

Greenland School District

Annual Report to Public
October 17, 2019



District Vision, Goals and Mission

Board & Superintendent Vision

District Focus

- ▶ Curriculum
 - ▶ Collaboration
 - ▶ Culture
-
- ▶ ALL means ALL

Enrollment

- ▶ Current enrollment numbers – Grades K–12 we have 748 students.
- ▶ Our present student body is mildly diverse. Currently of the 748 students, 84.22% Caucasian, 8.42% Hispanic, 0.40% Asian, 0.94% African–American, 0.27% Hawaiian/Pacific Islander, 0.53% Native American and 5.21% Two or More Races.

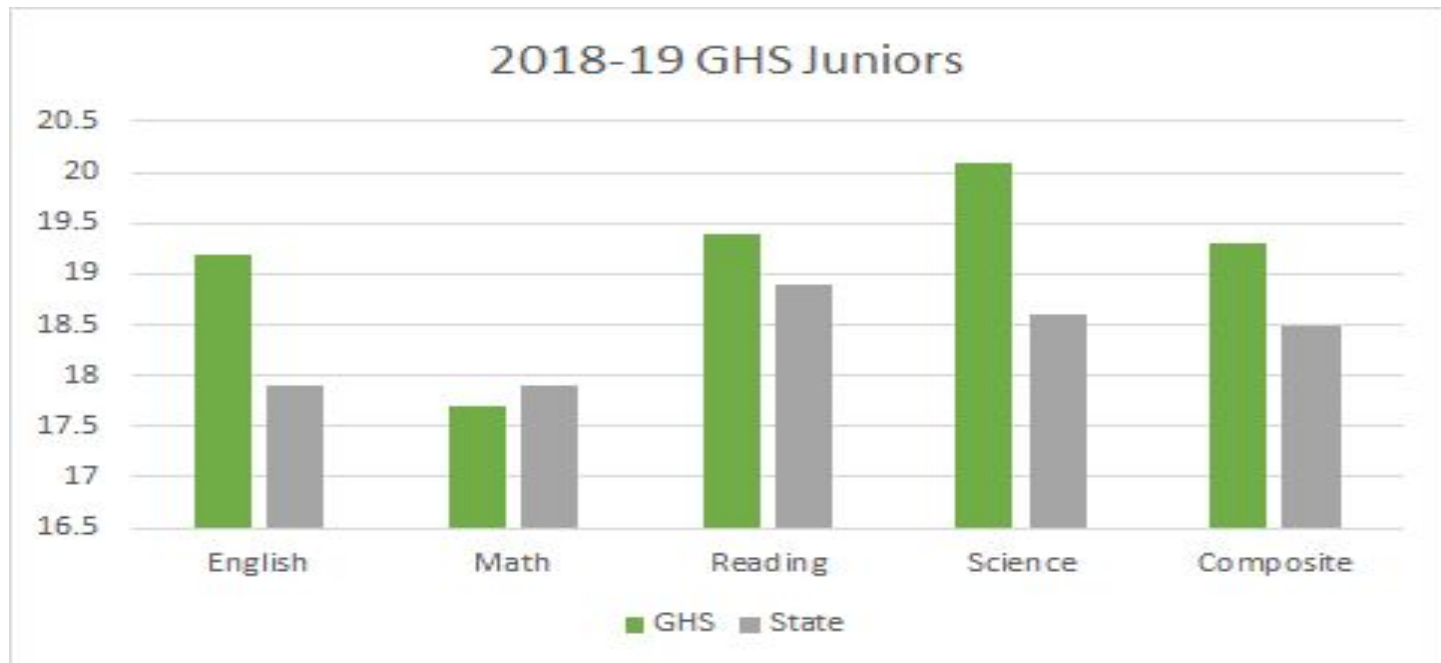
District Demographics

- ▶ 12.03% of our students are in our Gifted and Talented Programs.
- ▶ 2.67% of our students are Limited English Proficient.
- ▶ 18.05% of our students are in our Special Education Programs.

ACT Information

In the 2019 Spring Administration, 56 Greenland High School Juniors took the ACT.

- ▶ Our average ACT composite score is 19.3
- ▶ The state average is 18.5

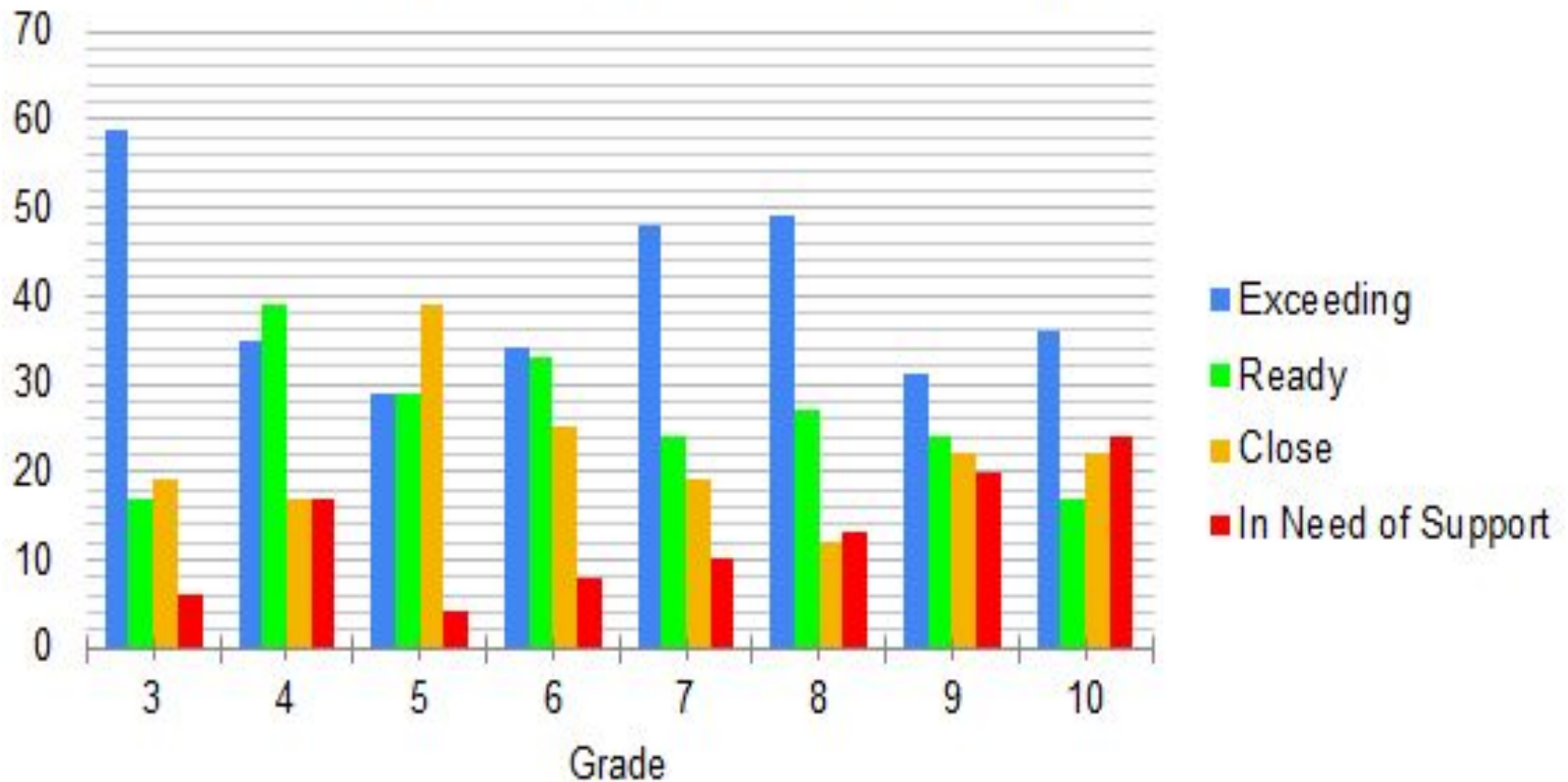


AP Information

- ▶ We offered 4 AP classes. Last year we administered 35 exams in English Language, US History, Computer Science Principles, and World History.
- ▶ Our average scores were 2.15 in English Language, 1.8 in US History, 2.5 in Computer Science Principles, and 2.0 in World History.

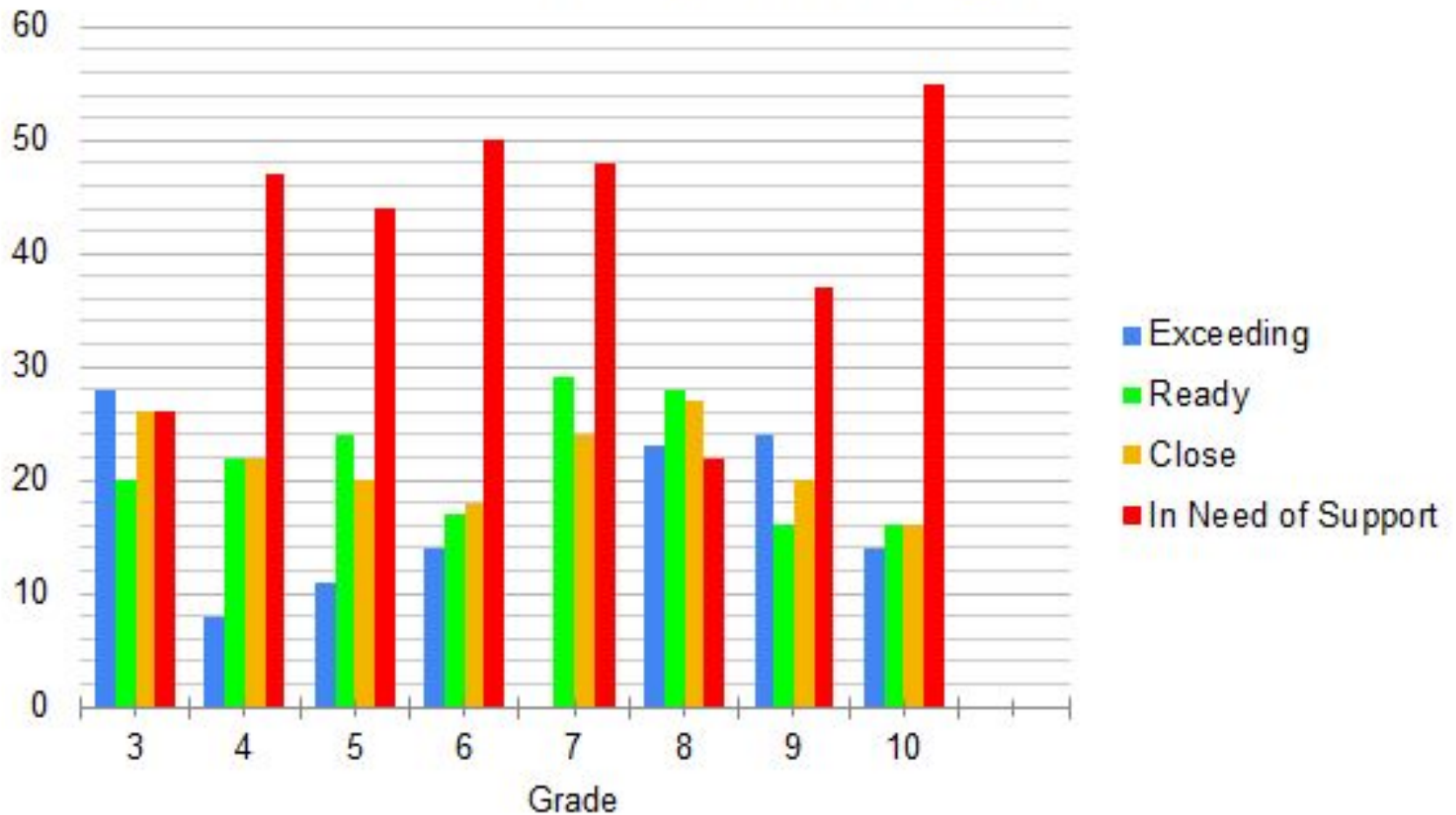
ACT Aspire Assessments

2019 English Percentages



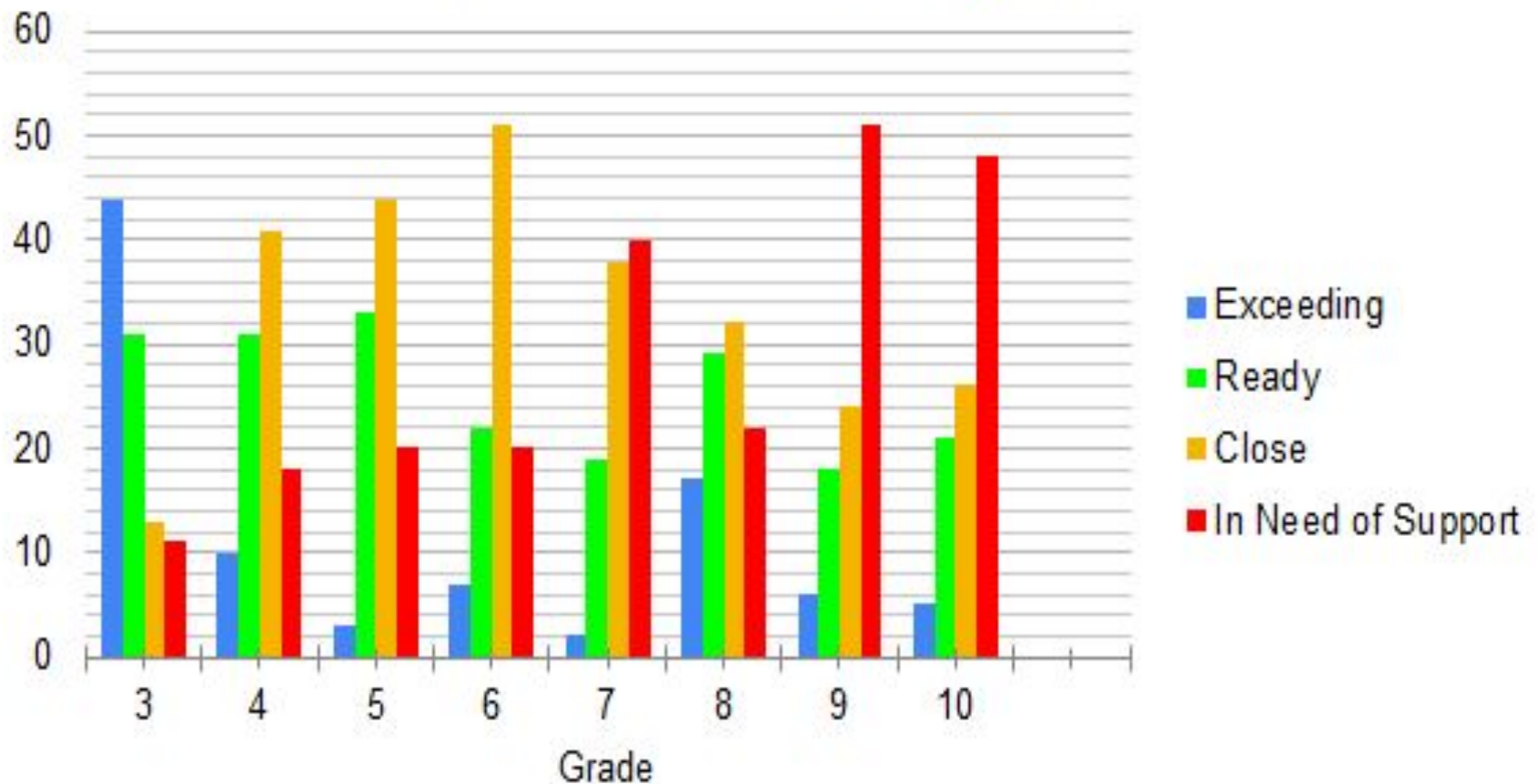
ACT Aspire Assessments

2019 Reading Percentages



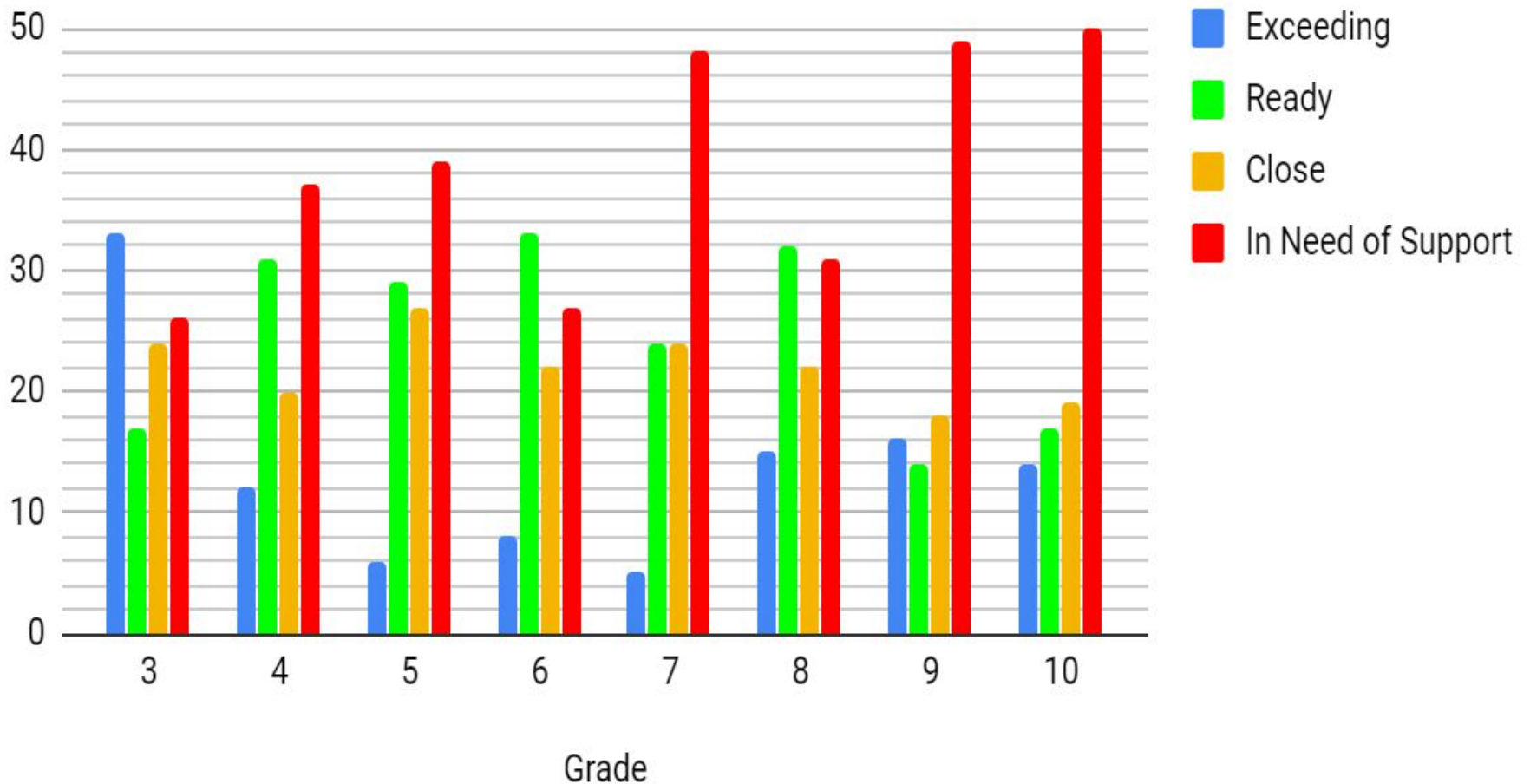
ACT Aspire Assessments

2019 Math Percentages



ACT Aspire Assessments

2018 Science Percentages



CSD 4-yr Comparison

| Grade 3 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
|---------|------|-------|--|------|-------|-------|------|-------|-------|------|-------|-------|
| Math | 57% | 56% | | 50% | 59% | -7% | 47% | 59% | -3% | 76% | 62% | 29% |
| English | 76% | 72% | | 78% | 73% | 2% | 76% | 74% | -2% | 76% | 72% | 0% |
| Reading | 40% | 35% | | 45% | 37% | 5% | 35% | 38% | -10% | 48% | 38% | 13% |
| Science | 43% | 37% | | 35% | 38% | -8% | 35% | 37% | 0% | 50% | 39% | 15% |
| Grade 4 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
| Math | 45% | 54% | | 46% | 55% | 1% | 67% | 53% | 21% | 41% | 54% | -25% |
| English | 62% | 68% | | 68% | 70% | 6% | 67% | 71% | -1% | 63% | 70% | -4% |
| Reading | 34% | 41% | | 44% | 43% | 10% | 48% | 44% | 4% | 31% | 45% | -17% |
| Science | 26% | 39% | | 37% | 42% | 11% | 45% | 42% | 8% | 43% | 42% | -2% |
| Grade 5 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
| Math | 46% | 48% | | 38% | 52% | -8% | 57% | 50% | 19% | 36% | 49% | -21% |
| English | 73% | 74% | | 60% | 72% | -13% | 60% | 73% | 0% | 57% | 73% | -3% |
| Reading | 35% | 34% | | 31% | 35% | -4% | 39% | 38% | 8% | 36% | 41% | -3% |
| Science | 46% | 53% | | 29% | 42% | -17% | 43% | 41% | 14% | 34% | 41% | -9% |

| Grade 6 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
|---------|------|-------|--|------|-------|-------|------|-------|-------|------|-------|-------|
| Math | 56% | 56% | | 60% | 62% | 4% | 64% | 57% | 4% | 29% | 53% | -35% |
| English | 71% | 71% | | 75% | 74% | 4% | 61% | 74% | -14% | 67% | 73% | 6% |
| Reading | 39% | 46% | | 49% | 47% | 10% | 48% | 45% | -1% | 32% | 43% | -26% |
| Science | 52% | 52% | | 51% | 49% | -1% | 44% | 46% | -7% | 41% | 46% | -3% |
| | | | | | | | | | | | | |
| Grade 7 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
| Math | 40% | 44% | | 46% | 48% | 6% | 46% | 46% | 0% | 21% | 48% | -25% |
| English | 74% | 78% | | 70% | 79% | -4% | 73% | 79% | 3% | 71% | 78% | -2% |
| Reading | 30% | 37% | | 26% | 39% | -4% | 49% | 40% | 23% | 29% | 39% | -20% |
| Science | 36% | 41% | | 42% | 44% | 6% | 34% | 43% | -8% | 29% | 43% | -5% |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Grade 8 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
| Math | 33% | 38% | | 30% | 44% | -3% | 34% | 46% | 4% | 46% | 48% | 12% |
| English | 74% | 71% | | 64% | 73% | -10% | 65% | 75% | 1% | 76% | 74% | 11% |
| Reading | 45% | 58% | | 41% | 49% | -4% | 34% | 52% | -7% | 51% | 53% | 17% |
| Science | 37% | 39% | | 36% | 42% | -1% | 30% | 42% | -6% | 47% | 43% | 17% |

| Grade 9 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
|----------|------|-------|--|------|-------|-------|------|-------|-------|------|-------|-------|
| Math | 24% | 28% | | 23% | 30% | -1% | 66% | 34% | 43% | 25% | 36% | -41% |
| English | 46% | 54% | | 60% | 58% | 14% | 48% | 58% | -12% | 56% | 59% | 8% |
| Reading | 37% | 36% | | 46% | 39% | 9% | 48% | 39% | 2% | 42% | 37% | -6% |
| Science | 16% | 28% | | 30% | 32% | 14% | 50% | 33% | 3% | 31% | 35% | -19% |
| | | | | | | | | | | | | |
| Grade 10 | 2016 | State | | 2017 | State | % Inc | 2018 | State | % Inc | 2019 | State | % Inc |
| Math | 12% | 24% | | 17% | 25% | 5% | 56% | 29% | 39% | 26% | 29% | -30% |
| English | 38% | 56% | | 53% | 60% | 15% | 64% | 60% | 11% | 53% | 60% | -11% |
| Reading | 24% | 35% | | 20% | 36% | -4% | 52% | 34% | 32% | 29% | 32% | -23% |
| Science | 18% | 29% | | 22% | 33% | 4% | 52% | 33% | 11% | 31% | 33% | -21% |

My School Info

<https://myschoolinfo.arkansas.gov/Schools/Detail/7204027>

<https://myschoolinfo.arkansas.gov/Schools/Detail/7204029>

<https://myschoolinfo.arkansas.gov/Schools/Detail/7204028>

Literacy Plan Assessments

| | | 18-19 | 19-20 |
|--------------|------------------------|-------|-------|
| Kindergarten | Letter Naming | 69% | 74% |
| First Grade | Letter Naming | 81% | 86% |
| | Phoneme Segmentation | 69% | 85% |
| | Nonsense Words: CLS | 65% | 75% |
| | Nonsense Words: WWR | 81% | 90% |
| Second Grade | Nonsense Words: CLS | 84% | 80% |
| | Nonsense Words: WWR | 87% | 90% |
| | Oral Reading: WRC | 62% | 36% |
| | Oral Reading: Accuracy | 75% | 48% |
| | Oral Reading: Comp. | 54% | 36% |

Literacy Plan Assessments

| | | 18-19 | 19-20 |
|--------------|------------------------|-------|-------|
| Third Grade | Oral Reading: WRC | 80% | 82% |
| | Oral Reading: Accuracy | 75% | 78% |
| | Oral Reading: Comp. | 86% | 80% |
| Fourth Grade | Oral Reading: WRC | 53% | 67% |
| | Oral Reading: Accuracy | 67% | 59% |
| | Oral Reading: Comp. | 63% | 75% |
| Fifth Grade | Oral Reading: WRC | 45% | 41% |
| | Oral Reading: Accuracy | 27% | 50% |
| | Oral Reading: Comp. | 81% | 80% |
| Sixth Grade | Oral Reading: WRC | 72% | 66% |
| | Oral Reading: Accuracy | 80% | 62% |
| | Oral Reading: Comp. | 97% | 91% |

Literacy Plan Assessments

| | | 18-19 | 19-20 |
|----------------|----------------------|-------|-------|
| Seventh Grade | CARI: MAZE | 28% | 36% |
| | CARI: Silent Reading | 51% | 59% |
| Eighth Grade | CARI: MAZE | 42% | 29% |
| | CARI: Silent Reading | 51% | 42% |
| Ninth Grade | CARI: MAZE | 41% | 60% |
| | CARI: Silent Reading | 52% | 71% |
| Tenth Grade | CARI: MAZE | 52% | 52% |
| | CARI: Silent Reading | 60% | 83% |
| Eleventh Grade | CARI: MAZE | 75% | 88% |
| | CARI: Silent Reading | 82% | 81% |

High School – Curriculum

New Curriculum

- Illustrative Math
 - Implemented Algebra 1, Geometry, & Algebra 2
- GPS–Grasping Phenomenal Science

Implementing New Practices

- R.I.S.E
- MathQuest
- Vocab

High School – Collaboration

➤ PLC

◆ Continued Work On.....

- Data desegregation
 - 2019 ACT Aspire Scores
 - CARI
 - ◆ Gate 1–Maze
 - ◆ Gate 2–Silent Reading
 - ACT Aspire Interim Tests
- Essential Standards
 - Review/Update–Veteran/New Staff
- Pacing Guide
 - Align with standards and curriculum.

High School – Culture

➤ Attendance

- ◆ What incentives can motivate student attendance.
 - Monetary Reward
 - Food Truck Friday

➤ Building Morale

- ◆ Teachers
 - Celebrating Teacher Accomplishments
 - Incentives
- ◆ Students
 - Sharing Student Successes
 - Incentives

Middle School – Curriculum

New Curriculum

- Illustrative Math, 6th–8th
- Guided Math, 5th
- Being a Writer, 5th–6th

Initiatives that complement our curriculum

- R.I.S.E.
- MathQuest
- Grasping Phenomenal Science/ Inqlts

Middle School – Collaboration

PLC Work

- Meet weekly by grade level
- Two weeks per month, analyze data
- Two weeks per month, evaluate essential standards and add activities/assessments
- Early Out, evaluate essential standards vertically to check for seamless instruction
- GMS Leadership Team, meets monthly to check progress on the three C's

Middle School – Culture

- Instilling empathy in our staff/students
 - ◆ check-ins, students with tier 3 behaviors are identified as well as who they best relate to
 - ◆ recognizing students who display monthly character word
 - ◆ LiveSchool
- Mindsets, ongoing discussions:
 - ◆ How do we build stamina to work independently?
 - ◆ How do we change our culture to a culture for learning?

Elementary – Curriculum

- ▶ Teachers and Paraprofessionals are participating in Professional Development that will provide components such as: reading comprehension vocabulary;
- ▶ Instructional teams are developing standards-aligned units of instructions for each grade level in Literacy, Math and Writing;
- ▶ 2nd–4th Teachers have been trained in R.I.S.E;
- ▶ Adding a writing curriculum K–4(Being a Writer), Pd was provided by Jeni Samuelson;
- ▶ Grade k–4 are conducting monthly assessments in I–Station, 3 & 4th is participating in ACT Aspire Interim twice (Oct & Feb);
- ▶ All teachers are entering all data to spreadsheets that is shared throughout the building in Math and Literacy;
- ▶ K–2 teachers are being assessed for R.I.S.E at least twice a semester;
- ▶ Standard Based Report Cards in K–1; Using essential standards;
- ▶ Essential Standards work K–4: teachers will work on updating based on vertical alignment, sequence, and identifying assessments for the essential standards for each grade level;
- ▶ CORE INSTRUCTION; Heggerty Phonological Awareness and Kilpatrick Phonemic Awareness K–4, Guided Math K–4, Mystery Science K–4, Phonetic Connections K–4 and Sound Abound K–1;
- ▶ Interventions K–4: Phonics First all staff members have been trained, Multisyllable Routine cards K–4 all teachers have been trained, Blending interventions K–2 all teacher in k–2 have been trained.

Elementary – Collaboration

- ▶ Teachers are providing weekly instructional meeting times in order to plan for the implementation of best practices chosen to help improve students achievement at each students' reading level.
- ▶ Teachers are planning and implementing flexible, strategic Reading & Math groups with their homeroom students that meet daily based on students needs as determined by I-Station, Quick Phonics Screener (QPS), and DIBELS data.
- ▶ Tier 1–3 intervention is being provided. We have supported a faculty that is well prepared to teach Literacy & Math programs with the emphasis on each grade level Essential Standards (ES).

Elementary – Culture

- ▶ Elementary is doing PBIS & LiveSchool to help with discipline and academics.
- ▶ Every week a student is chosen for the “B’s All-star” team.
- ▶ Every week a teacher is recognized for their work in PBIS/LiveSchool and making connection with students.
- ▶ Each month a teacher is selected as teacher of the month and given the “Green Jacket.”
- ▶ “SAIL program” begins after first report card goes out. (Students that are not doing well in classroom and behavior will be assigned to a teacher and meet twice a day with each other (at 8:00 & 2:40). Daily Goals are set with the student to master; 50% the first week and striving for 100% for three weeks, before being dismissed from the program.
- ▶ Student Greeters in the AM drop off.
- ▶ Leadership Team (one teacher from each grade level & Wonders) Meet once a month.

Free/Reduced Lunch Percentages

- ▶ Currently 66% of our students qualify for our free and reduced lunch rate.
- ▶ Last year we had 64% of our students qualify.

Federal Programs

2019–2020 Allocations:

- Title I – \$ 335,970.00
- Title IIA – \$ 45,328.66
- Title IV – \$ 24,319.60

Use of Funds:

- Salaries for paraprofessionals, district literacy specialist, federal coordinator, literacy instructional facilitators
- Instructional Technology: chromebooks, laptops, Ipads, computers
- Academic software – Istation, Live School, Reading A-Z, Odysseyware, Science Inqits and Mystery Science
- Professional Development
- Summer School
- Literacy and Math Supplemental materials and supplies to support school improvement plans

Technology

Wifi Project that upgraded the system throughout the district

- Total Project was \$65,000.00
- Erate is reimbursing the district 80% of the cost

Upcoming Projects

- Upgrade internet switches, cabling, servers and additional updates to Wifi system – applying for additional Erate funds during the next cycle
- Upgrade classroom instructional technology
- Installation of Raptor Visitor Check-in System

Financial

Budget Summary, Comparisons and Overview

FTE and Average Salary

- ▶ We currently have 123 employees—We have 76 certified staff and 47 classified support staff. The average teacher salary is \$48,268.16.
- ▶ Our District has 100 percent “Arkansas Qualified Teachers.” Of those numbers 3 of our teachers are National Board Certified.

District Millage

- ▶ Same at 39.50
- ▶ 25 mills URT
- ▶ 14.50 mills debt service

Safety, Facilities

- ▶ Mold Report, Surveying
- ▶ Additional Security Cameras
- ▶ Visitor Entry Monitoring
- ▶ Training, Awareness
- ▶ SRO Partnerships, Drills
- ▶ Safety Commission Updates
- ▶ Admin Office
- ▶ HVAC, and Roofing Projects

School Board Training

- ▶ Our school board is current on training requirements and extremely supportive of the work we do. We are thankful for them and their hard work on behalf of the kids in our schools.

Questions?

If you would like to view the “Annual Report to the Public,” it’s available on our website, at www.greenlandsd.com

Click on “State Required Info” then “Required Reporting” then choose 2019 Annual Report to the Public.

