


2021-2022 State of the School Report

Billingsville Elementary	
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Principal Name	Alicia G. Hash
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I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	42.4	18.8	21.4	69.0	10.0	15.4
	CCR	31.4	12.5	7.1	61.9	<5	7.7
Grade 4	GLP	31.9	15.8	8.7	62.2	11.8	16.7
	CCR	23.7	10.5	<5	48.9	5.9	8.3
Grade 5	GLP	43.9	14.6	27.8	72.3		10.0
	CCR	31.7	10.4	11.1	57.4		<5
School	GLP	39.1	16.3	18.2	67.9	8.6	14.9
	CCR	28.7	11.1	7.3	56.0	<5	6.4

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	38.8	15.2	14.3	69.0	10.0	8.3
	CCR	25.9	<5	<5	57.1	<5	<5
Grade 4	GLP	35.8	12.5	17.4	68.9	5.9	24.0
	CCR	23.9	<5	<5	60.0	<5	8.0
Grade 5	GLP	43.0	14.3	18.8	80.4		9.1
	CCR	24.0	6.1	6.3	50.0		<5
School	GLP	39.1	13.9	17.0	72.9	5.9	16.7
	CCR	24.5	<5	<5	55.6	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	52.5	18.8	47.1	85.1		<5
	CCR	41.0	10.4	17.6	76.6		<5

EOG School Composite 2020-21	39.5
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By the end of the 2021-2022 school year, 70% of students in grades K-2 will meet or exceed grade-level benchmarks for reading, as measured by Dibels and EI assessments. (Indicators: A2.04, A4.01)

By the end of the 2021-2022 school year, 70% of students in grades K-2 will meet or exceed their growth projections, as measured by MAP Math Assessment. (Indicators: A2.04, A4.01, B3.03)

By the end of the 2021-2022 school year, 54% of the students in grades 3 through 5 will be Grade Level Proficient in Reading as measured by the EOG, an increase by 15.6 percentage points. (Indicators: A2.04, A4.01, B3.03)

By the end of the 2021- 2022 school year, 63% of students in grades 3 through 5 will be Grade Level Proficient in Math as measured by the EOG, an increase of 23.9 percentage points. (Indicators: A2.04, A4.01, B3.03)

By the end of the 2021-2022 school year, 67% of the students in grade 5 will be Grade Level Proficient in Science as measured by the EOG, an increase of 12.6 percentage points. (Indicators: A2.04, A4.01, B3.03)

By the end of the 2021-2022 school year students in grades K-5 will decrease unexpected absences by 50 percent (Indicator A. 4.06).

III. CHIEF CHALLENGES

3-5 Big rock areas that may impede school improvement progress

- Staffing-Hiring for vacancies in a timely manner has been a challenge due to the low number of applicants in the candidate pool.
- Student absences-Student health and safety is our number one priority and the number of COVID cases in our community (not school cases) has prompted a high number of quarantines that have had a negative impact on student attendance (loss of learning time).

IV. PLANS FOR THE YEAR: SIP ACTIONS

Due to the interrupted teaching and unfinished learning we have implemented these strategies to intensify our differentiated approach to learning.

1. Students are tested bi-weekly in Literacy and Math. The data is analyzed, and students are receiving instruction at their level to support the acceleration or interventions needed to prompt individual student growth.
2. We have an assigned interventionist on each grade level that is providing Orton Gillingham interventions as well as Math and other Literacy interventions that are researched based on students and their assigned grade level. The interventionists are also supporting the progress monitoring of students and are coaching teachers on standards-based instruction.
3. We have increased the number of staff members who are on our enrichment team who provide accelerated instruction. We had a core group of students who did show growth during virtual learning, and we have a core group of students who have tested TD after virtual learning. We want to make sure all students are continuing to show growth and our model supports that growth.
4. We meet weekly with teachers to discuss the academic growth of our students as well as the SEL state of our student body. Our counselors and social workers also meet bi-weekly to discuss the mental health of our students and the support needed. We have daily check-ins with students who need SEL support from several members of our support staff.
5. We have Heart Math, HELPS Tutors and Augustine Tutors who are also providing an additional layer of support to improve student outcomes.