

2021-2022 State of the School Report

VILLA HEIGHTS ELEMENTARY



Principal Name

Joyce Fullington

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	44.4					
	CCR	33.3					
Grade 4	GLP	27.8	8.3				
	CCR	27.8	8.3				
Grade 5	GLP	33.3	29.4				
	CCR	19.0	23.5				
School	GLP	35.1	21.6		66.7		
	CCR	26.3	16.2		41.7		

Math	All	Black	Hispanic	White	English	Students
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						Learners	with Disabilities
Grade 3	GLP	35.3					
	CCR	11.8					
Grade 4	GLP	16.7	8.3				
	CCR	5.6	<5				
Grade 5	GLP	23.8	23.5				
	CCR	19.0	17.6				
School	GLP	25.0	13.5		50.0		
	CCR	12.5	8.1		33.3		

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	47.6	47.1				
	CCR	33.3	29.4				

EOG School Composite 2020-21	32.8
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

In order to cut achievement gaps in college and career readiness by at least half (50%) overall and for each sub-group, teachers will implement standards aligned units of instruction for all

subjects. This will result in an increase of grade level proficiency EOG score in reading from 35.1% to 45.1% and in math 25% to 35%. Our science proficiency goal is 80%. This will result in our school composite score increasing from 32.8% (2020-2021) to 42.8%. (A2.04, B3.03,A4.O1,E1.06,A4.06)

To increase access to social, emotional, and mental health resources, teachers will guide students in managing their emotions and arrange for support and interventions when necessary. This will result in 100% of students indicating they feel safe and cared for by an adult at Villa Heights on the quarterly student survey. (A4.06.)

Villa Heights will implement a personalized tiered instructional system (MTSS) that allows teachers to use evidenced-based interventions that are aligned with student needs across all tiers. This will result in increased opportunities for growth and a 10% decrease in students scoring at or below the 25th percentile as evidenced by the Spring 2021 to Spring 2022 NWEA MAP test. (A4.01)

III. CHIEF CHALLENGES

- Chronic absenteeism remains an area of focus for Villa Heights Elementary. Current data indicates that 44 students are on our chronically absent list, 33.8%.
- Inability to get substitutes is a challenge for Villa Heights. During this school year, we have been unable to get substitutes to cover teacher absences, resulting in our instructional assistants having to be used to provide coverage. Our instructional assistants are assigned students, and support small group instruction and deliver math intervention to targeted groups of students. When they are pulled to cover classrooms, interventions cannot be delivered in a consistent manner.
- The achievement of our English Learner subgroup, and making progress to exit the English Language Learning program is a focus for Villa Heights. At this time, we do not have an EL teacher to serve this growing population (our number of EL students have increased since the 2019 school year). Additionally, we don't have a school-based EL teacher to share their expertise as it pertains to language acquisition with classroom teachers.

IV. PLANS FOR THE YEAR: SIP ACTIONS

In order to achieve our overall academic achievement goals, all teachers receive weekly coaching and informal/formal observation feedback to improve their instructional practices. Additionally, Villa Heights has hired a reading teacher to implement literacy interventions and support classroom teachers to meet students' varied needs and each classroom teacher has a daily WIN (What I Need) time in order to personalize student learning based on

individual areas of need. A weekly attendance incentive has been implemented, allowing students to receive a jeans pass if they have perfect attendance for the week. Results indicate that since the start of this incentive the week of 11/8, rates of daily attendance for the week has steadily increased from 358 for the week of 11/8-11/12 to 589 for the week of 11/29-12/3. The school counselor has created a check-in program in which staff members are assigned to have a daily check-in with students that are assigned to them (these students are currently on the chronically absent list).