

2021-2022 State of the School Report

UNIVERSITY MEADOWS
ELEMENTARY



Principal Name

Bilal Tawwab

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	20.2	18.0	20.6		<5	<5
	CCR	11.5	9.8	11.8		<5	<5
Grade 4	GLP	33.3	32.7	28.0		7.1	
	CCR	22.9	21.8	16.0		7.1	
Grade 5	GLP	36.5	34.4	35.0		27.3	18.8
	CCR	22.9	20.3	20.0		9.1	<5
School	GLP	29.7	28.3	26.6	35.7	9.8	7.9
	CCR	18.9	17.2	15.2	28.6	<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	21.4	18.3	17.1		12.5	6.7
	CCR	7.8	6.7	8.6		<5	<5
Grade 4	GLP	20.2	16.4	17.4		14.3	
	CCR	9.6	<5	8.7		7.1	
Grade 5	GLP	36.2	35.5	35.0		36.4	20.0
	CCR	16.0	14.5	15.0		27.3	<5
School	GLP	25.8	23.7	21.8	30.8	19.5	13.2
	CCR	11.0	8.5	10.3	15.4	9.8	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	40.9	41.9	36.8		40.0	12.5
	CCR	32.3	32.3	26.3		30.0	12.5

EOG School Composite 2020-21	29.6
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

We will increase our percent of students scoring College and Career Ready on the 3rd grade reading EOG from 11.5% in the 2020-2021 school year to 34.5% in the 2021-2022 school year. Our goal for the 2023-2024 school year is that 80% of this cohort of students are

classified College and Career Ready.(A2.04, A4.01)

We will increase our percent of students scoring College and Career Ready on the 3rd grade Math EOG from 7.8% in the 2020-2021 school year to 29.9% in the 2021-2022 school year. Our goal for the 2023-2024 school year is that 72% of this cohort of students are classified as College and Career Ready (A2.04, A4.01).

We will increase our percent of students scoring College and Career Ready in 4th grade reading from 22.9% in the 2020-2021 school year to 35% in the 2021- 2022 school year. (A2.04, A4.02)

We will increase our percent of students scoring College and Career Ready on the 4th grade Math EOG from 9.6% in the 2020-2021 school year to 41% in the 2021-2022 school year (A2.04, A4.01).

We will increase our percent of students scoring College and Career Ready on the 5th grade reading EOG from 16% in the 2020-2021 school year to 35% in the 2021 school year. (A2.04, A4.01)

We will increase our percent of students classified as College and Career Ready on the 5th grade Math EOG from 22% in the 2020-2021 school year to 41% in the 2021-2022 school year (A2.04, A4.06).

We will decrease the average percent of students who were chronically absent from 20.61% in the 2020-2021 school year to 10% in the 2021-2022 school year.

Our goal for the 2023-2024 school year is 0% of students classified as being chronically absent for the school year average (A4.06, E1.06).

We will increase our average percent of positive responses for kindergarten through 5th grade students on the Emotional Regulation component of Panorama data for our students from 62.5% in the 2020-2021 school year to 75% in the 2021-2022 school year (A4.06).

We will increase our average percent of positive responses for kindergarten through 5th grade students on the Self Efficacy component of Panorama data for our students from 54% in 2020-2021 to 75% in the 2021-2022 school year (A4.06).

III. CHIEF CHALLENGES

- The 2021-22 school year has presented some unique challenges. These challenges have had an impact on teacher morale, which has led to an increase in staff absences. In addition, there have been a number of resignations leaving vacancies that are hard to fill. The vacancies hinder our ability to deliver consistent core instruction and the necessary interventions to all students.

IV. PLANS FOR THE YEAR: SIP ACTIONS

At this time our high leverage school improvement plan strategies are building the capacity of our teachers in delivering core instruction, an effective and efficient system to respond to learning gaps, and the creation of a positive school culture driven by a shared understanding of student expectations.

Building the capacity of teachers to deliver quality instruction is a key area of focus. Teachers have coaching plans, and professional learning communities are highly intentional in focusing on planning instruction with all students in mind.

Along with Skills Block, All, Block, and Math Workshop times we are strengthening our delivery of supplemental and intensive intervention to close learning gaps. In addition to our focus on academics, we are building the capacity of our teachers to support SEL as we create a shared understanding of students' expectations.