

Ida M. Gandy Elementary School
 White Hall School District
 2021-2022 School Improvement Plan

Our Mission:

- Our mission is to Teach Tomorrow, Today. Gandy Elementary strives to provide a safe, loving, and positive environment that uplifts students' self-confidence to cultivate their ability to succeed academically and become productive, contributing members of society.

Priority #1 Literacy	
Improvement Plan Focus Area: Implement SoR Instruction in K-5 Classrooms	
Building Level Data: STAR EARLY LITERACY achievement 64.3 %. STAR READING achievement: District Benchmark: 56.9%; State Benchmark: 33% /Growth 64.2% 2021 ACT ASPIRE DATA: 29.0% ELA Met Readiness, 69.77% English, 38.67% Reading in Grades 3-5	
Priority Area: <i>Based on the identified focus area, what issue needs to be addressed to achieve the goal?</i> <ul style="list-style-type: none"> • Complete SoR Training and Assessment • Implement SoR Approved Curriculum (Tier 1) (Benchmark Workshop) • Implement SoR Approved Interventions for Tier 2 and 3 • Implement Assessment Process for all K-5 students 	Team Member(s) Responsible: <ul style="list-style-type: none"> • Building Principal: Bill Tietz • Building Level Counselor: Karla Johnson • Assistant Superintendent: Debbie Jones • Dyslexia Interventionist: Crystal Walden • Title I: Andrea Ray • Speech Pathologist: Kaley Boney • Classroom Teachers
Desired Outcome: <i>When fully implemented, what will be different as a result of addressing this priority?</i> <ul style="list-style-type: none"> • STAR Early Literacy achievement/growth rate will increase by 3% by May 2022. 	

- STAR Reading achievement/growth rate will increase by 3% by May 2022.
- ACT ASPIRE achievement will increase by 3%.

Priority #1 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
<p>ALL K-5 teachers will complete Phase 1 of SoR Proficiency Pathway A or C during the 2021-22 school year.</p> <p>Note: All returning K-5 teachers have completed phase 1 of Pathway A or C. New hires and position changes will begin this pathway to meet the requirements.</p>	<p>Principal- Bill Tietz</p> <p>Assistant Superintendent- Debbie Jones</p> <p>Classroom Teachers</p>	<p>July 2021-June 2022: Complete days 1-6 of RISE K-5 at ARESC for Awareness (any new hire or position change)</p>	<p>ARESC Literacy</p> <p>Look Fors</p>	<p>Attendance Records via escWorks</p> <p>Implementation of Learned Information</p> <p>Classroom Observation and WalkThroughs</p>
<p>ALL K-5 teachers who have completed Phase 1 of a SoR Proficiency Pathway A or C will be observed by an SoR Assessor.</p>	<p>Principal- Bill Tietz</p>	<p>August 2021-May 2024: Phase 2- All Teachers will be assessed by the SoR assessor for proficiency</p>	<p>ARESC Literacy</p> <p>Look Fors</p> <p>Smart Cards</p> <p>Benchmark Workshop Curriculum</p>	<p>Implementation of Learned Information</p> <p>Classroom Observation and Walk-Throughs</p> <p>Dibels Next STAR Literacy Assessments STAR Custom Assessments</p>

				PAST
<p>Implement SoR Approved Curriculum (Tier 1)</p> <p>Phonology Phonics Vocabulary Comprehension Fluency</p>	<p>Assistant Superintendent- (purchase) Debbie Jones</p> <p>Principal- Bill Tietz</p> <p>All Teachers:</p>	<p>July 2021- Online Professional Development from Benchmark Workshop</p> <p>August 2021- Professional Development from Benchmark Workshop</p> <p>September 2021-May 2022- Implementation and ongoing support from Benchmark workshop and ARESC literacy specialists</p>	<p>A combination of Heggerty and Kilpatrick's PAST assessment along with the one minute drills will provide phonological instruction, practice and intervention.</p> <p>Benchmark Workshop Curriculum will address the areas of Phonics, Vocabulary, Comprehension, and Fluency</p> <p>Benchmark Workshop PD</p> <p>ARESC Literacy Specialists</p>	<p>Implementation of Learned Information</p> <p>Classroom Observation and Walk-Throughs</p> <p>Dibels Next STAR Literacy Assessments STAR Custom Assessments PAST</p>
<p>Implement SoR Approved Interventions for Tier 2 and 3</p>	<p>Classroom Teachers</p> <p>Title I- Andrea Ray</p>	<p>August 2021-May 2022</p>	<p>Benchmark Workshop Tier 2 Lesson Plans</p> <p>Benchmark Workshop Tier 3 Lesson Plans</p> <p>Kilpatrick Equipped for Reading Success/One Minute Drills</p>	<p>Benchmark Workshop Assessments</p> <p>Dibels Next STAR Literacy Assessments STAR Custom Assessments PAST One Minute Drills SIT meetings</p>
<p>Implement Assessment</p>	<p>Dyslexia Interventionists</p>	<p>Dyslexia Screening</p>	<p>Decision Making Tree</p>	<p>Dibels Next</p>

<p>Process for all K-5 students for dyslexia screening, level 1 assessments, and level 2 assessments</p>	<p>Crystal Welden Dawn Sullivan Windy Cantwell</p> <p>Classroom Teachers</p>	<p>completed by: K-December 2021 Grades 1 & 2-September 1 2021. August 2021-May 2022 for Grades 3-5 for students showing reading difficulties.</p>	<p>Level 1- PAST; ScholasticCore Phonics;Survey; San Diego Quick Check (Word Recognition) Level 2-CTOPP;GORT-5; TWS; Woodcock Reading Mastery.</p>	<p>LNF NWF PSF FSF ORF AR RAN DSA STAR Literacy Assessments STAR Custom Assessments PAST</p> <p>SIT meeting</p>
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Priority #2 (Math)

Improvement Plan Focus Area: Identify and Emphasize Essential Math Standards by Grade Level. Identifying a Pattern of Weakness of Particular Essential Standard and Create Interventions.

Building Level Data:

2020-2021 Renaissance Data

STAR MATH-Achievement: District Benchmark: 56.9%/growth 67%; State Benchmark- 33%

ACT ASPIRE Data: 36.06% Grades 3-5 met Math Readiness

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Identify Essential Standards through data disaggregation by grade level that identifies low student achievement.
- Address the identified standards during grade level instruction.
- Implement Tier 2 & Tier 3 grade level interventions.
- Ensure vertical alignment regarding identified essential standards.

Team Member(s) Responsible:

- Building Principal: Bill Tietz
- Classroom Teachers
- Assistant Superintendent: Debbie Jones
- Title I: Tracie Stone
- Building Counselor: Karla Johnson

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- STAR MATH Achievement/Growth rate will increase 3% by May 2022
- ACT ASPIRE Math Achievement will increase 3% in grades 3-5.

Priority #2 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
<ul style="list-style-type: none"> Identify Essential Standards through data disaggregation by grade level to identify areas of low student achievement. 	Principal- Bill Tietz Classroom Teachers Title I- Tracie Stone	August 2021. 3-5 Math Data Disaggregation with ARESC. K-2 Data Disaggregation on campus. August 2021- PD for implementation of STAR CUSTOM	ARES- Math Specialist Renaissance Trainers Teacher Leaders	STAR MATH STAR CUSTOM Teacher Created Formative Assessments
<ul style="list-style-type: none"> Address the identified standards during grade level instruction. 	Principal- Bill Tietz Classroom Teachers	August 2021-May 2022	My Math Curriculum will address the standards. Renaissance Freckle Math	Classroom Observation & Classroom Walkthroughs STAR MATH STAR CUSTOM FRECKLE MATH (Renaissance) My Math Curriculum/ Assessments Teacher Created Formative Assessments SIT Meetings
<ul style="list-style-type: none"> Implement Tier 2 and Tier 3 grade level interventions. 	Principal- Bill Tietz Classroom Teachers	August 2021-May 2022	Tier 2- Targeted Small Group Instruction. Tier 3- Targeted Small	Classroom Observation & Classroom Walkthroughs STAR MATH

	Title I Math- Tracie Stone		Group Instruction. FRECKLE MATH (Renaissance)	STAR CUSTOM FRECKLE MATH (Renaissance) My Math Curriculum/ Assessments SIT Meetings
<ul style="list-style-type: none"> Ensure Vertical Alignment regarding identified essential standards. 	Principal- Bill Tietz Classroom Teachers Title I Math- Tracie Stone	August 2021-May 2022	PLC Topics for K-2 & 3-5 teachers/staff. To discuss standards and plan approaches address the needs of each grade level. ARESC Math Specialists Professional Development August 2021	Classroom Observation & Classroom Walkthroughs STAR MATH STAR CUSTOM FRECKLE MATH (Renaissance) My Math Curriculum/ Assessments SIT Meetings

Priority #3 (Social and Emotional)

Improvement Plan Focus Area: School Culture and Climate

Building Level Data: 2020-2021 Discipline Referrals

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Based on the identified focus area, what issue needs to be addressed to achieve the goal?
Professional Development for teachers and staff: G.U.I.D.E for LIFE

Team Member(s) Responsible:

- Building Level Counselor, Karla Johnson
- Building Level Principal, Bill Tietz
- Grade Level Teachers

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- Staff will be aware of a 5-step process that will help develop Growth, Understanding, Interacting, Decision making and Empathy.

Insert measurable outcome. Avoid percentages and ACT Aspire.

Priority #3 Actions

Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Counselor will train teachers on the G.U.I.D.E For Life.	Building Level Counselor, Karla Johnson Building Level Principal, Bill Tietz	2021- 2022 School Year	ADE G.U.I.D.E For Life	Feedback from teachers, counselors and administrators.

Teachers will implement the G.U.I.D.E For Life skills through day to day interactions with students.	Grade Level Teachers	2021- 2022 School Year	ADE G.U.I.D.E For Life	Feedback from teachers through number of monthly office referrals.
Counselors will implement the Too Good for Violence Program.	Building Level Counselor	2021- 2022 School Year	Too Good for Violence Program	Number of counselor buildireferrals

Priority #4

Improvement Plan Focus Area: School Culture and Climate

Building Level Data:

2020-2021 ADA/ADM for Gandy Elementary was 92.28% this is a 2% decrease from 2019-2020.

2020-2021 Students w/o Discipline Report shows 73 % of students w/o discipline. This is a 4% decrease from 2019-2020.

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*

- Increase student engagement by addressing absenteeism.
- Increase student engagement by decreasing lost instructional time due to disciplinary actions.

Team Member(s) Responsible:

- Building Principal: Bill Tietz
- Classroom Instructors
- Building Level Counselors: Karla Johnson
- Assistant Superintendent: Debbie Jones

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

- Increase student attendance by 3% for the 2021-2022 school year.
- Increase students w/o discipline by 5% for the 2021-2022 school year.

Priority #4 Actions

Action to Address the Root Case & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Communicate to parents and students the importance of school attendance and how it is connected to student achievement.	Principal- Bill Tietz Counselor- Karla Johnson Classroom Teachers Secretary- Elizabeth Hoskins Nurse-Kara Huffty	August 2021-May 2022	Open House Parent Meeting. Parental Involvement Newsletters focusing on attendance.	Monitor ADA/ADM report at 4 ½ & 9 week intervals.

			<p>DESE letter to parents focusing on attendance.</p> <p>Student meetings to discuss how attendance affects our school grade.</p>	
<p>Address chronic absenteeism with the parents of students individually.</p>	<p>Principal- Bill Tietz Counselor- Kara Huffty Classroom Teachers</p>	<p>August 2021-May 2022</p>	<p>Phone calls to parents of students that are absent.</p> <p>Address Excessive Tardies with parents.</p> <p>Send letters regarding absenteeism at the 4 & 8 day threshold.</p>	<p>Monitor ADA/ADM report at 4 ½ & 9 week intervals.</p>
<p>Address behaviors that are causing multiple student disciplines.</p>	<p>Principal- Bill Tietz Counselor- Karla Johnson Classroom Teachers</p>	<p>August 2021-May 2022</p>	<p>Monitor discipline frequency by grade level through Individual Behavioral Ladder.</p> <p>Create relationships with students/parents that have multiple disciplines.</p> <p>Recite Gandy Student Pledge</p>	<p>Classroom Observations & Walkthroughs</p> <p>TESS Observations</p> <p>Monitor discipline frequency reports at 4 ½ & 9 week intervals.</p>
<p>Implement practices in the classroom that will discourage misbehavior and equip staff to handle discipline in the classroom.</p>	<p>Principal- Bill Tietz Counselor- Karla Johnson Classroom Teachers</p>	<p>August 2021-May 2022</p>	<p>Create & implement a consistent discipline action plan for K-2 & 3-5.</p> <p>Classroom Positive Behavior System</p> <p>ARESC Staff for PLC's in areas of need.</p>	<p>Classroom Observations & Walkthroughs</p> <p>TESS Observations</p> <p>Monitor discipline frequency reports at 4 ½ & 9 week intervals.</p>

