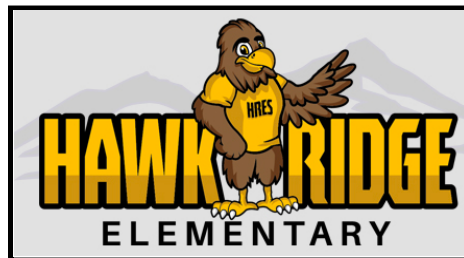


# 2021-2022 State of the School Report

Hawk Ridge Elementary School



Principal Name

Christy McCauley

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	77.1			82.4	50.0	
	CCR	62.5			70.6	25.0	
Grade 4	GLP	74.4	54.5	60.0	74.5	61.1	
	CCR	59.2	18.2	46.7	64.7	44.4	
Grade 5	GLP	72.0	73.3	81.8	73.0		27.3
	CCR	55.4	53.3	63.6	54.1		18.2
School	GLP	74.1	61.8	76.2	76.1	47.4	35.7
	CCR	58.5	38.2	57.1	61.9	28.9	25.0

Math	All	Black	Hispanic	White	English	Students
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						Learners	with Disabilities
Grade 3	GLP	79.2			78.4	66.7	
	CCR	65.6			62.7	50.0	
Grade 4	GLP	75.2	45.5	53.3	78.4	66.7	
	CCR	56.8	27.3	46.7	49.0	61.1	
Grade 5	GLP	81.5	53.3	81.8	82.4		45.5
	CCR	66.9	53.3	72.7	66.2		45.5
School	GLP	78.8	55.9	71.4	80.1	71.1	46.4
	CCR	63.2	47.1	64.3	60.2	52.6	39.3

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	87.9	73.3	>95	87.8		45.5
	CCR	79.0	73.3	81.8	79.7		45.5

EOG School Composite 2020-21	78.4
School Letter Grade*	A

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Based on 2020-2021 spring Panorama data, we want to see an increase of growth mindset from 55% to 65% and emotional regulation from 48% to 58% by the spring of 2021-2022.

ALIGN to E 1.06, A 4.06

Hawk Ridge will increase our 3-5 end of grade assessment outcomes of ELA from 58.5% to 65%, Math from 63.2% to 70% and Science from 79% to 85% Proficient and above. Within our K-2 mClass Dibels testing platform, we will achieve 75% or higher for grade-level proficiency. Align to A2.04, B. 3.03 and A4.01

### III. CHIEF CHALLENGES

- Student Ownership of their Learning: Due to the Pandemic: We are providing accelerated learning opportunities for students to bring them up to grade-level and beyond. We are finding that post-pandemic, it is taking an exorbitant amount of time to support students in their independence, self-regulation, and intrinsic motivation.
- Student Behavior Support and Title IX: The result of a global pandemic, has proven to bring additional classroom and school-wide behaviors that have produced the need for additional staff to intervene throughout the day. The Title IX supportive measures, investigation, and documentation process is very detailed and time consuming for administration. At the elementary level, incidents are reported frequently.
- MTSS (Math): Interventions are limited and often technology-based that are provided through the standard treatment protocol. We would like to see additional choices to meet the individual needs of our students.

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

At Hawk Ridge Elementary we have implemented a strategic focus on small group instruction during skills/all block. Additionally, we have created 4 focus classrooms this year where students have been strategically placed to receive additional support through a co-taught model including the classroom teacher and MCL. Lastly, we have established an interventionist position. This role has been designed to provide additional support for foundational skills and refine the MTSS process.