

# 2021-2022 State of the School Report

Hickory Grove Elementary



Principal Name

Matthew Bower

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	18.6	10.5	15.0		9.7	
	CCR	12.9	10.5	10.0		6.5	
Grade 4	GLP	17.3	18.2	14.0		<5	
	CCR	8.6	15.2	<5		<5	
Grade 5	GLP	20.2	12.1	26.8		6.5	
	CCR	10.7	12.1	12.2		<5	
School	GLP	18.7	14.1	18.5		6.4	5.0
	CCR	10.6	12.9	8.9		<5	5.0

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	16.2	11.1	15.0		12.9	
	CCR	7.4	11.1	5.0		<5	
Grade 4	GLP	7.5	<5	7.3		<5	
	CCR	5.0	<5	7.3		<5	
Grade 5	GLP	12.9	6.1	19.0		9.4	
	CCR	7.1	<5	11.9		6.3	
School	GLP	12.0	5.9	13.8		7.5	5.0
	CCR	6.4	<5	8.1		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	21.2	27.3	17.1		6.3	
	CCR	12.9	15.2	12.2		6.3	

EOG School Composite 2020-21	16.3
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase the overall percent of students achieving CCR status (level 4 or 5) by 10% in literacy and 5% in math school-wide. \*End of year data from the 2018-19 "pre-pandemic" year will be used as our baseline.

Math: 44.4% to 49.4%

Reading: 26.4% to 36.4%

(A2.04, A4.01, B3.03)

Increase the percent of students "responding favorably" to being able to regulate their emotions well from 39% to 50% according to Panorama survey data. (A4.06, E1.06)

## III. CHIEF CHALLENGES

- Hickory Grove Elementary applied and was selected to become a recognized Teacher Leadership Pathways school in 2019. Our team spent several months planning for the transition. This planning included restructuring our coaching and support model for instructional leaders and classroom teachers. However, the removal of the class size waiver the past 2 years has made it difficult for us to implement the plan effectively. If the waiver is not reinstated, it will force us to restructure again which could negatively impact school culture and a promising school support plan. The key indicators that could be negatively impacted and subsequently impede our progress towards those aligned School Improvement goals are A2.04, A4.01, B3.03.
- Post pandemic, we continue to have difficulty in terms of overall school staffing:
  - Not being able to secure classroom substitutes is causing daily coverage problems. This requires us to pull Instructional Assistants away from classroom support and in some cases disperse students, increasing class size.
  - The loss of 3 teaching positions during the leveling process has resulted in additional strain on staff. This impacts class size and often causes last minute changes with our instructional plan.
  - The teacher candidate pool is lacking in qualified teachers prepared to take on the rigors associated with a high needs Title 1 school.
  - The key indicators that could be negatively impacted and subsequently impede our progress towards those aligned School Improvement goals are A2.04, A4.01, B3.03.
- Rolling out new core curricula in both math and reading amidst a global pandemic has been challenging. Specifically, generating teacher buy in has been more difficult as it coincided with remote learning and the inability to have in-person staff meetings.

Getting acclimated to the myriad of new resources and assisting teachers with adjusting their practice is taking longer than anticipated.

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

Teacher retention remains a priority at Hickory Grove. Therefore, we use ongoing staff surveys to garner feedback to support our decision making process. Trends in responses included the need for more coaching/feedback opportunities, opportunities for leadership and growth and the need for addressing behavioral concerns. This information was considered in developing our staffing plan for the 2021-22 school year. As a result, the following actions were taken:

- Utilized TLP status to compensate qualified staff for additional instructional and leadership opportunities. These opportunities combined with higher compensation is one retention strategy that has been effective.
- We restructured our teacher coaching model and the model for coaching our ILT members. Administrators are meeting weekly with coaches as opposed to bi-weekly. This is increasing accountability and allowing more opportunities for feedback and direction.
- We added a 2nd BMT to focus on being more proactive as opposed to reactive when it comes to behaviors. Specifically, the second BMT is allowing for small group SEL support, morning/afternoon student check-in.

A qualified teacher is an important component of student achievement and an area in which we feel is highly important to the success of our students. We are aware of the overwhelming need to hire qualified teachers so the following actions were taken:

- Revamped interview questions to align with our vision and school needs
- Made changes to teacher onboarding to allow for time to observe in classrooms prior to "taking the reins"
- Requested access for direct contact to candidates in the substitute pool and created an in-house process for communicating and assigning substitutes re: teacher absences
- We have hired one of the two "guest teachers" allotted to our school. We conduct weekly interviews with potential candidates.
- We have reallocated Title I funds to create an additional Instructional Assistant position to support small group instruction and reduce class size

With the adoption of the new curricula we are aware of the adaptive obstacles that impede our teachers from adjusting their practice to be better aligned to the standards and the new curricula. Oftentimes having to combat teachers feeling the need or wanting to halt the implementation of the curricula. As a result, the following actions were taken:

- We have communicated non-negotiables regarding alignment to the curriculum to ensure teachers include and adhere to the key components; Administrators and Instructional Coaches conduct frequent walk-throughs and provide feedback to encourage alignment.
- The administrative team unpacked lessons on various grade levels in an effort to better understand teacher perspective and to determine "look fors" regarding key instructional components.
- Required academic coaches to model Envisions lessons for staff. Coaches recorded these lessons to use for training purposes.
- We have requested and scheduled district support personnel to provide

professional development geared toward improving teacher buy-in, instructional delivery, and how to effectively access resources.

- Administrators sit in on instructional planning meetings and provide coaches with feedback (glows & grows)
- Set up peer observations for teachers to observe colleagues (exemplar classrooms)