2021-2022 State of the School Report

Whitewater Middle School	

Principal Name	Jessica Savage

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	27.7	22.4	28.9	27.3	8.6	<5
	CCR	8.9	<5	8.9	27.3	<5	<5
Grade 7	GLP	24.3	19.4	25.5	28.6	<5	8.6
	CCR	11.4	7.8	14.5	14.3	<5	<5
Grade 8	GLP	22.8	17.4	23		<5	5.3
	CCR						
School	GLP	24.8	19.6	25.8	35.1	<5	5.8
	CCR	9.9	6.8	10.1	24.3	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	15.5	12.1	12.6	36.4	<5	6.3
	CCR	5.9	<5	6.9	9.1	<5	<5
Grade 7	GLP	31.7	26.8	34.9	28.6	21.7	17.6
	CCR	17.3	15	17.4	14.3	5	<5
Grade 8	GLP	23	18.8	21.7		<5	<5
	CCR	6.6	<5	7.2		<5	<5
Math I	GLP	58.7	61.3	50			
	CCR	17.3	12.9	21.4			
School	GLP	24	19.6	24	32.4	11.1	8.7
	CCR	10.4	7.2	11.1	10.8	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	52	49.6	51.8		26.5	31.6
	CCR	42	39.1	41.2		11.8	13.2

EOG School Composite	28.4
School Letter Grade*	C

*Based on 2018-19 achievement data

II.   OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Administration and content leads will ensure that all instruction, activities, and assessments are aligned to state standards and that are designed to address academic levels of all students. This work will result in an improvement in school-wide GLP reading proficiency from 34.9% to 44.9%, an improvement in math GLP from 24% to 30% and science from 51% to 61% (A 2.04, B 3.03).

The MTSS team and staff will use research based strategies to ensure that the academic needs of all students are met by consistently differentiating instruction and resources for students. When students are not meeting grade level academic expectations, have a 95% attendance rate, or have repeat behavior incidents, the school will have a systematic but individualized response. This will result in a 10% increase in sub group performance as measured by EOG tests (A4.01).

All staff will support the work to ensure that Whitewater is a socially and intellectually safe place for all learners by making SEL systemic. This will be captured by the Panorama survey. Panorama Questions Include:
- Do you have a teacher or other adult at school that you can count on no matter what?
- During the past 30 days, how clearly were you able to describe your feelings?
- In school, how possible is it for you to change how easily you give up?
- How much do you matter to others?
- Overall, how much do you feel like you belong at school?
Survey data will indicate a 10% increase in positive responses from the prior year (A4.06).

III.   CHIEF CHALLENGES

- Student attendance: Our average daily attendance rate is about 91% which is 4% lower than our goal.
- Staffing: Our ADMs were cut by 5 positions after our enrollment was 90 students less than expected. This resulted in a decrease of one facilitator and required MCLs to teach classes.
- I currently do not have any facilitators that are not teaching which results in less instructional monitoring and support and coaching and feedback.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are prioritizing social emotional learning for students. We have dedicated time at the beginning of each day and we are ensuring SEL is infused throughout all classes in an intentional way, utilizing the three SEL signature practices. We are monitoring SEL through Panorama surveys and check-ins. We believe that this will help to support our attendance rate and the overall well-being of our community. Our other school priority is ensuring all students have access to grade level instruction and that unfinished learning is supported in the context of grade level standards. Action steps that support that priority are implementing Open Up and EL curriculums, ensuring all teachers complete district professional development and identifying our most effective teachers to lead content planning. Our MTSS process supports both priorities by systematically identifying students who need more social-emotional support or academic support.