


# 2021-2022 State of the School Report

Beverly Woods Elementary	
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Principal Name	Andrew Bell
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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	71.3	30.0		77.8	40.0	
	CCR	58.5	20.0		63.0	30.0	
Grade 4	GLP	67.6		40.0	70.1		16.7
	CCR	49.5		20.0	51.9		16.7
Grade 5	GLP	65.8	40.0		72.1		10.0
	CCR	56.7	30.0		64.0		5.0
School	GLP	68.0	38.5	42.9	72.8	33.3	12.5
	CCR	54.9	23.1	28.6	59.4	25.0	10.0

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	77.4			79.6	60.0	
	CCR	62.4			64.8	50.0	
Grade 4	GLP	74.5		27.3	83.1		25.0
	CCR	63.2		18.2	72.7		16.7
Grade 5	GLP	77.5	20.0		86.0		25.0
	CCR	70.8	20.0		77.9		10.0
School	GLP	76.5	32.0	34.5	83.4	45.8	30.8
	CCR	65.8	12.0	27.6	72.8	37.5	12.8

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	76.7	20.0		84.9		20.0
	CCR	68.3	10.0		76.7		5.0

EOG School Composite 2020-21	73.0
School Letter Grade*	B

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, we will close the CCR proficiency gap to 100 for all subgroups by 50% in Grades 3 - 5 Reading. (A2.02, A4.01)

By June 2022, BWE will reduce office referrals by 30% from 43 to 30 and student self-referrals to the counselor by 21% from 114 to 90 (A 4.06)

By June 2022, students will demonstrate an increase in proficiency (GLP) from the previous year (68% to 74%) in reading achievement and (76.5% to 82%) in math achievement as measured by the EOG assessment. (A2.04, A4.01, B3.03)

## III. CHIEF CHALLENGES

3-5 Big rock areas that may impede school improvement progress

- Instructional loss has negatively affected our students academically, socially, and emotionally increasing the need for interventions.
- The staff needed to support this work has been a significant challenge due to staffing issues and lack of substitutes
- There has been limited time available for professional development that is specifically tailored to our schools identified needs due to the extra workload put on teachers from instructional loss and LETRs training.

## IV. PLANS FOR THE YEAR: SIP ACTIONS

3-5 sentence summary of high-leverage actions/strategies

Beverly Woods is using our walkthrough and observation data to drive our professional development and support during weekly instructional planning as we continue to improve implementation of the EL and Envisions Curriculum. In addition, we are using various data to identify and support students in need of MTSS Tier II and Tier III interventions, progress monitor, and identify the appropriate response to students needs to meet grade level standards. Finally we are increasing instructional planning time devoted to our transition to the Talent Development Catalyst Model building the capacity of staff to increase rigor for all students.