

2021-2022 State of the School Report

Highland Renaissance Academy



Principal Name

Erin Barksdale

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	13.5	14.3	15.0			
	CCR	10.8	7.1	15.0			
Grade 4	GLP	28.8	20.0	35.7		17.4	
	CCR	15.3	8.0	17.9		<5	
Grade 5	GLP	20.7	21.2	17.4		<5	16.7
	CCR	<5	6.1	<5		<5	<5
School	GLP	22.1	19.4	23.9		9.1	20.0
	CCR	9.7	6.9	11.3		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	13.5	7.1	20.0			
	CCR	<5	<5	5.0			
Grade 4	GLP	8.5	<5	17.9		<5	
	CCR	<5	<5	<5		<5	
Grade 5	GLP	15.5	18.2	8.7		7.1	8.3
	CCR	6.9	6.1	8.7		<5	8.3
School	GLP	12.3	9.7	15.5		<5	10.0
	CCR	<5	<5	5.6		<5	5.0

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	32.8	36.4	21.7		7.1	16.7
	CCR	20.7	21.2	17.4		7.1	<5

EOG School Composite 2020-21	19.7
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Literacy: Increase

3rd Grade: GLP From 13.5 % to 40 %/CCR from 11% to 26%

4th Grade: GLP From 28.8% to 35% /CCR from 15% to 26%

5th Grade: GLP From 21% to 38 % /CCR from 3% to 21%

Math: Increase

Gr. 3 Math GLP from 13.5% to 21% and CCR from 2.7% to 49%

Gr. 4 Math GLP from 8.5% to 60% and CCR from 1.7% to 33%

Gr. 5 Math GLP from 15.5% to 46% and CCR from 6.9% to 57%

Science: Increase science GLP from 33% to 68% and CCR from 21.8% to 63%

(Indicators: A2.04, B1.03, E1.06, A4.01)

100% of classrooms will employ the HRA SEL Framework by incorporating Calm Corners, Morning Meetings, Caring Schools Curriculum, and the Highland Way Behavior Management and Recognition system as indicated by:

25% reduction in Out of School Suspension

18'-19' Total OSS: 41

Goal: 31

(Indicators: A4.06)

III. CHIEF CHALLENGES

- Aggressive Monitoring; teachers really internalizing their real time student data and making the necessary shifts to drive their instruction.
- Balancing the students DIBELS and early fluency needs against the EL curriculum All Block expectations.
- Ensuring that we are adhering to our flexible grouping and intervention schedules to meet kids where they are while still giving them exposure to on grade level work; remediation vs on grade level/acceleration

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our school has designed protected time in our master schedule and creatively designed 3-hour deep data dive Professional Learning Communities for every grade level K-5 where teachers are looking at the TOTAL grade level data, grouping kids, and designing small group instruction and flexible groups. We have collaborative Professional Learning Communities focused on looking at student work samples and upcoming assessments. The Instructional Leadership Team connects with the learning community to engage in instructional walks and co-collaborating on action steps for teachers. Internally, our Instructional Leadership Team meets twice a month to engage in collaborative learning walks, looking at data, and implementing next steps in coaching and professional development.