

2021-2022 State of the School Report

Myers Park Traditional Elementary



Principal Name

Elizabeth Carrubba

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

| Reading | | All | Black | Hispanic | White | English Learners | Students w/ Disabilities |
|---------|-----|------|-------|----------|-------|------------------|--------------------------|
| Grade 3 | GLP | 63.1 | 48.0 | 81.8 | 80.6 | | |
| | CCR | 51.5 | 36.0 | 63.6 | 72.2 | | |
| Grade 4 | GLP | 53.5 | 28.6 | 58.3 | 90.6 | | |
| | CCR | 38.6 | 12.2 | 33.3 | 78.1 | | |
| Grade 5 | GLP | 54.9 | 38.6 | 38.5 | 76.5 | | |
| | CCR | 31.4 | 13.6 | 15.4 | 58.8 | | |
| School | GLP | 57.2 | 38.5 | 58.3 | 82.4 | 38.5 | 30.4 |
| | CCR | 40.5 | 21.0 | 36.1 | 69.6 | 23.1 | 21.7 |

| Math | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|---------|-----|------|-------|----------|-------|------------------|----------------------------|
| Grade 3 | GLP | 61.2 | 34.0 | 81.8 | 91.7 | | |
| | CCR | 39.8 | 10.0 | 63.6 | 75.0 | | |
| Grade 4 | GLP | 52.0 | 24.5 | 38.5 | 90.6 | | |
| | CCR | 35.3 | <5 | 30.8 | 75.0 | | |
| Grade 5 | GLP | 52.5 | 39.5 | 38.5 | 79.4 | | |
| | CCR | 37.6 | 16.3 | 30.8 | 70.6 | | |
| School | GLP | 55.2 | 32.4 | 51.4 | 87.3 | 69.2 | 25.0 |
| | CCR | 37.6 | 9.9 | 40.5 | 73.5 | 53.8 | 16.7 |

| Science | | All | Black | Hispanic | White | English Learners | Students with Disabilities |
|---------|-----|------|-------|----------|-------|------------------|----------------------------|
| Grade 5 | GLP | 71.3 | 53.5 | 69.2 | 94.1 | | |
| | CCR | 57.4 | 34.9 | 38.5 | 94.1 | | |

| | |
|------------------------------|------|
| EOG School Composite 2020-21 | 58.3 |
| School Letter Grade* | B |

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, as a school, MPTS will meet and/or exceed growth according to EVAAS. The gap to 100% CCR proficiency in reading and math for each subgroup will decrease by 15% (A 2.04) (A 4.01) (B 3.03) Reading All students: 11.25 African American: 15.25 White: 5.3 Hispanic: 13.1 Math All students: 9.4 African American: 26.6 White: 4.4 Hispanic: 25.7

By June 2022, MPTS will use the Leader in Me and Caring Schools to create classrooms that meet the social/emotional needs of all students, including the school transition around COVID. This will result in a decrease in student absenteeism, as well as student discipline incidents.

Absenteeism: Reduce number of students chronically absent by 40%

Discipline Incidents: Decrease number of in-school incidents by 25% for yearly average (compared to 18-19 data due to COVID) (A 4.06)

III. CHIEF CHALLENGES

- Staffing: We have several vacant positions due to promotion/retirement, including a classroom teacher position. It's been challenging to find people for the positions in the middle of the year.
- Curriculum/Gaps: We are still continuing to fill the learning gaps from COVID while trying to implement the required curriculum with fidelity.
- Time: Teachers are struggling with time to prepare their instruction due to required PD, entering data, and implementing their corrective teaching plans.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We have implemented a 30 minute LEAD time each morning to address SEL needs. We have hired a reading teacher who is implementing Orton-Gillingham strategies for students to increase growth and close the achievement gaps. We have weekly and quarterly planning sessions to address curriculum and data. We have protected their early release days and workdays to provide them with time to plan and complete district requirements.

