

# 2021-2022 State of the School Report

Lebanon Road Elementary School



Principal Name

Rhiannon Polite

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	24.6	26.1	20.0		17.9	33.3
	CCR	13.6	10.9	12.7		7.1	16.7
Grade 4	GLP	26.3	28.9	14.0		11.8	20.0
	CCR	13.2	13.3	8.0		5.9	6.7
Grade 5	GLP	32.8	35.5	23.8	41.7	<5	15.4
	CCR	18.5	22.6	12.7	16.7	<5	7.7
School	GLP	27.9	29.5	19.6	48.3	10.8	22.5
	CCR	15.1	14.8	11.3	27.6	<5	10.0

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	28.2	22.2	25.9		21.4	41.7
	CCR	10.3	8.9	5.6		<5	25.0
Grade 4	GLP	19.5	15.6	14.6		9.4	18.8
	CCR	9.7	6.7	8.3		6.3	6.3
Grade 5	GLP	27.5	22.6	26.6	41.7	13.6	15.4
	CCR	11.7	12.9	10.9	8.3	<5	<5
School	GLP	25.1	19.8	22.9	50.0	14.6	24.4
	CCR	10.6	9.1	8.4	20.0	<5	9.8

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	52.9	53.1	45.3	75.0	18.2	15.4
	CCR	42.1	43.8	34.4	66.7	<5	7.7

EOG School Composite 2020-21	30.4
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Lebanon Road is committed to building strong readers. Eighty percent or more of students K-2 will demonstrate grade level reading proficiency in MAP. On state End of Grade (EOG) assessment, increase READING GLP from 27.9% to 60% and CCR from 15.1% to 55%.

(A2.04, A4.01, B3.03, E1.06).

On the end of year assessment, Increase math GLP from 25.1% to 60% and CCR from 10% to 55%. (A2.04, A4.01, B3.03, E1.06)

LRE will consistently increase the science proficiency of all students. 82% of LRE students are grade level proficient in science, as measured by the EOG. (A2.04, A4.01, B3.03, E1.06)

### III. CHIEF CHALLENGES

- We have had trouble recruiting and retaining high quality talent with a proven track record of supporting student growth. We used Title I funds to pay for EIT2 positions in high-needs areas as well as fund a math facilitator position. We have had challenges finding and retaining qualified candidates.
- Teacher assistants are leaving for higher paying positions in and out of the district. Our teacher assistants are the backbone of classroom support during the intervention block, but we have had to pull them frequently to substitute.
- Due to teacher assistant vacancies, we are not able to implement our plan for extended planning which was built into our master schedule. It required teacher assistants to cover recess and/or intervention time for teachers so that they could have extended planning once a week.
- We use substitute teachers to support extended planning, data analysis, and action planning for teachers and instructional leaders. We do not have enough subs to cover our daily needs, so we are not able to adequately cover classes for data analysis meetings.
- The amount of testing we have to do takes away from instructional time.

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

- We have restructured our master schedule to allow for an intervention block.
- Our students are receiving strengthened core during intervention time through Orton Gillingham, as well as intensive and strategic interventions with Do the Math, EL Skills Block, and Dreambox.
- Teachers have weekly intervention planning with the MTSS facilitator, who we strategically traded to hire.