

EOY School Improvement Summary School Year Ending 23-24/Entering 24-25 Rena Elementary School

Demographics:

Rena has approximately 410 students K-5. Of the 410 students, 68% are White, .07% are Black, 15% are Hispanic, and 2% are Asian. 6.12% of our students are served in our GT Program, and 18% are served through Special Education. The percentage of students receiving Free or Reduced meals is approximately 48%. We are servicing 20 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 Our technology review indicated we need to replace several outdated technology tools. Our data disaggregation shows discrepancies in achievement among our various populations and between ACT Aspire and District Assessments. Our overall 2023 ESSA Index Score was 72.94; Report Card Letter B. As we looked at the Two Year School Index Scores by Subgroup, we found we have made improvements in our caucasian subgroup, with our Low-Income subgroup making the most gains. Our EL subgroup and students with disabilities continue to be our lowest-performing group.

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.

Assessment Data:

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% | Actual: 43% |
| Data Source: ATLAS Reading Score | Baseline Year: 2023-2024 Target: 50% | Baseline: |

| 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: 60% | Actual: 65% |
| Data Source: ATLAS Math Score | Baseline Year: 2023-2024 Target: 70% | Baseline: |

ISIP Literacy:

| | 2023 Proficiency April | 2024 Proficiency April |
|--------------|-------------------------------------|------------------------|
| Kindergarten | | 64% |
| First Grade | 68% (percent from their K scores) | 63% |
| Second Grade | 76% (percent from their 1st scores) | 68% |
| Third Grade | 71% (percent from their 2nd scores) | 67% |
| Fourth Grade | 53% (percent from their 3rd scores) | 44% |
| Fifth Grade | 66% (percent from their 4th scores) | 66% |

ISIP Math:

| | 2023 Proficiency April | 2024 Proficiency (April ISIP) |
|--------------|------------------------|-------------------------------|
| Kindergarten | | 88% |

| | | |
|--------------|-------------------------------------|-----|
| First Grade | 80% (percent from their K scores) | 90% |
| Second Grade | 94% (percent from their 1st scores) | 70% |
| Third Grade | 56% (percent from their 2nd scores) | 64% |
| Fourth Grade | 49% (percent from their 3rd scores) | 49% |
| Fifth Grade | 73% (percent from their 4th scores) | 71% |

Actions:

- 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, small group documentation, and intervention documentation to discuss students' needs and how teachers can group students to provide targeted small groups/interventions.
- We will review RISE materials (look for checklist) and implement best practices in our classrooms. We will provide additional professional development to K-2 teachers on best practices for their students.
- During team meetings, we will analyze student writing samples and math common formative assessments to determine what small groups are needed.
- 3rd-5th Grade teachers will become familiar with 95% Group Vocabulary Surge, and all teachers will use 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, classroom assessments, and PSI assessments to use the data to formulate small groups and to help determine what set of skills needs 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 intervention time and extra support from our paraprofessionals.
- 1st- 2nd grade teachers will administer the 95% assessment to help formulate small groups based on the student's phonic needs. Students will be grouped and tutored by 4-6 interventionists.

- Administrators will observe the implementation of small group intervention during classroom walkthroughs and observations. They will use the RISE look-for checklist to ensure instruction aligns with state/district expectations.
- Administrators will conduct classroom walk-through using a common form to collect data on teacher practices and student engagement.

Monitoring and Evaluation:

Monitoring: 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. We will analyze common formative assessments and student work samples to help formulate small groups and to help monitor for progress.

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 ATLAS Interim Data, as well as summative data (when available). Person Responsible: Assistant Principal/Principal

Literacy Plan:

Rena Elementary utilizes the six essential components of reading and 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/PASI assessment
2. Phonics: Foundations for K-3; 95 Percent Group Intervention Lessons, Multi-Syllabic Response Cards 4-5, and Word Journeys, PSI assessment
3. Fluency: Interactive Read Aloud, 95% passages, HMH passages
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