


2021-2022 State of the School Report

Piney Grove Elementary School	
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Principal Name	Felicia D. Walker-Cooper
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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	19.1	11.1	14.3		7.5	9.1
	CCR	13.0	<5	12.7		<5	<5
Grade 4	GLP	26.6	29.4	19.2		8.1	<5
	CCR	13.8	14.7	11.5		<5	<5
Grade 5	GLP	22.5	25.0	22.2	15.4	<5	12.5
	CCR	9.9	8.3	12.7	7.7	<5	<5
School	GLP	22.7	22.4	18.5	29.4	6.3	6.9
	CCR	12.2	9.4	12.4	23.5	<5	<5
Math		All	Black	Hispanic	White	English	Students

						Learners	with Disabilities
Grade 3	GLP	20.2	19.2	14.3		9.4	38.1
	CCR	<5	<5	<5		<5	<5
Grade 4	GLP	15.7	8.8	13.7		11.1	5.0
	CCR	6.5	5.9	<5		<5	<5
Grade 5	GLP	30.3	16.7	31.1	46.2	10.8	12.5
	CCR	16.5	<5	18.0	30.8	5.4	6.3
School	GLP	22.1	14.3	20.0	41.2	10.3	19.3
	CCR	8.8	<5	8.6	23.5	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	34.9	31.8	31.7	46.2	13.5	20.0
	CCR	25.7	9.1	27.0	46.2	5.4	6.7

EOG School Composite 2020-21	24.1
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, to ensure students are prepared with opportunities for meaningful employment and/or higher education, we are aiming to exceed growth expectations. In order to accomplish this goal, we are aiming to move our school-wide Literacy proficiency

composite score from 22.7% to 32.7% (an increase of 10% points from the 2020-21 school year) and college and career readiness from 12.2% to 22.2% (an increase of 10% points) by the end of the 2021-2022 school year. This will ensure that all students have access to a rich, diverse and rigorous curriculum. (Indicators: A2.04, A4.01, A4.06, B.3.03, E1.06)

By June 2022, to ensure students are prepared with opportunities for meaningful employment and/or higher education, we are aiming to exceed growth expectations. In order to accomplish this goal, we are aiming to move our school-wide Math proficiency composite score from 22.1% to 44.1% (an increase of 22% from the 2020-21 school year) and college and career readiness from 8.8% to 26.8% (an increase of 18% points) by the end of the 2021-2022 school year. This will ensure that all students have access to a rich, diverse and rigorous curriculum. (Indicators: A2.04, A4.01, A4.06, B.3.03, E1.06)

By June 2022, to ensure students are prepared with opportunities for meaningful employment and/or higher education, we are aiming to exceed growth expectations. In order to accomplish this goal, we are aiming to move our school-wide Science proficiency composite score from 34.9% to 54.1% (an increase of 19.2% from the 2020-21 school year) and college and career readiness from 25.7% to 43.2% (an increase of 17.5% points) by the end of the 2021-2022 school year. This will ensure that all students have access to a rich, diverse and rigorous curriculum. (Indicators: A2.04, A4.01, A4.06, B.3.03, E1.06)

III. CHIEF CHALLENGES

- Due to a shortage of highly qualified teachers and high number of staff turnover, it has been very challenging to focus on teaching and learning when the building is not fully staffed.
- The new grading policy required teachers to re-teach when students have not mastered content. This creates a cycle of continuous re-teaching during our small group instructional time, which leaves little time to address foundational skill deficits caused by unfinished learning.
- The impact from the pandemic on the social and emotional needs of our students has been significant. According to our discipline and Panorama data, students are struggling with emotional regulation and challenging feelings. These struggles can disrupt the environment and impede learning.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- During planning, teams discuss the actions of teachers and students to ensure the rigor of the standard is accurately taught and identify how students will demonstrate mastery of the standards.
- The Instructional leadership team will provide teachers with feedback, coaching and support on instructional best practices that align to the Core Actions.
- Common assessment data will be analyzed to determine needed interventions, enrichment, and referrals for supplemental and intensive MTSS support to meet the

needs of all students.