


2021-2022 State of the School Report

Cornelius Elementary	
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Principal Name	Jessica Holbrook
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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	49.0		23.5	59.4	<5	
	CCR	35.7		17.6	43.8	<5	
Grade 4	GLP	60.2	46.7	31.6	68.8	18.2	33.3
	CCR	46.3	26.7	21.1	54.7	9.1	<5
Grade 5	GLP	55.0	9.1	20.0	66.2	<5	14.3
	CCR	49.5	<5	20.0	59.2	<5	7.1
School	GLP	54.9	27.3	25.5	64.8	6.5	17.1
	CCR	44.1	12.1	19.6	52.8	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	59.2		35.3	64.1	40.0	
	CCR	37.8		23.5	43.8	10.0	
Grade 4	GLP	54.6	26.7	36.8	64.1	18.2	41.7
	CCR	37.0	<5	21.1	48.4	9.1	33.3
Grade 5	GLP	67.0	18.2	53.3	74.6	20.0	21.4
	CCR	47.7	<5	26.7	57.7	10.0	<5
School	GLP	60.3	33.3	41.2	67.8	25.8	25.7
	CCR	41.0	6.1	23.5	50.3	9.7	11.4

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	72.0	30.0	46.7	82.9	20.0	21.4
	CCR	61.7	<5	33.3	74.3	10.0	21.4

EOG School Composite 2020-21	59.7
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

All students will receive consistent social and emotional instruction due to an increase in the number of classrooms providing SEL curriculum components to 100% by the end of the 2021-2022 school year (A4.06.)

All students will increase academic proficiency-both within overall composite and within the following subgroups (in math/reading) *based upon 20-21 data:

Overall composite- 59.5 % to 65.5%

Subgroups:

African-American- 30.3% to 35%

Students with Disabilities- 19% to 25 %

Hispanic- 34.5% to 40%

English Language Learner- 25.9% to 30%

(A2.04, A4.01, B3.03)

100% of parents will indicate on the parent survey that they receive regular communication from the school about the expectations of them and what they can do at home to support their children's learning (E1.06.)

III. CHIEF CHALLENGES

- Using prescriptive MTSS interventions- with fidelity: It is challenging to adhere to the standard treatment protocol for all listed interventions. For example, Orton Gillingham is intended to be provided to students five days per week, for 40 min. All teachers have not been trained and those who are trained are working with multiple grade levels/schedules.
- Transitional Staffing: Currently, we have three teachers on medical leave with anticipation of additional teachers starting leave. In addition, we lost a staff member due to the leveling process. Two teacher assistants have moved on to other positions (outside of school setting). Our speech pathologist was reduced to half time, from full time. We continue to hire support staff but the lack of consistency is proving to be a challenge.
- Duty-free lunch: Currently, we are unable to provide teachers with duty free lunch (due to COVID procedures/protocol). This is negatively impacting teacher morale and productivity.

IV. PLANS FOR THE YEAR: SIP ACTIONS

SEL/Mindfulness/MTSS- identifying student needs and providing early interventions- both academic and behavior. MCLs and EI3 teacher positions are designated to support specific grade level student needs and support classroom instruction. Counselors work proactively and support teachers in implementing restorative classroom practices. In addition, we continue to increase parent & teacher communication, with consistent K-5 week General Learner Outcome sheets and parent surveys.