

# 2021-2022 State of the School Report

Mt. Island Lake Academy K-8



Principal Name

Tanya Branham

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	31.5	27.1	30.0		16.7	
	CCR	26.0	20.8	30.0		16.7	
Grade 4	GLP	34.9	34.8	22.2	58.3	21.4	
	CCR	21.7	19.6	11.1	41.7	7.1	
Grade 5	GLP	34.9	34.8	22.2	58.3	21.4	
	CCR	21.7	19.6	11.1	41.7	7.1	
Grade 6	GLP	40.2	35.3	43.8			14.3
	CCR	17.5	10.3	25.0			<5
Grade 7	GLP	34.3	28.6	40.0			

	CCR	20.0	11.9	33.3			
Grade 8	GLP	31.3	29.5				10.0
	CCR	16.9	13.1				<5
School	GLP	35.2	31.4	29.1	60.7	10.9	8.3
	CCR	20.6	14.6	20.3	41.0	6.5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	21.9	22.9	20.0		16.7	
	CCR	11.0	8.3	10.0		8.3	
Grade 4	GLP	31.3	26.1	38.9	41.7	42.9	
	CCR	15.7	10.9	16.7	41.7	21.4	
Grade 5	GLP	27.3	26.8	<5	31.6		
	CCR	15.2	12.5	<5	10.5		
Grade 6	GLP	19.6	13.2	31.3			14.3
	CCR	11.3	8.8	12.5			7.1
Grade 7	GLP	21.4	9.5	40.0			
	CCR	14.3	7.1	13.3			
Grade 8	GLP	13.8	13.8				<5
	CCR	<5	<5				<5
Math I	GLP	33.3	36.8				
	CCR	6.7	5.3				
School	GLP	22.7	18.6	25.3	34.4	21.7	8.3
	CCR	11.8	8.2	10.1	24.6	8.7	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	35.7	25.5	8.3	63.2		
	CCR	27.6	18.2	8.3	47.4		
Grade 8	GLP	53.0	45.9				<5
	CCR	42.2	34.4				<5

EOG School Composite 2020-21	31.2
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

K-8 scholars will show an 8% increase on Reading EOG/EOY Assessments. Overall reading composite from 2020-2021 was 35.2% (A2.04).

Scholars in grades 3-8 will show an 8% increase in proficiency on the NC Math EOG. Overall math composite from 2020-2021 was 22.7% (A2.04).

Scholars in grades 5th & 8th will show a 10% increase in proficiency on the NC Science EOG. Elementary will show an increase from 35.7% for the 2020-2021 to 45.7% and middle grades will show an increase of 53% for the 2020-2021 to 63% (A2.04.)

As a school we will increase three of the SEL domains by 10%. There will be a focus on the the following three domains based on end of year Panorama from spring of 2021: Emotion Regulation 39% for middle grades and 47% for elementary; Self-Efficacy 38% for middle grades and 53% for elementary; and Challenging Feelings 49% middle grades and 50% elementary (A4.06).

### III. CHIEF CHALLENGES

- One challenge has been with staffing, finding quality candidates and in most cases candidates that are applying for a teaching position. As a PK-8 school at the middle school level, we have one area content teacher per grade level, which makes it challenging for that content area teacher to assist in teaching at a different grade level due to the high number of students. There is not the flexibility to move teachers across grade bands due to the high number of students teachers have in their classes.
- MTSS has been a challenge because of the high number of students that have academic needs and the number of students needing to be served are not manageable for a classroom teacher to manage by themselves. The challenge is having additional staff in this area to help support students and the teachers in the interventions and monitoring of progress. We want to ensure that the MTSS process is done with fidelity but there are also minimal resources/interventions to be used in areas of focus. The training for the MTSS process has been challenging as well in ensuring adequate time for teachers along with other requirements. In looking at the core, there are pockets of where unfinished learning is much greater than other grade levels within our building.
- Scheduling is another challenge we have as we are committed to not pulling students within the 80% of core time. We want to be sure the individual needs of the students are met based on their IEP, MTSS, TD and for students that fall into chronic absences.
- Another challenge within the schedule is the impact of Covid and reintegration into school. Additional time is needed with SEL to have the real impact we want it to have on our students.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

One action plan has been the implementation of background design where teachers are looking at the standards and assessments first when planning. There is a common understanding of standards within the PLC to develop daily and weekly lesson plans that are appropriately aligned with the target standards and end of unit assessments. For small groups, implementing strategies to foster self-efficacy to help students gain confidence and use the teacher as the facilitator.