

# 2021-2022 State of the School Report

Dorothy J Vaughn Academy



Principal Name

Toyia Matthews

## I. SCHOOL REPORT CARD SNAPSHOT

### 2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	44.1	35.9	46.2			
	CCR	32.2	30.8	23.1			
Grade 4	GLP	38.7	41.7	30.0			
	CCR	19.4	20.8	20.0			
Grade 5	GLP	50.8	54.8	35.7			
	CCR	38.1	45.2	21.4			
School	GLP	44.6	44.2	37.8		27.8	
	CCR	29.9	31.8	21.6		22.2	

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	39.7	38.5	33.3			
	CCR	20.7	17.9	16.7			
Grade 4	GLP	17.7	20.8	10.0			
	CCR	12.9	16.7	<5			
Grade 5	GLP	46.0	47.6	35.7			
	CCR	31.7	31.0	21.4			
School	GLP	34.4	34.9	27.8		23.5	
	CCR	21.9	21.7	13.9		5.9	

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	52.4	57.1	28.6			
	CCR	41.3	40.5	28.6			

EOG School Composite 2020-21	41.4
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, Dorothy J Vaughan Academy of Technology will increase our overall Reading College and Career Readiness composite by 10% to 54.6% in grades 3-5. We will increase our overall Math College and Career Readiness composite by 10% to 44.4% in grades 3-5. (A2.04, B3.03, E1.06)

Based on our root cause analysis and our gap identification, our number one priority is consistent, effective, structured math and literacy planning utilizing the backwards-design planning model. We will also utilize WIN time K-5 to address achievement gaps and identify next steps in the process. (A2.04, A4.01, A4.06)

## III. CHIEF CHALLENGES

Dorothy J. Vaughan Academy of Technology's three challenges that could impede progress on our school improvement goals. We have selected the indicators that are most impacted by challenges.

- Teachers participated in asynchronous professional development to understand our newly adopted curriculum. Teachers continue to need support and feedback around curriculum adoption. Time is spent supporting teachers with navigating the many resources provided.
- Meeting the SEL needs of our students has been a challenge and a priority this school year. During the pandemic, the scholars had limited interactions with their peers.
- Due to the pandemic, we have more students needing interventions because of their gaps in learning.

## IV. PLANS FOR THE YEAR: SIP ACTIONS

We designed a master schedule that ensures teachers receive 45 minutes of planning 4 days a week with one day being a 90 minute planning block. This is to support teachers with understanding and implementing the curriculum with fidelity. Every morning teachers facilitate a Social Emotional Learning lesson using the Caring Schools Curriculum. We have adopted a What I Need (WIN) block time to provide teachers with at least 30 minutes in their schedule for remediation and enrichment.

