


2021-2022 State of the School Report

Jay M. Robinson Middle School	
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Principal Name	Michael Milliote
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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	73.6	56.4	59.5	75.4	26.1	15.2
	CCR	49.4	30.8	18.9	52.3	17.4	<5
Grade 7	GLP	76.3	57.1	66.7	74.9	33.3	31.4
	CCR	60.3	40.0	48.7	58.9	19.0	11.4
Grade 8	GLP	83.0	69.0	65.5	83.8	35.7	44.8
	CCR	58.1	44.8	37.9	54.1	14.3	10.3
School	GLP	77.7	60.2	63.8	78.4	31.0	29.9
	CCR	55.9	37.9	35.2	54.9	17.2	8.2
Math		All	Black	Hispanic	White	English Learners	Students with Disabilities

Grade 6	GLP	78.7	60.0	52.8	80.6	47.8	24.2
	CCR	63.0	37.5	38.9	63.2	21.7	6.1
Grade 7	GLP	83.5	60.0	79.5	82.9	65.0	42.9
	CCR	72.5	45.7	61.5	68.6	45.0	25.7
Grade 8	GLP	81.5	63.3	65.5	80.3	60.0	33.3
	CCR	64.7	50.0	51.7	60.5	40.0	7.4
Math I	GLP	94.5	87.5	94.1	94.5		
	CCR	77.6	81.3	82.4	72.1		
School	GLP	81.2	61.0	66.3	81.1	56.9	33.7
	CCR	66.6	43.8	51.0	63.7	34.5	13.7

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	94.4	92.9	82.1	94.1	64.3	66.7
	CCR	87.6	67.9	67.9	90.0	42.9	37.0

EOG School Composite	81.6
School Letter Grade*	A

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase the percentage of students meeting their expected growth score in Reading from 53% (spring 2019) to 60% (Spring 2022) as measured by the EOG. (A2.04)

Increase student Self-Efficacy indicator from 56% (Spring 2021) to 70% (Spring 2022) as measured by the Panorama Survey (A4.06)

Increase Composite Math CCR from 66.6% (Spring 2021) to 80% (Spring 2022) as measured by the EOG. Increase Composite Reading CRR from 55.9% (Spring 2021) to 70% (Spring 2022) as measured by the EOG.

III. CHIEF CHALLENGES

- We have the need for additional support positions such as 504 coordinators, EL teachers, family advocates, social workers, counselors, BST, Title IX coordinators, MTSS coordinators, etc. We are seeing a large need for increased support staff from students. We do not receive many of these positions in our normal staffing allocation which spreads allocated positions thin.
- Staff compensation needs to be prioritized as a budgetary consideration to obtain and retain the most effective staff members.
- Students are presenting large learning gaps from virtual instruction due to the pandemic that teachers are actively trying to eliminate while they teach on grade level content.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- We are utilizing the 4 Disciplines of Execution model to align all PLCs work to the SIP. We have created places within minutes to monitor PLC leading measures and how they are tracking toward meeting PLC-created Wildly Important Goals that are aligned to specific student outcomes on the SIP. The leading measures are teacher-driven instructional decisions that they are held accountable to implement in their classroom.