

Principal Celebration Story:

I remember calling an after school faculty meeting Friday, March 13, 2020. Never did I imagine that I was calling our last, in person, faculty meeting for the year, but it happened! As I stood in front of the staff, and told them to expect a 2 week closure, I was so confident in our ability to meet the needs of our students during this remote learning period. Only when we were faced with a remote learning environment for the remainder of our school year, did I realize how truly prepared we were. We were ready, and we were ready because of the solid PLC foundation that we had been establishing since 2017. Our teams were focused on working together to accomplish high levels of learning from all distances for all of our students. The PLC process had become like water to our staff, and by having it in place, we were able to provide high quality instruction during our remote learning days. I was so proud that our collaborative PLC teams continued to meet on a regular, mostly daily, basis to discuss new ideas on how to teach essential standards in challenging ways. Our teachers continued to reach our students no matter the distance. Do not get me wrong, it was hard work, and probably the most challenging work they had faced to date, but they were able to accomplish great things because they had each other for support. I saw seasoned, tenured teachers come out of their comfort zones and try things that new teachers brought to the table. Our school has grown so much since the 2019-20 school year, but none of that growth would have happened without the PLC work from 2017-2019. To say the least, I am one proud principal because of our collective efforts!

2019-20 Assessment:

STAR Math and Reading - This is a nationally normed computer adaptive test that served as a district benchmark for 2019-2020. The test was administered in Fall and Winter. Due to COVID-19, no state testing was administered this year. STAR scores indicate increased proficiency in math and reading at every grade level from Fall to Winter.

Reading Achievements

- Each of the 6 ELA teachers experienced proficiency growth from the Fall to the Winter STAR Assessment.
- The number of collaborative 8th grade students needing additional small group instruction decreased by 2.6% from Fall to Winter
- The number of collaborative 7th grade students needing additional small group instruction decreased by 1% from Fall to Winter

- Overall, our collaborative and regular ELA students gained nearly 1 grade level in all classrooms in only 4 months of targeted instruction.
- While we did see growth with our advanced group of students it was not as impressive due to grade level averages already exceeding their current course level. The average grade level for our 8th grade students was 9.62 on the Winter STAR Assessment. The average grade level for our 7th grade students was 8.24 on the Winter STAR Assessment.
- Our Tier 3 intervention needs decreased by 1.2% from Fall to Winter

Math Achievements

- Each of the 6 Math teachers experienced proficiency growth from the Fall to the Winter STAR Assessment.
- The number of collaborative 8th grade students needing additional small group instruction decreased by 3.8% from Fall to Winter
- The number of collaborative 7th grade students needing additional small group instruction decreased by 2.4% from Fall to Winter
- Overall, our collaborative and regular Math students gained nearly 2 grade levels in all classrooms in only 4 months of targeted Tier 2 instruction.
- While we did see growth with our advanced group of students it was not as impressive due to grade level averages already exceeding their current course level. The average grade level for our 8th grade students was 9.88 on the Winter STAR Assessment. The average grade level for our 7th grade students was 9.56 on the Winter STAR Assessment.
- Our Tier 3 intervention needs decreased by 1.5% from Fall to Winter

Attendance Achievements:

- One of the areas we are most proud of is the reduction of Chronic Absenteeism, showing sharp declines over the past 3 years - 24.34% in 2017 to 18.84% in 2018 and finally dropping to 10.61% in 2019. Unofficial records from 2019-2020 (due to the impact of Covid-19) show our Chronic Absenteeism at 4.4%.
- Our Annual Continuous Improvement Plan school culture goal focused on Chronic Absenteeism for students that receive special education services. Our goal was to reduce this number from 30.4% that was reported for 2018. In 2019-20, we reduced the number of chronically absent special education students to 9.4%. We currently sit at 0.6% for 2021.