

## Rena Improvement Plan 2023-2024

**Rena Comprehensive Needs Assessment for 2023-2024** Rena has approximately 441 students. Of the 441 students, 68% are Caucasian, 1.36% are African American, 14.06% are Hispanic, and 1.59% are Asian. 6.12% of our students are served in our GT Program, and 15.35% are served through Special Education. The percentage of students receiving Free or Reduced meals is approximately 43.08%. We are servicing 13 students who have been identified as having dyslexia markers; 17 students are being serviced with classroom accommodations through a 504 plan. Through our needs assessment, we reviewed our technology inventory and use; we also looked at our need for decodable texts in grades K-5 to support RISE; we also discovered we needed additional RISE training. We also found we needed to provide training in 95% Intervention to start a walk to intervention time. We also need to provide more training in providing specific, targeted instruction in mathematics by utilizing Solution Tree to help identify essential standards and develop common assessments.

### ACT Aspire/ATLAS Assessment (23/24-new baseline)

ACT Aspire Reading Scores	Baseline Year: 2016-2017	Baseline: 38% Proficiency
Target Date: 2019-2020 (Interim II Scores)	Target: 50%	Actual: 39%
Target Date: 2020-2021	Target: 50%	Actual: 43%
Target Date: 2021-2022	Target: 50%	Actual: 43%
Target Date: 2022-2023	Target: 50%	

Data Source: ACT Aspire Math	Baseline Year: 2016-2017	Baseline: 60%
Target Date: 2019-2020 (Interim II)	Target: 70%	Actual: 55%
Target Date: 2020-2021	Target: 70%	Actual: 58%
Target Date: 2021-2022	Target: 68%	Actual: 58%
Target Date: 2022-2023	Target: 68%	

### ISIP Literacy:

	2021 Proficiency April	2022 Proficiency April
Kindergarten		67%
First Grade	63% (percent from their K scores)	66%
Second Grade	73% (percent from their 1st scores)	61%
Third Grade	60% (percent from their 2nd scores)	56%
Fourth Grade	70% (percent from their 3rd scores)	66%
Fifth Grade	60% (percent from their 4th scores)	65%

## ISIP Math:

	2021 Proficiency April	2022 Proficiency (April ISIP)
Kindergarten		90%
First Grade	87% (percent from their K scores)	93%
Second Grade	82% (percent from their 1st scores)	56%
Third Grade	57% (percent from their 2nd scores)	57%
Fourth Grade	70% (percent from their 3rd scores)	73%
Fifth Grade	56% (percent from their 4th scores)	66%

## Rena Improvement Goals:

**Goal 1:** To increase the percentage of students scoring proficient or advanced in literacy by increasing teacher knowledge in teaching phonics and phonemic awareness in K-3 and increasing knowledge in teaching vocabulary K-5.

**Goal 2:** To increase the percentage of students scoring proficient or advanced in math by providing differentiated instruction to small groups or individuals that is focused, explicit, and intentional.

**Goal 3:** To decrease the percentage of students scoring below proficient in literacy and math by targeting learning loss.

- Administrators will meet with teachers during team meetings and SIT meetings to encourage and train teachers to provide interventions to help students close their achievement gaps.
- We will review classroom data and small group documentation to talk about students' needs and how teachers to group students to provide targeted small groups.
- We will review RISE materials (look for checklist) and implement best practices in our classrooms.
- During team meetings, we will analyze student writing samples to determine what small groups are needed
- 3rd-5th Grade teacher will become familiar with 95% Group Vocabulary Surge and 95% intervention to help support struggling students
- 3rd-5th Grade teachers will use a phonemic awareness intervention for struggling readers by using Bridge the Gap from Heggerty
- Teachers will analyze Istation reports and use the data and materials to formulate small groups and to help determine what set of skills need to be taught
- Teachers will refer students performing below grade level to our school SIT Team. We will problem-solve with teachers to provide remediation for those students using our paraprofessionals
- 1st-2nd grade teachers will administer the 95% assessment to help formulate small groups based on what phonic needs the student demonstrates. Students will be grouped together and tutored by 3-4 interventionists.
- Administrators will observe the implementation of small group intervention during classroom walkthroughs and observations. Administrator will use RISE look for checklist to make sure instruction is in alignment with state/district expectations.

## Literacy Plan:

Rena Elementary utilizes the six essential components of reading as well as writing instruction in our literacy plan. We will provide professional development on the science of reading yearly.

1. **Phonemic Awareness:** Heggerty Program for K-2/ Bridge the Gap Intervention for grades 3-5
2. **Phonics:** Foundations for K-3; 95 Percent Group Intervention Lessons, Multi-Syllabic Response Cards 4-5, and Word Journeys
3. **Fluency:** Interactive Read Aloud
4. **Comprehension:** HMH Into Reading, iStation Lessons
5. **Vocabulary:** Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5), iStation, and Marzano Vocabulary instruction
6. **Writing:** HMH Into Reading, writing component

## Actions:

Professional Development: The building will provide Professional Development for all K-5 staff as well as our special education resource and intervention teachers on the implementation of new Literacy curriculum (HMH Into Reading). Support professional development will be provided in team meetings throughout the school year. Support and professional development on the implementation of RISE will be provided to teachers, and they will review RISE Look-fors during post-observation conferences. Rise follow-up training will continue to be provided for teachers. Person Responsible: Principal/Assistant Principal

**Monitor:** Principal and Assistant Principal will conduct weekly classroom walk-throughs to check for implementation of the new curriculum. We will utilize the RISE “look-fors” to help ensure all students are receiving high-quality instruction.

**Evaluation:** iStation, DIBELS, and PAST Assessment data will be reviewed quarterly to determine the effectiveness of the program. We will also track student growth using ACT Aspire Summative Assessment data. Person Responsible: Assistant Principal/Principal

## Purchases:

We are partnering with Oliver Springs to work with Solution Tree to help improve our understanding of the essential standards in math. A staff developer will meet with our Guiding Coalition eight times throughout the school year. We will also purchase technology to keep our current systems up to date. These purchases include new chromebooks, NewLine Interactive Monitors, Document Cameras,

ipads, and ipad covers. We will also be purchasing new decodable texts for K-5 classrooms.