

2021-2022 State of the School Report

Olde Providence Elementary School



Principal Name

Patricia Johanson

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	77.4			79.4		
	CCR	61.9			65.1		
Grade 4	GLP	76.8			79.8		45.5
	CCR	62.5			64.3		27.3
Grade 5	GLP	74.3			80.5		
	CCR	57.1			61.0		
School	GLP	76.1	60.0	57.1	79.9	26.7	29.2

	CCR	60.5	45.0	57.1	63.4	13.3	16.7
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Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	79.8			82.5		
	CCR	60.7			63.5		
Grade 4	GLP	79.5			83.3		45.5
	CCR	58.9			63.1		18.2
Grade 5	GLP	78.8			84.4		
	CCR	66.3			70.1		
School	GLP	79.3	52.6	57.1	83.5	40.0	34.8
	CCR	62.0	31.6	47.6	65.6	20.0	17.4

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	71.4			76.6		
	CCR	61.0			64.9		

EOG School Composite 2020-21	76.8
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

In June our Reading College and Career Ready composite score will increase from 61.5% to 75% and our Reading Grade Level Proficiency composite score will increase from 76.1% to 86.5% as measured by the Reading EOG Assessment. (A2.04, A4.01, B3.03)

In June 2022, our Math College and Career composite score will increase from 62.0 to 75.5% and our Math Grade Level Proficiency composite score will increase from 79.3 to 90% as measured by Math EOG assessments. (A2.04, A4.01, B3.03)

The District Goal in Math: 80% of 5th-grade students will perform at CCR on EOGs in May 2022. (OP's data of 5th-grade math in 2021: GLP 78.8%; CCR 66.3%.)

District Goal in Reading: 72% of 5th-grade students will achieve CCR. (A2.04, A4.01, B3.03)

III. CHIEF CHALLENGES

- The absence of in-class instruction over the last two years because of the pandemic has impacted students emotionally and as a result there has been an increased need to support the social-emotional and behavioral health of students. We are utilizing all our human capital, but challenges still exist with meeting the needs of students.
- We have been short staffed this year which has led to a lack of consistent, high quality teachers in the classroom.
- Due to unfinished learning from the pandemic, students are struggling academically specifically with foundational reading skills. This is having an impact on the proficiency of upper elementary students.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Monitor instruction weekly through walkthroughs to ensure instructional time is maximized, students are engaged, and professional learning communities are effective. We are also focusing on maintaining a positive classroom atmosphere that supports and nurtures our students.
- Utilize a data protocol where grade level teams meet with the instructional leadership team to analyze grade level data and determine next steps to help our students achieve mastery.