

2021-2022 State of the School Report

Berewick Elementary School



Principal Name

Mojdeh Henderson

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	28.4	22.7	15.4	46.2	13.0	18.8
	CCR	20.2	15.9	11.5	30.8	<5	6.3
Grade 4	GLP	37.1	33.3	29.0	58.3	19.0	9.1
	CCR	18.6	19.0	9.7	25.0	<5	<5
Grade 5	GLP	26.1	24.6	18.4	30.8	<5	<5
	CCR	19.3	15.8	13.2	23.1	<5	<5
School	GLP	30.2	26.6	21.1	44.7	11.5	8.9
	CCR	19.4	16.8	11.6	26.3	<5	<5

Math	All	Black	Hispanic	White	English	Students
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						Learners	with Disabilities
Grade 3	GLP	31.5	14.0	23.1	38.5	26.1	25.0
	CCR	19.4	7.0	11.5	15.4	21.7	12.5
Grade 4	GLP	22.0	19.0	12.1	25.0	9.1	<5
	CCR	11.0	7.1	6.1	16.7	9.1	<5
Grade 5	GLP	23.8	20.7	20.0	23.1	11.1	<5
	CCR	14.8	12.1	12.5	23.1	5.6	<5
School	GLP	25.8	18.2	18.2	28.9	15.9	8.9
	CCR	15.2	9.1	10.1	18.4	12.7	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	36.7	29.3	23.7	76.9	5.6	5.6
	CCR	23.3	19.0	18.4	30.8	5.6	<5

EOG School Composite 2020-21	29.3
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

We will have 60% of our K-2 students meet the EOY benchmark as measured by DIBELS.
ALIGN TO: A2.04

There will be a 26.4 percentage point increase on our GLP on the EOG's from the 20-21 school year, we will decrease the CCR gap by 15 percentage points for African American and Hispanic subgroups and we will meet growth expectations as measured by EVAAS. 28.6% GLP 2020-2021 school year to 55% GLP 2021-2022 school year. This aligns to A2.04 B3.03.

III. CHIEF CHALLENGES

- The amount of staff absences and the loss of teacher assistants to cover classes and the impact that has on providing small group support.
- The amount of unfinished learning, especially in grades 3-5, while aligning to the EL and Envision curricula is challenging to address.
- Providing interventions with limited staff, the length of Orton and the amount of students needing support.
- The amount of data that needs to be input and analyzed and the turn around to provide instruction and re-assessment with limited staffing is a challenge.
- The SEL supports that students need as they adjust to learning in the building, navigating trauma and acclimating to the rigors of academics.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our highest yield strategy is a data driven small group instruction for all students in math and ELA on a weekly basis. PLCs have strategic discussions weekly on the core curriculum and strategies for small group instruction that address unfinished learning. We are also looking to increase our SEL supports through daily SEL time, counselor support, PD for teachers and connection with the community for role models and mentors.