


2021-2022 State of the School Report

Collinswood Language Academy	
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Principal Name	Carolyn Rodd
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I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	48.1		31.3	85.0	18.2	40.0
	CCR	35.4		18.8	75.0	13.6	30.0
Grade 4	GLP	55.6	57.1	45.0	78.6	13.3	
	CCR	31.9	28.6	15.0	71.4	6.7	
Grade 5	GLP	43.6		35.2	78.6	13.3	
	CCR	32.1		22.2	64.3	6.7	
Grade 6	GLP	56.6		49.2	85.7	8.3	
	CCR	30.1		26.2	50.0	<5	
Grade 7	GLP	57.7	61.5	51.8		8.3	
	CCR	35.9	23.1	30.4		8.3	
Grade 8	GLP	63.6	66.7	57.4			

	CCR	35.1	20.0	33.3			
School	GLP	54.2	56.1	45.4	85.3	13.9	26.3
	CCR	33.4	24.2	24.9	70.7	8.9	10.5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	58.2		56.3	75.0	31.8	20.0
	CCR	40.5		31.3	65.0	22.7	20.0
Grade 4	GLP	37.5	21.4	32.5	64.3	20.0	
	CCR	20.8	7.1	17.5	42.9	13.3	
Grade 5	GLP	42.3		33.3	78.6	<5	
	CCR	23.1		14.8	57.1	<5	
Grade 6	GLP	43.4		37.7	64.3	<5	
	CCR	25.3		16.4	50.0	<5	
Grade 7	GLP	38.5	23.1	32.1		<5	
	CCR	19.2	7.7	16.1		<5	
Grade 8	GLP	20.0	15.4	16.7			
	CCR	<5	<5	<5			
Math I	GLP	52.2		53.8			
	CCR	<5		<5			
School	GLP	40.9	25.0	35.2	73.6	12.7	10.5
	CCR	22.4	12.5	16.3	54.2	8.9	5.3

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	48.7		44.4	71.4	13.3	
	CCR	35.9		25.9	71.4	<5	
Grade 8	GLP	89.6	80.0	90.7			
	CCR	85.7	73.3	87.0			

EOG School Composite 2020-21	50.7
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, 100% of our staff will increase knowledge and application of the third pillar of dual language, "cross cultural competence", so that they can effectively support the social and emotional development of students and create a healthy classroom community and school culture. (A4.06, E1.06,B.3.03)

By June 2022, we will increase the percent of students performing at College and Career Ready by 25% of 2020-2021 levels as measured by End of Grade Assessments and/or MAP. (A1.07; A2.04; A4.01).

By June 2022, 80% of K and 1 students will show growth in Spanish. Overall Comprehension proficiency as measured by iStation (A2.04, A4.01, B 3.03).

By June 2022, at least 80% of 5th and 8th grade students will be performing NCDPI benchmark for DLI programs in Spanish Reading, Writing, Listening, and Speaking proficiency as measured by STAMP (A2.04, A4.01, B 3.03).

III. CHIEF CHALLENGES

- Student Behavior Needs (Title IX, Emotional Regulation Issues): The number of Title IX incidents and behavioral needs of our students has been higher than ever before at this school. We are struggling administratively to stay caught up and it is impacting the instructional learning environment and subsequent learning outcomes of our students.
- Insufficient time and curriculum resources to support a dual language K-8: We do not have materials in the language of Spanish to teach science content in grades 6-8. We have limited content based materials in the language of Spanish K-5. Without materials, this impacts our SIP goals of high academic achievement and bilingualism. Learning outcomes are diminished when literacy (Spanish literacy and English literacy) are taught in isolation, rather than integrated within thematic units.
- Staffing and staffing needs for K-8: We are working through filling several vacancies and processing new hires. Supporting the core instruction of our school with these vacancies is a priority. All additional teacher responsibilities are stretched due to priority coverage. Limited staffing requires focus on essential core functions only (student safety, basic logistics.)

IV. PLANS FOR THE YEAR: SIP ACTIONS

First, we are working daily to ensure that a qualified adult is in every classroom. Daily coverage needs due to staffing shortages require a matrix of daily coverage. Our longer term solution is hiring staff. Second, we have begun to implement restorative practices for our staff and students. We are collaborating with the Learning Community Core Behavior Specialist to ensure core behavior strategies are in place. Third, our admin team triages the daily logistical needs of our school (staff coverage, Title IX, behavior needs) including any district deadlines or initiatives and training. Fourth, we protect the literacy facilitator's time to ensure she can attend planning and provide support for teachers. Our middle school Spanish Immersion teachers are building daily Science lessons in the language of Spanish. The K-5 teachers seek science teaching resources in the language of Spanish for their lessons building on the framework provided by the district.