

2021-2022 State of the School Report

Rea Farms STEAM Academy



Principal Name

Brooklyn Hough

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	71.6	43.8	50.0	70.5	38.9	8.3
	CCR	57.8	37.5	38.9	54.5	16.7	8.3
Grade 4	GLP	78.7	63.6	60.0	74.4	50.0	
	CCR	61.1	18.2	30.0	65.1	30.0	
Grade 5	GLP	77.9			79.2		
	CCR	57.4			66.7		
Grade 6	GLP	75.5	76.9	50.0	81.8		
	CCR	49.0	38.5	31.3	50.0		
School	GLP	75.6	59.2	55.8	76.1	42.9	18.5
	CCR	56.3	32.7	30.8	58.1	22.9	11.1

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	78.3	43.8	70.6	81.8	55.6	18.2
	CCR	61.7	31.3	35.3	61.4	22.2	<5
Grade 4	GLP	75.0	36.4	20.0	72.1	60.0	
	CCR	56.5	9.1	10.0	55.8	40.0	
Grade 5	GLP	88.2			79.2		
	CCR	75.0			70.8		
Grade 6	GLP	82.4	69.2	68.8	86.4		
	CCR	66.7	53.8	43.8	70.5		
School	GLP	80.2	57.1	62.7	80.0	52.9	23.1
	CCR	63.9	36.7	33.3	63.9	26.5	11.5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	>95			>95		
	CCR	92.6			>95		

EOG School Composite 2020-21	79.4
School Letter Grade*	NA (School opened 2019-20)

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By the end of 2023, Rea Farms will have a 90% overall composite grade level proficiency score on end of grade assessments across the school. (A2.01)

By 2023, Rea Farms will exceed growth expectations in reading, math and science as a school as evidenced by EVAAS. (A4.01)

By 2023, Rea Farms will be named as a Magnet School of Excellence for their implementation of STEAM programming. (A2.04)

By 2023, Rea Farms will cut in half the Percent NOT GLP for each racial subgroup, which in turn will reduce the GLP equity gap by 50%. Current Subgroup Composite Data for 2021: AIG - 97.7% Asian - 95.2% White - 79.8% EL - 66.7% Hispanic - 63.6% African-American - 60.3% Students with Disabilities - 25.6%

III. CHIEF CHALLENGES

- It remains difficult to teach all students in small groups, consistently, with the present levels of staffing challenges.
- Lack of professional development for Envision and EL curriculum: We have a number of new teachers and teachers who have never been exposed to the EL curriculum. They are not receiving the same type of district-level support that was offered in previous years. Since the early release days and the additional workdays are utilized for LETRS training and for grade level planning purposes, it is challenging for teachers to dig deeper into the Envision and EL curriculum
- There is a need for additional school-level staff for implementing Tier 2 and Tier 3 interventions.
- There is a need for additional training for school administrators on the approved Tier 2 and Tier 3 interventions in order to provide feedback to those implementing them in the classrooms.
- We would benefit from district-led in-person meetings, instead of virtual meetings, in order to improve communication and build cohesiveness.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Core Action Walkthroughs show that we are implementing the curriculum in elementary and middle grades. As a STEAM Magnet, we have integrated Problem-Based Learning with Lab Time and All Block. This implementation is happening school wide. Our school recently hired an MTSS facilitator in order to close the gap between interventions given and interventions needed, to lead data meetings, and to monitor the progress of the students assigned to each Intervention Tier. We are continuing the implementation of the Caring Schools Curriculum and have improved our Cross-Aged Buddies program. We are in compliance with

LETRS training; however, some of the other PDs planned have been canceled due to this requirement. Parent engagement is high. Parents are attending learning opportunities for academic and social/emotional growth.