


# 2021-2022 State of the School Report

Torrence Creek Elementary	
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Principal Name	Jason Bissinger
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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	42.3		21.9	57.7	6.7	10.0
	CCR	36.5		15.6	53.8	6.7	<5
Grade 4	GLP	48.2	50.0	40.7	48.8	26.7	35.7
	CCR	30.6	16.7	33.3	29.3	13.3	14.3
Grade 5	GLP	46.9	46.2	19.0	66.7	<5	21.4
	CCR	33.6	23.1	11.9	47.9	<5	7.1
School	GLP	45.7	44.1	25.7	58.2	11.3	23.7

	CCR	33.8	20.6	18.8	44.7	5.7	7.9
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Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	55.8		31.3	71.2	6.7	20.0
	CCR	38.5		15.6	51.9	6.7	10.0
Grade 4	GLP	48.2	33.3	40.7	51.2	20.0	42.9
	CCR	28.2	16.7	22.2	31.7	13.3	14.3
Grade 5	GLP	56.6	46.2	28.6	75.0	8.7	28.6
	CCR	36.3	15.4	7.1	58.3	<5	<5
School	GLP	54.0	41.2	32.7	66.7	11.3	31.6
	CCR	34.8	17.6	13.9	48.2	7.5	7.9

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	50.0	53.8	23.8	66.7	13.0	28.6
	CCR	38.4	30.8	14.3	56.3	<5	14.3

EOG School Composite 2020-21	49.9
School Letter Grade*	B

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By the end of the 2021 - 2022 school year, the GLP and CCR reading score for 3rd grade reading will increase 10% from GLP 41.7 to 51.7 and CCR 35.9-44.9 (A1.06, A2.04, B3.03).

By the end of the 2021 - 2022 school year, Torrence Creek students within the SWD subgroup and EL subgroup will each experience 10% growth on the Reading EOG (A1.06, A2.04, B3.03, A4.01).

### III. CHIEF CHALLENGES

- Unfinished learning from the pandemic is challenging, and even though students are making progress the gap is not closing as quickly as we may hope.
- The number of required assessments and retesting is taking away valuable instructional time.
- More time is needed for small group differentiated instruction rather than lengthy whole group time to meet the needs of all students.
- EL students have high absences for a variety of reasons, some related to the pandemic, which makes it even more challenging to keep up with the instructional pace.
- Teacher requirements for supplemental and intensive support.

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

We have dedicated MTSS/Enrichment time in our master schedule. Teams are able to plan for instruction utilizing district curriculum and supplemental resources in order to meet the needs of students. Teachers have a weekly dedicated time during school hours for instructional planning, and quarterly long range planning days. Their special area time is protected as often as possible to allow for individual planning. There is dedicated time weekly for collaboration between classroom teachers and EC, EL and TD teachers to support all students. Our special area team also supports the district curriculum by planning lessons related to current grade level standards, and particularly with EL Labs for K-2. Morning Meetings are part of the master schedule to support student's SEL needs, which addresses the whole child and ultimately leads to stronger academics.