

2021-2022 State of the School Report

Devonshire Elementary	
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Principal Name	Kristen Hackl
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot							
Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	11.8	9.7	12.1		5.8	
	CCR	<5	<5	<5		<5	
Grade 4	GLP	14.1	<5	20.3		14.3	<5
	CCR	6.1	<5	9.4		7.1	<5
Grade 5	GLP	17.0	13.3	19.6		5.6	<5
	CCR	8.0	<5	11.8		<5	<5
School	GLP	14.1	8.8	17.1		8.5	<5
	CCR	5.7	<5	8.3		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	11.8	6.5	15.2		9.6	
	CCR	<5	<5	6.1		<5	
Grade 4	GLP	12.1	<5	17.2		16.7	<5
	CCR	<5	<5	6.3		<5	<5
Grade 5	GLP	18.7	9.7	17.3		10.5	<5
	CCR	6.6	<5	5.8		5.3	<5
School	GLP	14.0	6.5	16.5		12.1	<5
	CCR	<5	<5	6.0		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	27.8	23.3	26.9		13.2	<5
	CCR	21.1	20.0	19.2		<5	<5

EOG School Composite 2020-21	15.9
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

At the end of the year, third (3rd) through fifth (5th) grade students will increase their overall proficiency rate (GLP) to 29% in reading and 35% in math as measured by the end-of-grade test composite score. Given the circumstance of unfinished learning due to COVID-19, at the end of the school year, 70% of Kindergarten through 5th grade students will increase their Skills Block microphase instructional level by one year or more. (A4.01)

All Devonshire stakeholders will create a culture of high expectations and students are treated equitably when an ethic of care is applied to all situations rather than an assumption of demographic influences. Social emotional learning is provided throughout the day with a focus on restorative practices over punitive measures. Suspensions (ISS/OSS) will be reduced by 50% compared to data from August 2019-February 2020. The Panorama survey will reflect an increase in the percentage of students who feel a sense of belonging, moving from 67% to 80% by the end of the year. Engagement and recognition of students, staff, and families will foster growth and increase favorable results on related measures including Panorama surveys, parent feedback forms, and other measures. (A4.06)

Devonshire will increase instructional time and resources dedicated to writing as a tool for communication with the intent of improving outcomes for all learners, specifically advanced and English Language. Students will be increasingly identified for additional services and support; 10 TD students will be added; 40% of ELL students will show gains in the ACCESS writing component.

All Devonshire students will experience quality core instruction and receive necessary supplemental support through a strengthened multi-tiered framework. 75% of students will meet or exceed end of year growth goals as measured by results on MAP and EVAAS. (A4.01)

III. CHIEF CHALLENGES

- Personnel: There is an opportunity to provide additional staffing to reduce class size. Additionally, having a different staffing approach will allow students to receive more targeted instruction on specific skills and concepts.
- Curriculum: At our school there's an opportunity for us to be able to prove the necessary scaffolds in a flexible way so students will be able to meet the demands of the NC standards while using the curriculum. Additionally, our schools will benefit from identifying times during the day to provide students their needed intervention for academic growth.
- Communication: There's opportunity for Devonshire to receive specific communication in a manner that allows school staff to effectively use district resources

in a streamline manner.

- Time: With reflection to the layered challenges and complexity of Devonshire, it will require a longer period of time for 100% of students to demonstrate mastery of grade level standards. Additionally, it would take an increased amount of time for school staff to be able to realize the instructional expectations outlined for student success.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Communication: Consistent expectations of high-quality instruction (academic and behavioral); attempting to build a stronger coaching plan, though difficult with limited time left in schedules to add more to the caseload.

Accountability: Holding staff accountable for their piece of the plans that have been designed (and this is not easy in the context of where our profession is right now—staff is TIRED!) We are creating consistent structures and procedures for behavior support and implementing proactive measures to support students' social emotional skills and needs. We are providing regular coaching to our highest needs teachers.

Instruction: Focusing on Skills Block and small group instruction across core content to provide the highest amount of support for individual needs. We are balancing grade level curriculum with meeting students where they are through differentiated small groups.