

2021-2022 State of the School Report

Westerly Hills Academy



Principal Name

Malacy T. Williams

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	8.6	7.8	8.3			
	CCR	<5	<5	8.3			
Grade 4	GLP	28.6	28.1	18.2		16.7	
	CCR	12.2	9.4	18.2		16.7	
Grade 5	GLP	20.0	16.3				<5
	CCR	10.9	9.3				<5
School	GLP	17.8	15.9	19.4		7.7	<5
	CCR	8.6	7.1	12.9		7.7	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	6.0	<5	9.1			
	CCR	<5	<5	9.1			
Grade 4	GLP	22.4	15.6	27.3		33.3	
	CCR	8.2	<5	9.1		16.7	
Grade 5	GLP	7.1	6.8				<5
	CCR	5.4	6.8				<5
School	GLP	11.0	8.0	16.7		15.4	<5
	CCR	5.8	<5	6.7		7.7	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	20.4	14.3				
	CCR	9.3	<5				

EOG School Composite 2020-21	15.3
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022 Students will show an Increase of Literacy Grade Level Proficiency (GLP) 34.3% to 40% ; and College and Career Ready (CCR) 20% to 25% as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) based on 2018-2019 EOG data.

By June 2022 Students will show an Increase of Math Grade Level Proficiency (GLP) 48.5% to 55% ; and College and Career Ready (CCR) 27% to 32% as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) Based on 2018-2019 data.

By June 2022 Students will show an Increase of Science Grade Level Proficiency (GLP) 60% to 65% ; and College and Career Ready (CCR) 53.8% to 59% as measured by the North Carolina End of Grade Assessment. (A2.04, E 1.06, B 3.03) Based on 2018-2019 data.

By June 2022, The Students with Disabilities subgroup will show a 5% increase from 10.4% to 15.4% on the End of Grade Exam in Grade Level Proficiency. (A2.04, A401, B303)

III. CHIEF CHALLENGES

- Attendance continues to be a factor of the school's progress towards increasing the school wide attendance goal to 95%. Due to student isolation due to COVID or students who may need to quarantine. Because of district and CDC guidelines students must quarantine.
- Instructional students' academic gap has increased which causes a vast gap of skills not mastered.
- Based on Panorama data of students the Social & Emotional resistance of students and teachers continues to be a factor. Based on a school wide survey students and staff are overwhelmed and stressed with the demands of returning back to school and structure.
- Instructional time allotted for teachers to receive planning is decreased based on the internalization needed of the curriculum. Teachers have limited time to analyze data and plan for small group instruction.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are providing teachers regular Professional Development on small group instruction and worked with CC1 Math & Literacy Specialist to collaborate with content coaches to support small groups implementation for Skills and All Block along with how to identify and use district resources for small groups. We utilize the core action walkthrough to give feedback on small groups. We conduct need-based practice clinics to support struggling teachers and recorded small group exemplar videos teachers for Practice Clinics for target support. The administrative team is monitoring and supporting teachers with focused walkthroughs and creating a schedule for TA and content coaches to pull small groups based on DIBELS and MAP. The Instructional Leadership Team supports teachers with triangulating data for What I Need (WIN) small group plans and leveraging Wednesdays for additional time for content and grade level planning.

