

2021-2022 State of the School Report

<p>South Pine Academy (School opened 2021-22 school year)</p>	
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Principal Name	Dianna Newman
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I. SCHOOL REPORT CARD SNAPSHOT (Student data from previous school year/school)

2020-2021 Snapshot (Student data compiled from results from previous school)

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 4	GLP	11.1%					
	CCR	8.6%					
School	GLP	11.1%					
	CCR	8.6%					

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 4	GLP	9.0%					

	CCR	3.8%					
School	GLP	9.0%					
	CCR	3.8%					

EOG School Composite 2020-21	NA--New school 2021-22
School Letter Grade*	NA--New school 2021-22

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Overall school composite proficiency of 50% GLP on End of Grade tests. (A 2.04, B 3.03)

80% students will show 1.5 years of growth from BOY to EOY in reading AND math as measured by one of the following assessments: Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), or interim assessments. (A 4.01, E 1.06)

85% students will reach their behavior goal of being on green or above for 80% of the quarter (A 4.06)

Every student will believe s/he is a superstar: 100% students will indicate they feel comfortable at South Pine Academy as evidenced by Panorama data. (A 4.06)

Every family matters: 70% families will be in attendance at family events during Year 1 of South Pine Academy. (E 1.06)

III. CHIEF CHALLENGES

- Addressing learning gaps: As a new school with inconsistent data over the last two years, we are still learning the true instructional needs of our students.
- Instructional planning: We are working on developing stronger processes to enhance instructional planning.
- Language and culture barriers: Building a strong school culture and equal access for all of our families is a work in progress. We have had very positive feedback and

interactions with our families; however, building strong relationships with families will take more than one year.

- Social-emotional needs of students and families: As a whole, our teachers are still working to build strong classroom cultures and relationships, but there are still gaps across grade levels.

IV. PLANS FOR THE YEAR: SIP ACTIONS

At South Pine, all stakeholders are involved in our action plans. Each staff member actively participates on a committee that is responsible for an indicator and strategies within the School Improvement Plan. Creating a culture of shared ownership over our SIP goals allows us to engage all staff in meeting our goals. For example, one committee has been working to address cultural proficiency of our staff and one committee has addressed family engagement through a variety of two-way communication tracking and family programs.