: Assess additional opportunities for physical expansion to other spaces and buildings in proximity to TRM.

7. ACADEMIC PERFORMANCE: GOALS & BENCHMARKS

PROGRESS ON OSPREY WILDS CONTRACTUAL ACADEMIC GOALS & WBWF ALIGNMENT

Three Rivers Montessori is committed to developing not only the ability for students to read, but also to foster the enjoyment of reading as students explore their environment at school and at home. The Montessori environment is full of exciting opportunities to explore a variety of subjects for which reading is integral for students to be able to access information. TRM also believes that the Montessori hands-on materials are essential in developing reading skills for young children which allows students to be “Reading Well by 3rd Grade.”

Students in a Montessori classroom experience additional one on one support due to the nature of how a Montessori classroom functions. Classroom teachers assess students utilizing the reading system Fountas and Pinnell, FastBridge assessments and progress monitoring as well as regular observations of students to determine modifications or remedial work necessary to ensure students are reading at grade level. Teachers discuss progress monitoring successes and ideas with each other at weekly PLC meetings.

These assessment measures and teacher collaboration opportunities also contribute to the work toward Closing the Achievement Gap and the development of a Response to Intervention Plan for Three Rivers Montessori.

World’s Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission Related Outcomes

School Goal: Over the period of the contract, students at Three Rivers Montessori (TRM) will develop their executive function skills and behaviors.

WBWF Goal Areas Addressed by this Goal:

- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.

Key Measures & Results for this Goal:

Spring 2021 Baseline Data: Minnesota Executive Function Scale		
Grade	National Percentile	Number Tested
Kindergarten	42.46	13
1st	41.81	16
2nd	39.31	13
3rd	38.25	12
4th	29.40	10
5th	46.62	13
6th	35.60	5
School Average	39.87	82 total

Indicator 2: English Language Learner

The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at TRM will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal:

- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal: There is currently no growth data available from the State mandated MCAs. FASTBridge is the nationally normed school-based measure TRM uses to monitor student growth. For future years TRM will analyze fall to spring growth rate for students with the FastBridge assessment system.

The following are school results for the local **FASTBridge aReading, administered for 2nd through 6th graders**, in the Spring of 2021. The four categories used by FASTBridge are College Pathway, Low Risk, Some Risk, and High Risk. High Risk students at TRM are provided extra support in the classroom and monitored more frequently using Curriculum Based Measurements.

Category	Percentage of TRM Students
College Pathway	30%
Low Risk	28%
Some Risk	17%
High Risk	25%

Indicator 4: Math Growth

Goal: Over the period of the contract, students at TRM will demonstrate growth in math as measured by state accountability tests and nationally normed assessments

WBWF Goal Areas Addressed by this Goal:

- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal: There is currently no growth data available from the State mandated MCAs. FASTBridge is the nationally normed school-based measure TRM uses to monitor student growth.

The following are all school results for the local **FASTBridge aMath** assessment administered in the Spring of 2021 to 2nd through 6th graders. The four categories used by FASTBridge are College Pathway, Low Risk, Some Risk, and High Risk. High Risk students at TRM are provided extra support in the classroom and monitored more frequently using Curriculum Based Measurements.

Category	Percentage of TRM Students
College Pathway	19%
Low Risk	30%
Some Risk	34%
High Risk	17%

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at TRM will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal:

- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal:

Measure 5.1 [RG3] – The school’s aggregate proficiency index score for students in grade 3 will be greater than that of the state for the same grade

Measure 5.2 [RG3] – The school’s aggregate proficiency index score for students in grade 3 will be greater than that of the resident district (ISD 728 – Elk River) for the same grade.

Measure 5.3 [CCR] – The school’s aggregate proficiency index score for all students (except grade 3) will be greater than that of the state for the same grades.

Measure 5.4 [CCR] – The school’s aggregate proficiency index score for all students (except grade 3) will be greater than that of the resident district (ISD 728 – Elk River) for the same grades.

Measure 5.5 [AGC] – The school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades

Measure 5.6 [AGC] – The school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 728 – Elk River) for the same subgroup and the same grades

Measure 5.7 [AGC] – The school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades.

Measure 5.8 [AGC] – The school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 728 – Elk River) for the same subgroup and the same grades

TRM Reading Proficiency Results Compared to State of Minnesota

	Exceeds	Meets	Partially Meets	Does Not Meet	% Proficient	Prof. Index
MN Grades 3-6	14.3%	38.8%	19.8%	27.1%	53.1%	62.98
Three Rivers Grades 3-6	14.30%	21.40%	32.10%	32.10%	35.7%	51.75

TRM Reading Proficiency Results Compared to Elk River District

	Exceeds	Meets	Partially Meets	Does Not Meet	% Proficient	Prof. Index
Elk River Grades 3-6	17.4%	45.6%	19.1%	17.9%	63.0%	72.55
Three Rivers Grades 3-6	14.3%	21.4%	32.1%	32.1%	35.7%	51.75

TRM Reading Proficiency Progress

Measure	Description	Three Rivers Proficiency Index	Comparison	+/-
5.1	R: Gr 3 v State	50	56.55	-6.55
5.2	R: Gr 3 v District	50	68.9	-18.9
5.3	R: Gr 4-6 v State	52.38	65.15	-12.77
5.4	R: Gr 4-6 v District	52.38	73.88	-21.50
5.5	R: F/R v State	16.67	43.50	-26.84
5.6	R: F/R v District	16.67	59.41	-42.74
5.7	R: Sped v State	30	35.71	-5.71
5.8	R: Sped v District	30	45.07	-15.07

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at TRM will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal:

- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal:

Measure 5.1 [RG3] – The school’s aggregate proficiency index score for students in grade 3 will be greater than that of the state for the same grade

Measure 5.2 [RG3] – The school’s aggregate proficiency index score for students in grade 3 will be greater than that of the resident district (ISD 728 – Elk River) for the same grade.

Measure 5.3 [CCR] – The school’s aggregate proficiency index score for all students (except grade 3) will be greater than that of the state for the same grades.

Measure 5.4 [CCR] – The school’s aggregate proficiency index score for all students (except grade 3) will be greater than that of the resident district (ISD 728 – Elk River) for the same grades.

Measure 5.5 [AGC] – The school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades

Measure 5.6 [AGC] – The school’s aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 728 – Elk River) for the same subgroup and the same grades

Measure 5.7 [AGC] – The school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades.

TRM Math Proficiency Compared to State of Minnesota

	Exceeds	Meets	Partially Meets	Does Not Meet	% Proficient	Prof. Index
MN Grades 3-6	16.5%	30.9%	22.0%	30.6%	47.4%	58.38
TRM Grades 3-6	10.70%	10.70%	25%	53.60%	21.40%	33.90

TRM Math Proficiency Compared to Elk River School District

	Exceeds	Meets	Partially Meets	Does Not Meet	% Proficient	Prof. Index
Elk River Grades 3-6	21.9%	35.5%	22.7%	19.8%	57.4%	68.79
Three Rivers Grades 3-6	10.70%	10.70%	25%	53.60%	21.40%	33.90

TRM Math Proficiency by Grade Level

Grade	Exceeds	Meets	Partially Meets	Does Not Meet	Total Tested
3rd		1	2	4	7
4th	2	1	1	5	9
5th	1	1	3	4	9
6th			1	2	3
Total	3	3	7	15	28
	Exceeds	Meets	Partially Meets	Does Not Meet	
3rd	0.0%	14.3%	28.6%	57.1%	
4th	22.2%	11.1%	11.1%	55.6%	
5th	11.1%	11.1%	33.3%	44.4%	
6th	0.0%	0.0%	33.3%	66.7%	
	% Proficient	Prof Index			
3rd	14.3%	28.57			
4th	33.3%	38.89			
5th	22.2%	38.89			
6th	0.0%	16.67			
Total	21.4%	33.93			

TRM Math Proficiency Progress

Measure	Description	Three Rivers Proficiency Index	Comparison	+/-
6.1	M: 3-6 v State	33.90	58.38	-24.48
6.2	M: 3-6 v District	33.90	68.7878	-34.89
6.3	M: F/R v State	0	35.94	-35.94
6.4	M: F/R v District	0	49.81	-49.81
6.5	M: Sped v State	25	35.49	-10.49
6.6	M: Sped v District	25	45.52	-20.52

(Note: Only 3 Free/Reduced students & 4 Special Education students counted).

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at TRM will demonstrate proficiency (and Growth) in science as measured by state accountability tests and growth in science as measured by nationally normed assessments.

WBWF Goal Areas Addressed by this Goal:

- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.

Key Measures and Result for this goal: There is currently no growth data available from the State mandated MCAs. A locally administered assessment to measure growth will be introduced beginning in the 2021-22 school year.

Measure 7.1 [CCR] – The school’s aggregate proficiency index score will be greater than that of the state for the same grade.

Measure 7.2 [CCR] – The school’s aggregate proficiency index score will be greater than that of the resident district (ISD 728 – Elk River) for the same grades.

Measure 7.3 [CCR] – The aggregate percentage of students in grades 3-8 who meet their fall to spring NWEA RIT expected growth target will be at least 55%.

Science Proficiency Compared to State of Minnesota

	Exceeds	Meets	Partially Meets	Does Not Meet	% Proficient	Prof. Index
State 5th Grade	7.60%	40.40%	24.40%	27.70%	48.00%	60.20
Three Rivers 5th Grade	11.1%	44.4%	11.1%	33.3%	55.6%	61.11

Science Proficiency Compared to Elk River School District

	Exceeds	Meets	Partially Meets	Does Not Meet	% Proficient	Prof. Index
Elk River 5th Grade	10.60%	46.40%	25.10%	18.00%	57.00%	69.55
Three Rivers 5th Grade	11.1%	44.4%	11.1%	33.3%	55.6%	61.11

Science Proficiency Progress

Measure	Description	Three Rivers Proficiency Index	Comparison	+/-	Result
7.1	S: 3-6 v State	61.11	60.2	0.91	Meets
7.2	S: 3-6 v District	61.11	69.55	-8.44	Approaches

8. EDUCATIONAL EFFECTIVENESS: ASSESSMENT AND EVALUATION

Assessment and Evaluation of Student Academic Progress

Like all Montessori charter schools, TRM is faced with the challenge of merging tried and true Montessori assessment methods with the mandated standardized MN state-wide examinations. This was especially challenging during the ongoing pandemic and its impact on teaching and learning in the 20-21 school year.

TRM teachers rely to a great extent on student work, classroom observations, and individual meetings to assess current student knowledge. This provides critical information for the teacher to judge whether a student has mastered the skills, knowledge and decision-making needed to advance to new learning opportunities in math, reading, science, and art. This ongoing formative assessment is a highly individualized approach; one that relies on deep teacher knowledge of each of their students and is dependent on a trusting relationship.

At the same time, it is important to have objective standardized assessment tools to verify a teacher’s subjective and relational assessment of student academic growth. In its first year of existence TRM focused on establishing an assessment system that will provide both formative and summative data to complement teacher classroom observations.

At TRM, all 3rd-6th grade students participate in annual State of Minnesota proficiency testing in Science, Math, and Reading.

The school also uses FASTBridge assessments to measure K-6 student academic growth in math and reading three times during the school year (Fall-Winter-Spring). FASTBridge is a universal screening, diagnostic reporting, and progress monitoring tool that combines Computer-Adaptive Testing (CAT) with Curriculum-Based Measures (CBM) for reading, math and social-emotional behavior. The use of this tool is especially important to ensure equitable outcomes for TRM students.

A third assessment tool used by TRM is the Minnesota Executive Function Scale. Executive functioning correlates to an individual’s self-control. Research has shown that strong executive functioning and its impact on self-control is an essential foundation for academic readiness and achievement, as well as lifelong success.

9. STUDENT AND PARENT SATISFACTION

Student Satisfaction

TRM distributed a survey to all in-person students in the spring of 2021. There were two forms, one survey for Kindergarten/1st graders and one for 2nd through 6th graders. Overall the results were positive as students felt safe at school and that teachers and staff are friendly and supportive.

KINDERGARTEN/1ST GRADE STUDENT SURVEY RESULTS

SURVEY QUESTION	TOTAL
I am treated nicely at school by adults.	100% Yes
My teacher believes that I can learn.	100% Yes

I know the rules in my classroom.	100% Yes
Learning is fun in my classroom.	96% Yes; 4% No
I am learning new things that will help me.	93%; 7% Other
My teachers tell my family how I am doing in school.	96% Yes; 4% Other
My school is safe and clean.	100% Yes
I help others at school.	93%; 7% Other
I know when I'm doing a good job at school.	93%; 7% Other

2ND-6TH GRADE STUDENT SURVEY RESULTS

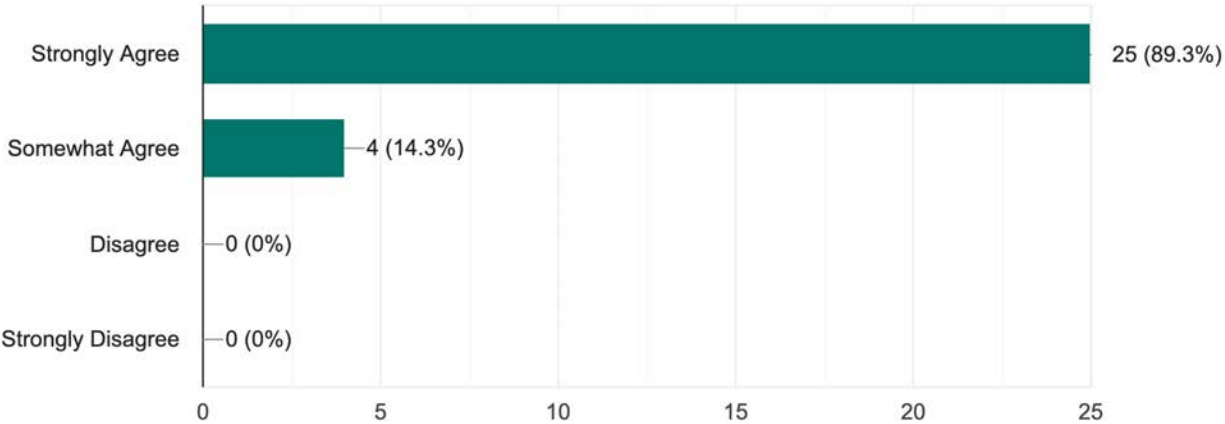
SURVEY QUESTION	TOTAL
I am treated nicely at school by adults.	84% Yes; 5% No; 12% Other
My teacher believes that I can learn.	98% Yes; 2% No
I am comfortable talking to my teacher.	67% Yes; 26% No; 7% Other
I know the rules in my classroom.	93% Yes; 5% No; 2% Other
Learning is fun in my classroom.	65% Yes; 21% No; 14% Other
I am learning new things that will help me.	77% Yes; 14% No; 9% Other
My teachers use different materials to help me learn.	98% Yes; 2% No
My teachers tell my family how I am doing in school.	81% Yes; 5% No; 14% Other
My school is safe and clean.	79% Yes; 9% No; 12% Other
I help others and they help me.	70% Yes; 14% No; 16% Other
When I make a mistake I am encouraged to fix it.	79% Yes; 14% No; 7% Other
I know when I'm doing a good job at school.	79% Yes; 14% No; 7% Other

Parent Satisfaction

TRM reached out to families in the spring of 2021 with a parent satisfaction survey to determine how the school is meeting family needs and areas for improvement. The School Director reviewed results with the School Board. As reflected in the graphs below, the majority of parents reported their child has positive feelings regarding school and school staff are friendly and helpful.

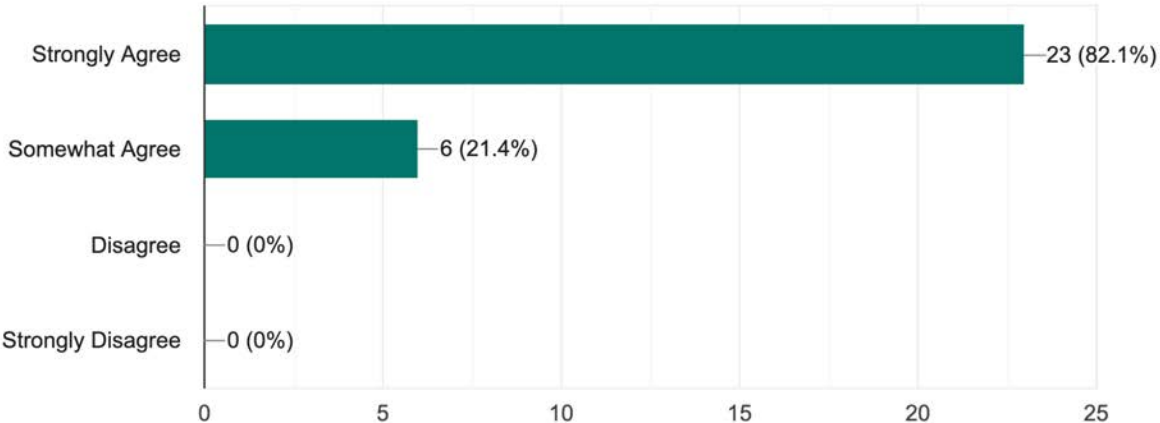
The school is dedicated to the Montessori Method of education.

28 responses



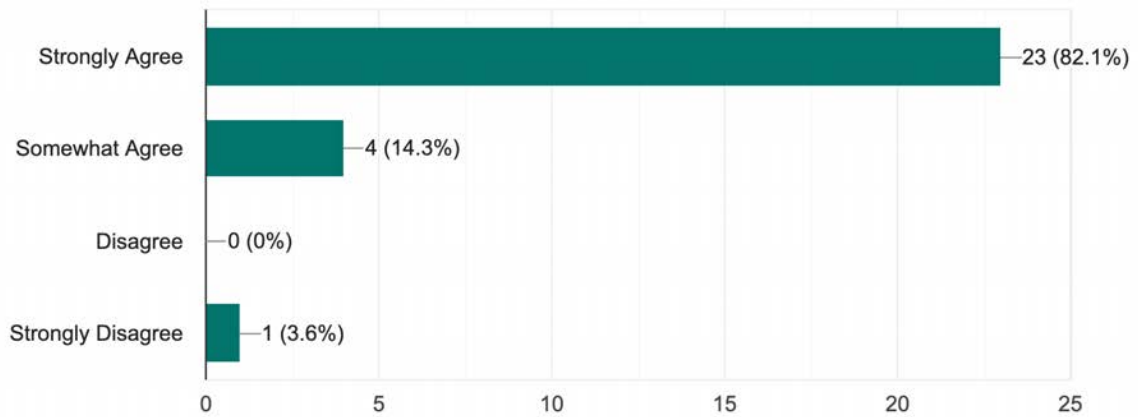
My child enjoys coming to school.

28 responses



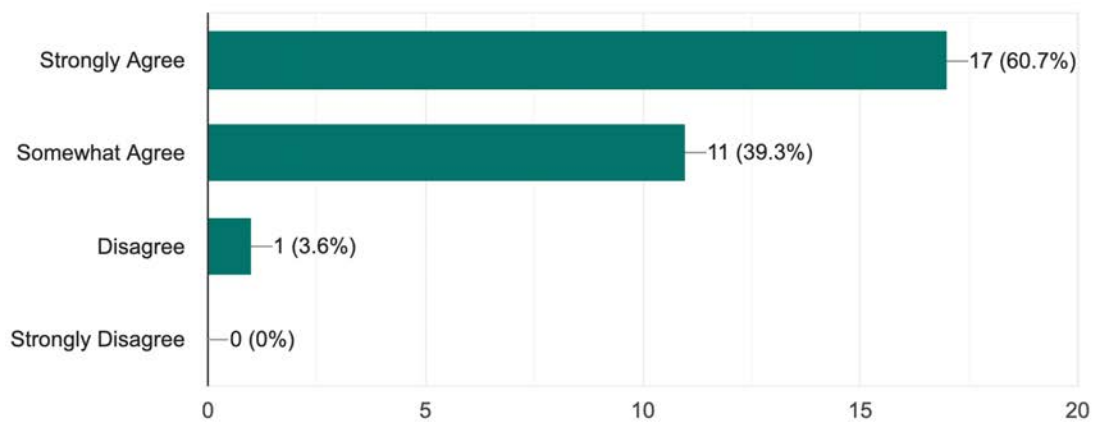
The school supports all students equally.

28 responses



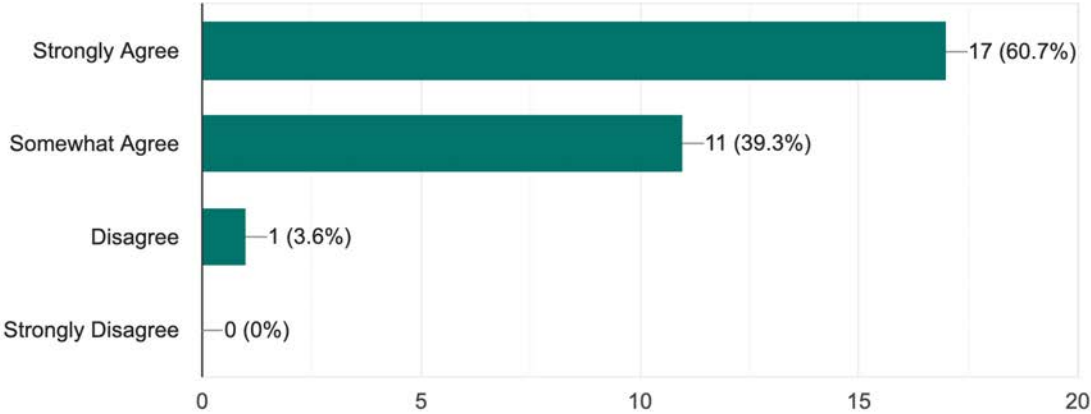
The school addresses the mental, physical and emotional needs of children.

28 responses



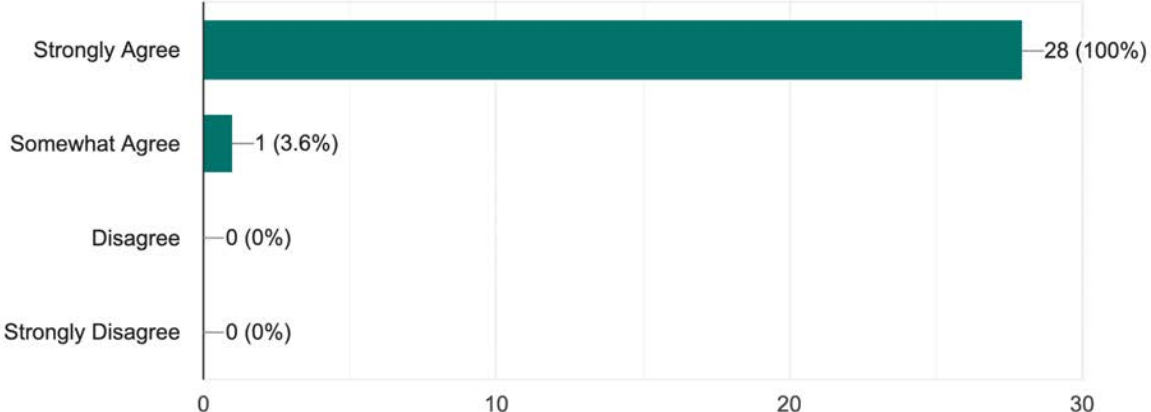
Classroom teachers communicate appropriately with families.

28 responses



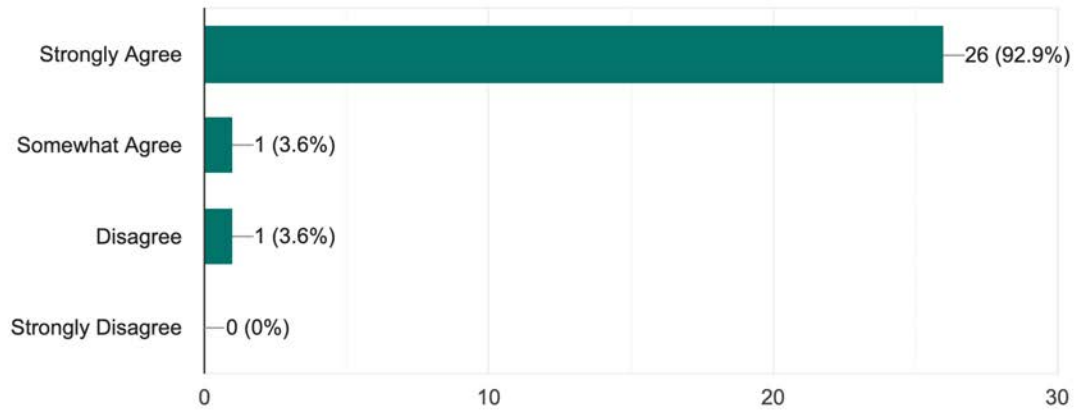
Staff are friendly and professional.

28 responses



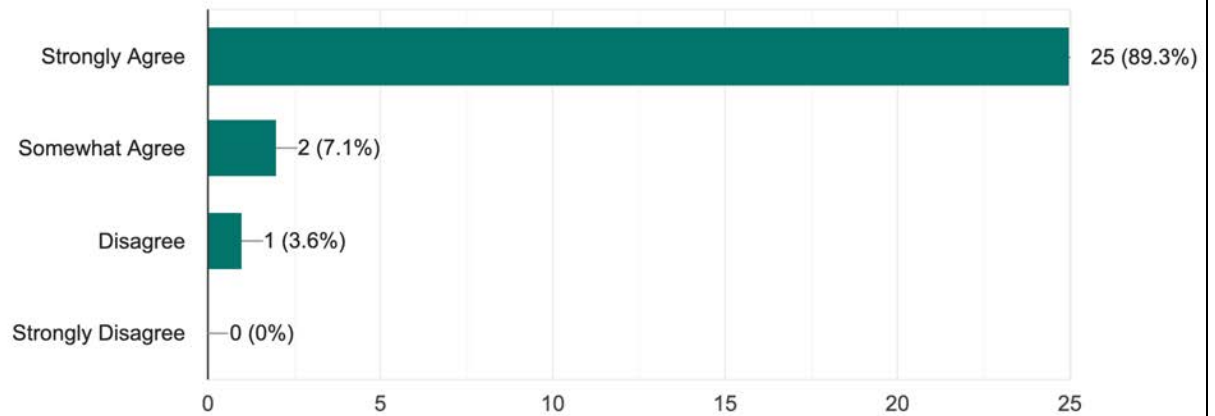
Administration responds in a timely manner.

28 responses



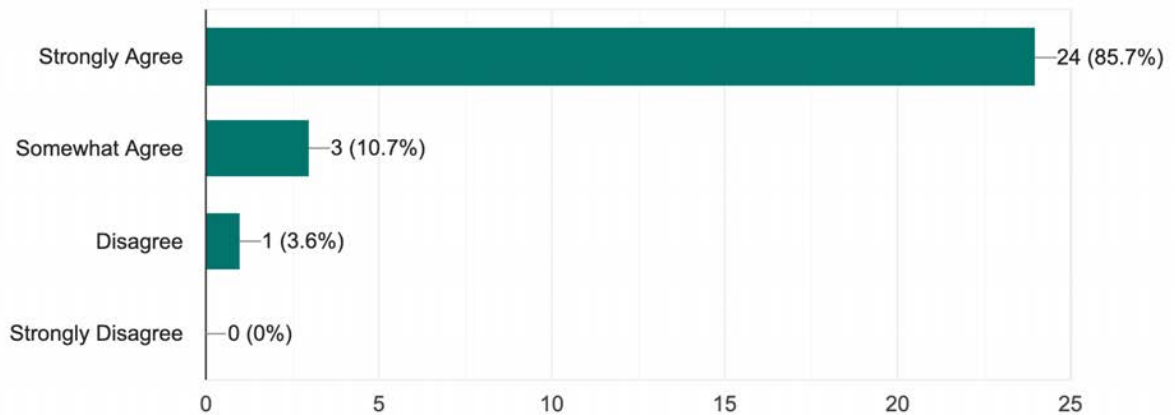
The school works to meet the needs of families.

28 responses



I would recommend this school to others.

28 responses



10. ENVIRONMENTAL EDUCATION



The mission of the Osprey Wilds Environmental Learning Center is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

Three Rivers Montessori aims to provide a rich Montessori experience for all students with ample opportunities to understand and interact with their natural environment. This starts in the classroom with

in-depth studies as early as the Kindergarten year, where students learn to identify not only the varieties of plants and animals in their environment, but also the function of their parts. Students develop an appreciation with this knowledge which leads to a better understanding and to better care of our world.

Within the contract TRM holds with Osprey Wilds, is the requirement of an annual Environmental Education Plan. The TRM Director and staff established goals for the 2020-2021 school year surrounding five areas of environmental literacy:

1. **Awareness:** Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.
2. **Knowledge:** Students have knowledge of how natural systems function and how human systems interact with and depend on them.
3. **Attitudes:** Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.
4. **Skills:** Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.
5. **Action:** Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

The Director and classroom teachers determined how each goal can be met at certain grade levels and developed strategies and evaluation methods for meeting those goals. Some goals were school wide (the school-wide recycling program for instance) and some were best within a particular classroom or set of grades (the environmental fair for 2nd-6th graders). The director completed the ELP reflection survey required by Osprey Wilds and presented the survey to the Board of Directors for further reflection.

TRM faced multiple challenges related to environmental education during the 2020-2021 school year. These included: Distance learning students - more challenging to use the hands-on Montessori materials provided in the classrooms to teach concepts and provide the foundational experiences in Montessori education; COVID protocols which made engagement/interaction with the community very challenging as well as potential field trips; and, the inability to utilize volunteers for gardening endeavors, nature walks, guest speakers, etc.

TRM was fortunate to provide in-person learning to the majority of students for the majority of the 2020-2021 school year. Teachers serving distance learning students provided links to websites with environmental education materials to families as well as options for online field trips. Teachers also provided Zoom meetings and recorded lessons to distance learning students or if a class experienced a quarantine in which they were able to provide similar lessons as they would in-person (in regards to parts and function of plants, biomes, natural resources, etc.).

Three Rivers Montessori has all intentions of bringing in experts from the community to present on environmental matters in the 2021-2022 school year. The process of "going out" (which involves a small group of children with a specific interest/study focus) is integral in the E2 classroom. Therefore, arrangements will be made to further facilitate going outs.

To increase students' environmental literacy during periods of distance learning, TRM would need to research online learning modules/programs with an environmental education program. These online resources would include opportunities that not only align with Minnesota state standards, but also provide rich experiences for children to learn about their local environment as well as larger

environmental issues affecting the globe. Three Rivers Montessori would then develop a list of contacts that can assist in the acquisition of effective and robust online resources for students.

11. GOVERNANCE AND MANAGEMENT

Board of Directors

The Three Rivers Montessori Board of Directors is in the “Transition/Adolescence” phase of a charter school board. No elections have yet taken place (we are within guidelines, bylaws, and expectations). We are transitioning mostly into governance. We have created a task force to grow the board in size, have been recruiting, as well as another committee to determine the dates and processes to carry out our first school board election.

Board Composition & Capacity

The composition of our board meets minimum requirements and has fluctuated. We have met laws applicable to our knowledge. Covid-19 and controversies around school policies have posed challenges with keeping and filling board seats. The pandemic also affected current board members, and their time available for volunteer activities. It also affected new members' willingness to serve on the board. Despite challenges, we remain committed to strong growth, and sound board governance.

Board Decision Making & Oversight

Our board works to meet all standards for open meeting laws, complete board minutes, monitor school performance, review and implement policies, meet building standards, and file appropriate documents. We have met standards to our knowledge.

Management Accountability

Our board has established leadership qualifications, and we established the leadership evaluation process for the school’s Executive Director.

Board Membership Table

Name	Position & Affiliation	Date Seated (Current or End Date)	Email Address
Chris Castagneri	Chair/ Community Member	10/20/2020-Current	chris.castagneri@threeriversmontessori.org
Troy Hanson	Treasurer/ Community Member	3/19/2019-Current	troy.hanson@threeriversmontessori.org thanson@ga-er.org
Hannah Scholten	Secretary/ Teacher	8/18/2020--Current	hannah.scholten@threeriversmontessori.org
Leah Studaker	Chair	Resigned 10/20/2020	leah.studaker@threeriversmontessori.org

Lisa Andrican	Community Member	Resigned 4/20/2021	lisa.andrican@threeriversmontessori.org
Carlo Galeazzi	Community Member	Resigned 10/20/2020	carlo.galeazzi@threeriversmontessori.org
Jonna Duke	Member/ Parent	11/17/2020--6/15/2021	jonna.duke@threeriversmontessori.org
Jaclyn Jones	Member/ Parent	11/2/2020-10/19/2021	jaclyn.jones@threeriversmontessori.org
Kat Smith	Member/ Parent	6/15/2021-10/11/2021	kat.smith@threeriversmontessori.org
Lindsay Tilley	Member/ Parent	9/21/2021--Current	lindsay.tilley@threeriversmontessori.org
Amanda Johnston	Member/ Parent	10/11/2021--Current	amanda.johnston@threeriversmontessori.org

Board Training and Development

Initial Training		
Board Member Name	Original Date Seated	Board's Role & Employment Policies Financial Responsibilities & Practices Management
Jaclyn Jones	11/2/2020	Charter School Board Roles and Responsibilities
Jaclyn Jones	11/2/2020	So Now You're a Member of a OW Authorized Charter School Board
Jonna Duke	11/17/2020	Charter School Employment Policies & Practices
Jonna Duke	11/17/2020	Charter School Financial Management 101

Annual Training – FY21 (July 1, 2020-June 30, 2021)		
Board Member	Date of Training	Training Title or Topic Presenter or Trainer
Jaclyn Jones	10/15/2020	Dan Jett: Effective Board Meetings & Agendas
Troy Hanson	10/15/2020	Dan Jett: Effective Board Meetings & Agendas
Troy Hanson	8/4/2020	Open Meeting Laws and You
Troy Hanson	8/4/2020	Charter School Board Roles and Responsibilities
Troy Hanson	8/4/2020	So Now You're a Member of a OW Authorizer
Troy Hanson	8/4/2020	Charter School Employment Policies and Practices
Hannah Scholten	10/15/2020	Dan Jett: Effective Board Meetings & Agendas
Hannah Scholten	8/4/2020	Open Meeting Laws and You
Hannah Scholten	8/4/2020	Charter School Board Roles and Responsibilities
Hannah Scholten	8/4/2020	So Now You're a Member of a OW Authorizer
Hannah Scholten	8/4/2020	Charter School Employment Policies and Practices
Lisa Andrican	10/15/2020	Dan Jett: Effective Board Meetings & Agendas
Lisa Andrican	8/4/2020	Open Meeting Laws and You
Lisa Andrican	8/4/2020	Charter School Board Roles and Responsibilities
Lisa Andrican	8/4/2020	So Now You're a Member of a OW Authorizer
Lisa Andrican	8/4/2020	Charter School Employment Policies and Practices
Jonna Duke	10/15/2020	Dan Jett: Effective Board Meetings & Agendas
Jonna Duke	2/2/2021	Charter School Employment Policies & Practices
Jonna Duke	2/2/2021	Charter School Financial Management 101
Chris Castagneri	10/15/2020	Dan Jett: Effective Board Meetings & Agendas
Chris Castagneri	11/12/2020	Covid Conversations
Chris Castagneri	8/4/2020	Open Meeting Laws and You
Chris Castagneri	8/4/2020	Charter School Board Roles and Responsibilities
Chris Castagneri	8/4/2020	So Now You're a Member of a OW Authorizer
Chris Castagneri	8/4/2020	Charter School Employment Policies and Practices
Chris Castagneri	10/28/2020	Financial Management in Times of Crisis

MANAGEMENT

LIST OF ADMINISTRATORS/QUALIFICATIONS

The Three Rivers Montessori Executive Director, Rose Bringus, was hired by the Board of Directors in July of 2020 because of her expertise and experience in Montessori education.

Executive Director Qualifications:

St. Catherine University

Completed in December 2016: Master of Arts in Education
Cumulative GPA: 3.9

AMI Elementary Diploma

June 2013 - August 2015

AMI Montessori Elementary international diploma to instruct students 9 to 12 years old utilizing the Montessori philosophy

University of Kansas

Completed in May 2010: Bachelor's degree in Applied Behavioral Science with an emphasis in Early Childhood Autism Intervention
Cumulative GPA: 3.6

First year management tasks included setting up office policies and procedures, instituting a comprehensive student assessment system, development of a teacher evaluation process, and establishment of school accountability systems with clear goals and indicators of success for Board oversight.

Since the Executive Director was new to the charter world, the Board also contracted with a management consultant to provide mentoring and technical support to help the Executive Director navigate the many rules, regulations, and practices required for a well-functioning charter school. The consultant also assisted with the development of a professional development plan and goals (included below).

Additional management support is provided in the areas of finance and Special Education by the required Special Education Director and consultants who are experts in these areas.

PROFESSIONAL DEVELOPMENT PLAN FOR THE EXECUTIVE DIRECTOR

Academic Goal: Establish a solid foundation for an educational program that is based on Montessori principles and practices by Spring of 2021.

Indicators of success:

1. 100% of classrooms have appropriate Montessori materials and student learning areas by January 2021.
Status: Complete
2. Teacher evaluation and development system focused on Montessori practices is initiated by December 2020 with full implementation by Spring 2021.
Status: Complete

3. Student assessment and evaluation procedures initiated by December 2020 with full implementation by Spring 2021.
Status: Complete

Operational goal: Develop and maintain operational procedures and policies for long-term school success by Spring 2021

Indicators of success:

1. Management of the school budget to adequately support school performance with a 5% fund balance by Spring 2021.
Status: Complete, sufficient fund balance for FY21
2. Establishment of procedures necessary for operational tracking and reporting through Epicenter by January 2021.
Status: Additional work needed, complete by May 2021
3. Establishment of roles and responsibilities for school office operations such as transportation management, financial procedures, and parent communication by December 2020.
Status: Complete

Board Relations Goal: Build trust through open communication and ongoing engagement with current and new Board members throughout the school year.

Indicators of success:

1. Attendance at all Board and committee meetings
Status: Complete
2. Educational program reporting at monthly Board meetings
Status: additional in-depth reporting at a higher frequency
3. Monthly meetings with Board chair to review the support needed for Board and committee plans and actions
Status: Complete

Community relations goal: Establish TRM as a quality school of choice by Spring 2021 by ongoing communication of school successes to community organizations, parents, and family support programs.

Indicators of success:

1. Establishment of a weekly parent communication email.
Status: Complete
2. Development of a year two marketing plan with support materials by February 2021.
Status: Initially complete with marketing through Facebook
3. Development of two new community partnerships by Spring 2021 with a focus on environmental education goals.
Incomplete: Significant challenges due to the pandemic

Environmental education goal: Implementation TRM environmental literacy plan by Spring 2021.

Indicators of success:

1. All classrooms participate in a school recycle plan by January 2021.
Status: Complete
2. 90% of students demonstrate environmental literacy.
Status: Complete
3. 90% of students participate in field experiences that focus on environmental awareness and stewardship.
Environmental Awareness Fair Participation: Not all students had successful meetings with community members due to pandemic challenges

12. STAFFING

The following tables illustrate all licensed and non-licensed staff at TRM for the 2020-2021 school year. TRM General Education teachers possess the required Minnesota teaching license and one Licensed teacher holds a Montessori credential. TRM also employed a School Director with a Montessori Credential for FY21.

2020-21 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2021-22 Status*	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Gwen Lyon	348350	General Education	R	Montessori Certification
Hannah Scholten	512929	General Education	R	Board Member
Margaret Hansen	1003782	General Education	NR	
Denise Troe	292878	Special Education	NR	Emotional and Behavioral Disorders
Ebony Williams	442838	Special Education	NR	Academic/Behavioral Strategist
Micki Nelson	1007753	Special Education	R	

* R = Returning, NR = Not Returning

TRM teachers participated in weekly PLC meetings to discuss FastBridge data following the winter and spring FastBridge data collection. Licensed teachers and the Special Education team discussed how progress monitoring would assist individual students and formed a plan to assess student progress if the student was at high risk or low risk regarding math and reading benchmarks based on national norms.

Professional development was conducted surrounding teacher evaluation tools and goals and how the evaluation tool is integral in developing an authentic Montessori program (see evaluation rubric below).

2020-2021 THREE RIVERS MONTESSORI TEACHER EVALUATION RUBRIC

Domain 1: PLANNING and PREPARATION

A. Demonstrates Knowledge of Content and Pedagogy

- i. Plans units and lessons effectively
- ii. Demonstrates understanding of instructional outcomes
- iii. Applies knowledge of the Montessori Method and child development

B. Demonstrates Knowledge of Student

- i. Maintains records in Montessori Compass
- ii. Utilizes observations to guide lesson planning
- iii. Collaborates on work plans with students
- iv. Adjusts plan as needed to support individualized instruction

C. Uses Content, Resources, and Student Knowledge to Design Coherent Instruction

- i. Utilizes Montessori Didactic materials to introduce concepts
- ii. Open to using outside resources to meet student needs

Domain 2: ENVIRONMENT

A. Classroom Environment is Well-Kept

- i. Classroom environment and materials are orderly
- ii. Classroom is aesthetically pleasing
- iii. Spaces are present for individual study, small group work, and large gathering
- iv. The room facilitates smooth traffic flow and transitions

B. Effective Classroom Management

- i. Children have opportunities to work
- ii. Promotes a positive sense of community
- iii. Appropriate balance of freedom and structure
- iv. Rules and expectations are well established
- v. Student work expectations are clear
- vi. Respect of the environment is apparent

Domain 3: INSTRUCTION

A. Teaching Style is Conducive to Learning

- i. Teacher is approachable and engaging
- ii. Responds to children's needs as a group and individually
- iii. Encourages student participation
- iv. Uses a facilitative teaching approach
- v. Re-teaches the lesson rather than "correcting" the student's errors
- vi. Concentration is respected and encouraged

B. Gives Effective Lessons

- i. Provides clear instruction
- ii. Maintains overview of classroom while providing lessons
- iii. Students are working at the appropriate level
- iv. Students are concentrating on work
- v. Students are experiencing success in mastering the material and standards
- vi. The teacher is aware of each student's comprehension of work

DOMAIN 4: PROFESSIONALISM

A. Reflects on Teaching Practice

- i. Uses self-reflection to improve instruction
- ii. Uses feedback to improve instruction

B. Maintains Professional Responsibilities

- i. Adheres to standards of ethical conduct
- ii. Maintains accurate records
- iii. Communicates with families effectively
- iv. Collaborates with colleagues
- v. Maintains professionalism in appearance
- vi. Demonstrates good time management skills

Teacher Retention

TRM has 50% Licensed Teacher retention moving into the 2021-2022 school year.

Percentage of Licensed Teachers from 2020-21 not returning in 2021-22 (non-returning teachers/total teachers from 2020-21 x 100)	50%
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2020-21 Other Licensed (non-teaching) Staff			
Name	License and Assignment	2021-22 Status*	Comments
Brent Heigl	Licensed Substitute	NR	Permanently hired elsewhere

* R = Returning, NR = Not Returning

2020-21 Non-Licensed Staff			
Name	Assignment	2021-22 Status*	Comments
Rose Bringus	Executive Director	R	Montessori Certified, MSEd
Jen Heuer	Office Manager	R	
Kristen Ennis	Special Education Paraprofessional	R	
Janice Martyn	COVID Cleaner/Float	R	
Jessica Palmer	Special Education Paraprofessional	R	
Nicole Patterson	Special Education Paraprofessional	R	
Jean Stanley	Food Service/Before and After Care	R	

Gabriela Hurtado	COVID Cleaner/Float	NR	
Rondi Reinert	Special Education Paraprofessional	NR	
Bailey Klinghagen	Non-licensed substitute	NR	

* R = Returning, NR = Not Returning

Three Rivers Montessori aims to give teachers equitable access for positions at Three Rivers Montessori by advertising with a variety of means such as Indeed, Facebook and St. Cloud's EdPost.

	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially/Ethnically Diverse (% of total)
Teachers	100%	50%	100%	17%	17%
Admin Staff	0%	50%	N/A	50%	0%

13. OPERATIONAL PERFORMANCE

Health and safety at the school

The school's emergency plan is required training for all staff and is reviewed with the Director prior to the start of the school year or when a new staff member is hired. The emergency evacuation/tornado shelter map is posted in classrooms. TRM does five fire drills, five lock down drills and two tornado drills annually.

TRM's building was fully renovated to start the 2020-2021 school year. The school is equipped with a new sprinkler system and fire extinguishers with a passing annual inspection.

The building's front door remains locked and secure for the school day and during before and after care. A key card system is utilized for school staff. Families who attend before and after care also have key cards with limited access.

Updated immunization records for all students (including exemptions) are maintained in student files and the student information system.

A Medication Policy is in place and required for all over the counter and prescribed medications administered at TRM. All staff administering medication are trained by the contracted Nursing Consultant and medication is always kept in a locked cabinet.

Transportation

TRM has a contract with ISD728 (Elk River school district) who utilizes Vision Transportation for bussing needs. ISD728 serves children in the Elk River school district area. There are two transfer sites for TRM students: Salk and VandenBerge Middle Schools. Bus tags are provided by TRM to ensure all students may be assisted by an adult if needed at the transfer sites or by the bus driver. TRM keeps bus routes/student information in the office in case of emergencies or parent questions.

Facilities

TRM employs MN Services, a cleaning company serving the Twin Cities and surrounding areas. The company cleans all classrooms, bathrooms, food service areas and lobby areas daily. TRM students and staff also take great pride in the orderliness of classrooms by contributing to additional cleanings throughout the school day as part of the children's lessons in caring for the environment.

Food Service Program

Three Rivers Montessori utilizes a catering company, Premier Kitchens, Inc. to provide breakfast and lunch to students daily. Students are served a variety of foods on a rotating basis and have the option for vegetarian and gluten free meals if the student has a dietary need or restriction.

The Minnesota Department of Health completes two annual inspections to ensure all food and nutrition guidelines are followed and the procedures at TRM adhere to MDH policies.

TRM participated in the federal National School Lunch Program (NSLP) which approved free meals for students during the 2020-2021 school year due to the pandemic.

Due process and special education administration

TRM worked closely with the contracted Special Education Director to follow all due process requirements for the special education program.

Student discipline data

For the 2020-2021 school year TRM had no suspensions to report.

Parent and Community Engagement

Three Rivers Montessori relies heavily on parent engagement and involvement. For the 2020-2021 school year TRM had an average of three parent board members who contributed toward the success of the school in FY21 as well as assisted in the decision making process for expanding the school for the 2021-2022 school year.

The pandemic limited the amount of in-house volunteers TRM used on school grounds in FY21. During the spring of 2021 TRM hosted a Color Run, flower/bulb sale, Chipotle and Noodles and Company fundraisers and sold TRM Apparel to raise money for playground equipment. Through these efforts TRM families raised over \$7,000 to donate toward playground funds. These efforts were primarily led by TRM parent volunteers.



Hiring Practices

TRM follows fair and equitable hiring practices. When there is an opening for employment at Three Rivers Montessori, the Director or Hiring Committee posts the open position historically on the school's website, Facebook page and Indeed. Licensed teaching positions are also posted on St. Cloud's EdPost.

The application window is then closed and resumes and cover letters are reviewed by the Director.

The Director or the Hiring Committee conducts interviews with an appropriate set of questions for each position. Questions are the same for all applicants.

The Hiring Committee and/or the Director determine which candidate will be the best fit for the position and reach out with an offer letter of employment.

Should the candidate accept the position, the Board of Directors is notified at the monthly meeting and members vote to approve the candidate.

Background check policies and/or process for staff, board, and volunteers

Background checks are conducted for all employees and volunteers that interact with children at Three Rivers Montessori as well as for those serving on the Board of Directors. This search includes state and national registries. Employment and school involvement is contingent upon a satisfactory passing of the background check.

14. FINANCES

For questions regarding school finances and for complete financials for 2020-21 and/or an organizational budget for 2021-22, contact:

Name: Joe Aliperto
 Position: President
 Phone: 651-285-7676
 Email: joe@diecisy.com

Dieci School Finance provides accounting services for Three Rivers Montessori.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2020.

FY21 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	1,195,996	37,715	8,233
Total Expenditures	1,062,098	37,715	8,233
Net Income	133,898	0	0
Total Fund Balance	127,910	0	0

Overview

Three Rivers Montessori ended the year exceeding our goal for a 5% fund balance with a 12% fund balance. Our ADM of 82 fell slightly below the budgeted ADM of 84 students, however the overall average for the year was 84.4.

TRM utilized the CSP grant for start-up costs for classroom materials, supplies and equipment. As a first year school the 10% state holdback can be a challenge for a new school which prompted TRM to utilize a line of credit. However TRM was able to pay back that line of credit by the end of FY21.

Distance learning did not impose a significant financial burden for TRM in FY21.

Revenues

In total TRM received the majority of revenue from state sources as related to our ADM. TRM also received a significant amount of revenue for start-up costs from the CSP grant for the planning period and implementation 1 as pertaining to FY21.

Revenue from Fund 2 is tied to student meals served. Part of this revenue was reimbursed through the national school lunch program.

Revenue from Fund 4 was generated from our before and after care program which served a small number of students during the first year of operation.

Expenses

TRM experienced large costs associated with staffing, including special education teachers, and the furnishing of classrooms with Montessori materials. Materials were primarily supported by the CSP grant. TRM utilized the ISD728 school district (Elk River) for transportation and therefore no significant cost was not imposed for transportation.

Supporting the school facility in regards to lease payments was a significant piece of the budget for FY21.

Net Surplus or Deficit and Fund Balance

Three Rivers Montessori achieved a fund balance of 12% at the end of FY21. This exceeded the school's goal of at least a 5% for the first year of operation. TRM has the goal to meet Osprey Wilds requirement of a 20% fund balance by the end of year five of operation.

World's Best Workforce Annual Budget

The WBWF goals of Reading Well by 3rd Grade and Closing the Achievement Gap were supported primarily through the CSP budget. TRM purchased the reading assessment system Fountas and Pinnell, the Executive Function assessment materials/training and the FastBridge assessment program with CSP funds.

15. FUTURE PLANS



Based on a successful first year of operation and interest from the community, TRM is expanding to provide an additional three classrooms accommodating up to 180 students total for the 2021-2022 school year. This involves an additional phase of construction on the lower level of the building. The lower level will include the additional three classrooms as well as two special education break out spaces. A stairwell will be added to the exterior of the building connecting the levels to accommodate additional traffic flow within the building.

TRM will continue to utilize CSP funds to provide additional classroom materials, furniture, technology and equipment to support the new classrooms.

TRM will more than double the students served, and therefore will be seeking additional Montessori teachers and staff to support the Montessori program. This will also require additional food service staff, before and after school staff as well as administrative support.

16. SAFE LEARNING PLAN DESCRIPTION AND REFLECTION ON IMPLEMENTATION

Three Rivers Montessori developed a Safe Learning Plan prior to opening in the fall of 2020. This plan was effective at minimizing the spread of COVID-19 for the majority of the school year. The plan was continuously analyzed by the School Board and administration based on community transmission and case rates. The needs of our students and staff were placed at the forefront of the safe learning plan.

The plan included sanitizing measures throughout the facility, mask requirements, exclusions due to symptoms/exposure and/or positive test results. All staff were trained on protocols prior to the start of the school year and additional part-time staff were hired to perform sanitizing duties in classrooms mid-day.

Challenges with the safe learning plan included mask compliance with students, the inability to social distance based on the physical environment and staffing to assist with distance learning students.

TRM offered a full-time distance learning option for families that preferred to keep their students home during the pandemic. This posed a significant challenge for TRM teachers. Licensed teachers provided in-person instruction for enrolled students as well as online materials for distance learning. The Montessori curriculum focuses heavily on hands-on learning. Therefore, distance learning posed a significant challenge for Montessori teachers.

TRM closed its doors for approximately nine weeks and provided only distance learning to families based on increased case rates in the community. During this time teachers provided paper packets of materials and online resources for families.

During this time licensed teachers, special education staff and paraprofessionals conducted virtual check-ins with students. These check-ins also included time for the students to enjoy the social aspect of school from home with open "office hours" or group game times. This contributed to the mental health and well-being of the TRM community.

Despite the challenges of the pandemic enrollment and staffing remained relatively consistent at TRM for the first year of operation. TRM will continue to utilize staff and family surveys to make decisions regarding the well-being of our community and students.

The pandemic presented many challenges for a first-year school. TRM remains incredibly proud of the success the school experienced while navigating these challenges. The community of families was supportive of staff and administration which created a partnership of trust and open communication.