

2021-2022 State of the School Report

JOSEPH W GRIER ACADEMY



Principal Name

Bridget Wilson

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	27.4	37.0	17.9		19.2	
	CCR	13.7	14.8	10.3		7.7	
Grade 4	GLP	37.8	32.5	36.2		14.8	8.3
	CCR	17.3	12.5	17.0		<5	<5
Grade 5	GLP	32.9	23.3	32.6		17.4	30.0
	CCR	21.2	16.7	19.6		<5	<5
School	GLP	33.2	30.9	29.5		17.1	17.2
	CCR	17.6	14.4	15.9		<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	16.4	15.4	15.0		14.3	
	CCR	5.5	<5	7.5		7.1	
Grade 4	GLP	23.2	12.5	26.7		11.1	8.3
	CCR	10.5	<5	13.3		<5	<5
Grade 5	GLP	22.4	6.7	26.7		26.1	20.0
	CCR	9.4	<5	8.9		8.7	<5
School	GLP	20.9	11.5	23.1		16.7	13.8
	CCR	8.7	<5	10.0		5.1	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	37.2	30.0	37.0		21.7	30.0
	CCR	23.3	13.3	26.1		<5	<5

EOG School Composite 2020-21	28.6
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, to ensure that all students will be prepared with opportunities for meaningful employment and/or higher education, we are striving to be a B school. In order to accomplish this goal, we will increase our school-wide Literacy proficiency scores to a GLP composite of 60.00% (an increase of 27 percentage points from 33% GLP from the 2020-

2021 school year) by the end of the 2021-2022 school year. This will ensure that all students have access to a rich, diverse, equitable, and rigorous curriculum that encompasses the components of instructional excellence. (Indicators: A2.04, A4.01, A4.06, B.3.03, E1.06)

By June 2022, to ensure that all students will be prepared with opportunities for meaningful employment and/or higher education, we are striving to be a B school. In order to accomplish this goal, we are striving to increase our school-wide Math proficiency scores to a composite of 60% (an increase of 39 percentage points from 21% GLP from the 2020- 2021 school year) by the end of the 2021-2022 school year. This will ensure that all students have access to a rich, diverse, rigorous and aligned curriculum. (Indicators: A2.04, A4.01, A4.06, B.3.03, E1.06)

By June 2022, to ensure that all students will be prepared with opportunities for meaningful employment and/or higher education, we are striving to be a B school. In order to accomplish this goal, we are aiming to move our school-wide Science proficiency scores to a composite of 75% (an increase of 38% percentage points from 37% from the 2020- 2021 school year) by the end of the 2021-2022 school year. This will ensure that all students have access to a rich, diverse, rigorous and aligned curriculum. (Indicators: A2.04, A4.01, A4.06, B.3.03, E1.06)

By June 2022, to ensure that all students will be prepared with opportunities for meaningful employment and/or higher education, we are striving to be a B school. In order to accomplish this goal, we are striving to exceed the movement of our sub-groups in accordance with the 10 year targets established by the Department of Public Instruction in accordance with ESSA. We will measure our progress towards each of these subgroups through analysis of data in common formative assessments in MasteryConnect as well as progress by subgroups using MAP and M-Class The NC Ready Report that is generated at the end of the 2020-2021 school year is based on EOG will serve as evidence of meeting the targets. This will ensure that all students have access to a rich, diverse, rigorous and aligned curriculum. (Indicators: A2.04, A4.01, A4.06, B.3.03, E1.06)

III. CHIEF CHALLENGES

- Chronic absenteeism – Students who are typically absent, as well as students who are quarantined due to being identified as a close contact. They are missing in-person instruction with their teacher and peers.
- Teacher environment – There are increased responsibilities being placed on teachers this year which is leading to higher levels of stress and burnout.
- Human Resources – We have had more vacancies than usual. We have made several adjustments this year due to teachers resigning and taking extended medical leaves. The talent pool has a lack of qualified candidates.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are working with the MTSS Leadership team along with district specialists to create strategies to help lower absenteeism. All of the school-based committees are aligned with the SIP to positively impact the school and support the School Improvement goals. The leadership team is working closely with HR and talent acquisition to find qualified candidates that can fill the vacancies. We are using the Teacher Leader Pathway to expand teachers' roles and to fill leadership roles that will have a direct positive impact on our school.