

**Hardin Elementary School  
School-Level Improvement Plan (SLIP)  
2018-2019**

Date of Report: 4/24/2018

**Vision:**

Hardin Elementary will inspire our students to become responsible, inquisitive, & successful lifetime learners.

**Values:**

At Hardin Elementary we want staff with the following qualities that will model & instill those same qualities in our students:

**Nurturing/Caring**: persons that are concerned for the needs of others physically, emotionally, & academically.

**Fairness**: persons that have consistent positive expectations for themselves and others.

**Reliability**: persons that are consistent in fulfilling obligations in a trustworthy manner.

**Motivational**: persons that are enthusiastic about their work and engage others in a positive and exciting manner.

**Mission:**

Each child will achieve success, academically, socially, emotionally, and physically

**Goals:**

- Goal 1: Each student will develop life skills that promote learning & success in life.

**Performance Measure(s)**

Performance Indicator: Compare absentee data reports yearly beginning with the 2016-2017 schoolyear to establish student engagement and chronic absences. The report to compare data from each year will be the White Hall School District ADA/ADM Report found in ESchool.		
Data Source: ESchool	Baseline Year: 2017	Baseline: 0.9394
Target Date: 2018	Target: 0.94	Actual: 0.9392
Target Date: 2019	Target: 0.96	Actual:
Target Date: 2020	Target: 0.98	Actual:

Performance Indicator: Compare disciplinary data reports yearly beginning with the 2016-2017 school year to establish a behavior trend. The data used is the report " students without discipline incidents" found in ESchool.		
Data Source: ESchool	Baseline Year: 2017	Baseline: 0.61
Target Date: 2018	Target: 0.66	Actual:
Target Date: 2019	Target: 0.71	Actual:
Target Date: 2020	Target: 0.76	Actual:

- Goal 2: Each student will reach their individual Star Reading student growth annually.

**Performance Measure(s)**

Performance Indicator: 50% of students in K-5 will attain a 40+ Student Growth Percentile (SGP) on Renaissance testing by monitoring growth reports by class/grade.		
Data Source: Renaissance Star Testing	Baseline Year: 2018	Baseline: 0.72
Target Date: 2018	Target: 0.5	Actual:
Target Date: 2019	Target: 0.6	Actual:
Target Date: 2020	Target: 0.7	Actual:

- Goal 3: Each student will reach reading performance indicators for grade level achievement on Renaissance testing annually.

**Performance Measure(s)**

Performance Indicator: 50 % of students in K-5 will attain a 40+ Percentile Rank (PR) on Renaissance Testing by monitoring achievement by grade level.		
Data Source: Star Reading	Baseline Year: 2018	Baseline: 0.77
Target Date: 2018	Target: 0.5	Actual:
Target Date: 2019	Target: 0.6	Actual:
Target Date: 2020	Target: 0.7	Actual:

- Goal 4: Each student will reach their individual Star Math student growth annually.

**Performance Measure(s)**

Performance Indicator: 50% of students in K-5 will attain a 40+ Student Growth Percentile (SGP) on Renaissance testing by monitoring growth reports by class/grade.		
Data Source: Renaissance Star Math	Baseline Year: 2018	Baseline: 0.63
Target Date: 2018	Target: 0.5	Actual:
Target Date: 2019	Target: 0.6	Actual:
Target Date: 2020	Target: 0.7	Actual:

- Goal 5: Each student will reach Math performance indicators for grade level achievement on Renaissance testing annually.

**Performance Measure(s)**

Performance Indicator: 50 % of students in K-5 will attain a 40+ Percentile Rank (PR) on Renaissance Testing by monitoring achievement by grade level.		
Data Source: Renaissance Star Math	Baseline Year: 2018	Baseline: 0.81
Target Date: 2018	Target: 0.5	Actual:
Target Date: 2019	Target: 0.6	Actual:
Target Date: 2020	Target: 0.7	Actual:

- Goal 6: Each student will meet achievement goals for ELA Aspire Testing annually.

**Performance Measure(s)**

Performance Indicator: The percentage of students meeting achievement in 2017 for ELA was 62.18 of students. We expect a 5% growth each year for each grade level.		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 62.18
Target Date: 2018	Target: 67.18	Actual:
Target Date: 2019	Target: 72.18	Actual:

Target Date: 2020	Target: 77.18	Actual:
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- Goal 7: Each student will meet student achievement goals for Math ACT Aspire testing annually.

**Performance Measure(s)**

Performance Indicator: The percentage of students meeting achievement for Math was 68.91% of students in 2017. We expect the students to make a 5% increase each year.		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 68.91
Target Date: 2018	Target: 73.91	Actual:
Target Date: 2019	Target: 78.91	Actual:
Target Date: 2020	Target: 83.91	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

2017 ESSA School Index for Hardin Elementary School:

The 2017 School Index for Hardin Elementary School is a 77.52. The score is comprised of three components: Weighted Achievement Score (79.73); Value Added Growth Score (80.49); School Quality & Student Success Score (62.43). The Index score of 77.52 is within the range defined by the Arkansas Dept. of Education as a score of B for the school. This is in comparison to the last letter grade assigned to Hardin Elementary school in 2015 that was also a B. The Leadership Team will prioritize the components of the report and focus on areas that will have the greatest impact to improve the school.

<https://adedata.arkansas.gov/arc/>

Hardin faculty will review school data that is available for our campus. We will use several different data points such as Discipline & Absentee Reports, Classroom Assessments & Report Card Grades, Aspire Standardized test results, Renaissance Math & Literacy results, and Dibels beginning, middle, & end of year screeners. We will make sure that these assessments and report results are used to monitor student progress and allow the leadership team and faculty to make informed decisions for the betterment of our students.

**Student Outcome Data:**

**Renaissance Testing-K-5:** Teachers will review Renaissance assessments for grades K-5 for beginning, middle, & end of year assessments. The teachers will monitor the growth & academic achievement for students. This information will determine classroom remediation for grade level skills that are not mastered. Teachers will submit Growth Report and Summary Report to the leadership team to track student progress toward school wide goals. The leadership team will use the data to make determinations as to whether the curriculum is being implemented, pacing guides are on target, or other issues need to be addressed grade level or school wide. <https://hosted100.renlearn.com/213261/>

**Aspire Testing-3-5:** Teachers will review Aspire test results from the previous year in conjunction with the previous year's ESEA School Report. The leadership team will use the test data to determine student remediation and to track student progress toward school wide goals. This will allow for the leadership team to make determinations on implementation of curriculum, pacing guides are accurate and are implemented correctly, and to make determinations as to whether other student needs are being met. <https://adedata.arkansas.gov/arc/>

**Classroom Assessments/Screening Materials/Student & Parent Feedback:** We use the dibels screeners beginning, middle, & end of year to assess students grade level standing and to aid in the RTI process for our school. This information is contained in student GPS along with applicable assessments to create an academic profile on each student. Teachers also use pre & post tests for each unit that is taught along with the Aspire and Renaissance Testing results will help measure the success of the classroom assessments. The leadership and parental involvement teams will use yearly surveys to measure the success of programs and the perception of programs with our parents and community. <https://www.whitehallsd.org/>

**Our Leadership Team's progress in fully implementing Indicators and meeting Objectives:**

This school year our Leadership Team has made a focus of the Core Function: "Curriculum, Assessment, and Instructional Planning-Assess student learning frequently with standards based assessments". This school year we assessed and reviewed two indicators within this Core Function. The indicators were IID03-Teachers receive timely reports of results from standardized and objectives based tests & IID10-Instructional Teams use student learning data to identify students in need of instructional support or enhancement. We reviewed the two indicators and have found that both are fully implemented in our school. These indicators are required district policy and are a part of how we operate as a school for the success of our students. The Leadership Team has decided to assess only indicators from this core function until all are assessed. This will insure that we are using standards based data to make informed decisions concerning our student’s growth and achievement progress. This will allow staff to monitor student progress throughout the school year and implement interventions according to our RTI process when necessary.

The past two school years we have identified 16 indicators that we felt would benefit our school. After reviewing the identified indicators the majority were already in place or with minor adjustments we deemed them to be fully implemented. Indicators ID01 & ID04 were partially implemented and we followed the procedure to for full implementation and by the end of the school year we met our objectives for full implementation for these indicators.

**Selected Indicators:**

**Assess student learning frequently with standards-based assessments**

- IID03 Teachers receive timely reports of results from standardized and objectives-based tests.(101)
- IID10 Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)

**Engage teachers in aligning instruction with standards and benchmarks**

- IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)
- IIA02 Units of instruction include standards-based objectives and criteria for mastery.(89)
- IIA03 Objectives are leveled to target learning to each student’s demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)

**Engage teachers in assessing and monitoring student mastery**

- IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
- IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
- IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
- IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
- IIB05 All teachers re-teach based on post-test results.(95)

**Engage teachers in differentiating and aligning learning activities**

- IIC01 Units of instruction include specific learning activities aligned to objectives. (96)
- IIC02 Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)
- IIC03 Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)