

2021-2022 State of the School Report

Oakhurst STEAM Academy



Principal Name

Angela Blue

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	29.3	22.2	6.9	61.1	7.1	
	CCR	23.9	16.7	<5	55.6	<5	
Grade 4	GLP	31.0	28.9	14.3	90.0	<5	<5
	CCR	23.0	13.2	14.3	90.0	<5	<5
Grade 5	GLP	32.0	32.6	17.9	60.0	<5	20.0
	CCR	20.6	21.7	7.1	40.0	<5	10.0
School	GLP	30.8	28.3	12.9	67.4	5.1	10.0
	CCR	22.5	17.5	8.2	58.1	<5	5.0

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	28.6	30.6	6.9	52.9	14.3	
	CCR	14.3	11.1	<5	23.5	<5	
Grade 4	GLP	27.6	18.4	21.4	90.0	6.9	<5
	CCR	17.2	10.5	10.7	70.0	<5	<5
Grade 5	GLP	27.8	19.6	21.4	73.3	<5	25.0
	CCR	14.4	<5	14.3	60.0	<5	5.0
School	GLP	28.0	22.5	16.5	69.0	7.6	12.5
	CCR	15.3	6.7	9.4	47.6	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	40.2	37.0	25.0	86.7	<5	35.0
	CCR	27.8	19.6	17.9	73.3	<5	15.0

EOG School Composite 2020-21	31.0
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Great Teaching: To ensure an equity-centered, STEAM learning experience for all students by utilizing adopted curriculum, providing assessments, and facilitating professional

development for math and literacy teachers. As a result, Oakhurst Steam Academy will demonstrate a CCR growth of 7 percentage points (37.5% as reflected in our 2018-2019 data to 44.5% projected in 2021-2022).

Academic Performance: Utilize a comprehensive system to support school wide implementation of supplemental and intensive academic supports that supplement (not replace) high quality daily instruction through the effective use of our MTSS process and Enrichment/Skills Block. (A4.01, B3.03) As a result, the school will demonstrate an overall composite score increase by 20.5% points from 19.5% CCR for the 2020-2021 school year to 40% points for the 2021-2022 school year.

Student Wellness/Time (OSS/ISS): Provide a positive school climate, under regulation JICK-R, by promoting a safe learning environment free of bullying and/or harassing behaviors. (A4.06) Maximize instructional time by reducing chronic absenteeism and OSS disproportionately by 20% compared to 2018-2019 data. (A4.01, A4.06)

III. CHIEF CHALLENGES

- Inexperienced staff that is learning how to navigate the district provided curriculum resources. They also are working with our facilitators to make data informed decisions to better impact teaching and learning in small groups.
- Resignation status- It has been a challenge to retain staff members (particularly in Exceptional Children).
- Teacher workload-- LETRS training, Orton-Gillingham training, coverage calendar for Teacher Assistants
- Administration on leave
- Chronic absenteeism

IV. PLANS FOR THE YEAR: SIP ACTIONS

Through our challenges, our staff and teachers continue to stay focused on teaching and learning. We have a comprehensive Multi-Tiered Systems of Support framework where data is reviewed consistently and we are holding teachers accountable for implementation of interventions and administering progress monitoring of behavior and academic interventions. The instructional team is committed to providing coaching opportunities to all staff members, focusing on beginning teachers. Weekly Professional Learning Communities (math and literacy) review Mastery Connect data to inform small group formation and instruction.

