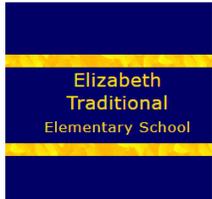


2021-2022 State of the School Report

Elizabeth Traditional Elementary School	 
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Principal Name	Susan Spencer-Smith
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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	30.1	27.9	31.6		16.7	7.1
	CCR	23.3	25.6	21.1		8.3	<5
Grade 4	GLP	40.7	36.8	20.0			
	CCR	26.7	26.3	13.3			
Grade 5	GLP	46.4	46.0				
	CCR	23.8	22.2				
School	GLP	39.5	38.0	25.6	66.7	14.3	<5
	CCR	24.7	24.5	16.3	41.7	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	20.8	20.9	16.7		<5	14.3
	CCR	8.3	11.6	<5		<5	7.1
Grade 4	GLP	38.8	33.9	21.4			
	CCR	23.5	17.9	14.3			
Grade 5	GLP	36.1	32.3				
	CCR	15.7	12.9				
School	GLP	32.5	29.8	24.4	58.3	7.1	7.4
	CCR	16.3	14.3	9.8	41.7	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	25.6	24.2				
	CCR	13.4	9.7				

EOG School Composite 2020-21	34.5
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, as measured by our performance composite scores, Elizabeth Traditional will increase the percentage of students performing at the Proficiency Level from 39% to 65% and Career College Level (CCR) from 24% to 35% in the area of reading. (A2.04, A4.01, A4.06, B3.03, E1.06)

By June 2022, as measured by our performance composite scores, Elizabeth Traditional will increase the percentage of students performing at the Proficiency Level from 32% to 65% and the Career College Level (CCR) from 16% to 30% in the area of Math (A2.04, A4.01, A4.06, B3.03, E1.06).

By June 2022, as measured by our performance composite scores, Elizabeth Traditional will increase the percentage of students performing at the Proficiency Level from 25.6% to 65% and Career College Level (CCR) from 13.4% to 30% in the area of Science. (A2.04, A4.01, A4.06, B3.03, E1.06)

III. CHIEF CHALLENGES

- Staffing - In our efforts to provide support to all students, we are trying to find strategies of how to best use teacher assistants and support positions when substitute teachers are not available. We also have our cafeteria at 50% capacity for social distancing. This pulls our teacher assistants and support staff for more supervision of students and limits access to student instructional support opportunities (as we provide the required duty free lunch to teachers and sub coverage). Teacher assistants and support staff are hired to help with additional instructional support to students. When these positions have to be used for covering classes due to substitute shortages and extended lunch coverages, our student support is impacted. We constantly try to rotate and tweak the coverage schedule to minimize the impact of sub shortages and internal staff coverage (and the impact this has on students).
- Assessments - Our teachers are working hard to provide a strong instructional core and differentiated support in small groups to promote growth in literacy and math. The number of required assessments this year have been challenging as our teachers are trying to stay on pace with the instructional pacing guides to ensure that students have the opportunity to meet or exceed grade level mastery and experience growth. This paragraph highlights two challenges (time for assessing/reteaching and time for staying on pace with instruction).

IV. PLANS FOR THE YEAR: SIP ACTIONS

One of our high leverage action steps is to provide weekly coaching/feedback aligned to the CMS Core Actions. We have been intentional with scheduling weekly walkthroughs to ensure that the instructional core is standards aligned, paced appropriately and rigorous. We are also providing on-going feedback and support for small group instruction (supporting differentiation to students). We have increased weekly instructional planning time to include small group differentiation. We continue to support facilitated planning with math and literacy coaches to ensure planning protocols and time for instructional planning are effectively managed. We have hired additional support (an EC teacher specializing in social emotional and behavioral support) and a BMT to help provide specific strategies to support our most impacted students. We are also fully utilizing our counselors and our partnership with Thompson's Mental Health to assist our students with social emotional support.