

# 2021-2022 State of the School Report

Steele Creek Elementary School



Principal Name

Karen Dozier

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	21.3	27.0	14.0		<5	
	CCR	13.9	13.5	8.8		<5	
Grade 4	GLP	23.8	14.7	31.7		15.8	<5
	CCR	11.9	8.8	14.6		5.3	<5
Grade 5	GLP	29.8	22.9	29.3		9.5	<5
	CCR	16.3	8.6	15.5		<5	<5
School	GLP	25.0	21.7	24.4	30.8	7.9	<5
	CCR	14.2	10.4	12.8	30.8	<5	<5

Math	All	Black	Hispanic	White	English Learners	Students with
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							Disabilities
Grade 3	GLP	20.9	15.4	17.5		8.3	
	CCR	8.2	7.7	5.3		<5	
Grade 4	GLP	24.4	11.1	34.1		15.8	<5
	CCR	14.0	<5	24.4		10.5	<5
Grade 5	GLP	26.2	28.6	14.0		19.0	<5
	CCR	15.5	5.7	12.3		19.0	<5
School	GLP	23.7	18.2	20.6	46.2	13.2	<5
	CCR	12.4	5.5	12.9	30.8	7.9	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	25.0	20.0	20.7		9.5	<5
	CCR	15.4	17.1	8.6		<5	<5

EOG School Composite 2020-21	24.5
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, as measured by overall school performance composite scores on End of Grade Tests, Steele Creek will increase its overall GLP by growing from 24.5% as indicated on official End of Grade Tests of 2020-2021 to 65-70%. A2.04, B 3.03, A4.01, E1.06

By June 2022, as measured by performance composite scores for reading on End of Grade Tests, Steele Creek will Increase its overall GLP composite according to the NC Accountability model for identified subgroups by 10 percentage points or more. The subgroups are: African American, Hispanic, LEP/EL, students with disabilities and AIG students. African American : 21.7% to 32% Hispanic: 24.4% to 35% EL/LEP: 0% to 10% Students w/disabilities: 0 % to 10% AIG 76.5% to 87 % A2.04, B 3.03, A4.01, E1.06

By June 2022, 90% of students in grades K-2 will meet or exceed their projected growth as measured by their mClass composite scores. A2.04. A4.01, B3.03, E1.06

### III. CHIEF CHALLENGES

- Implementation of WIN (What I Need) Time as prescribed with fidelity and intentionality around flexible grouping to meet prerequisite needs due to loss of instruction, so gaps are addressed, and students can access and engage in CORE curriculum more successfully.
- Learning curb for maximizing the (new) use of Mastery Connect for small group instructional planning to address students' specific needs as opposed to simply inputting data on the trackers.
- With guidance from facilitators, ensuring that all teachers in each grade level have examined student work, agreed upon exemplars, and how student produced work will be evaluated for consistency.
- Using backwards planning to ensure instructional plans and activities meet the rigor demand of each standard.

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

WIN is being implemented daily with an emphasis on meeting prerequisite skills needed so students may access and engage with curriculum during CORE instruction. Flexible grouping is occurring with the support of instructional assistants, Essential team members, as well as EC/ESL, provide support around small group instruction during this time.

A staff survey has been completed by team members to provide feedback around their needs and comfort levels with accessing and utilizing Mastery Connect. A member of the DUSI Team is scheduled to provide PD in January for how to access reports, the use of the reports, and how the reports can be used as levers to deeper instructional planning for assessments.

During PLC times, teams are engaging in reviewing exemplars and discussing interpretation of student produced work. Adjustments may be made to exemplars when needed and the teams plan how student produced work will be scored so there is more consistency within the

grade level.

This year, with feedback from each PLC, the master schedule includes built in time for whole day instructional plannings. The planning includes mapping out units for math and literacy by using district produced resources. Teams discuss the KUD and use an instructional internalization document with focus on the KUD, ensuring access for ESL, EC, and TD students, and well as determining questions and scaffolds that will be needed for students.