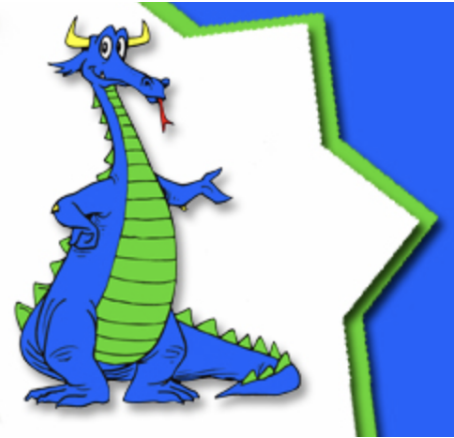


2021-2022 State of the School Report

Clear Creek Elementary School



Principal Name

Michelle Givens

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	30.7	28.0	24.0	50.0	14.3	14.3
	CCR	21.3	16.0	16.0	38.9	7.1	7.1
Grade 4	GLP	46.9	48.1	40.7	60.0	21.4	20.0
	CCR	28.4	29.6	11.1	55.0	14.3	10.0
Grade 5	GLP	30.5	23.1	20.0	52.2	<5	<5
	CCR	18.3	15.4	10.0	34.8	<5	<5
School	GLP	36.1	33.3	28.0	54.1	12.5	11.8
	CCR	22.7	20.5	12.2	42.6	7.5	5.9

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	26.7	16.0	28.0	38.9	21.4	14.3
	CCR	13.3	8.0	8.0	27.8	7.1	7.1
Grade 4	GLP	38.3	25.9	33.3	75.0	14.3	10.0
	CCR	16.0	14.8	11.1	30.0	7.1	<5
Grade 5	GLP	32.9	19.2	30.0	52.2	8.3	<5
	CCR	18.3	15.4	10.0	34.8	<5	<5
School	GLP	32.8	20.5	30.5	55.7	15.0	8.8
	CCR	16.0	12.8	9.8	31.1	5.0	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	46.3	26.9	40.0	73.9	16.7	20.0
	CCR	31.7	15.4	26.7	60.9	8.3	<5

EOG School Composite 2020-21	36.2
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

- By June 2022 students in grades 3-5 will increase literacy CCR proficiency by 28.7 percentage points from 21.3% to 50% as measured by the End of Grade Assessment. (A2.04, A4.01, B3.03)
- By June 2022 students in grades 3-5 will increase math CCR proficiency by 34 percentage points from 16% to 50% as measured by the End of Grade Assessment. (A2.04, A4.01, B3.03)
- By April 2022 CCES will increase our self-efficacy rating for students in grades 3-5 from 51% to 60% as measured by the Panorama Survey.

III. CHIEF CHALLENGES

- Attendance of staff and students directly impacts the amount of instructional content that can be delivered and/or received. Due to staff absences, teacher assistants are unable to serve small groups of students as they are often needed to cover classes.
- Students are exhibiting significant gaps in unfinished learning related to the content from the previous school year.
- Student efficacy and mental health
- Loss of instructional time due to the amount of required testing and limited planning time or teachers to disaggregate the data.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Special Area teachers embed grade level skills into content lessons.
- PLC planning to discuss probing questions, academic conversations, needed scaffolds, math strategies, and data analysis to design small group instruction.
- MTSS process implemented with fidelity to identify specific areas of need.