

2021-2022 State of the School Report

South Academy of International Languages



Principal Name

Felicia Ebyl

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	56.3	55.0	38.7	63.3	25.0	42.1
	CCR	35.3	10.0	29.0	46.9	6.3	21.1
Grade 4	GLP	50.8	46.9	32.4	65.3	27.8	28.6
	CCR	38.6	34.4	20.6	53.1	11.1	14.3
Grade 5	GLP	60.5	45.2	50.0	75.0		
	CCR	38.6	16.1	25.0	59.6		
Grade 6	GLP	62.8	57.6	30.8	89.5	<5	
	CCR	36.6	27.3	15.4	56.1	<5	
Grade 7	GLP	61.4	53.3	28.6	77.0		8.3
	CCR	45.5	30.0	25.0	62.3		<5
Grade 8	GLP	68.6	50.0	56.3	81.4		7.1

	CCR	45.7	25.0	34.4	64.4		<5
School	GLP	60.2	51.1	38.8	75.8	21.3	25.0
	CCR	40.2	24.7	24.5	57.5	6.7	11.8

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	54.6	15.0	38.7	73.5	25.0	47.4
	CCR	31.1	5.0	22.6	44.9	<5	26.3
Grade 4	GLP	60.6	43.8	58.8	73.5	38.9	28.6
	CCR	45.5	21.9	38.2	61.2	22.2	7.1
Grade 5	GLP	69.6	58.1	63.6	76.9		
	CCR	43.8	29.0	40.9	51.9		
Grade 6	GLP	56.9	50.0	28.2	78.4	11.1	
	CCR	45.3	34.4	23.1	64.7	11.1	
Grade 7	GLP	65.6	36.7	48.1	86.9		<5
	CCR	50.4	30.0	33.3	63.9		<5
Grade 8	GLP	49.2	30.0	33.3	73.3		<5
	CCR	24.2	16.7	13.3	40.0		<5
Math I	GLP	87.3	90.0	75.0	88.6		
	CCR	44.4	50.0	33.3	51.4		
School	GLP	59.4	40.6	43.7	77.5	24.3	23.5
	CCR	40.3	24.0	27.9	55.0	9.5	10.3

Science	All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 5	GLP	65.8	54.8	54.2	76.9		
	CCR	57.0	48.4	33.3	71.2		
Grade 8	GLP	83.7	71.9	81.8	89.8		42.9
	CCR	74.5	56.3	69.7	84.7		35.7

EOG School Composite 2020-21	62.1
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By the end of the current school year, the staff will implement best practices around data collection and instructional planning to support response to instruction with fidelity, in order to achieve an increase of 3 percentage points in GLP overall composite from 62.1 to 65.1%. ALIGN TO: A4.01, A2.04, and B3.03

By Spring 2022, there will be an increase in positive responses on the INSIGHT survey in the following domains: Observation and Feedback from 4.9 to 5.5 and Leadership from 5.1 to 5.5 Aligns to B3.03

III. CHIEF CHALLENGES

- Too much testing that takes away from instructional time.
- The need for additional support staff (counselors, psychologists, social workers) to deal with the SEL concerns of students.
- Misunderstanding of language immersion principles and how they are implemented during instruction.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are implementing Core Action Walks to determine instructional needs and next steps.

We are coaching teachers as we complete evaluations to improve effective instructional practices, especially around classroom discipline expectations. We are also monitoring student performance within PLCs to focus on students who need additional support.