


2021-2022 State of the School Report

<p>Elizabeth Lane Elementary School</p>	
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Principal Name	Crystal Lail
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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	81.1		57.1	85.7	50.0	
	CCR	63.0		28.6	67.9	25.0	
Grade 4	GLP	68.0	7.7	35.7	74.7	18.2	
	CCR	52.0	<5	28.6	54.9	18.2	
Grade 5	GLP	72.6	60.0	56.3	73.7		
	CCR	52.4	40.0	37.5	55.3		
School	GLP	73.5	39.3	50.0	77.5	34.4	31.6

	CCR	55.3	21.4	31.8	58.8	21.9	21.1
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Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	81.7		50.0	85.5	56.3	
	CCR	66.7		21.4	71.1	50.0	
Grade 4	GLP	69.8	8.3	50.0	74.7	33.3	
	CCR	57.7	<5	35.7	59.3	25.0	
Grade 5	GLP	84.0	60.0	56.3	89.4		
	CCR	63.2	40.0	31.3	68.1		
School	GLP	78.5	37.0	52.3	83.6		
	CCR	62.3	22.2	29.5	66.2		

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	79.9	40.0	50.0	85.1		
	CCR	65.2	30.0	25.0	71.9		

EOG School Composite 2020-21	76.6
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2024, as measured by 3-5 EOG and NC K-3 Reading Assessments, Elizabeth Lane Elementary will increase the student grade level proficiency to meet or exceed the following success indicators:

Kindergarten - 95% GLP in reading
First Grade - 90% GLP in reading
Second Grade - 90% GLP in reading
Third Grade - 85% GLP in reading, 90% GLP in math
Fourth Grade - 80% GLP in reading, 85% GLP in math
Fifth Grade - 80% GLP in reading, 85% GLP in math, 85% GLP in science
Additionally, students in grades 3-5 will demonstrate an increase in CCR to 75% or greater in all areas. (A2.04, A4.06, A4.01, B3.03)

By June 2022, as measured by 3-5 EOG and NC K-3 Reading Assessments, Elizabeth Lane Elementary will increase the student grade level proficiency in identified subgroups to narrow the achievement discrepancy to less than 15 percentage points (SWD 38% to 75%; EL 60% to 75%; Hispanic 57% to 75%; and African American 58% to 75%) (A 2.04, A 4.01, B 3.03).

III. CHIEF CHALLENGES

- Securing substitutes continues to be a major challenge and classes need to be dispersed or covered by TAs. This is especially disruptive to workshop/ALL Block/Skills instructional time(s) that address students' specific needs. Additionally, there is little flexibility to provide support for small group instruction and support in grades 4/5 where class sizes are larger due to the small number of teacher assistants.
- The demands of LETRS training, training needed for new platforms (Mastery Connect), and curriculum implementation leave little time for school-based PD, individual teacher planning, coaching, support, and data dissemination. All of these initiatives are aligned with our goals, but we are not able to prioritize the highest-leverage strategies as all are required for compliance.
- Due to Covid protocols, there is a high rate of student absence due to isolation, quarantine, and symptoms of illness. Students are able to access some learning through Canvas and assignment completion, but these do not replace the live and interactive opportunities available when remote instruction was an option for absences.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Staff training and implementation of Caring Schools and Restorative Practices are establishing a stronger school culture for ALL students.
- Our PLC planning with embedded professional development that is focused on

curriculum implementation (EL and EnVision) is positively impacting our instructional alignment to the rigor of grade level learning standards. PLC planning is focused on developing effective practices and plans for skills block, ALL block, and math workshop.

- Feedback from observations and walkthroughs is focused on quality core instruction based on core actions indicators. By separating the focus on curriculum components (facilitators building skill for differentiation components and administrators focused on strengthening the core instruction), we are able to address wider scope in terms of implementation with integrity.