

2021-2022 State of the School Report

MALLARD CREEK ELEMENTARY



Principal Name

Shalinda Williams

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	40.0	28.1	20.0		45.5	
	CCR	25.5	21.9	<5		18.2	
Grade 4	GLP	48.6	46.5	40.0		30.0	
	CCR	32.9	32.6	20.0		30.0	
Grade 5	GLP	47.9	37.3	72.7			
	CCR	31.9	18.6	45.5			
School	GLP	46.1	38.1	45.2	83.3	36.4	17.6
	CCR	30.6	23.9	22.6	66.7	22.7	11.8

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	31.5	28.1			18.2	
	CCR	13.0	<5			<5	
Grade 4	GLP	34.3	30.2	30.0		30.0	
	CCR	20.0	14.0	20.0		10.0	
Grade 5	GLP	37.9	25.0	45.5			
	CCR	23.2	10.0	18.2			
School	GLP	35.2	27.4	30.0	66.7	22.7	29.4
	CCR	19.6	9.6	16.7	61.1	<5	17.6

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	41.3	29.3	60.0			
	CCR	31.5	19.0	40.0			

EOG School Composite 2020-21	40.8
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Math Goal: By June 2022, as measured by our performance score 40% of K-2 students will demonstrate expected growth as measured by MAP data. The remaining 60% of our students will show an increase in their RIT scores as measured by MAP data by the end of the

year. 3-5 will increase by 6%, 35.2% GLP to 41.% and from 19.6% CCR to 25% in math. All subgroups will increase by 4 percentage points. (Indicators: A2.04, A4.01, B3.03, E1.06)

ELA Goal: By June 2022, as measured by our performance score 40% of K-2 students will demonstrate expected growth as measured by MAP data. The remaining 60% of our students will show an increase in their RIT scores as measured by MAP data by the end of the year. 3-5 will increase by 6% from 46% GLP to 52% and from 30.6% CCR to 36% in ELA. All subgroups will increase by 4 percentage points. (Indicators: A2.04, A4.01, B3.03, E1.06)

Science Goal: By June 2022 as measured by our performance score our 5th graders will increase their overall Science proficiency by 6% from 41.3% GLP to 47% and from 31.5% CCR to 36% in science. These results will be measured by the NC End-of-grade READY Science assessment. All subgroups will increase by 4 percentage points. (Indicators: A2.04, A4.01, B3.03, E1.06)

III. CHIEF CHALLENGES

- Finding time to implement the interventions with fidelity, limited availability of math interventions and time to provide teacher training are challenges.
- Teachers' stress levels are at higher rates than normal due to many factors. This can impact their influence on attending to the emotional state of our children.
- State level required professional development requires a substantial amount of time. More time for planning and school based professional development is needed.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Teachers will implement core, supplemental and intensive interventions for academics and behavior (as outlined in the district Standard Treatment Protocol) and progress monitoring with fidelity in all settings. The MTSS Leadership Team will monitor for fidelity through student data analysis, informal and formal observations, progress monitoring data, and parent communication.

In order to achieve our goals we are utilizing our COVID Recovery position to support interventions for some of our scholars. The guest teacher position was filled two weeks ago and this person has been able to provide class coverage. This allows teacher assistants to follow their daily schedule and support small group instruction.

Teachers and staff will implement restorative practice strategies in alignment with the school-wide behavior matrix in an effort to build, strengthen, and sustain relationships between scholars and staff. These strategies will aid in building stronger connections in school to yield a more positive school climate while developing community, and managing emotions and or conflict. As a result, clear expectations, fair consequences, and restorative conversations will be in place so that scholars will have the tools to self-regulate and increase

positive social skills.

A high leverage school improvement plan action/strategy being implemented to achieve our SIP goals is the active monitoring of curriculum and instruction by the principal. The principal and her designee(s) remain constant and visible within the classrooms and grade level planning sessions on a weekly basis. We have completed calibrated walkthroughs using the district form and a school based form. The indicators listed in the school base form are modeled after the district form for alignment purposes. These walkthroughs have provided great insight on our strengths and areas of growth. It has resulted in great instructional discourse and the planning of next steps to support our teachers in the classroom and our instructional leaders with facilitating planning and coaching using a tiered model. Through this role of active monitoring of curriculum and instruction, teacher leaders have begun to serve in the role of leading a model classroom in which their peers are able to observe best practices and reflect upon their observance of exemplary teaching.