



# Our Direction

**Rena Elementary School**

**Date of Report: 6/3/2019**

**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 I (proficient) on the ISIP Reading Assessment.		
Data Source: IStation-ISIP Reading	Baseline Year: 2017-2018	Baseline: 0.77
Target Date: 2018-2019	Target: 0.8	Actual: 0.75
Target Date: 2019-2020	Target: 80	Actual:

Performance Indicator: Move our Low Socio-Economic Students to at least 40% achieving on the ACT Aspire literacy assessment.		
Data Source: ACT Aspire Reading	Baseline Year: 2016-2017	Baseline: 0.26
Target Date: 2017-2018	Target: 0.4	Actual: 0.24

Target Date: 2018-2019	Target: 0.4	Actual:
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Performance Indicator: Students in 3rd-5th grade will increase their scores in Reading on the ACT ASPIRE to at least an average of 50% proficient.

Data Source: ACT Aspire Reading	Baseline Year: 2016-2017	Baseline: 0.38
Target Date: 2017-2018	Target: 0.5	Actual: 0.42
Target Date: 2018-2019	Target: 0.5	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.

Data Source: Istation-iSip Vocabulary	Baseline Year: 2017-2018	Baseline: 0.53
Target Date: 2018-2019	Target: 0.6	Actual: 0.64
Target Date: 2019-2020	Target: 0.7	Actual:

Performance Indicator: K-2 Students will increase their ISIP Vocabulary Assessment scores.

Data Source: iStation-iSip Vocabulary	Baseline Year: 2017-2018	Baseline: 0.64
Target Date: 2018-2019	Target: 0.7	Actual: 0.74
Target Date: 2019-2020	Target: 0.8	Actual:

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

Data Source: Istation	Baseline Year: 2018-2019	Baseline: 0.7
Target Date: 2018-2019	Target: 0.8	Actual: 0.7
Target Date: 2019-2020	Target: 0.8	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: 0.6
Target Date: 2017-2018	Target: 0.65	Actual: 0.63

Target Date: 2018-2019	Target: 0.65	Actual:
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Performance Indicator: K-2 Students will increase their average percent of students scoring proficient on the math section of iSIP.		
Data Source: Istation-iSip Math	Baseline Year: 2017-2018	Baseline: 0.8
Target Date: 2018-2019	Target: 0.83	Actual: 0.81
Target Date: 2019-2020	Target: 0.85	Actual:

**Data Review:**

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

**Rena Comprehensive Needs Assessment 2019-2020**

Rena has 457 students enrolled. Rena Elementary is primarily Caucasian. We have 78.49% Caucasian, approximately 11%, and 5% Hispanic. Approximately 4% 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 43 % 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 at approximately 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 2017-2018 school year and the 2018-2019 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 9 Chromebook Carts. 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 74.62. 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 2017 to 2018 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 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.

### **Literacy Plan 2019-2020**

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
3. Fluency: Interactive Read Aloud
4. Comprehension: Calkins Units of Study for Reading
5. Vocabulary: Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5)
6. Writing: Calkins Units of Study for Writing

### **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 to be an area of concern. 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)/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 training will continue to be provided for teachers who have not attended. Person Responsible: Principal/Assistant Principal

**Parent Involvement:** We will send home information to parents regarding the new 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

## **Math**

Through our data analysis of ACT Aspire scores we came to the conclusion that our greatest need is number sense and solving multistep problems. Our K-2 Math Scores show growth from last year with an average of 86% scoring at Tier I. Last year an average of 74% scored at Tier I. We need to raise the number of students scoring proficient on the ACT Aspire Math Assessment by increasing knowledge of number sense and solving multistep problems.

**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 Assessment and iSIP Assessment

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

**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	78.30	60.94

ACT Aspire Data

ACT Aspire Scores for English Language Arts All Students: 2016-45.33% 2017-47.47% 2018-45.03%

2 Year Composite-46.34%      3 Year Composite-45.94%

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ACT Aspire Scores for English Language Arts Economically Disadvantaged: 2016-35.12% 2017-39.42% 2018-44.5%

2 Year Composite-37.07%      3 Year Composite-39.68%

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ACT Aspire Scores for Mathematics All Students: 2016-56.00% 2017-59.60% 2018-63.77%

2 Year Composite-57.68%      3 Year Composite-59.79%

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ACT Aspire Scores for Mathematics Economically Disadvantaged: 2016-49.22% 2017-58.65% 2018-49%

2 Year Composite-53.45%

3 Year Composite-52.61%

## **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 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 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%

### **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 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 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%

#### ISIP Vocabulary Comparison

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

April 2019 ISIP Vocabulary K-2 Scores 74% 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**

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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**

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

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