


# 2021-2022 State of the School Report

Polo Ridge Elementary	
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Principal Name	Jovanna Edwards
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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	80.7	45.5		80.0		
	CCR	69.3	36.4		69.1		
Grade 4	GLP	85.7			81.4	75.0	
	CCR	76.2			65.1	75.0	
Grade 5	GLP	80.5	54.5	76.9	75.3		22.7
	CCR	66.0	36.4	61.5	58.4		<5
School	GLP	82.0	60.7	72.7	78.3	66.7	27.0
	CCR	69.8	50.0	54.5	63.4	53.3	10.8

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	82.5	45.5		81.8		
	CCR	69.3	36.4		58.2		
Grade 4	GLP	88.6			86.0	75.0	
	CCR	76.2			72.1	66.7	
Grade 5	GLP	79.9	54.5	76.9	72.7		22.7
	CCR	71.1	45.5	61.5	63.6		13.6
School	GLP	83.1	57.1	72.7	78.9	63.3	27.0
	CCR	72.0	50.0	54.5	64.0	56.7	18.9

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	83.6	63.6	92.3	75.3		31.8
	CCR	79.2	63.6	76.9	71.4		18.2

EOG School Composite 2020-21	82.7
School Letter Grade*	A

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase overall school composite for Grade Level Proficiency (GLP) and College and Career Ready (CCR) in both reading and math. 2020-2021 RESULTS Move Reading GLP: 82% to 85% in 21-22; Move Reading CCR: 69.8 to 73% in 21-22; Move Math GLP: 83.1% to 88% in 21-22;

Move Math CCR: 72% to 75% in 21-22; Goal attainment will be determined by 2022 Reading and Math End-of-Grade assessment. ALIGNS TO: A2.04

Increase overall reading percentage of K-2 students identified as on or above grade level. Move students in grades kindergarten through second grades from 90.5 to 93% in 21-22; Kindergarten will test Winter-Spring. Goal attainment will be determined by 2021-2022 MAP. ALIGNS TO: A2.04

Exceed growth overall according to EVAAS data. Move student growth from 0.35 in 18-19 to 2.0 in 21-22; Goal attainment will be determined by EVAAS data for the 21-22 school year. ALIGNS TO: A2.04

### III. CHIEF CHALLENGES

- **STAFFING:** We are facing daily staffing concerns due to general absences, absences due to Covid (either the actual staff member or their child), and absences due to required professional development. As per our SIP goals, we are working on consistently implementing small groups and instructional walks but this poses a challenge with the staff absences. Our assistants have to cover classes so they can't help pull groups. Our administrators are covering classes so instructional walks become a challenge.
- **TIMING:** With the expectations of Mastery Connect data input, LETRS training, MORE for 3rd grade and so on, teachers are spending more time on other things and not in front of students. There are many assessments and limited time to analyze and utilize the data which creates a challenge for implementing flexible grouping effectively.
- **EMOTIONAL WELL-BEING:** Our staff is facing a year like no other. This challenge combines the first two challenges. The more teachers are not in front of their students, the more their anxiety increases because they are expected to stay on pace, still ensure students make progress, input necessary data, give assessments, etc.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

Our school-wide implementation of our character education program and consistently conducting Morning Meetings allows us to focus on the whole child which is imperative for student success. For teachers, we are creating additional time by covering classes and looking at ways to be creative with our schedule due to the additional constraints on teachers' time. This provides teachers with time to get some training, data input, etc. completed during the school day, which shows teachers that we understand the amount of stress they are under and helps to create a better balance.