

2021-2022 State of the School Report

Merry Oaks International Academy
Elementary



Principal Name

Danah N. Telfaire

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	13.5	15.4	12.5		13.0	<5
	CCR	6.7	7.7	7.1		<5	<5
Grade 4	GLP	13.8	21.4	9.8		<5	
	CCR	10.0	14.3	8.2		<5	
Grade 5	GLP	13.8	20.8	10.5		<5	
	CCR	5.7	<5	5.3		<5	
School	GLP	13.7	18.8	10.9	18.2	<5	<5
	CCR	7.4	7.8	6.9	18.2	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	12.2	7.7	12.3		13.0	9.1
	CCR	<5	<5	<5		<5	<5
Grade 4	GLP	7.6	7.1	6.7		<5	
	CCR	5.1	7.1	<5		<5	
Grade 5	GLP	11.5	<5	10.3		<5	
	CCR	5.7	<5	5.2		<5	
School	GLP	10.5	6.3	9.7	54.5	5.0	5.3
	CCR	<5	<5	<5	27.3	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	14.0	13.6	12.1		<5	
	CCR	8.1	9.1	5.2		<5	

EOG School Composite 2020-21	12.4
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, as measured by our performance composite scores, Merry Oaks will increase our school performance grade score in the area of ELA by 5%, from 29% to 34%.

(B3.03, A2.04, A4.01)

Indicator Alignment:

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

By June 2022, as measured by our performance composite scores, Merry Oaks will increase our school performance grade score in the area of Mathematics by 5%, from 59%-64%.

(B3.03, A2.04, A4.01)

Indicator Alignment:

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Establish a culture of embracing student diversity and whole child development for all students by bringing all internal (school based staff) and external (families and community based partners) stakeholders together to bridge the gap and create instructional and meaningful relationships to support student academic success. As a result, 85% of Merry Oaks stakeholders will agree that Merry Oaks is a good place to teach and learn.

(A4.06, E1.06)

Indicator Alignment:

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

E1.06: The school regularly communicates with the parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

III. CHIEF CHALLENGES

- Student Attendance- Pandemic challenges our families are currently facing
- Language Barrier- We are trying our best to stretch our Family Advocate- Have the post for our new bilingual family advocate, but no potential candidates (translation)
- Sub coverage- Teacher Assistants are unable to support MTSS due to classroom coverages for staff out during the day.
- Student Achievement- Teachers are having to do more spiral work from lower grades to make up the academic deficit of 2 plus or 3 plus years; unable to really teach the core with fidelity.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Some of our high leverage moves we have made this school year are, facilitators completing Multi-Tiered Systems of Support- K-2, core curriculum with fidelity- in all grades, better parent communication with new Social Worker and Parent Advocate, use of foundational skills lessons during our ALL block for 3-5, and Social Emotional Learning lesson happening 3-5 times per week by counseling team