

2021-2022 State of the School Report

Pineville Elementary	
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Principal Name	Earl French
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	35.3	24.0	28.8	48.4	14.3	
	CCR	23.3	12.0	13.5	38.7	<5	
Grade 4	GLP	42.6	30.4	35.9	50.0	29.2	8.3
	CCR	17.8	17.4	10.3	28.6	<5	8.3
Grade 5	GLP	44.9	48.4	28.9	62.5	5.6	17.6
	CCR	28.0	29.0	15.6	45.8	<5	11.8
School	GLP	40.7	35.4	30.9	53.0	17.1	13.2
	CCR	23.1	20.3	13.2	37.3	<5	7.9

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	38.8	28.0	25.0	61.3	17.9	
	CCR	18.1	12.0	7.7	32.3	<5	
Grade 4	GLP	33.7	21.7	23.1	60.7	12.5	16.7
	CCR	20.8	13.0	12.8	39.3	<5	8.3
Grade 5	GLP	44.4	38.7	37.0	58.3	26.3	11.8
	CCR	26.9	25.8	21.7	25.0	5.3	11.8
School	GLP	39.1	30.4	28.5	60.2	18.3	15.8
	CCR	21.8	17.7	13.9	32.5	<5	10.5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	50.0	48.4	34.8	75.0	15.8	29.4
	CCR	36.1	38.7	19.6	58.3	5.3	17.6

EOG School Composite 2020-21	41.3
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Close the achievement gap between subgroups and white students to result in an increase of composite proficiency for African American students from 58.4% to 65% and Hispanic students 59.3% to 66%. Align to: A2.04, A4.01, B3.03

Restructure instructional planning to improve teacher effectiveness resulting in an increase of the student achievement college and career ready composite on end of grade tests from 48.1 percent to 55.1 percent. Align to 2.04

III. CHIEF CHALLENGES

- A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)--We need more staff to support our MTSS process to ensure staff can provide small group instruction to meet students' individual needs. Due to pandemic learning loss, there are more students requiring MTSS interventions.
- A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. (5124)--We have more social emotional needs within our building than we have had in previous years.. The school counselors are struggling to pull small groups, provide classroom lessons, and support the daily social emotional needs of our students.
- We do not have a full time nurse on staff. This is forcing our front office staff to be pulled in many different directions and struggle to complete their administrative duties within their allotted daily clock in hours.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Facilitators, MCL, EIT3 are pulling Orton Gillingham groups daily. Teacher Assistants have been trained in the Do The Math intervention program and are pulling small groups. The school is paying for the Heart Math program and has tutors coming in daily to support our students. Teachers are having morning meetings daily. We are also implementing the Cross Age Buddies program where older/younger students are meeting together weekly to work on reading activities.