

# 2021-2022 State of the School Report

Greenway Park Elementary School



Principal Name

Andrea Runyon

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	20.2	22.9	17.2		9.1	
	CCR	9.0	12.5	<5		<5	
Grade 4	GLP	33.3	29.3	18.8		7.1	
	CCR	23.6	17.1	12.5		7.1	
Grade 5	GLP	20.0	20.0	20.0		9.1	
	CCR	10.0	11.4	10.0		<5	
School	GLP	24.4	24.2	18.5	47.1	8.5	<5
	CCR	14.0	13.7	7.7	35.3	<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	21.6	25.0	20.7		18.2	
	CCR	11.4	14.6	6.9		<5	
Grade 4	GLP	45.1	36.6	37.5		30.8	
	CCR	16.9	12.2	6.3		<5	
Grade 5	GLP	23.3	20.0	30.0		18.2	
	CCR	10.0	8.6	15.0		<5	
School	GLP	29.7	27.4	27.7	43.8	21.7	<5
	CCR	12.8	12.1	9.2	25.0	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	33.9	26.5	45.0		18.2	
	CCR	23.7	17.6	30.0		18.2	

EOG School Composite 2020-21	27.9
School Letter Grade*	D

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

The Greenway Park total EOG composite will increase by 15 percentage points from 28.1% to 43.1% during the 2021-22 school year. (E1.06, A4.01, A2.04)

Greenway Park will foster teachers' professional growth through the implementation of the

coaching cohort model and professional learning opportunities that will lead to increases in Insight Survey, (or internal survey) scores in the domains of Observation and Feedback, Professional Development, and Evaluation to 7.0. (B3.03)

### III. CHIEF CHALLENGES

- Students are exhibiting increased needs for social/emotional and behavioral support which has an impact on the instructional day. In addition, families are generally in need of more non-academic support and resources, especially mental health support, as a result of the pandemic.
- While professional development is warranted, expected, and welcomed both from the State and our local district, the amount of time required for PD impacts the amount of available time teachers have to dedicate to quality PLC planning and implementation of the adopted curricula.
- Staff resignations and absences are higher than in past years (absences partially due to quarantines), which impacts the amount of time students have access to a highly qualified teacher. In addition, the quality of candidates in the applicant pool is a lesser quality than in past years.
- The time needed to administer required assessments greatly impacts instructional time.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

- An emphasis has been placed on small group instruction to address student needs, in addition to core teaching at a high level. A dedicated intervention/reteaching block for math and literacy is built into the master schedule.
- SEL support (i.e. counselor lessons, morning meeting, SBMH, caring schools, incentives) is being delivered at a high level. Staff are going above and beyond to support the SEL needs of students, and fill the gaps while teaching core instruction.