


2021-2022 State of the School Report

Charlotte-Mecklenburg Academy	
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Principal Name	Katie Willenbrock
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot							
Reading (ES)		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP						
	CCR						
Grade 4	GLP						
	CCR						
Grade 5	GLP						
	CCR						
School	GLP	7.5	<5				5.3
	CCR	<5	<5				<5
Math (ES)		All	Black	Hispanic	White	English Learners	Students with Disabilities

Grade 3	GLP						
	CCR						
Grade 4	GLP						
	CCR						
Grade 5	GLP						
	CCR						
School	GLP	<5	<5				<5
	CCR	<5	<5				<5

Science (ES)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP						
	CCR						

Reading (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP						
	CCR						
Grade 7	GLP						
	CCR						
Grade 8	GLP						
	CCR						

Math (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 6	GLP						
	CCR						
Grade 7	GLP						
	CCR						
Grade 8	GLP						
	CCR						
Math I	GLP						
	CCR						

Science (MS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP						
	CCR						

EOC (HS)		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	9.1					9.1
	CCR	9.1					9.1
English II	GLP	18.2					18.2
	CCR	<5					<5
Math I	GLP	<5					
	CCR	<5					
Math III	GLP						
	CCR						

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
ACT						

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	10.9	10.0		20.0		11.4

EOG School Composite 2020-21	<5
EOC School Composite 2020-21	8.3
School Letter Grade*	ALT-F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Through the implementation of the SEL direct instruction, trauma-informed practices, and the Boys Town Specialized Classroom Management system, Charlotte-Mecklenburg Academy will have a safe and productive learning environment where students are engaged in learning and respond appropriately to redirection immediately, as measured by a decrease of 10% in suspensions per grade band for the school year. (A1.07, A4.06)

Design and implement plans that address the rigor of content standards and incorporate specially designed instructional strategies/tools to ensure all students are able to access and engage with grade level standards in meaningful ways. (A2.04, B3.03).

Through improving two-way communication between the home and school, implementation of supports for grade to grade and level to level transitions, and through the development and implementation of multi-tiered systems of support including SEL direct instruction and data-driven specially designed instruction, student attendance will increase by 3 percentage points each year for elementary students and by 5 percentage points each year for secondary students. (A4.01, A4.16, E1.06).

III. CHIEF CHALLENGES

- All students attending Charlotte-Mecklenburg Academy have an IEP due to intensive social and emotional needs that have resulted in many students accruing both long and short -term supports through the mental health system which results in high rates of student absenteeism and therefore disrupted learning.
- The student population is highly transient as students move through various levels of care and in/out of Mecklenburg County which results in many students that start the year with us are not here through EOG/EOC testing, or many that arrive in the spring with little time to prepare for state testing.
- Another Chief Challenge Charlotte-Mecklenburg Academy faces is the delivery of high-quality standards aligned instruction while also ensuring specially designed instruction is provided consistently for all students. Our staff provide K-12 core content instruction despite the fact that the majority of the teaching staff is only EC certified.
- Due to the small size of the school, in addition to teaching core content outside of licensure areas, teachers often have preps that stretch across contents and/or grade levels. All of these factors are compounded by challenges felt throughout our educational systems due to the pandemic such as staffing challenges and intensified SEL needs.

IV. PLANS FOR THE YEAR: SIP ACTIONS

To address the complex challenges of Charlotte-Mecklenburg Academy, our team applied for and received an Innovative Partnership Grant from DPI. Through this grant the school team is working closely with the identified partner, RTI International, to improve the school culture, increase academic rigor and continue to refine what MTSS looks like in a 100% special education school environment. To address school culture, our grant partners are working closely with school leadership to address the secondary trauma and adult SEL needs that come from working in an intensive high needs program. To address academic rigor as well as the social emotional needs of our students, we are focused on implementing 10 key instructional practices identified by Nichols Yoder, which align closely with the district core actions for literacy and math. The MTSS team looks at a variety of data points including student performance in core content, progress with IEP goals as well as incident and attendance data. These data points are used to gauge the success of CMA core programming as well as to identify supplemental services for all students at CMA in the area of literacy, math or social-emotional learning. As we move into the second semester the team is beginning to work on defining intensive support services that will be provided to identified students.

