

# Our Direction

**Rena Elementary School**

Date of Report: 5/11/2021

**Vision:**

"Every Child, Whatever it Takes!"

**Values:**

**Mission:**

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.

**Goals:**

- 1. All students will increase Reading Achievement.

Performance Measure(s)

Performance Indicator: Move our K-2 students to at least 80% of our students in Tier 1 (proficient) on the ISIP Reading Assessment. 2019-2020 Data is from January			
Data Source: ISIP Reading	Baseline Year: 2017-2018	Baseline:	77%
Target Date: 2018-2019	Target: 80%	Actual:	75%
Target Date: 2019-2020	Target: 80%	Actual:	46%
Target Date: 2020-2021	Target: 75%	Actual:	65%
Target Date: 2021-2022	Target: 75%	Actual:	

Performance Indicator: Students in 3rd-5th grade will increase their scores in Reading on the ACT ASPIRE to at least an average of 80% proficient.

Data Source: ACT Aspire Reading	Baseline Year: 2016-2017	Baseline: 38%
Target Date: 2017-2018	Target: 50%	Actual: 42%
Target Date: 2018-2019	Target: 50%	Actual: 47.74%
Target Date: 2019-2020 (Interim)	Target: 50%	Actual: 39%
Target Date: 2020-2021 (Interim)	Target: 50%	Actual: 34%
Target Date: 2021-2022	Target: 50%	Actual:

Performance Indicator: Students in K-2 will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient. 2019-2020 Data is from March

Data Source: iSIP Vocabulary Assessment	Baseline Year: 2017-2018	Baseline: 64
Target Date: 2018-2019	Target: 70	Actual: 70%
Target Date: 2019-2020	Target: 75%	Actual: 52%
Target Date: 2020-2021	Target: 70%	Actual: 64%
Target Date: 2021-2022	Target: 70%	Actual:

- 2. Target Learning Loss

**Performance Measure(s)**

Performance Indicator: The percent 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: ISIP	Baseline Year: 2020-2021	Baseline: 32%
Target Date: 2021-2022	Target: 20%	Actual:

Performance Indicator: The percent 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 extended day instruction to address learning loss.

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

- 3. All students will increase Math Achievement.

**Performance Measure(s)**

Performance Indicator: ACT Aspire 3-5 students will increase their average math scores.		
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)	Target: 70%	Actual:
Target Date: 2020-2021 (Interim)	Target: 70%	Actual: 61%
Target Date: 2021-2022	Target: 70%	Actual:

Performance Indicator: K-2 Students will increase their average percent of students scoring proficient on the math section of ISIP to 82%.		
Data Source: Istation-ISIP Math	Baseline Year: 2017-2018	Baseline: 80%
Target Date: 2018-2019	Target: 83%	Actual: 81%
Target Date: 2019-2020	Target: 85%	Actual: 62%
Target Date: 2020-2021	Target: 80%	Actual: 77%
Target Date: 2021-2022	Target: 82%	Actual:

#### **Data Review:**

#### **Needs Assessments, Accreditation Reports, Similar Feedback:**

#### **Rena Comprehensive Needs Assessment for 2021-2022**

Currently, spring of 2021, Rena has 401 students K-5. Of our 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%.

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 this year and have had several devices broken or not returned. We will need to add more devices in order to assign each student a device in the fall of 2021 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.

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 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.

### **Literacy Plan 2021-2022**

Rena Elementary utilizes the five 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: Haggerty Program
2. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards 4-5 and Word Journeys (Blended Learning-Virtual lessons from Foundations as well as teacher Zooms and recordings.)
3. Fluency: Interactive Read Aloud (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)
4. Comprehension: Calkins Units of Study for Reading (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, 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, Lincoln Learning, 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:

**Implement:** Foundations Phonics Curriculum ( Grades K-3) and 95 Percent Group Multi-Syllabic 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 monthly classroom walk-throughs to check for implementation.

**Evaluation:** IStation, DIBELS and PAST Assessment data will be reviewed quarterly to determine effectiveness of program. Person Responsible: Assistant Principal/Principal

**Purchases:** Materials and supplies to support the implementation of Foundations and 95 Percent Group, including technology and readers

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.

**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 monthly classroom walk-throughs to check for implementation.

**Evaluation:** IStation, Person Responsible: Assistant Principal/Principal

**Purchases:** Materials and supplies to support the implementation of Vocabulary instruction, including technology

**Target Learning Loss**

**Implement:** Provide targeted small group instruction in the classroom.

Provide Extended Day 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 monthly 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.

Provide extended day for students with learning loss.

**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, ACT Aspire Interim Assessments and ISIP Assessments

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

Purchases:

Technology Devices

Technology Covers

Software such as but not limited to SeeSaw

Decodable Text

Professional Development-Working with students to remediate

**Student Outcome Data:**

ESSA	All Students	Black Disadvantaged	Hispanic	White	Econ	ELL	Students w/Disabilities
2016 Scores	72.31	62.67	64.18	72.43	69.69	75.78	55.55
2017 Scores	73.39	84.54	74.8	72.4	71.21	76.38	56.92
2018 Scores	74.62	80.16	73.32	73.88	70.68	78.3	60.94
2019 Scores	77.95	RV	75.92	76.6	73.83	80.15	65.38

ACT Aspire Data

ACT Aspire Scores for English Language Arts All Students: 2017-47.47% 2018-45.03% 2019-52%

3 Year Composite-48%

2020-2021 ACT Aspire Periodic Assessment Scores for Reading: 3rd Grade 35% Meeting Benchmark, 4th Grade 34% Meeting Benchmark, 5th Grade 33% Meeting Benchmark

ACT Aspire Scores for English Language Arts Economically Disadvantaged: 2017-39.42% 2018-44.5% 2019-39%

3 Year Composite-40.97%

2020-2021 ACT Aspire Periodic Assessment Economically Disadvantaged Scores for Reading: 3rd Grade 38% Meeting Benchmark, 4th Grade 26% Meeting Benchmark, 5th grade 15% Meeting Benchmark



ACT Aspire Scores for Mathematics All Students: 2017-59.60% 2018-63.77% 2019-68.7

3 Year Composite-64.02%

2020-2021 ACT Aspire Periodic Assessment Scores for Mathematics: 3rd Grade 63% Meeting Benchmark, 4th Grade 50% Meeting Benchmark, 5th Grade 49% Meeting Benchmark

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ACT Aspire Scores for Mathematics Economically Disadvantaged: 2017-58.65% 2018-49% 2019-61%

3 Year Composite-56.21%

2020-2021 ACT Aspire Periodic Assessment Scores for Mathematics Economically Disadvantaged: 3rd Grade 76% Meeting Benchmark, 4th Grade 37% Meeting Benchmark, 5th Grade 18% Meeting Benchmark

### **ISIP Data**

#### **ISIP Reading Comparison Scores**

April 2018 ISIP Reading Scores for Kindergarten Tier 1-71%, Tier 2-15%, Tier 3-15%

April 2019 ISIP Reading Scores for Kindergarten Tier 1-70%, Tier 2-18%, Tier 3-13%

April 2021 ISIP Reading Scores for Kindergarten Tier 3-5 69%, Tier 2-16%, Tier 1-15%

April 2018 ISIP Reading Scores for 1st Grade Tier 1-76%, Tier 2-17%, Tier 3-7%

April 2019 ISIP Reading Scores for 1st Grade Tier 1-74%, Tier 2-10%, Tier 3-16%

April 2021 ISIP Reading Scores for 1st Grade Tier 3-5-52%, Tier 2-29%, Tier 1-19%

April 2018 ISIP Reading Scores for 2nd Grade Tier 1-84%, Tier 2-8%, Tier 3-8%

April 2019 ISIP Reading Scores for 2nd Grade Tier 1-82%, Tier 2-15%, Tier 3-3%

April 2021 ISIP Reading Scores for 2nd Grade Tier 3-5-74%, Tier 2-15%, Tier 1-11%

April 2021 ISIP Reading Scores for 3rd Grade Tier 1-3-71%, Tier 4-18%, Tier 5-10%

April 2021 ISIP Reading Scores for 4th Grade Tier 1-3-68%, Tier 4-19%, Tier 5-13%

April 2021 ISIP Reading Scores for 5th Grade Tier 3-5-77%, Tier 2-15%, Tier 1-7%

**ISIP Math Comparison Scores**

April 2018 ISIP Math Scores for Kindergarten Tier 1-69%, Tier 2-15%, Tier 3-16%

April 2019 Math Scores for Kindergarten Tier 1-75%, Tier 2-13%, Tier 3-13%

April 2021 Math Scores for Kindergarten Tier 3-5-85%, Tier 2-13%, Tier 1-2%

April 2018 ISIP Math Scores for 1st Grade Tier 1-89%, Tier 2-6%, Tier 3-5%

April 2019 ISIP Math Scores for 1st Grade Tier 1-93%, Tier 2-3%, Tier 3-4%

April 2021 ISIP Math Scores for 1st Grade Tier 3-5-77%, Tier 2-18%, Tier 1-6%

April 2018 ISIP Math Scores for 2nd Grade Tier 1-84%, Tier 2-15%, Tier 3-1%

April 2019 ISIP Math Scores for 2nd Grade Tier 1-92%, Tier 2-7%, Tier 3-1%

April 2021 ISIP Math Scores for 2nd Grade Tier 3-5-69%, Tier 2-18%, Tier 1-12%

April 2021 ISIP Math Scores for 3rd Grade Tier 1-3-69%, Tier 4-22%, Tier 5-9%

April 2021 ISIP Math Scores for 4th Grade Tier 1-3-58%, Tier 4-28%, Tier 5-14%

April 2021 ISIP Math Scores for 5th Grade Tier 3-5-56%, Tier 2-28%, Tier 1-16%

#### ISIP Vocabulary Comparison

April 2018 ISIP Vocabulary K-2 Scores 64% Tier I

April 2019 ISIP Vocabulary K-2 Scores 74% Tier I

April 2021 ISIP Vocabulary

Kindergarten Tier 3-5-51%, Tier 2-33%, Tier 1-16%

1st Grade Tier 3-5-58%, Tier 2-28%, Tier 1-13%

2nd Grade Tier 3-5-82%, Tier 2-12%, Tier 1-6%

3rd Grade Tier 3-5-76%, Tier 2-19%, Tier 1-4%

4th Grade Tier 1-3-58%, Tier 4-24%, Tier 5-18%

5th Grade Tier 3-5-57%, Tier 2-28%, Tier 1-15%

**Selected Indicators:**

**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**

BL01 All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5526)

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)

**Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency**

SE04 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)