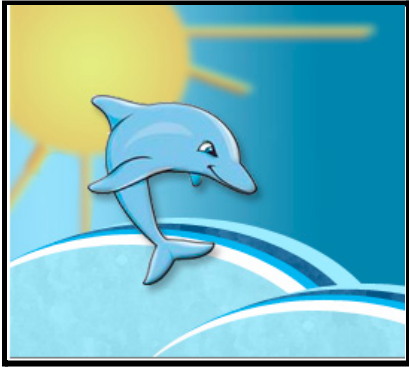


# 2021-2022 State of the School Report

Smithfield Elementary School	
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<b>Principal Name</b>	Allison Plunkett
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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	48.1	37.5	25.9	75.0	13.3	
	CCR	34.6	20.8	7.4	67.9	6.7	
Grade 4	GLP	49.4	33.3	32.1	72.7	12.5	
	CCR	35.6	14.3	17.9	60.6	6.3	
Grade 5	GLP	45.8	20.8	19.0	69.6		
	CCR	34.4	12.5	<5	58.7		
School	GLP	47.7	30.4	26.3	72.0	10.3	<5
	CCR	34.8	15.9	10.5	61.7	5.1	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	44.4	20.8	29.6	75.0	6.7	
	CCR	25.9	16.7	<5	50.0	6.7	
Grade 4	GLP	41.4	19.0	17.9	72.7	12.5	
	CCR	24.1	<5	<5	51.5	6.3	
Grade 5	GLP	46.9	16.7	19.0	71.7		
	CCR	29.2	<5	<5	50.0		
School	GLP	44.3	18.8	22.4	72.9	7.7	23.8
	CCR	26.5	8.7	<5	50.5	5.1	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	51.6	21.7	28.6	73.9		
	CCR	40.0	8.7	9.5	65.2		

EOG School Composite 2020-21	46.9
School Letter Grade*	C

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Student EVAAS growth index will meet or exceed 2.0. ALIGN TO: A2.04

Students retained at the close of the 2020-21 school year will meet or exceed reading grade level proficiency as indicated by mClass DIBELS 8 and North Carolina End of Grade Reading Assessment. ALIGN TO: A2.04

### III. CHIEF CHALLENGES

- Loss of Learning: Although we are working diligently to make up for lost time, we have found that students who were performing below grade level before the pandemic are further behind.
- Transience: We have many students who move in and out of our school. Being able to meet the needs of students who are not consistently with us can be challenging.
- Implementation of EL curriculum in a manner that supports all levels of learners in alignment with tenants of personalized learning.

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

- We have implemented Orton Gillingham in all kK-2 classrooms, as well as with children in upper grades who need this level of support.
- Heart math fills in the gaps for many of our 3-5 children in math.
- Using pre-assessments allows us to effectively place children on the correct entry point for personalized learning pathway boards and playlists
- All day planning allows teachers time to disaggregate data and use the Backward Design Model to plan for instruction.