School Improvement Plan 2022-2023: Rena

Mission Statement:	Our mission at Rena Elementary is to provide the highest quality teachers to work collaboratively with all who value our children to ensure every child reaches maximum potential and embraces education for life.

Lead Team Members: Tia Smith, Alexa Brown, Eryn Wallis, Angie Blake, Misti Gardner, Angela Guess, Kendra Fanning

Title	Name (Type Names in this Column)
Principal	Tia Smith
Assistant Principal	Alexa Brown
Counselor	Eryn Wallis
Parent Involvement	Angie Blake
K-2 Teacher	Misti Gardner
3-5 Teacher	Angela Guess
SPED Representative	Kendra Fanning
Parent	Sarah Beth Abernathy
Parent (optional)	

Comprehensive Needs Assessment

Comprehensive Needs Assessment:
(include the following)

1. Review of Demographics
2. Review of Assessment Data
   a. Include several sources (i.e. ISIP, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

In the spring of 2021, Rena had 401 students K-5. Of the 401 students, 67% are White, 1.3% are Black, 14% are Hispanic, and 3% are Asian. 7.48% of our students are served in our GT Program and 13.22% are served through Special Education. The percent of students receiving Free or Reduced meals is approximately 37.4%. Currently, Rena has 423 K-5 students. We are servicing 16 students who have been identified as having dyslexia markers; 23 students are being serviced with classroom accommodations through a 504 plan.

Through our needs assessment, we reviewed our technology inventory and use. Our technology review indicated we need to replace several outdated technology tools. We moved to a blended learning model and have had several devices broken or not returned. We will need to add more devices in order to assign each student a device to continue our implementation of blended learning. Our data disaggregation shows discrepancies in achievement, among our various populations and between ACT Aspire and District Assessments. Our overall 2019 ESSA Index Score was 77.95. As we looked at the Two Year School Index Scores by Subgroup, we found we have made improvements in our white subgroup, our ELL subgroup and our Students with Disabilities Subgroup from 2018 to 2019 with the greatest improvement in our Students with Disabilities subgroup. Our students with disabilities subgroup continues to be our lowest performing group as well as our economically disadvantaged.

We collected and analyzed teacher perception data and discovered a need to provide more professional development in use of technology and blended learning. We also need to provide some staff with updated technology, so they can continue being successful with the implementation of blended learning. This fall, we have provided teachers with professional development in Google Classroom, Google Drive, and Google Suite in order to better implement blended learning in our classrooms. We have also updated 4th Grade's chromebooks so they will be compatible with the ACT Aspire testing platform. We have replaced broken ipads in K-2, as well as outdated Document Cameras. We have also purchased seven Newline TVs to be placed in classrooms to replace outdated projectors/promethean boards.

We need to provide our specialty staff with subject specific professional development integrated with mathematics and literacy.

Through team meeting conversations, our teachers voiced a need for more training in teaching 95% Group Vocabulary Surge and working with students falling well below level in reading in 3rd-5th grade. We have a need to address the learning gap because of the extended time students were out of school in the spring of 2020. We have also purchased several professional development

books to study in team meetings. The book studies support small group instruction and will help target the learning loss students have experienced. We are studying Jennifer Serevallo's Understanding Readers and Texts in grades 2-5, and Bridge the Gap Intervention Lessons from Heggerty in grades 3-5.

We collected and analyzed parent perception survey data in the spring of 2021. The results of the analysis indicate we need to provide more information and more ways to involve parents in the Parent and Family Engagement Process.

Rena has a Student Intervention Team to assist classroom teachers in their efforts to intervene on behalf of struggling students and meet their social, emotional, behavioral and academic needs. Once struggling students have been monitored and no progress or very little progress is being made with interventions, then students are referred for further assessment (i.e. special education, Dyslexia Screening, etc.) If identified as having a learning disability or having markers of Dyslexia, etc., students receive services from a trained professional.

Goals

Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)

Write a SPECIFIC Goal:
Example Goal: All students at John Doe School will increase reading achievement.
Example Performance Indicator: Students in ___ grade will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient by May 2022.

Goal 1: All students will increase reading achievement

Reading Performance Indicator-
- Move our K-2 students to at least 75% of our students in Tier I (proficient) on the ISIP Reading Assessment.
- Students in 3rd-5th grade will increase their scores in Reading on the ACT ASPIRE to at least an average of 50% proficient.
- Students in K-2 will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient.

Data Source: Istation ISIP Reading	Baseline Year: 2017-2018	Baseline: 77%
Target Date: 2018-2019	Target: 80%	Actual: 75%
Target Date: 2019-2020 (COVID Year)	Target: 80%	Actual: 46% (January ISIP)
Target Date: 2020-2021	Target: 75%	Actual: 65%
Target Date: 2021-2022	Target: 75%	Actual: 63%
Data Source: ACT Aspire Reading Scores	Baseline Year: 2016-2017	Baseline: 38% Proficiency
Target Date: 2017-2018	Target: 50%	Actual: 43%
Target Date: 2018-2019	Target: 50%	Actual: 47.74%
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:
Data Source: Istation ISIP Vocabulary	Baseline Year: 2017-2018	Baseline: 64%
Target Date: 2018-2019	Target: 70%	Actual: 70%
Target Date: 2019-2020 (March ISIP)	Target: 75%	Actual: 43%

Target Date: 2020-2021	Target: 70%	Actual: 64%
Target Date: 2021-2022	Target: 70%	Actual:

Goal 2: All students will increase math achievement

Math Performance Indicator-
- K-2 Students will increase their average percent of students scoring proficient on the math section of ISIP to 82%.
- ACT Aspire 3-5 students will increase their average math scores.

Data Source: Istation ISIP Math	Baseline Year: 2017-2018	Baseline: 80%
Target Date: 2018-2019	Target: 83%	Actual: 81%
Target Date: 2019-2020 (March ISIP)	Target: 85%	Actual: 62%
Target Date: 2020-2021	Target: 80%	Actual: 77%
Target Date: 2021-2022	Target: 82%	Actual:
Data Source: ACT Aspire Math	Baseline Year: 2016-2017	Baseline: 60%
Target Date: 2017-2018	Target: 65%	Actual: 63%
Target Date: 2018-2019	Target: 65%	Actual: 68.31%
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:

Goal 3: Utilize small group instruction to target learning loss

Performance Indicator-
- The percentage of 1st through 5th-grade students scoring in Level 1 or 2 on ISIP Reading and Math Assessments will decrease from 32% to 20% by providing targeted small group instruction in the classroom with and without technology.

Data Source: Istation ISIP	Baseline Year: 2020	Baseline: 32%
Target Date: 2021-2022	Target: 20%	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December 2021)
Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

Goal 1. All students will increase reading achievement

Progress toward meeting Goal 1: (Type Here)

Goal 2. All students will increase math achievement

Progress toward meeting Goal 2: (Type Here)

Goal 3. Utilize small group instruction to target learning loss

Progress toward meeting Goal 3 (Optional): (Type Here)

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**: Fundations for K-3; 95 Percent Group/Muti-Syllabic Response Cards 4-5 and Word Journeys (Blended Learning-Virtual lessons from Fundations as well as teacher Zooms and recordings.)

3. **Fluency**: Interactive Read Aloud (Blended Learning-Teacher Zooms and recorded lessons, iStation and Google Classroom)

4. **Comprehension**: Calkins Units of Study for Reading (Blended Learning-Teacher Zooms and recorded lessons, iStation and Google Classroom)

5. **Vocabulary**: Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5) (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)

6. **Writing**: Calkins Units of Study for Writing (Blended Learning-Teacher Zooms and recorded lessons, iStation and Google Classroom)

ACT Aspire and ISIP Data Review and Goals

Reading

Based on our ACT Aspire data analysis, we came to the conclusion that reading is our greatest need within the literacy area. Increasing our reading scores on the ACT Aspire and on ISIP will be one of our goals. Through our analysis of ISIP data, we found phonics and phonemic awareness and vocabulary to be areas of concern.

1. Improving our phonemic awareness and phonics instruction will help improve our overall percentage of students performing at grade level in reading. To improve our instruction in phonics we will:

Implementation: Fundations Phonics Curriculum (Grades K-3) and 95 Percent Group Multisyllabic Response Cards (Grades 4-5)

Professional Development: District will provide Program Sponsored Professional Development for all K-5 staff as well as our special education resource and intervention teachers. Support professional development will be provided in team meetings throughout the school year. Rise follow up training will continue to be provided for teachers. Person Responsible: Principal/Assistant Principal

Parent Involvement: We will send home information to parents regarding phonics and phonemic awareness programs and how parents can help their students at home. Person Responsible: Parent Involvement Coordinator

Monitor: Principal and Assistant Principal will conduct weekly classroom walk-throughs to check for implementation.   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 effectiveness of the program. Person Responsible: Assistant Principal/Principal

Purchases: Materials and supplies to support the implementation of Fundations and 95 Percent Group, including technology and decodable texts

2. Improving our vocabulary instruction will help improve our overall percentage of students performing at grade level in reading. To improve our instruction in vocabulary we will:

Explicit Vocabulary Instruction: Teachers will explicitly teach vocabulary during read aloud. We will also implement VocabSurge in grades 4-5 to help students with challenging vocabulary.

Providing Visual: Teachers will provide visual cues to help students understand new vocabulary.

Professional Development: District will provide Program Sponsored Professional Development for all K-5 staff as well as our special education resource and intervention teachers. Support professional development will be provided in team meetings throughout the school year. Rise training will continue to be provided for teachers. Person Responsible: Principal/Assistant Principal

Parent Involvement: We will send home information to parents regarding vocabulary instruction and how parents can help their students at home. Person Responsible: Parent Involvement Coordinator

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

Evaluation: iStation Person Responsible: Assistant Principal/Principal

Purchases: Materials and supplies to support the implementation of Vocabulary instruction, including technology, additional VocabSurge materials

Math:

Implementation: Provide small group instruction to students not proficient in structuring numbers to the appropriate level for each grade. Person Responsible: Principal/Assistant Principal

Professional Development: During team meetings, teachers will review structuring assessments and plan small group instruction for students who are not proficient in structuring.   Person Responsible: Principal/Assistant Principal

Parent Involvement: Information on expectations and materials for parents to work with their children will be sent home.   Person Responsible: Parent Involvement Coordinator

Monitor: We will ensure small group instruction is going on in each classroom.

Person Responsible: Principal/Assistant Principal

Evaluation: Formative assessments, ISIP Math assessments

Purchases: Materials and supplies, as well as technology, will be purchased to support the implementation of small group math instruction.

Target Learning Loss

Implementation: Provide targeted small group instruction in the classroom.

Provide Summer School Day Camp for students who are below proficient on istation.

Professional Development: The school will provide Professional Development for all staff during professional development before school and during team meetings on working with students in small group and providing targeted intervention with technology.

Parent Involvement: We will send home information to parents regarding instruction and the expectations for each student and how parents can help their students at home. We will also provide each student a device. Person Responsible: Parent Involvement Coordinator

Monitor: Data from intervention plans will be reviewed in team meetings. Principal and Assistant Principal will conduct weekly classroom walk-throughs to check for implementation. Perceptual data will be obtained through surveys of our students, staff and parents.

Evaluation: Data from istation will be reviewed. Person Responsible: Assistant Principal/Principal

Purchases: Materials and supplies to target learning loss will be purchased, including technology devices, device sleeves, software, decodable text and other materials and supplies.

FINAL EVALUATION OF 2021-2022
SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

Goal 1. (Copy and Paste Goal 1 Here)

X	MET
	NOT MET
	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION:(Describe your progress for Goal 1 here)

Goal 2. (Type Goal 2 Here)

	MET
	NOT MET
	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: (Describe your progress for Goal 2 here)

Goal 3. (Optional) (Type Goal 3 Here)

	MET
	NOT MET
	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: (Describe your progress for Goal 3 here)

Celebrations

(Type Here)