


2021-2022 State of the School Report

CROFT ELEMENTARY	
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Principal Name	Megan Cahill
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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	34.4	35.1	18.2			
	CCR	18.0	18.9	9.1			
Grade 4	GLP	46.6	38.7		60.0		
	CCR	22.4	16.1		50.0		
Grade 5	GLP	56.4	55.9				16.7
	CCR	41.8	38.2				8.3
School	GLP	45.4	43.1	29.6	55.6	7.1	16.7
	CCR	27.0	24.5	11.1	40.7	<5	8.3
Math		All	Black	Hispanic	White	English Learners	Students with

							Disabilities
Grade 3	GLP	42.6	40.5	45.5			
	CCR	26.2	24.3	27.3			
Grade 4	GLP	23.7	12.5		60.0		
	CCR	11.9	6.3		40.0		
Grade 5	GLP	45.5	41.2				8.3
	CCR	32.7	29.4				<5
School	GLP	37.1	32.0	29.6	51.9	7.1	12.5
	CCR	23.4	20.4	14.8	33.3	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	50.0	47.1				30.8
	CCR	30.4	26.5				7.7

EOG School Composite 2020-21	42.5
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase the performance of all students on mastery of grade level content as measured by the NC Ready Assessments. The number of students performing at both Grade Level

Proficiency and College and Career Ready levels in math will increase by 5% to 62.7% GLP and 45.4% CCR. (A4.01, A2.04, A4.16, B1.01, B1.03, B2.03, B3.03, E1.06, C1.04 C2.01) 2018-19 GLP = 57.7% 2018-19 CCR = 40.4%.

Increase the performance of all students mastery on grade level content as measured by the NC Ready Assessments. The number of the students performing at Grade Level Proficiency and College and Career Ready levels in reading will increase by 5% GLP and CCR. (A4.01, A2.04, A4.16, B1.01, B1.03, B2.03, B3.03, E1.06, C1.04 C2.01)

Increase the performance of all students mastery of grade level content as measured by the NC Ready Assessments. The number of students performing at Grade Level Proficiency and College and Career Ready levels in science will increase by 10% to 47.1% GLP and 33.1% CCR. (A4.01, A2.04, A4.16, B1.01, B1.03, B2.03, B3.03, E1.06, C1.04 C2.01) 2018-19 GLP 47.1% 2020-21 GLP 37.1% 2018-19 CCR 34.3% 2020-21 CCR 23.1%.

III. CHIEF CHALLENGES

- Staffing remains a constant challenge to achieving the goals of the SIP. Resignations during the school year have increased this year which has required administrators to spend more time on hiring and the onboarding process. Additionally, with fewer substitutes available, teachers and teacher assistants have had to cover classes.
- EC Extensions and Pre-K teachers have been difficult to recruit and hire.
- Providing small group interventions/instruction has been a challenge due to teacher assistants being pulled for class coverage and supervision duties due to Covid.

IV. PLANS FOR THE YEAR: SIP ACTIONS

As a school, we have prioritized instructional planning time for our teachers and do everything that we can to try to keep that intact, despite absences. Facilitators have provided coverage in the Connect schedule in order to make that happen, which does impact planning. However, teachers having release time during the day in order to do other tasks and meet as PLCs is the priority to prevent burnout and further resignations. We have also worked to incorporate a rotating duty free lunch schedule in the cafeteria to allow staff an additional period where they are not required to supervise students. There is a monitor and students are socially distanced with reduced capacity. This has been well received by our staff members.

