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|  |  | |  | | --- | | **Hardin Elementary School** | |  | |  | | --- | | **Date of Report: 8/20/2020** | | |  |
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|  |  | |  | | --- | | **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 well being of others needs 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 | | | | |  |
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|  |  | |  | | --- | | **Goals:** | | | | |  |
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|  |  | |  |  |  |  | | --- | --- | --- | --- | | * 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. | | | |  | Data Source: ESchool | Baseline Year: 2017 | Baseline: 0.9394 | |  | Target Date: 2018 | Target: 0.94 | Actual: 0.9392 | |  | Target Date: 2019 | Target: 0.945 | Actual: 0.938 | |  | Target Date: 2020 | Target: 0.95 | Actual: 0.9488 | |  | Target Date: 2021 | Target: 0.955 | 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". | | | |  | Data Source: ESchool | Baseline Year: 2017 | Baseline: 0.61 | |  | Target Date: 2018 | Target: 0.66 | Actual: 0.75 | |  | Target Date: 2019 | Target: 0.71 | Actual: 0.82 | |  | Target Date: 2020 | Target: 0.76 | Actual: 0.84 | |  | Target Date: 2021 | Target: 0.81 | 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 Star testing by monitoring growth reports by class/grade. | | | |  | Data Source: Renaissance Star/Early Lit Testing | Baseline Year: 2018 | Baseline: 0.72 | |  | Target Date: 2018 | Target: 0.5 | Actual: 0.72 | |  | Target Date: 2019 | Target: 0.6 | Actual: 0.69 | |  | Target Date: 2020 | Target: 0.7 | Actual: 0.68 | |  | Target Date: 2021 | Target: 0.75 | 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/Early Lit. Reading | Baseline Year: 2018 | Baseline: 0.77 | |  | Target Date: 2018 | Target: 0.5 | Actual: 0.77 | |  | Target Date: 2019 | Target: 0.6 | Actual: 0.82 | |  | Target Date: 2020 | Target: 0.7 | Actual: 0.66 | |  | Target Date: 2021 | Target: 0.75 | 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 Star Math 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: 0.63 | |  | Target Date: 2019 | Target: 0.6 | Actual: 0.73 | |  | Target Date: 2020 | Target: 0.7 | Actual: 0.67 | |  | Target Date: 2021 | Target: 0.75 | 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 Star Math 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: 0.81 | |  | Target Date: 2019 | Target: 0.6 | Actual: 0.87 | |  | Target Date: 2020 | Target: 0.7 | Actual: 0.78 | |  | Target Date: 2021 | Target: 0.75 | Actual: | | * Goal 6: Each student will meet achievement goals for Reading Aspire Testing annually. 2020 Data was derived from Interim Test results. | | | | |  | **Performance Measure(s)** | | | |  |  |  |  | |  | Performance Indicator: The percentage of students meeting achievement in 2017 for English was 86% of students. We expect a .5% growth each year for each grade level. No Data for 2020. | | | |  | Data Source: ACT Aspire` | Baseline Year: 2017 | Baseline: 0.86 | |  | Target Date: 2018 | Target: 0.865 | Actual: 0.84 | |  | Target Date: 2019 | Target: 0.87 | Actual: 0.85 | |  | Target Date: 2020 | Target: 0.875 | Actual: | |  | Target Date: 2021 | Target: 0.875 | Actual: | |  |  |  |  | |  | Performance Indicator: The percentage of students meeting achievement in 2017 for Reading was 54% of students. We expect a 2% growth each year for each grade level. | | | |  | Data Source: ACT Aspire | Baseline Year: 2017 | Baseline: 0.54 | |  | Target Date: 2018 | Target: 0.56 | Actual: 0.63 | |  | Target Date: 2019 | Target: 0.58 | Actual: 0.62 | |  | Target Date: 2020 | Target: 0.6 | Actual: 0.54 | |  | Target Date: 2021 | Target: 0.62 | Actual: | | * Goal 7: Each student will meet student achievement goals for Math ACT Aspire testing annually. 2020 Data was derived from ACT Interim Aspire results. | | | | |  | **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 2% increase each year. 2020 data was derived from Interim Test results. | | | |  | Data Source: ACT Aspire | Baseline Year: 2017 | Baseline: 68.91 | |  | Target Date: 2018 | Target: 0.7091 | Actual: 0.58 | |  | Target Date: 2019 | Target: 0.7291 | Actual: 0.59 | |  | Target Date: 2020 | Target: 0.7491 | Actual: 0.68 | |  | Target Date: 2021 | Target: 0.7691 | Actual: | |  |  |  |  | |  | Performance Indicator: The percentage of students meeting achievement for Science was 57% of students in 2017. We expect the students to make a 2% increase each year. No Data for 2020. | | | |  | Data Source: ACT Aspire | Baseline Year: 2017 | Baseline: 0.57 | |  | Target Date: 2018 | Target: 0.59 | Actual: 0.5466 | |  | Target Date: 2019 | Target: 0.61 | Actual: 0.59 | |  | Target Date: 2020 | Target: 0.63 | Actual: | |  | Target Date: 2021 | Target: 0.63 | Actual: | | | |  |  |
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|  |  | |  | | --- | | **Data Review:** | | **Needs Assessments, Accreditation Reports, Similar Feedback:** | | 2019 ESSA School Index for Hardin Elementary School:  The 2019 School Index for Hardin Elementary School is a 74.6. The score is comprised of three components: Weighted Achievement Score (73.32); Value Added Growth Score (79.75); School Quality & Student Success Score (60.45). The Index score of 74.6 is within the range defined by the Arkansas Dept. of Education as a score of B for the school. The Leadership Team will prioritize the components of the report and focus on areas that will have the greatest impact to improve our school.  <https://adedata.arkansas.gov/arc/>  The school has identified grade level achievement gaps due to the early closure of school due to COVID-19 in March 2020. The White Hall School District and Hardin Elementary staff K-5 worked throughout the summer to identify achievement gaps at each grade level.  The staff has identified the essential standards for each grade level and have also aligned vertically with each grade level to identify standards that were not mastered by students in the previous grade.  Students will be taught these skills & standards at the beginning of the school year at their current grade level.  The staff will test the students after 4 weeks and reassess whole group and individual understanding.  Grade level teams will use assessment data to track the success of the instruction.  Interventions will be planned for the students that do not master the identified skills or standards.  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 ensure 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.  The Hardin faculty has reviewed the parent communication tools and processes for the 2020-2021 school year.  Teachers will use a text service Remind 101. This will allow teachers to communicate with parents to inform them of student status, class projects, upcoming events, cancellations, etc. Staff will also utilize Google Meet/Zoom, Phone, or onsite conferences when more direct communication is necessary.   The school will utilize the school district page and website to keep parents informed regarding upcoming events, school notices, cancellations, & updates.  The school will utilize the district provided call service housed within the district website. This will allow the office to create a direct line of communication with parents and guardians by using an automated phone call, text message, and email. The service will allow the school to communicate emergency situations, upcoming events, cancellations, etc.   The leadership team works with the school counselor to help review and revise the counseling program each year.  The school counselor is available for students & parents to help them through conflicts and concerns. Student counseling entails small groups of students having common needs. Some student needs are change in family dynamic, organizational skills, and anger issues. Classroom lessons are provided every two weeks to help with responsible decision making, social skills, and relationships. The counseling program uses the Too Good for Violence Social Perspectives in each grade level during class lessons. The counselor collaborates with teachers and parents to ensure personal success and academic achievement for children by providing conferences and resources as needed. | | **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. Also 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 portfolios and in grade level data charts 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 to 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](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 Effective Practices:  We will focus on three indicators within Classroom Instruction-Preparation.  The following indicators were assessed by our team:  IIIAO1-Teacher teams develop documents that align standards, curriculum, instruction, & assessment; IIIA03-Teachers implement and develop standards-based unit pre & post-tests; IIIA07- Teachers differentiate assignments in response to individual performance on pre and post-test methods of assessment.  The staff has also targeted Blended Learning strategies as an area of growth for our staff.  We identified two indicators in this area and they are BL02-Teachers employ blended learning methods to ensure that technology and data enhance learning & BL03-Teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach to enhance student learning.      The Leadership Team is reviewing and assessing these five indicators for the 2020-2021 school year.  We have identified these areas that will have the greatest impact on student achievement.   By focusing on classroom instruction and specifically preparation we feel that we can pinpoint the standards that students will need to be taught coming from the previous grade and will allow for the proper foundation for the current grade level.  We will use formative assessments to identify specific standards from the previous quarter that will need to be taught and create interventions for students that have not mastered  the standards to insure all students are ready to learn the current grade level content.  We also identified blended learning as an area of focus for the current school year.  Our team feels the staff needs to continue researching and implementing blended learning techniques that will become part of our staff's instructional approach.  This is necessary because of the re-entry to learning for the current school year, yet we feel that blended learning will not only enhance instruction due to the current pandemic it will be a practice that our staff will employ into the  future.  The team feels that we are not fully implemented at this time on any of these indicators but that we have a solid foundation in all of them.  We feel that we will be fully implemented in most if not all by the end of the school year and we want to make these areas a priority because it will have a significant impact on instruction and student learning on our campus.  The past three school years we have identified 24 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.  We will move forward with the review of other indicators and will continue to monitor and adjust the implementation of the indicators that we have reviewed thus far. | | | | |  |
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|  | |  | | --- | | **Selected Indicators:** | | | | | |  |
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|  |  | |  |  | | --- | --- | | **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) | | **Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path** | | | BL02 | All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.(5527) | | BL03 | All teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction.(5528) | | **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) | | **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) | | **Expect and monitor sound instruction in a variety of modes** | | | IIIA01 | All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110) | | IIIA07 | All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) | | IIIA03 | All teachers use objectives-based unit pre-tests and post-tests.(4409) | | | | |  |