

2021-2022 State of the School Report

Long Creek Elementary School



Principal Name

Shannon Hamilton

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	30.6	27.3	23.1		7.7	20.0
	CCR	17.6	20.0	<5		<5	<5
Grade 4	GLP	21.3	14.3	25.0		16.7	5.9
	CCR	9.0	<5	20.0		8.3	<5
Grade 5	GLP	27.2	25.0	35.3			
	CCR	21.0	20.8	17.6			
School	GLP	26.3	22.0	28.0	40.0	9.4	12.5

	CCR	15.7	13.8	14.0	20.0	<5	<5
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Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	31.0	27.8	23.1		23.1	
	CCR	11.9	7.4	23.1		7.7	
Grade 4	GLP	15.7	16.1	15.0		16.7	5.9
	CCR	<5	<5	5.0		8.3	<5
Grade 5	GLP	25.6	20.8	27.8			
	CCR	8.5	6.3	16.7			
School	GLP	23.9	21.5	21.6	32.0	21.9	6.5
	CCR	7.5	5.1	13.7	8.0	12.5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	33.8	28.3	44.4			
	CCR	23.8	21.7	22.2			

EOG School Composite 2020-21	26.3
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase overall reading proficiency rates from 26.3% in 2020-2021 to 61.3% in 2021-2022 as determined by the End of Grade assessment (A2.04, B3.03).

Increase overall math proficiency rates from 23.9% in 2020-2021 to 70.6% in 2021-2022 as determined by the NC End-of-Grade assessment (A2.04, B3.03).

Move from overall not met growth status (-29.1%) in 2020-2021 to overall met growth status (2.0) in 2021-2022 as determined by the End-of-Grade North Carolina READY assessments EVAAS Growth Comparison data (A2.04, B3.03).

Move from not met growth (-25.7%) in 2020-2021 to met growth (2.0) in 5th Grade Science in 2021-2022 as evidenced by NC End-of-Grade NC Ready Assessments EVAAS Growth index (A2.04, B3.03).

III. CHIEF CHALLENGES

- Curriculum pacing & time for MTSS interventions while also accelerating learning- Platforms such as eCATS, AIMS WEB, Amplify, DreamBox, are still relatively new and many teachers need support with using them consistently.
- Staffing to support targeted small group instruction: We have implemented staggered WIN (What I Need) time throughout the building to allow for EC, TD, ESL, and intensive instruction to occur.
- Lack of qualified applicants, it has made it difficult to fill in the gaps.
- Professional development and time for teachers: We have a need for numerous PD's that align with our school-improvement plan goals (anti-racist work, inclusion, SEL, A+ creative arts, etc.). However, with the current stress level of teachers, coupled with state-mandated LTRS training, there are competing initiatives that require careful consideration when determining best use of teachers time (without burnout).
- Duty-free Lunch: Due to COVID procedures and protocols, we are still only allowed ½ capacity in the cafeteria. This has been a great challenge across our entire school since all staff members have to cover the lunch room and/or classroom.

IV. PLANS FOR THE YEAR: SIP ACTIONS

MTSS and SEL - We have been able to identify students' academic needs early on in the year. WIN time has provided students with leveled literacy instruction that addresses the unfinished learning. Due to a schoolwide WIN Schedule, EC, ESL, and TD teachers have been consistently supporting students in reaching their individual goals. In conjunction with counselors, teachers have identified the high need for emotional support and are

implementing morning meeting time to reach student's needs.