

# 2021-2022 State of the School Report

Nations Ford Elementary



Principal Name

Nicholas Paquette

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	8.0	9.4	6.7		<5	<5
	CCR	5.8	6.3	<5		<5	<5
Grade 4	GLP	14.6	9.1	15.5		7.3	<5
	CCR	<5	9.1	<5		<5	<5
Grade 5	GLP	17.5	19.2	16.3		<5	<5
	CCR	10.8	11.5	9.8		<5	<5
School	GLP	13.2	12.1	12.7		5.0	<5
	CCR	7.0	8.8	5.5		<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	9.2	<5	10.9		8.6	<5
	CCR	<5	<5	<5		<5	<5
Grade 4	GLP	5.4	<5	6.2		<5	<5
	CCR	<5	<5	<5		<5	<5
Grade 5	GLP	22.0	20.0	22.0		<5	<5
	CCR	12.7	<5	14.3		<5	<5
School	GLP	11.6	8.0	12.5		5.5	<5
	CCR	<5	<5	5.6		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	29.9	32.0	28.9		5.7	7.7
	CCR	27.4	28.0	26.7		5.7	7.7

EOG School Composite 2020-21	14.6
School Letter Grade*	D

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Our total EOG composite will increase to 29.6 % by the end of the school year 2021-2022 as

measured by North Carolina End of Grade Assessments; an increase of 15% over the school year 2020-2021. (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)

At least 80% of students in grades 3-5 will respond favorably to a sense of belonging as measured by the Panorama Survey at Nations Ford Elementary School. (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)

Increase the percentage of students performing at or above grade level K-2 DIBELS assessment by 15% (A2.04, A4.01, A4.06, B3.03, E1.06, A1.07, A4.16, B1.01, B2.03, C2.01, C3.04, B1.03)

### III. CHIEF CHALLENGES

- Significant student Social Emotional needs- The impacts of being outside of a structured and routine learning experience for a sustained period are being felt with a return to in-person learning. Student behaviors not meeting expectations are statistically significant comparably to previous years. The outliers in need of significant support are at record numbers yet the staffing to support has remained unchanged. The impact on learning environments is being realized and our toolkits of response are proving limited in effectiveness.
- Staffing- Class sizes are large and impedes the ability for effective small groups to be facilitated with fidelity. Resignations contribute as well. We can not count on a healthy pool of substitutes to feel teacher absences which has nearly totally undone our targeted use of Teacher Assistants.

### IV. PLANS FOR THE YEAR: SIP ACTIONS

1) Nations Ford is being strategic in its use of the Teacher Leader Pathway. We have designed and implemented 5 day per week explicit phonics instruction lab staffed with reading specialists and two dedicated teacher assistants serving grades K-5. We're dedicated to protected instructional planning time with embedded content support. Also, with the return to in-person instruction, opening of SPA factors, and amidst a global pandemic, we have focused efforts on staff morale/support. We have facilitated three spirit weeks this school year to reestablish a sense of community at Nations Ford and have mini teacher appreciation weeks. We have partnered with our families and external community partnerships to support our teachers with resources and additional support. We have and continue to introduce innovative ways to celebrate the great work of teachers through formal and informal processes.

