



Our Direction

Rena Elementary School

Date of Report: 6/4/2018

Vision:

"Every Child; Whatever it Takes!"

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 from 77% Tier 1 (proficient) to at least 80% of our students in Tier I (proficient) on the 2018-2019 end of year ISIP Assessment.		
Data Source: ISIP Reading Assessment	Baseline Year: 2018	Baseline: 0.77
Target Date: 2019	Target: 0.8	Actual:

Performance Indicator: Move our Low Socio-Economic Students from 38% achieving to at least 41% achieving on the ACT Aspire literacy assessment by the end of the 2018-2019 school year.		
Data Source: ACT Aspire	Baseline Year: 2017-2018	Baseline: 0.3814
Target Date: 2019	Target: 0.41	Actual:

Performance Indicator: Students in 3rd-5th grade will increase their scores in Reading on the ACT ASPIRE Interim from an average of 42% to an average of 50% by the second Interim Assessment.

Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 0.42
Target Date:	Target:	Actual:

- 2. All students will increase vocabulary knowledge.

Performance Measure(s)

Performance Indicator: K-2 Economically Disadvantaged students will increase their ISIP Vocabulary Assessment scores from 53% to 60% by spring of 2019.

Data Source: ISIP	Baseline Year: 2018	Baseline: 0.53
Target Date: 2019	Target: 0.6	Actual:

Performance Indicator: K-2 Non-Economically Disadvantaged Students will increase their ISIP Vocabulary Assessment scores from 64% to 70% by spring of 2019.

Data Source: ISIP	Baseline Year: 2018	Baseline: 0.64
Target Date: 2019	Target: 0.7	Actual:

Performance Indicator: Students in 3rd-5th grade will increase their scores in Vocabulary on the Istation Assessment beginning fall of 2018.

Data Source: Istation	Baseline Year: 2018	Baseline: 0
Target Date: 2019	Target: 0.5	Actual:

- 3. All students will increase math achievement.

Performance Measure(s)

Performance Indicator: ACT Aspire 3-5 students will increase their average math scores from 60% to 65% by spring 2019.

Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 0.6
Target Date:	Target:	Actual:

Performance Indicator: K-2 Students will increase their average percent of students scoring proficient from 80% to 83% on the math section of iSIP by 2019.

Data Source: ISIP	Baseline Year: 2018	Baseline: 0.8
Target Date:	Target:	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Rena Comprehensive Needs Assessment 2018-2019

Rena has 451 students enrolled. Rena Elementary is primarily Caucasian. We have 78.49% Caucasian, 3.33% Asian, 2.22% Black, 10.86% Hispanic, .89% Native American, and 4.21% Two or More Races. Approximately 3.55% of our students are served in our Gifted and Talented Program, and 12.64% of our students receive services through our special education program. Approximately 44.4 % of our students receive free or reduced meals. The percent of students receiving free or reduced meals has steadily increased over the last 5 years until 2017-2018 school year when the percentage decreased from 53%. During our analysis of demographic data, we found we have maintained a good attendance rate for the last three years, approximately 94% to 95%. Our Student Engagement Score is 80% on our School Report Card, so we do have some room for improvement with attendance. We currently send letters to parents to encourage good attendance after a child misses 5 days and 10 days in a semester. We also encourage good attendance through providing awards and recognitions to our students for good attendance.

Through our needs assessment, we reviewed our technology inventory and use. Our technology review indicated, although we replaced several technology items during the 2016-2017 school year and the 2017-2018 school year; we still need to replace several outdated technology tools. We added additional technology to allow students opportunity to become more technology literate. In the last two years we have added three iPad carts and 6 Chromebook Carts. We still need more carts to allow our students to make the use of technology a “way of class life.” Our teachers are integrating technology into the classroom, but need to have increased access, so we will add 3 Chrome Book Carts and 1 iPad Cart as well as replacing 2-3 outdated projectors and Smartboards.

Our 2017-2018 data disaggregation shows discrepancies in achievement, among our various populations and between ACT Aspire and District Assessments. Our overall 2018 ESSA Index Score is 73.39. As we looked at the Two Year School Index Scores by Subgroup, we found we have made improvements in every subgroup from 2016 to 2017 with the greatest improvements in our Black and Hispanic populations. Our students with disabilities subgroup continues to be our lowest performing group as well as our economically disadvantaged. Our K-2 Students are showing growth on the ISIP from September to April with an increase of the percentage of students in Tier 1 (proficient).

Based on our ACT Aspire data analysis, we came to the conclusion that reading is our greatest need within the literacy area. We will meet in grade level teams to review formative classroom performance data as well as interim assessment data for the purpose of making decisions regarding the direction and focus of our classroom instruction. Increasing our reading scores on the ACT Aspire and on iSip will be one of our goals. We will achieve the increase through small group instruction, focused tutoring, work on iStation, and increased engagement through the use of technology. Through our analysis of ISIP data as well as conversations with classroom teachers, we found vocabulary is an area of concern and increasing vocabulary will be one of our goals. In order to increase student vocabulary, we will have all students work on the vocabulary section of iStation and will have teachers teach vocabulary in whole groups and small groups. We will also provide our teachers professional development in teaching vocabulary.

Through our data analysis, we came to the conclusion that our greatest need in mathematics is number sense and solving multistep problems. To address the need, we will meet in grade level teams to review formative classroom performance data and interim assessment data for the purpose of making decisions regarding the direction and focus of our classroom instruction. We will provide iStation sessions and small group instruction by classroom teachers. Additional intervention by qualified paraprofessionals will be provided for students who fall in Tier 3 on iStation.

We collected and analyzed teacher perception survey data from our SAI Professional Development Survey and discovered a need to provide more differentiated professional development, more training in technology as well as keeping our students engaged and working with students of poverty. In addition, 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 vocabulary and working with students falling well below level in reading, especially in 3rd-5th grade.

We collected and analyzed parent perception survey data. The results of the analysis indicate we need to provide more parent training on how to help children with school work at home. This information, combined with the percentage of people who attended our parent trainings last year, it is obvious we need to do something to increase participation in parent training.

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.

Rena will use NSLA funds to meet the needs of our students who are not meeting standards in math or literacy with an after school program. These funds are budgeted for salaries and benefits to pay highly qualified teachers to tutor after school. We will have teachers tutoring after school an hour a day, three days a week. The teachers will each be paid their hourly rate of pay.

Student Outcome Data:

ESSA w/Disabilities	All Students	Black	Hispanic	White	Econ	ELL Disadvantaged	Students
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

ACT Aspire Data

ACT Aspire Scores for English Language Arts All Students: 2016-45.33% 2017-47.47%

2 Year Composite-
46.34%

ACT Aspire Scores for English Language Arts Economically Disadvantaged: 2016-35.12% 2017-39.42%

2 Year Composite-37.07%

ACT Aspire Scores for Mathematics All Students: 2016-56.00% 2017-59.60%

2 Year Composite-
57.68%

ACT Aspire Scores for Mathematics Economically Disadvantaged: 2016-49.22% 2017-58.65%

2 Year Composite-53.45%

ISIP Data

September ISIP Reading Scores for Kindergarten Tier 1-64%, Tier 2-23%, Tier 3-13%

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

September ISIP Reading Scores for 1st Grade Tier 1-65%, Tier 2-23%, Tier 3-12%

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

September ISIP Reading Scores for 2nd Grade Tier 1-73%, Tier 2-12%, Tier 3-15%

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

September ISIP Math Scores for Kindergarten Tier 1-67%, Tier 2-25%, Tier 3-8%

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

September ISIP Math Scores for 1st Grade Tier 1-57%, Tier 2-23%, Tier 3-20%

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

September ISIP Math Scores for 2nd Grade Tier 1-84%, Tier 2-11%, Tier 3-5%

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

September ISIP Vocabulary K-2 Scores 52% Tier I

April ISIP Vocabulary K-2 Scores 64% Tier I

K-1 DIBELS Composite Data

At or Above Benchmark K-56% 1st Grade-87%

Below Benchmark K-23% 1st Grade-7%

Well Below K-20% 1st Grade-6%

Data Dawg

At or Above Level September At or Above Level April

K-N/A 62%

1st-50% 94%

2nd-79% 75%

3rd-55% 66%

4th-62% 67%

5th-68% 73%

Selected Indicators:

Expect and monitor sound classroom management

IIIC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).(160)

Expect and monitor sound instruction in a variety of modes

IIIA31 All teachers interact instructionally with students (explaining, checking, giving feedback).(140)

IIIA32 All teachers interact managerially with students (reinforcing rules, procedures).(141)