

Our Direction

Gandy Elem. School-Level Improvement Plan SLIP '18

Date of Report: 8/22/2018

Vision:

Gandy Elementary will **G**row **A**cademically while **N**urturing our **D**eveloping **Y**outh.

Values:

Gandy Elementary strives to instill these core values within our school program.

Character: a community that develops strong and responsible character, teaching students to be accountable and motivated to succeed.

Confidence: a community of confident students who feel safe and secure in a accepting, and encouraging environment.

Dependability: a community of self motivated, reliable individuals.

Nurturing: a community that is concerned for the well being of others needs physically, emotionally, and academically.

Mission:

The Mission of Gandy Elementary is to provide our students with a basic foundation of learning and character in a safe and secure environment. We will endeavor to meet the individual needs of students by providing opportunities to develop their highest academic, physical, technological, and social potential. Gandy Elementary School staff will strive to work with administrators, parents, and the community as knowledgeable partners to give each student the opportunity to become a productive citizen.

Goals:

- Goal 1: The overall student population attendance percentage will increase by 1% annually by decreasing unexcused absenteeism.

Performance Measure(s)

Performance Indicator: Compare absentee data reports yearly beginning with the 2016-2017 school year 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.		
Data Source: ESchool	Baseline Year: 2017	Baseline: 0.9606
Target Date: 2018	Target: 0.9706	Actual:
Target Date: 2019	Target: 0.9806	Actual:
Target Date: 2020	Target: 0.9906	Actual:

- Goal 2. Each K-2 student will improve their literacy skills by striving to increase their reading level on Renaissance Learning Star Reading Assessment by implementing a 30 minute stand alone phonics program with fidelity.

Performance Measure(s)

Performance Indicator: Compare Renaissance Star Reading Growth reports Grades K-2 by 5% + annually of students scoring At/Above 40 PR. (Baseline January Screening January 2018)		
Data Source: Renaissance Learning	Baseline Year: 2018	Baseline: 0.56
Target Date: 2019	Target: 0.61	Actual:
Target Date: 2020	Target: 0.66	Actual:
Target Date: 2021	Target: 0.71	Actual:

- Goal 3. Each 1st -2nd grade student will improve their math skills level on Renaissance Learning Star Math Assessment.

Performance Measure(s)

Performance Indicator: The number of students in 1st grade(2018) will increase by 5%+ who obtain a math level At/Above 40 PR on the Renaissance Star Math Assessment. (Baseline data based on January 2018 Screening.)		
Data Source: Renaissance Learning	Baseline Year: 2018	Baseline: 64
Target Date: 2019	Target: 69	Actual:
Target Date: 2020	Target: 74	Actual:
Target Date: 2021	Target: 76	Actual:

Performance Indicator: The number of students in 2nd (2018) grade will increase by 5%+ who obtain a math level At/Above 40 PR on the Renaissance Star Math Assessment. (Baseline data based on January 2018 Screening.)		
Data Source: Renaissance Learning Star Math	Baseline Year: 2018	Baseline: 0.55
Target Date: 2019	Target: 0.6	Actual:

Target Date: 2020	Target: 65	Actual:
Target Date: 2021	Target: 66	Actual:

- Goal 4. Each 3rd-5th grade student will increase their grade level academic achievement on ACT Aspire state benchmark exam.

Performance Measure(s)

Performance Indicator: Students 3rd-5th will attain a 5%+ increase on grade level annual math achievement.		
Data Source: Renaissance Learning Math	Baseline Year: 2017	Baseline: 0.6118
Target Date: 2018	Target: 0.67	Actual:
Target Date: 2019	Target: 0.72	Actual:
Target Date: 2020	Target: 0.77	Actual:
Target Date: 2021	Target: 0.82	Actual:

- Goal 5. Each 3rd-5th grade student will increase their ELA SQSS achievement by 5%+ annually.

Performance Measure(s)

Performance Indicator: The percentage of students meeting achievement in 2017 for ELA was 48.03 of students. We expect 5%+ growth each year for each grade level.		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 48.03
Target Date: 2018	Target: 53.03	Actual:
Target Date: 2019	Target: 58.03	Actual:
Target Date: 2020	Target: 83.03	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

2017 ESSA School Index for Gandy Elementary School:

The 2017 Overall School Index Score for Gandy Elementary is a 71.99. The score is comprised of three components: Weighted Achievement Score (67.11); Value Added Growth Score (79.46); School Quality and Student Success Score (58.47).

The Index score of 71.99 is within the range defined by the Arkansas Department of Education as a score of C for the school. This is in comparison to the last letter grade assigned to Gandy Elementary school in 2015 which was a B. Although the grade level has decreased in performance, the overall growth level has increased based on student demographics. The Leadership Team will prioritize the components of the report and focus on areas that will have the greatest impact to improve the school and compensate for the overall changing demographic of the building. <HTTPS://adedata.arkansas.gov/arc/>

Gandy faculty and staff will review all data that is available. These will include ESchool Absentee reports, ACT Aspire standardized test results, Renaissance Math and Literacy results, Dibels, as well as classroom assessments and report card grades. The Leadership team will review this data on a regular basis to ensure the success of all students.

Student Outcome Data:

Aspire Testing 3rd through 5th grades: Teachers will review ACT ASPIRE test results from the previous year along with the previous year's ESEA School Report. Teachers will use this information to plan instruction and remediation for each child. The Leadership Team and subject area Vertical Alignment Teams will review this data to track student progress and guide students to reach school wide goals. <HTTPS://adedata.arkansas.gov/arc/>

Renaissance Learning Assessments: Renaissance assessments are given at the beginning, middle, and end of each school year. Teachers will disaggregate this data to monitor growth and academic achievement for each student. This information will also assist in determining classroom remediation for skills not mastered. The teams will review the Growth and Summary Reports to track progress toward school wide goals. The teams will use this data to make any adjustments or recommendations.

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

Gandy Elementary has had 7 indicators that were being addressed. Two of the Indicators, ID01 and ID07 have been fully implemented. The remaining Indicators in place will be fully implemented by the end of the school year. The Leadership Team has reviewed the remaining Indicators and believe they have had a positive effect on student achievement and remediation when applied. We followed procedure for full implementation and by the end of the school year we will meet our objective for full implementation for these

After receiving the end of the year testing data, the Team will begin reviewing Indicators to determine which ones will be implemented for the 2018/2019 school year.

Selected Indicators:

Assess student learning frequently with standards-based assessments

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)

Engage teachers in assessing and monitoring student mastery

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

Establish a team structure with specific duties and time for instructional planning

ID01 A team structure is officially incorporated into the school governance policy.(36)

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)

Expect and monitor sound homework practices and communication with parents

IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)

Help parents to help their children meet standards

IG01 Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)

Provide a tiered system of instructional and behavioral supports and interventions

IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)