


2021-2022 State of the School Report

Eastway Middle	
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Principal Name	Mary Webb
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	17.9	18.5	17.0		<5	9.3
	CCR	<5	6.5	<5		<5	<5
Grade 7	GLP	22.1	18.1	19.8	44.4	7.5	<5
	CCR	8.7	6.9	7.3	16.7	<5	<5
Grade 8	GLP	26.2	24.4	24.8		<5	8.7
	CCR	11.5	7.3	10.2		<5	<5
School	GLP	21.9	20.3	20.4	42.9	5.4	7.1
	CCR	8.1	6.9	6.5	25.7	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	17.4	16.5	15.4		7.1	<5
	CCR	5.6	5.5	<5		<5	<5
Grade 7	GLP	20.1	12.2	21.9	27.8	10.7	5.0
	CCR	7.9	5.4	9.6	<5	<5	<5
Grade 8	GLP	17.8	15.9	16.1		7.1	<5
	CCR	7.8	<5	8.3		<5	<5
Math I	GLP	53.3	45.0	52.1		29.4	
	CCR	25.3	10.0	29.2		23.5	
School	GLP	18.4	15.0	17.9	34.3	8.3	<5
	CCR	7.0	<5	7.4	11.4	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	36.4	38.8	32.9		14.7	9.5
	CCR	29.9	33.8	25.6		10.1	9.5

EOG School Composite	22.4
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Meet high growth status for math, reading and science 2021-2022 end of grade assessments. (Math: 45%, reading: 32%, science: 58%.)

Increase the number of students enrolled in Math I by 20% from 77 to 93 by the 2023-2024 school year.

Decrease OSS and ISS by 10% from the 2019-2020 school year (OSS: from 277 to 249 or fewer/ISS: from 352 to 316 or fewer) by the end of the 2021-2022 school year.

Decrease chronic absenteeism by 10% from 8.5% during the 2019-2020 school year to 7.6% by the end of the 2021-2022 school year.

III. CHIEF CHALLENGES

- Academic and social progress delays from multi-year learning gaps due to COVID. Students have had a difficult time adjusting to the routines and expectations of school resulting in higher levels of disruptive and aggressive behaviors.
- Teacher fatigue and burnout. The extra workload and expectations for staff due to staffing shortages, student needs, new district requirements and student behavior has resulted in mid-year resignations, increased absences and teacher burnout.
- Staffing shortages have resulted in unfilled teaching positions or hiring of under-skilled teachers. This has resulted in poorer quality teaching and teachers losing planning time which decreases the ability to maintain strong functioning Professional Learning Communities.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Math, English Language Arts, science and social studies Professional Learning Communities will institute protocols to promote a stronger understanding of the standards and mastery of them as well as a framework for student work analysis. EOG/EOC teachers administer, track and disaggregate assessment data using Mastery Connect and school teacher data analysis sheets. Conduct bi-weekly content walkthrough by Instructional Leadership Team to identify areas of focus for the content area and evaluate progress toward goals. Monitor intervention and referral data weekly and work with Behavior Management Team and counselors to create interventions and behavior plans for students of concern. Teachers will continue to implement CARE and Leader in Me lessons during daily morning advisory time.