

2021-2022 State of the School Report

Windings Springs Elementary	
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Principal Name	Dr. Matthew Slota
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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	22.9	32.1	14.3		17.0	8.3
	CCR	9.2	12.5	6.1		6.4	<5
Grade 4	GLP	22.4	27.4	16.3		10.5	11.1
	CCR	12.1	14.5	8.2		5.3	5.6
Grade 5	GLP	25.5	26.3	23.9		7.1	8.3
	CCR	10.0	14.0	6.5		<5	<5
School	GLP	23.6	28.6	18.1		12.4	9.5
	CCR	10.4	13.7	6.9		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	23.9	23.2	24.5		25.5	16.7
	CCR	7.3	7.1	8.2		6.4	8.3
Grade 4	GLP	12.9	11.3	16.3		10.5	<5
	CCR	5.2	8.1	<5		<5	<5
Grade 5	GLP	26.1	25.9	23.9		7.1	<5
	CCR	10.8	10.3	10.9		<5	<5
School	GLP	20.8	19.9	21.5		15.9	<5
	CCR	7.7	8.5	6.9		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	20.4	23.2	15.6		<5	<5
	CCR	13.0	14.3	11.1		<5	<5

EOG School Composite 2020-21	22.0
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, increase the percentage of students with disabilities scoring at or above the proficient level to 18.5% (ELA) and 26% (math) in order to meet the ESSA target for the

2020-2021 school year (A2.04 and A4.01).

Decrease the number of discipline incidents through the use of Caring School Community SEL curriculum implementation and an aligned school discipline Policy. No more than 10% of students have 6 or more office referrals (A4.06).

By June 2022, increase the percentage of student scoring at the level of college and career ready Third Grade ELA: 46% (as measured by EOG), Third Grade Math: 47% (as measured by EOG) and 90% of students meet/exceed EVAAS projection (A2.04, A4.01).

III. CHIEF CHALLENGES

- Chronic Absenteeism - After two interrupted school years, chronic absenteeism is at an all time high at Winding Springs Elementary. In addition to the usual reasons students are absent, families are still battling the effects of the pandemic and the school is constantly dealing with positive cases and student quarantines.
- Unfinished Learning - Due to the circumstances of the 2019-2020 and 2020-2021 school years, teachers faced significant challenges as they worked to provide students with adequate educational opportunities. Throughout remote learning, hybrid schedules and transitions to in person schooling, students did not have access to all of the learning needed to be successful in subsequent grades.
- Staffing - Considering the aforementioned challenges, staffing has become an even more significant issue than in years past. With high numbers of vacancies in surrounding schools, districts and other fields, finding highly qualified candidates has been difficult. Since beginning this school year, Winding Springs Elementary has yet to be fully staffed.

IV. PLANS FOR THE YEAR: SIP ACTIONS

To ensure instructional teams develop standards-aligned units of instruction for each subject and grade level, ILT has developed clear expectations for high quality core instruction and data-driven small group instruction. To monitor those practices and assess impact, ILT engages in weekly Core Action walkthroughs providing feedback of strengths and areas in need of improvement, alongside individual coaching caseloads.

To support regular communication with families and stakeholders, Winding Springs Elementary leverages in person and online tools to engage in two-way communication, including Zoom meetings, Connect Ed, Social Media, Principal Coffees, SST home visits and additional in person meetings.

To ensure students' social and emotional needs are met, the implementation of the Caring

School Curriculum continues to be monitored for fidelity. In addition, the Student Support team offers coaching around restorative practices led by the BMT, differentiated guidance lessons by counselors in classrooms, an incentive-based attendance program maintained by the school social worker and arrangement for support and interventions by the MTSS facilitator when necessary. The administration continues to build partnerships with community stakeholders to support the needs of students and families.