


2021-2022 State of the School Report

Endhaven	
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Principal Name	Julie McKinney
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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	50.5	36.0	36.4	61.1	26.3	25.0
	CCR	38.8	20.0	27.3	50.0	21.1	8.3
Grade 4	GLP	61.6	36.8	36.4	73.0	29.2	33.3
	CCR	46.4	26.3	18.2	59.5	16.7	<5
Grade 5	GLP	53.3	41.2	30.0	71.1	22.7	
	CCR	37.1	17.6	16.7	57.9	9.1	
School	GLP	55.3	37.7	33.8	68.5	26.2	29.0
	CCR	40.9	21.3	20.3	55.9	15.4	9.7

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	53.4	28.0	31.8	66.7	42.1	25.0
	CCR	32.0	12.0	18.2	33.3	31.6	8.3
Grade 4	GLP	46.4	26.3	13.6	51.4	29.2	8.3
	CCR	32.1	<5	<5	40.5	20.8	8.3
Grade 5	GLP	57.7	18.8	33.3	78.9	54.5	
	CCR	38.5	<5	20.0	57.9	36.4	
School	GLP	52.4	25.0	27.0	65.8	41.5	16.1
	CCR	34.2	5.0	13.5	44.1	29.2	6.5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	60.8	35.7	46.7	81.6	36.4	
	CCR	48.0	21.4	33.3	68.4	22.7	

EOG School Composite 2020-21	54.8
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

We will decrease our proficiency gaps (GLP) for Black, Hispanic and SWD subgroups in our overall reading composite percentage proficient by increasing proficiency for each subgroup by at least 9-19 percentage points. Black: from 37.7% to 50% Hispanic: from 33.8% to 53% SWD: from 25.7% to 35.0% (Indicators: A2.04, A4.01, A4.06, B3.03, E1.06)

We will decrease our proficiency gaps (GLP) for Black, Hispanic and SWD subgroups in our overall math composite percentage proficient by increasing each subgroup by at least 10-33 percentage points. Black: from 25.0% to 55.0% Hispanic: from 27.0% to 60.0% SWD: from 17.1% to 27.1% (Indicators: A2.04, A4.01, A4.06, B3.03, E1.06)

III. CHIEF CHALLENGES

- Large number of unforeseen, extreme behaviors and disabilities. Lack of Early Intervention services led to a far greater than usual number of unidentified kindergarten students with disabilities, needing to be served in EC and in some cases, in a separate school placement.
- Lack of socialization of students and regression of general social skills due to Covid. We did not anticipate procedural aspects of school and knowing how to get along with peers to be the challenge it has been this year for our students. Lack of maturity and general awareness of social norms compared to previous school years has contributed to increased classroom behaviors and task avoidance. Our students' social and emotional needs are greater than ever, yet our staff is stretched more thinly than ever.
- Staffing challenges, teacher burn-out and expectations of "Business as Usual" in a far from usual year. Lack of substitute teachers, lunch monitors, and bus drivers, has created an increase in non-instructional duties for teachers. Teachers do not get to have duty free lunch, they cover classes during planning periods, and stay well beyond the instructional day to supervise students waiting on a late bus. All of this eats into the time teachers have to analyze student data and intentionally plan differentiated instruction based on student need, let alone meet with support teachers (EC, ESL, TD) for collaborative planning.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are focusing on ensuring fidelity within MTSS to the greatest extent possible. We formed an MTSS committee to assist with ensuring fidelity within intervention plans and progress monitoring to close gaps. We increased school based PD for MTSS and the number of teachers and instructional assistants trained in Orton Gillingham and other interventions. Administration is also working to implement strategies and programs to maintain staff morale and retain teachers through the end of the year and beyond, amid increased challenges and more stressful working conditions. Increased instructional monitoring and providing regular,

ongoing and specific feedback to teachers is a top priority in the new year.