

2021-2022 State of the School Report

Grand Oak Elementary	
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Principal Name	Raymond Giovaneli
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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	66.3	53.8	41.7	75.0		22.2
	CCR	53.9	38.5	41.7	62.5		11.1
Grade 4	GLP	77.0			79.2		
	CCR	59.5			62.3		
Grade 5	GLP	63.1			69.6		30.8
	CCR	44.6			50.0		<5
School	GLP	68.9	48.1	56.5	74.8		23.1

	CCR	53.1	29.6	43.5	58.7		7.7
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Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	69.7	46.2	33.3	80.4		33.3
	CCR	47.2	23.1	25.0	57.1		5.6
Grade 4	GLP	79.7			83.0		
	CCR	66.2			69.8		
Grade 5	GLP	70.8			73.9		38.5
	CCR	53.8			63.0		23.1
School	GLP	73.2	51.9	47.8	79.4		33.3
	CCR	55.3	25.9	30.4	63.2		15.4

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	78.5			84.8		53.8
	CCR	66.2			76.1		23.1

EOG School Composite 2020-21	72
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

During the 2020-2021 academic year our SWD sub group's school composite scores consisted of GLP 26.9%(14.8% decrease) and our CCR-11.9(21.4% decrease). Our goal for the current year is to increase our SWD in grades 3-5 GLP and CCR composite from 26.9 to 40 (13.1% increase) and 11.9 to 40 (28.1 % increase) as measured by EOG assessment by June 2022 (as available from state).

Students will show improved regulation and proactive strategies to deal with social-emotional needs throughout the day and be better able to create friendships, collaborate and handle stressful situations. In addition, during the 2020-2021 academic year 64% of African American students were on track with their SEL skills based on Panorama data (32 of 50 students). This is significantly lower than our white students, of which 86% were on track with their SEL (305 out of 355). This year we will increase the number of African American students who are on track with their SEL skills by 10% (A4.06).

Students in our EC, ELL, TD subgroups will be given stronger academic interventions and support based on the use of MTSS data, Weekly Grade Level MTSS Meetings and PLC grade level collaborative meetings with our TD and EC teachers. During the 2021-2022 academic year we will cut achievement gaps in our subgroups by 50% based on our Caucasian students' 2020-2021 Score: CCR-59.8%---GLP-77.7% (A2.04).

Subgroup	2020-2021 Score	2021-222 Expected Score
African American	CCR-29.2%	CCR-44.5%(15.3 point increase)
	GLP-50.0%	GLP-63.9%(13.9 point increase)
Hispanic	CCR-34.8%	CCR-47.3%(12.5 point increase)
	GLP-58.4%	GLP-68.1%(9.7 point increase)
Other Races	CCR-39.1%	CCR-49.5%(10.4 point increase)
	GLP-29.0%	GLP-53.4%(24.5 point increase)

The administrative team will provide continuous feedback through our scheduled walk-through visits by utilizing the Core Actions Learning Walk Tool. The goal is to have an 80% walkthrough completion rate each quarter (B3.03).

III. CHIEF CHALLENGES

- Because of COVID we have seen our gaps in our sub groups increase. The loss of strong in-person instruction for 1 1/2 years has created a sense of urgency as we try to fill gaps and meet current grade level expectations.
- Teachers are having a difficult time managing the myriad of state and district mandates and new expectations for accountability this year.
- Due to the state and local mandates for additional PD (LETRS, ELI, Mastery Connect, new HR system, Orton Gillingham training, etc.) has not allowed us to do the pre-planned PD that we wanted to do that focused in on our sub-groups, equity and relationship building for all students.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Staff members will participate in monthly professional collaboration sessions and implement new learning in classrooms based on exceptional children, SEL and sub group needs. We are creating an opportunity for strategy sharing, process understanding and collaborative conversation in a non-judgmental environment. EC teachers and designated co-teachers will implement state and district initiatives once we receive further guidance. Administration will monitor implementation of SWD best practices during weekly CAI walk-throughs and give feedback to teachers. In addition, Math and Literacy Facilitators will attend PLC meetings, coach, give feedback and model lessons.