

2021-2022 State of the School Report

Palisades Park Elementary School:



Principal Name

Phillip Steffes

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	60.2	51.1	53.8	70.4		28.6
	CCR	44.1	36.2	38.5	55.6		14.3
Grade 4	GLP	54.6	48.1	50.0	62.9	16.7	<5
	CCR	41.2	32.7	50.0	45.7	16.7	<5
Grade 5	GLP	62.9	54.9		78.8		
	CCR	43.8	37.3		63.6		
School	GLP	59.1	51.3	51.0	70.5	22.2	13.9
	CCR	43.0	35.3	39.2	54.7	18.5	8.3

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	59.3	51.1	46.2	85.2		28.6
	CCR	42.4	31.9	34.6	70.4		21.4
Grade 4	GLP	47.5	31.5	46.7	65.7	18.2	<5
	CCR	28.3	18.5	26.7	45.7	9.1	<5
Grade 5	GLP	63.8	52.9		81.8		
	CCR	43.8	27.5		66.7		
School	GLP	56.6	44.7	48.0	76.8	26.9	14.3
	CCR	37.9	25.7	34.0	60.0	15.4	11.4

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	77.1	66.7		>95		
	CCR	62.9	49.0		90.9		

EOG School Composite 2020-21	60.4
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase the school composite for College and Career Readiness in Mathematics to align with performance prior to COVID. (From 69% in 2018-2019, 37.9% in 2020-21 back to 68% in

2021-2022) Align to: A2.04, 4.01, B3.03

Increase the school composite in Reading for Grade Level Proficiency to 70%. (From 66.2% in 2018-2019, 59.1 in 2020-21 to 70% in 2021-2022) Align to: A2.04, 4.01, B3.03

III. CHIEF CHALLENGES

- Student social-emotional needs are a concern. Students have had to re-learn how to be in school, practice social skills, develop independence and self-monitoring skills. Learning to communicate and how to work collaboratively are essential for developing 21st century skills and for engaging in learning protocols with the literacy and math curriculums.
- Staffing has been a challenge, particularly with the Exceptional Children's program. Time is needed to support newly hired teachers with learning the State/district expectations and to ensure teachers have received the professional development designed to support instructional practices.
- COVID related safety protocols require extensive manpower to ensure these are followed. Time allotted to meet the level of expectations for ensuring safety protocols negatively impacts how support staff are used within the building. Support staff are not able to provide the level of support for intervention consistently.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We are working to address students' current state in response to the pandemic, as well as continuing to further their social-emotional development by continuing our implementation of Panorama and the Caring Schools curriculum for direct social-emotional instruction.

In terms of our Student Support Team, we are currently working to identify new processes and procedures to support staff with SEL instruction while rebuilding students' social and communication skills to reflect behaviors prior to the pandemic.

CMS EC Dept is supporting the EC program at PPE providing PD for EC teachers and teacher assistants. Weekly meetings are facilitated by the SWLC EC support team to ensure compliance and coaching is ongoing.

PPE Teacher Leadership Team remains focused on monitoring instruction to ensure equitable access to rigorous learning occurs through the use of EL and enVisions.