

2021-2022 State of the School Report

Sharon Elementary	
-------------------	--

Principal Name	Catherine Phelan
----------------	------------------

I. SCHOOL REPORT CARD SNAPSHOT

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	72.2	50.0		78.3		
	CCR	60.2	30.0		67.5		
Grade 4	GLP	77.1	38.5		80.0		
	CCR	64.7	30.8		67.0		
Grade 5	GLP	73.9	50.0		81.8		
	CCR	61.3	16.7		70.5		
School	GLP	74.7	45.7	61.1	80.1	23.1	47.8
	CCR	62.4	25.7	38.9	68.2	15.4	30.4

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	83.3	50.0		90.4		
	CCR	62.0	40.0		68.7		
Grade 4	GLP	78.4	30.8		83.5		
	CCR	56.2	7.7		58.3		
Grade 5	GLP	78.2	50.0		86.4		
	CCR	63.0	41.7		69.3		
School	GLP	79.7	42.9	55.6	86.4	46.2	43.5
	CCR	60.0	28.6	50.0	64.7	30.8	21.7

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	79.0	58.3		87.5		
	CCR	69.7	41.7		79.5		

EOG School Composite 2020-21	77.5
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

School Goal 1 - In the 2021-2022 school year, our goal at Sharon is to improve our Grade Level Proficiency (GLP) data to demonstrate that at least 80% of our students will score a level 3, 4, or 5 on the Reading End-of-Grade test. (A2.04)

School Goal 2 - In the 2021-2022 school year, our goal at Sharon is to improve our Grade Level Proficiency (GLP) data to demonstrate that at least 85% of our students will score a level 3, 4 or 5 on the Math End-of-Grade test. (A2.04)

III. CHIEF CHALLENGES

- Sharon Elementary has lost many teachers due to leveling. As a result of leveling, class sizes have increased.
- We still have vacancies for open positions, which requires staff to cover classes who normally would work with small groups of students to provide academic support.
- Substitute teachers are inconsistent and often drop jobs on the mornings of the assignments so we have to pull assistants from their instructional support in the classrooms to substitute.
- Students miss school due to quarantine periods. Quarantine periods prevent students from consistent instruction with their teachers.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Administrative team and counselors monitor the D & F reports on the Navigator Portal weekly to provide opportunities for reteaching and work completion to improve students' skills and grades.

Grade level teams meet with representatives from the Office of Accountability several times per year to review state and local data as they frequently adjust instructional approaches to address students' unique learning needs.

MTSS is monitored frequently to ensure interventions are research based and progress monitoring is current to help students demonstrate academic growth.

We have increased the number of teachers who have received Orton-Gillingham training to provide intensive interventions.

We utilize Panorama data and daily class meetings to address students' social and emotional needs. Our three counselors and support staff are vital to ensuring that our students' receive ongoing support for their academic, social, and emotional needs.