

# 2021-2022 State of the School Report

Statesville Road Elementary



Principal Name

Courtney L. Mochan

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	18.9	20.6	15.4		18.2	<5
	CCR	10.5	7.9	15.4		13.6	<5
Grade 4	GLP	22.5	20.8	18.2			<5
	CCR	12.7	11.3	9.1			<5
Grade 5	GLP	21.4	21.4	16.7		11.8	14.3
	CCR	11.9	12.5	8.3		<5	<5
School	GLP	20.8	20.9	16.4		14.6	5.7
	CCR	11.6	10.5	11.5		6.3	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	11.6	9.5	15.4		22.7	<5
	CCR	<5	<5	7.7		13.6	<5
Grade 4	GLP	8.6	7.7	<5			<5
	CCR	<5	<5	<5			<5
Grade 5	GLP	16.7	14.3	20.8		5.9	7.1
	CCR	<5	<5	<5		<5	<5
School	GLP	12.4	10.5	14.8		14.6	<5
	CCR	<5	<5	<5		6.3	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	14.3	14.3	8.3		<5	<5
	CCR	<5	<5	8.3		<5	<5

EOG School Composite 2020-21	16.3
School Letter Grade*	D

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Provide all students with rigorous, standards-aligned instruction across all grade levels and content areas that leads to improved proficiency levels and improved growth by building

teachers knowledge and skill through effective planning and coaching. Measurable Outcomes:

70% of K-2 students making at least 1.5 years worth of growth in literacy as measured by EL Microphase data

An increase in overall EOG proficiency to:

Reading:

45% GLP

35% CCR

Math:

55% GLP

40% CCR

Science:

60% GLP

45% CCR

An increase in composite proficiency of students within our EC subgroup to:

30% GLP

25% CCR

Retain at least 90% of top tier, licensed staff members.

Observation and Feedback Domain score on the Spring 2022 Insight survey will increase to 5.9

At least 60% of teachers will agree with the statement, "I regularly discuss feedback about my teaching with an instructional leader at my school" At least 50% of teachers will agree with the statement, "My observer consistently follows up to see how successfully I am implementing feedback from our last observation."

Utilize an MTSS framework for Instruction to ensure all scholars receive appropriate and effective core instruction and appropriate and effective interventions when necessary as identified by MAP and formative assessment data. Measurable Outcomes: An increase in overall school growth to Exceeds Growth: Targeting 85-90% of scholars meeting or exceeding growth projections.

Provide opportunities for academic advancement to all scholars through implementation of an IB framework across grades K-5 and through providing accelerated opportunities in math

beginning at grade 3. Measurable Outcomes: 100% of 5th grade students will successfully complete the IB Exhibition by the end of the 21-22 school year. 20% of 5th graders will qualify for advanced math as they transition into 6th grade.

### III. CHIEF CHALLENGES

- Staffing - Positions taken at leveling/staff on leave have led to shortages across the building (specific example is the ADM used to trade for a 3-5 math MCL was taken at leveling and has left us without consistent 3-5 math support). I also have 3 more support staff members that will be going out on leave in the spring (2 maternity and 1 medical) that will impact our support of teachers and students. We also have not been assigned a TD teacher.
- Sub shortage - We have only had 2 absences filled with a substitute all year. Our TA's are subbing every day which keeps them from pulling their small groups to support with our WIN time and interventions. Support staff (MCL's EIT's counselors, etc.) are having to cover daily keeping them from supporting teachers and students.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

Our highest leverage strategy is the creation and implementation of our WIN block of time for literacy and math. Scholars in grades K-5 receive targeted small groups each day in literacy and math based on assessment data. This is also the block of time when students receive interventions, EC services, and ESL services. Interventions began in September and are closely monitored through WIN planning each week and monthly MTSS meetings. The growth of EVERY child is tracked and responded to through this process.