

2021-2022 State of the School Report

Wingate Park Elementary School



Principal Name

Rick Mohrien

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	41.9	24.2	20.0	75.0	16.7	
	CCR	32.6	24.2	20.0	54.2	8.3	
Grade 4	GLP	37.0	25.8	33.3	50.0	5.9	7.7
	CCR	17.0	6.5	20.0	26.7	<5	<5
Grade 5	GLP	50.6	54.5	35.7	58.3	13.3	28.6
	CCR	30.6	36.4	14.3	33.3	6.7	7.1
School	GLP	42.8	32.6	31.5	60.3	11.4	16.7
	CCR	26.2	20.9	17.8	37.2	<5	5.6

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	43.0	21.9	31.3	70.8	16.7	
	CCR	18.6	6.3	31.3	29.2	16.7	
Grade 4	GLP	33.0	16.1	33.3	50.0	23.5	7.7
	CCR	22.0	12.9	23.3	33.3	5.9	7.7
Grade 5	GLP	44.8	47.8	20.7	58.3	20.0	21.4
	CCR	29.9	26.1	13.8	41.7	13.3	7.1
School	GLP	39.9	26.7	28.0	59.0	20.5	16.7
	CCR	23.4	14.0	21.3	34.6	11.4	8.3

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	51.8	45.5	31.0	73.9	26.7	35.7
	CCR	42.4	40.9	20.7	60.9	13.3	21.4

EOG School Composite 2020-21	42.8
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Literacy is key to the future success of all students. At Winget Park Elementary, we will ensure that a minimum of 90% of students will demonstrate proficiency in reading skills at the end of 2nd grade, as measured by the prescribed reading assessment tool provided by the district

and/or state. (Aligned to Indicators A 2.04, A 4.01, B 3.03, E 1.06)

Building upon our goal of literate students at the end of 2nd grade, Winget Park Elementary will ensure that a minimum of 90% of students are proficient or above on all grade-level end of grade assessments in their 5th grade year. (Aligned to Indicators A 2.04, A 4.01, B 3.03, E 1.06)

Students at Winget Park will develop self-efficacy and belief in themselves to persevere to meet high academic standards and achieve at high levels, as evidenced by a minimum of 90% of surveyed students (grades K-5) indicating positive responses to the self-efficacy section of the Panorama Education Student Survey. (Aligned to Indicators A 4.01, A 4.06, E 1.06)

III. CHIEF CHALLENGES

- Extensive Range of Student Needs in Each Grade & Classroom: Each of our students and families had a unique experience during the past two school years that were impacted by COVID. As a result, the needs of our students vary widely. While teachers are and will continue to provide strong grade-level instruction, each student is in need of varying levels of academic and social-emotional support. Teachers are doing all they can to meet those needs, but the range of needs is much greater in each classroom than it was pre-COVID.
- Staffing Concerns: As a school, due to the dedication and commitment of our teachers and staff, we have not had to navigate through a large number of vacant positions. However, due to the needs of our teachers and staff, we have to continuously utilize our Teacher Assistants as substitutes, as we do not have a large substitute pool. Our Teacher Assistants do a phenomenal job in stepping in to ensure consistent daily instruction, but it removes them from the ability to provide additional support to our students with consistency.
- Continuity of Student Experience: Due to the continued impact of COVID-19 in our community, many students are continuously having an interrupted school experience as they are having to quarantine due to exposures outside of school primarily, but also due to exposures in school. These interruptions to their access to classroom instruction have a significant impact on their growth and learning. While we are providing them with access to instructional materials during absences, there is no replacement for the high-quality instruction our students receive from our teachers daily.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our primary goal is to ensure that every student at Winget Park is reading on grade-level by the end of 2nd grade and supporting, through supplemental instruction and interventions, students who are in need of additional instruction to grow as readers. Our staff are engaging in continued learning through LETRS (Language Essentials for Teachers of Reading and Spelling) and prioritizing support and supplemental instruction for students during the Skills Block of our EL Education curriculum. We have continued to implement daily, for all grade levels, our Wolf Block, which is a designated time for additional supplemental instruction and interventions. We continue to use multiple strategies to communicate and collaborate with our families, providing them with information on their student's progress and tools to support their child's growth and development in all areas, including literacy.