

2021-2022 State of the School Report

Lawrence Orr Elementary



Principal Name

Xzaviar Foggie

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	28.7	27.7	22.7		17.1	<5
	CCR	21.3	21.3	15.9		7.3	<5
Grade 4	GLP	37.1	44.7	26.9		25.6	
	CCR	21.0	23.7	17.3		11.6	
Grade 5	GLP	41.9	43.5	36.7		17.2	
	CCR	22.1	30.4	14.3		<5	
School	GLP	35.5	37.0	29.0		20.4	17.4
	CCR	21.4	24.1	15.9		7.1	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	23.1	17.0	15.9		17.1	<5
	CCR	8.3	<5	6.8		<5	<5
Grade 4	GLP	26.0	24.3	17.3		23.8	
	CCR	6.7	10.8	<5		<5	
Grade 5	GLP	39.1	30.4	34.0		23.3	
	CCR	21.8	26.1	16.0		6.7	
School	GLP	28.8	22.4	22.6		21.2	8.7
	CCR	11.7	10.3	8.2		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	42.5	30.4	40.0		26.7	
	CCR	26.4	17.4	26.0		10.0	

EOG School Composite 2020-21	33.4
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Access to Advanced Coursework: Students will create and monitor personal learning goals aligned to varied assessments in preparation for success in advanced courses at the secondary level. We will increase the percentage of students recommended for advanced placement in 6th-grade math from 20% to 35%.

Indistar Indicators: A4.06, A4.01, B3.03

Considering trends based on both pre-pandemic data 2018/2019 as well as end-of-year assessment data from the 2020-2021 school year, we will achieve greater than 50% GLP and 35% CCR in Reading and greater than 45% GLP and 25% CCR in Math as indicated by the 2021-2022 school year's end of year assessments for an overall composite percentage of greater than 47% GLP and 30% CCR as indicated by the 2021-2022 school year's end of year assessments.

Indistar Indicators: A4.01, B3.03

We will support student and staff social and emotional needs in order to develop, implement, monitor, and analyze preventative interventions that support positive behavior, high attendance rates, and the overall social and emotional wellness and learning of all students and staff. 90%+ of all LOES students will participate in the Panorama Survey and 90%+ will respond favorably in the supportive relationships category. We will maintain an average daily attendance rate of 95% + and maintain a less than 3% OSS/ISS rate.

Indistar Indicators: A4.06, B3.03, E1.06

III. CHIEF CHALLENGES

- One challenge that could impede our school achieving our school improvement goals is staffing our essential positions. Staffing is a complex issue that creates ripple effects in quality instruction, academic performance, and overall school culture. There have not been a sufficient number of qualified candidates applying for jobs. At this point in the year, we still have several openings to essential positions that need to be filled by highly qualified candidates. We need and want great candidates that can help our students meet their educational goals. We also need these positions filled to alleviate the added stress and pressure the vacancies place on staff.

- Another challenge that could impede our school achieving our school improvement goals is student academic gaps caused absences and overall student attendance and engagement during the 2020-2021 school year. This challenge bleeds into the 2021-2022 school year due to Covid related absences for both students and teachers.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are remaining committed to our instructional focus and tailoring professional learning communities to support rigorous standards aligned instruction in reading and math for both whole group/module and small group/skills instruction. We have a specific focus on data analysis and responding to student data both in the moment and during small group instruction. We are successfully utilizing the skills block and the Multi-Tiered Systems of Support process will accelerate growth and close gaps for students in both reading and math. We are focused on social and emotional learning and hold daily class meetings where teachers are implementing the caring schools community/collaborative classroom curriculum. Our school counselors also support students by providing SEL lessons consistently. Finally, we meet as a School Improvement Team monthly to discuss our goals, our progress, and our barriers and celebrate successes and collaborate to mitigate deficits. We are committed to our goals and believe we can achieve them in spite of difficult circumstances.