

2021-2022 State of the School Report

Eastover Elementary	
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Principal Name	Susan Nichols
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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	75.8	29.4		93.0		
	CCR	62.9	17.6		79.1		
Grade 4	GLP	64.6	20.0		81.8		
	CCR	47.7	6.7		65.9		
Grade 5	GLP	56.0	8.3		78.1		
	CCR	42.0	<5		59.4		
School	GLP	66.1	20.5		84.9		38.9
	CCR	51.4	9.1		68.9		16.7

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	69.4	29.4		83.7		
	CCR	54.8	5.9		74.4		
Grade 4	GLP	64.6	13.3		84.1		
	CCR	50.8	13.3		70.5		
Grade 5	GLP	58.0	16.7		78.1		
	CCR	52.0	8.3		71.9		
School	GLP	64.4	20.5		82.4		33.3
	CCR	52.5	9.1		72.3		22.2

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	58.0	8.3		78.1		
	CCR	56.0	8.3		78.1		

EOG School Composite 2020-21	64.4
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, we will increase our 3-5 EOG College and Career Ready (CCR) composite scores to 60% in all EOG tested areas. (A2.04, A4.01, B3.03)

By June 2022, 80% of students in grades K-2 will demonstrate on grade level skills or higher in both math and reading. (A2.04, A4.01, B3.03)

III. CHIEF CHALLENGES

- Attendance of students--we are working proactively to monitor student attendance as well as tracking students when they return from extended absences to make sure missed instruction is received and students are assessed on missed standards/work and if needed students receive remediation/re-teaching and are re-assessed to show proficiency. Attendance is a factor that is beyond our control, but we can have the proper procedures in place at the school site to make up for lost instructional time to catch students up and keep them on target for meeting grade level standards (proficiency).
- Having enough time in one school year to close learning gaps. We have students that are more than one year behind in academic performance. Even with additional services (EC, ELL) outside of the general education classroom, it will be difficult to get these students on grade level in grades K-2 or be in the 60% EOG CCR group at the end of this school year.
- Monitoring of teachers planning and instruction-this is ongoing this school year, but we have a few teachers that we have to closely monitor for alignment in their lesson planning to standards as well as to their instruction in the classroom. This is not a quick fix and takes time to change, monitor, and coach, but we hope that this will not be an extreme challenge for us this school year in our academic SIP goals.

IV. PLANS FOR THE YEAR: SIP ACTIONS

The Principal continues to work with the administrative team to establish expectations and processes for team planning and for instructional delivery. On a weekly basis, the principal monitors the work, meets with teams, visits classrooms, and reinforces good practice(s). Principal, AP, and Literacy Facilitator visibility is high with walkthroughs weekly in at least two grade levels.

Teachers will be able to support student understanding in the moment by successfully monitoring and responding to student learning on a daily basis in the classroom. Each student with an academic need and/or deficit will receive appropriate tiered support at Eastover.

With a strong MTSS process in place for academics, both our general education and exceptional education staff work together to ensure that each student in need receives the appropriate interventions.

Students also successfully practice their emotion management skills for different situations as well as for changing their emotional states. Our systems of behavior support through MTSS are accessible to all students and the data provided by these tiers of support demonstrate their effectiveness across all tiers (1, 2, and 3).