

2021-2022 State of the School Report

Lake Wylie Elementary School



Principal Name

Jigna Patel

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	34.1	40.6	25.0	38.5	9.5	
	CCR	20.5	21.9	12.5	23.1	<5	
Grade 4	GLP	32.1	20.9	33.3		17.6	
	CCR	17.9	11.6	25.9		<5	
Grade 5	GLP	47.1	54.8	21.1		14.3	9.1
	CCR	22.1	16.1	15.8		14.3	9.1
School	GLP	37.1	36.8	26.9	53.8	13.5	5.0
	CCR	20.0	16.0	17.9	38.5	<5	5.0

Math	All	Black	Hispanic	White	English	Students
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						Learners	with Disabilities
Grade 3	GLP	23.9	19.4	15.6	35.7	14.3	
	CCR	12.5	6.5	12.5	14.3	<5	
Grade 4	GLP	16.9	14.0	19.2		6.3	
	CCR	12.0	9.3	15.4		6.3	
Grade 5	GLP	40.0	37.5	31.6		35.7	18.2
	CCR	27.1	28.1	10.5		21.4	9.1
School	GLP	26.1	22.6	20.8	40.7	17.6	10.0
	CCR	16.6	14.2	13.0	25.9	9.8	5.0

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	55.1	46.9	47.4		42.9	27.3
	CCR	46.4	43.8	31.6		35.7	18.2

EOG School Composite 2020-21	34.5
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Student Achievement: Increase Lake Wylie's GLP Composite score for Reading and Science for the ESL subgroup from 32.6% to 37.6% in Reading and 68.1% to 73.1% in Science.

ALIGN TO: A2.04

Student Achievement: Increase Lake Wylie's GLP Composite score for Reading and Science for the SWD subgroup from 12.0% to 17.0% in Reading and 20.0% to 25.0% in Science.

ALIGN TO: A2.04

III. CHIEF CHALLENGES

- This year has brought unique social and emotional (as well as trauma experienced during the pandemic) challenges. This directly impacts students' classroom behaviors and academics.
- Many students were less engaged during the year of remote learning. This has directly impacted this school year as students relearn how to be students (i.e. work completion, engagement, accountability for their own learning).
- Our current third graders' last full year of school was Kindergarten. Our second graders have never been in school a full year. The gaps in foundational skills is evident in our literacy scores. The students do not have the basic understanding of letters and sounds to blend and decode words at higher levels.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Indicator 4.06: We are working with the Zone Core Behavior specialist to identify how to strengthen our SEL time, core behavior management, and individual coaching.

Indicator 2.04: We are leveraging our data to directly identify students' proficiency and growth around unit and topic assessments.

Indicator 3.03: We are completing walkthroughs with the district and our administrative team regularly. We are using the CMS Core Actions to support our teachers with feedback on their teaching practices. The principal is also completing one-on-one data meetings to discuss lesson planning and student data.