

2021-2022 State of the School Report

Renaissance West STEAM Academy	
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Principal Name	Dwight Thompson
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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	9.2	<5	28.6		23.1	<5
	CCR	<5	<5	21.4		7.7	<5
Grade 4	GLP	10.8	9.3	11.8		18.8	
	CCR	6.2	<5	11.8		18.8	
Grade 5	GLP	6.5	<5	10.0		<5	
	CCR	<5	<5	<5		<5	
Grade 6	GLP	<5	<5	5.3		<5	
	CCR	<5	<5	5.3		<5	
Grade 7	GLP	28.1	27.8	28.6		<5	
	CCR	12.5	11.1	9.5		<5	
Grade 8	GLP	24.1	20.6	23.1			<5
	CCR	5.6	5.9	<5			<5

School	GLP	13.6	10.3	18.1		10.0	<5
	CCR	5.4	<5	8.5		5.7	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	<5	<5	14.3		7.7	<5
	CCR	<5	<5	<5		<5	<5
Grade 4	GLP	<5	<5	11.8		12.5	
	CCR	<5	<5	<5		<5	
Grade 5	GLP	6.7	<5	9.1		10.0	
	CCR	<5	<5	<5		10.0	
Grade 6	GLP	6.6	5.7	5.3		<5	
	CCR	<5	<5	<5		<5	
Grade 7	GLP	15.9	11.4	19.0		7.1	
	CCR	6.3	5.7	<5		<5	
Grade 8	GLP	14.5	9.1	13.3			<5
	CCR	5.5	<5	6.7			<5
Math I	GLP						
	CCR						
School	GLP	8.7	5.0	12.4		8.3	<5
	CCR	<5	<5	<5		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	<5	<5	9.1		<5	

	CCR	<5	<5	<5		<5	
Grade 8	GLP	48.1	45.5	42.9			15.4
	CCR	33.3	24.2	35.7			7.7
EOG School Composite 2020-21		13.2					
School Letter Grade*		F					

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Renaissance West STEAM Academy will reduce chronic absenteeism for all students and maintain a 95% attendance rate as measured through PowerSchool attendance reports.

Renaissance West STEAM Academy will increase literacy performance in grades 3-8 to 30% college and career readiness and increase grade level proficiency to 35% for the 2021-2022 academic year as measured by the end-of-grade state assessments.

Renaissance West STEAM Academy will increase mathematics performance to 40% college and career readiness to 40% and increase grade level proficiency to 50% as measured by the end-of-grade state assessments.

Renaissance West STEAM Academy will increase science performance in grade 5 and grade 8 to 60% college and career reading and increase grade level proficiency to 70% as measured by the state end-of-grade assessments.

III. CHIEF CHALLENGES

- Ability to recruit talented teachers to a high needs school. Previous recruitment efforts are too generic and do not place Renaissance West at an advantage to other schools. Due to low performance, Renaissance West needs to attract top tier candidates with a track record of success.
- Ability to retain talented classroom teachers with incentives for them to remain at Renaissance West. This is critical to ensure students are continuously exposed to talented teachers (EVAAS and standardized testing as the gauge of success).
- Ability to obtain substitute teachers to help keep the instructional focus on student learning. The lack of substitutes prevents data analysis and true coaching of teachers due to staff being pulled in multiple directions.

- Mental Health needs of students. The large number of students that need mental health and the parents is extremely high. A more aggressive approach to supporting the community of Renaissance West is needed. Many families are needing support that is beyond school support.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Coaching- Developing a coaching culture where teachers are supported daily with an assigned coach that provides clear action steps. Coaching is a high leverage move that will allow teachers to become more effective and better support the needs of students.

Instructional Leadership development- Principal monitoring student achievement goals through leadership development and having weekly coaching sessions with all instructional leaders that are touching students. Tracking development and maintaining focus on student assessment goals.

Culturally Responsive Teaching Professional Development- a focus on challenging teachers/ all staff thinking about how to best meet students academic needs. The development forces teachers to think about themselves, and how their "individual self" shows up in the classroom that in turn impacts student achievement.