


2021-2022 State of the School Report

REEDY CREEK ELEMENTARY	 <div style="text-align: right; padding-right: 10px;"> Reedy Creek Elementary </div>
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Principal Name	Rachel Corn
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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	38.8	41.1	31.0		20.0	
	CCR	27.1	24.7	26.2		16.7	
Grade 4	GLP	33.6	29.0	37.5	50.0	25.0	21.4
	CCR	19.8	19.4	16.7	40.0	8.3	7.1
Grade 5	GLP	29.8	29.3	30.2	36.4	<5	20.0
	CCR	16.3	17.3	7.0	36.4	<5	13.3
School	GLP	33.9	33.3	33.1	46.7	17.1	18.4
	CCR	20.9	20.5	16.5	40.0	10.0	7.9

Math	All	Black	Hispanic	White	English Learners	Students with Disabilities
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Grade 3	GLP	31.3	34.7	23.8		20.0	
	CCR	13.3	16.7	9.5		6.7	
Grade 4	GLP	24.2	21.0	24.5	40.0	12.5	28.6
	CCR	9.8	6.5	8.2	20.0	8.3	7.1
Grade 5	GLP	20.0	19.2	17.8	20.0	11.8	18.8
	CCR	8.6	5.5	8.9	20.0	5.9	6.3
School	GLP	25.0	25.1	22.1	27.6	15.5	17.9
	CCR	10.5	9.7	8.8	13.8	7.0	5.1

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	26.1	19.4	22.7	60.0	<5	40.0
	CCR	12.3	11.1	9.1	40.0	<5	13.3

EOG School Composite 2020-21	29.0
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2023 we will transform student outcomes by strengthening the instructional core as measured by the End of Grade (EOG) assessments. Our grade level proficiency (GLP) will increase from 27.3% (scores recorded during the pandemic) to 63.2% (last recorded proficiency before the pandemic).

By June 2023 we will transform student outcomes by strengthening the instructional core. All

scholars will exceed their expected growth on the NC End of Grade assessments to maintain our school letter grade of C.

By June 2022 we will increase the social, emotional, behavioral and mental health supports by building an integrated approach to student wellness. All students will have access to a social, emotional curriculum that includes daily SEL lessons, morning circle, and a school discipline policy aligned to Caring Schools that provides rules, procedures, and interventions.

III. CHIEF CHALLENGES

- Staffing: The increased number of resignations and time to complete the hiring process has created challenges with class coverage and quality instruction for all students.
- Quarantined students: Without a formal remote plan option, students are missing up to ten days due to exposure of COVID. Our community has a high rate of infection. During this time, teachers do not have allotted time during the day to meet with students who are home.
- Lose of learning: Huge gaps exist in every classroom due to the last two years. In order to meet the expectations of whole group learning based on the curriculum, small group staffing is limited.
- Teacher professional development: Intervention training availability and time for third - fifth grade teachers, specifically Orton Gillingham, is limited.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Focusing on third grade through the use of intentional core action walkthroughs and feedback. Data diving with cross referencing Dibels, MAP, and microphasing.