

2021-2022 State of the School Report

Dilworth Elementary-Sedgefield
Campus



Principal Name

Rebecca Curtiss Crawford

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	75.3	23.1	41.7	92.6		
	CCR	62.4	7.7	33.3	77.8		
Grade 4	GLP	75.3	45.5	29.4	>95	33.3	
	CCR	63.0	36.4	11.8	88.6	13.3	
Grade 5	GLP	71.4	13.0	54.5	>95		
	CCR	59.2	<5	54.5	79.0		
School	GLP	73.8	23.4	40.0	>95	25.0	13.3
	CCR	61.3	12.8	30.0	81.3	8.3	6.7

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	80.0	23.1	41.7	>95		
	CCR	70.6	7.7	33.3	90.7		
Grade 4	GLP	69.9	54.5	23.5	90.9	20.0	
	CCR	64.4	36.4	23.5	86.4	20.0	
Grade 5	GLP	76.3	27.3	63.6	>95		
	CCR	63.9	<5	63.6	83.9		
School	GLP	75.7	32.6	40.0	>95	20.8	20.0
	CCR	66.3	13.0	37.5	86.9	16.7	13.3

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	75.3	26.1	60.0	>95		
	CCR	68.0	13.0	60.0	88.7		

EOG School Composite 2020-21	74.8
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

We will reduce the gap to 100% proficiency on our 2021 – 2022 3 – 5 Reading EOG composite score from 26.2% to 20.0%

We will reduce the gap to 100% proficiency on our 2021 – 2022 3 – 5 Math EOG composite score from 24.3% to 20.0%

We will reduce the gap to 100% proficiency on our 2021 – 2022 EOY DiBels Decoding Assessment in grades K-2 from 55.0% to 17.0%

III. CHIEF CHALLENGES

- Staffing: Having to pull staff from serving students in small groups to cover classes / dispersing kids making larger classes when teachers are out. Allotments are a little lower this year than in years past creating larger class sizes and substitutes have been hard to find.
- Attendance: Students attending school every day on time prepared to learn. COVID has many students being out for close contact situations or symptoms. Many students who are absent the most are the students involved in support groups in addition to core work. When they are absent they are missing out on grade level material and specially designed instruction that will support learning gaps.
- Behaviors: Some students are struggling with managing their emotions causing them to be disruptive and unproductive during class time. Disruptive behavior impedes the learning of the student and their classmates, disengages the teacher from teaching and requires staff to spend time discussing / managing the incident instead of coaching and supporting instruction.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We have implemented an "On Fire" time this year. During this time student work is differentiated and designed to support student needs. Students are receiving Orton Gillingham during this time if they are needing remediation in foundational areas of reading and if they are on grade level they are reading and talking about the text our gifted students are utilizing during the regular reading block.

Our gifted students are working on extending their novel studies engagement and research projects aligned with our units of study. This is allowing more students access to rigorous text, powerful vocabulary and engagement in thoughtful conversations.