

2021-2022 State of the School Report

Matthews Elementary School



Principal Name

Penelope Crisp

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	58.1	42.9	43.8	64.6	11.1	
	CCR	51.2	33.3	37.5	58.5	5.6	
Grade 4	GLP	54.4	36.0	37.5	64.6	31.8	10.0
	CCR	36.0	20.0	25.0	43.1	9.1	<5
Grade 5	GLP	58.2	44.4	30.0	66.2	16.7	10.0
	CCR	41.8	38.9	15.0	48.1	8.3	10.0
School	GLP	56.9	40.6	36.5	65.2	21.2	11.5
	CCR	43.1	29.7	25.0	50.4	7.7	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	60.2	23.8	46.7	70.7	16.7	
	CCR	40.6	9.5	20.0	50.0	5.6	
Grade 4	GLP	56.0	44.0	37.5	63.1	22.7	20.0
	CCR	46.4	32.0	18.8	58.5	13.6	10.0
Grade 5	GLP	60.3	38.9	35.0	72.4	8.3	30.0
	CCR	47.9	27.8	30.0	60.5	8.3	<5
School	GLP	58.8	35.9	39.2	69.1	17.3	19.2
	CCR	44.9	23.4	23.5	56.1	9.6	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	65.8	33.3	44.4	77.9	8.3	20.0
	CCR	57.5	33.3	38.9	66.2	8.3	10.0

EOG School Composite 2020-21	59.0
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Classrooms that provide engaging, rigorous, standards-aligned tasks will increase from 77% to 100% as indicated by the CMS Core Actions Walkthrough Tool.(A2.04 B3.03)

College and Career Ready students will increase from 51.2% to 71.8% on EOG Reading and from 44.9% to 86.9% on EOG Math.(A4.01 B3.03 E1.06)

Increase the number of students who respond positively in emotional regulation from 45% to 75% as reflected by the Panorama survey. (A4.06)

III. CHIEF CHALLENGES

- Staffing: All of our students have great needs at this time. While in line with State expectations, class sizes are large based on student needs. Having the necessary personnel to meet the needs of every student with less personnel is challenging. When absences occur due to illness or staff training, instructional assistants must be used when substitutes are not available and assistants are also used to help address safety protocols due to COVID. These needs lessen our ability to use our instructional assistants in the intended manner to meet student needs.
- SEL needs of students: Due to the pandemic, many students have experienced trauma, changes in life circumstances surrounding their families, and lack of socialization while learning virtually or in the hybrid setting. Students continue to need additional support to reacclimate to full-time, in-person instruction. A large amount of resources and time are being used to help these students adjust back to in-person school so that they are able to meet expectations related to behavior, work completion, and interacting with peers and adults in the school setting.
- Unfinished learning: While in remote and hybrid learning, students experienced significant loss of learning and gaps in their learning. For many students, key foundational skills were missed while some students were not physically in school from March 2020 through the end of the 2020-2021 school year. Teachers are confronted with the challenge of ensuring that students receive grade level, rigorous instruction while addressing the gaps in learning and unfinished learning. Often teachers struggle with determining whether the student is experiencing a learning issue or if the inability to complete work is due to loss of learning during the pandemic.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Our school has focused on addressing the social-emotional needs of our students through direct guidance lessons from our counselors. Helping students learn more about emotional regulation helps them experience greater success in the classroom as they are able to monitor their feelings and better focus on instruction and tasks

presented by the teacher.

- Our staff also collaborates weekly in professional learning communities to ensure the curriculum for the district is implemented with fidelity and with consistency across the grade level. Support staff, ESL, TD, and EC teachers, attend planning on a rotating basis to provide support to our classroom teachers to help address the needs of students daily in the classroom. Administrative walkthroughs provide opportunities for feedback and coaching individually and in planning to support the implementation of rigorous instruction for all students. Our teachers use data to determine needed interventions for behavior and academics to further support student growth.