


# 2021-2022 State of the School Report

McAlpine Elementary	
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Principal Name	Dina Modine
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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	56.4	23.5	36.4	72.5	38.5	35.3
	CCR	39.7	11.8	18.2	52.5	23.1	17.6
Grade 4	GLP	61.2			68.2		
	CCR	44.8			50.0		
Grade 5	GLP	62.1	38.1	50.0	74.5		33.3
	CCR	37.9	19.0	21.4	46.8		8.3
School	GLP	60.0	37.0	43.8	71.8	29.6	34.3
	CCR	40.4	19.6	21.9	49.6	14.8	11.4

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	61.0	31.3	36.4	75.0	46.2	37.5
	CCR	41.6	12.5	18.2	55.0	15.4	18.8
Grade 4	GLP	62.7			70.5		
	CCR	47.8			56.8		
Grade 5	GLP	63.2	38.1	42.9	78.7		41.7
	CCR	42.1	14.3	35.7	51.1		8.3
School	GLP	62.3	37.8	40.6	74.8	37.0	38.2
	CCR	43.5	15.6	28.1	54.2	14.8	17.6

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	59.8	33.3	33.3	74.5		
	CCR	46.7	19.0	33.3	57.4		

EOG School Composite 2020-21	60.9
School Letter Grade*	B

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Decrease the gap between the Black subgroup and White subgroup by 50% to (18%) as

evidenced by ESSA's Reading/Math Performance grade composite score.  
(A2.04/B3.03/E1.06) 2020-2021 Grade Level Proficient (GLP) Results: White - 73.5% GLP  
Black - 36.6% GLP Gap - 36.9 %

### III. CHIEF CHALLENGES

- Staffing: Our school has struggled this year with leave absences and vacancies that have required other staff to cover. This has negatively impacted the Tier 1 small group instruction provided by the teachers in the classroom. This has also caused our 4th and 5th grade class sizes to be larger than normal.
- Social Skills: Students are not consistently applying new learning from social emotional learning. Staff are spending time addressing bullying, aggressive behavior toward peers, threat assessments. Students are more dependent than ever on teachers for constant feedback and reinforcement, because they lack self-confidence and the grit to persevere when things are challenging.
- Staff Social-Emotional Well-Being: There are additional responsibilities and stressors placed on our teachers this year which have resulted in turnover. The stress of implementing COVID-related procedures has taken a toll on our teachers, as well as completing the additional State-required professional development.

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

We have developed a school-wide MTSS leadership team meeting structure and framework to support data-driven, tiered instruction. The group meets monthly to review data and identify research-based interventions from the standard treatment protocol list. Our MTSS coordinator monitors the development and implementation of tiered plans based on student need and ensures interventions and progress monitoring occur with fidelity. To ensure we are attending to students' social emotional needs, counselors review Panorama data and informal surveys from teachers to align weekly guidance lessons with the needs of our students.