

2021-2022 State of the School Report

Winterfield Elementary



Principal Name

Angela Grant

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	11.8	20.0	9.5		<5	
	CCR	8.2	20.0	6.3		<5	
Grade 4	GLP	18.9	31.3	13.8		13.2	
	CCR	7.4	<5	9.2		7.4	
Grade 5	GLP	15.8	18.5	16.4		7.1	
	CCR	7.9	<5	10.4		<5	
School	GLP	15.7	22.4	13.3		8.3	<5
	CCR	7.8	6.9	8.7		5.0	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	10.6	20.0	7.9		5.3	
	CCR	<5	<5	<5		<5	
Grade 4	GLP	10.6	6.3	7.8		6.0	
	CCR	<5	<5	<5		<5	
Grade 5	GLP	15.0	11.1	16.7		8.9	
	CCR	5.0	7.4	<5		<5	
School	GLP	12.2	12.1	10.9		6.7	<5
	CCR	<5	<5	<5		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	24.2	25.9	26.2		14.5	
	CCR	11.1	11.1	12.3		<5	

EOG School Composite 2020-21	15.5
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase overall proficiency on EOG exams in grades 3-5:

- a. Increase reading proficiency in grades 3rd-5th from 11.8 to 60% grade level proficiency and meet high growth status as measured by the N.C. Ready EOG Reading Assessment.
- b. Increase math proficiency in grades 3rd-5th from 11.9% to 60% grade level proficiency and meet high growth status as measured by the N.C. Ready EOG Math Assessment.
- c. Increase 5th grade science proficiency from 24.5% to 65% grade level proficiency and meet high growth status as measured by the N.C. Ready EOG Science Assessment."

Provide grade level appropriate instruction for all students with just-in-time scaffolds to increase overall proficiency on all MAP growth targets from 17.3% proficient to 60% proficient in reading and from 24.7% proficient to 60% proficient in math K-5

Establish and maintain a culture that supports belonging, SEL (social emotional learning) skills, and learning for all students and staff and reduce total number of disciplinary infractions that result in OSS (out of school suspension)/ ISS (in school suspension) by 10% as compared to 2018-2019 (from 56 events to 50).

Reduce the percentage of students who are chronically absent by 1.5% as compared to 2018-2019 (from 10.5% to 9%).

III. CHIEF CHALLENGES

- Staffing: We've had teachers resign this year. Due to resignations, we had to assign our instructional facilitators and instructional assistants to cover classes when teachers resign. When our facilitators are teaching classes, they are unable to coach teachers, review lesson plans, and provide support for teachers and students. When we have instructional assistants to cover classes, they do not have the same level of skill or time to instruct students to the level necessary to move and grow students.
- Time: Teachers need time to unpack new resources and implement new district and state training for literacy instruction. There is a need for time during the instructional day to process student learning needs and respond appropriately. There is little time in the regular working day for teachers to do the important work needed to support our students.
- Large number of English as a Second Language students with limited support: Our school is 75% English Language Learners. There are opportunities to provide more English as a Second Language support and guidance for teaching our English as a Second Language students the EL and enVision curriculum, especially for our new comers and novice level students.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our highest leverage action is structuring our small group instruction in reading and math to ensure our students' individual learning needs are being met. Whole group grade level instruction is beneficial; however, we will see growth in student achievement when we are able to address learning gaps and/or accelerate students as needed.