


2021-2022 State of the School Report

Idlewild Elementary School	
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Principal Name	Larenda Denien
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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	38.2	50.0	22.1	80.0	15.3	20.0
	CCR	25.5	32.7	13.2	60.0	5.1	20.0
Grade 4	GLP	40.3	35.7	30.3	76.9	9.5	
	CCR	29.2	23.8	19.7	76.9	<5	
Grade 5	GLP	41.1	36.6	27.0	86.7	8.5	16.7
	CCR	25.9	22.0	17.6	66.7	<5	<5
School	GLP	39.9	41.5	26.4	81.6	11.5	16.1
	CCR	26.8	26.7	16.8	68.4	<5	9.7

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	36.3	36.5	26.5	60.0	20.3	20.0
	CCR	24.2	26.9	16.2	50.0	6.8	20.0
Grade 4	GLP	31.7	19.0	23.9	76.9	11.6	
	CCR	20.7	11.9	13.4	61.5	7.0	
Grade 5	GLP	39.0	19.5	36.0	73.3	17.0	8.3
	CCR	26.4	12.2	24.0	53.3	10.6	<5
School	GLP	35.8	25.9	29.0	71.1	16.8	12.9
	CCR	23.9	17.8	18.1	55.3	8.1	9.7

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	50.0	37.5	43.8	80.0	27.7	25.0
	CCR	37.8	20.0	32.9	73.3	19.1	8.3

EOG School Composite 2020-21	39.6
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

The 2021-2022 Reading GLP Composite will increase from 39.9% to 45% and the CCR Composite will increase from 26.8% to 30%, as measured by the NC End Of Grade

Assessments. (A2.04, A4.01, B3.03)

The 2021-2022 Math GLP Composite will increase from 35.8% to 45% and the CCR Composite will increase from 23.9% to 30%, as measured by the NC End Of Grade Assessments. (A2.04, A4.01, B3.03)

III. CHIEF CHALLENGES

- Staff vacancies due to a lack of high quality applicants or lack of candidates applying. Consistent staff absences without substitutes requires dispersal of classes or staff members being reassigned which takes them away from their daily responsibilities of providing small group accelerated learning and enrichment.
- Additional teachers and support staff are needed to provide differentiated small group instruction, interventions, and support for students performing below grade level expectations and filling gaps from unfinished learning.
- As a result of the pandemic, students require strategic behavioral and emotional support. In order to address these needs, our teachers and staff members need training and experience with trauma informed practices so we can provide the standard of care they deserve.
- We are working to maintain positive staff morale with increasingly more responsibilities put on teachers, staff vacancies, and testing requirements that have decreased instructional time.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- Ensure implementation of a strategic instructional planning approach that includes assessment, standard, and lesson unpacking and response to data to ensure personalized and differentiated instruction and support to meet students' varying needs.
- Provide targeted professional learning experiences, Learning Walks, and strategic coaching and feedback for our teachers and staff members for their development.
- Utilize effective academic, behavioral, social, and emotional practices and curricula to ensure our students receive core instruction aligned to the standards and targeted support in response to data.
- Continue our focus on ensuring a supportive and positive culture exists for our staff, students, and families (i.e., team building events, professional learning, SEL, B3, Champion for Kids mentoring, Classroom Guidance lessons, weekly family support sessions, Family Empowerment Committee, home visits, connection to community resources, etc.).