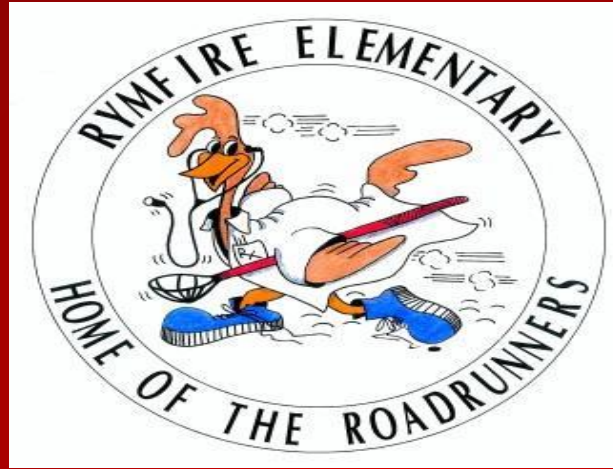


Welcome!

We will start the RES School Advisory Council  
Meeting at 4:30



# Rymfire Elementary

School Improvement Goals Review 2020-2021

# Current School Grade

- RES was recognized as a “B” school for the 2018-19 SY
- Highlights
  - Lowest number of Level 1 students on the 3rd grade ELA FSA in the district
  - ELA Learning Gains increased by 9% for all students and our low quartile students
  - Our School wide ELA achievement increased by 4%
  - Overall student Learning Gains in Math increased by 6%
  - Our Overall School ESSA FPPI increased by 1%
- COVID-19 Impact

# District: 6 Focus Areas for School Improvement Plans

- Literacy and High Expectations
  - Early Warning Systems
  - Graduation Rate
  - Every Student Succeeds Act (ESSA) Subgroups
  - Acceleration
  - Enhanced Acceleration
- 
- Our school goals must all be M.A.D.
    - Measurable
    - Attainable
    - Deadline Driven

# Literacy and High Expectations

- **Rationale**

- Grade 4th-6th Writing Scores

- 38% of students earned 7 or higher in writing
- 26% of students earned 5 or lower in writing
- 36% of our students earned a 6 on the writing

- **Measurable Outcome the School Plans to Achieve:**

- If our school focuses on the writing process across all content areas, then we will see a increase in our ELA Learning Gains and a minimum of 50% of our students scoring a 7 or better on the FSA Writing Assessment. This will be monitored by our students' performance on our school developed common writing prompts.

# Early Warning Systems

## Rationale

**2020: 41% of the students receiving an OSS were African American (AA).\***

## **Percentage of Total OSS Days Issued to African American Students**

**2017: 35%**

**2018: 42%**

**2019: 42%\*\***

**2020: 47%\***

**\*Incomplete data due to COVID 19**

**\*\*2019 data was pulled from Skyward's end of year reports. 2017 - 2018 data was pulled from the district's EWS report.**

# Early Warning Systems

## **Measurable Outcome the School Plans to Achieve:**

If all teachers at Rymfire Elementary School positively and proactively respond to student behaviors and implement specific behavior interventions, we will see the total number of days African American students served out of school suspensions decrease by 10 percentage points (47% to 37%). This subgroup data will be monitored quarterly during our Student Services Team meetings.

# Graduation Rate

## Rationale:

- Math Achievement in recent years:
  - 2016: 73%
  - 2017: 69%
  - 2018: 65%
  - 2019: 64%
- Learning Gains in recent years:
  - 2016: 53%
  - 2017: 47%
  - 2018: 47%
  - 2019: 47%



# Graduation Rate

## **Measurable Outcome the School Plans to Achieve:**

If we continue implementation of evidenced based instructional strategies, academic ROAD Time and collaborative activities, we will see an increase in students earning a 3 or higher on the FSA Math assessment and an increase in students making a learning gain on the FSA Math assessment which will be monitored through students' common assessments and diagnostic I-Ready data.

# Every Student Succeeds Act (ESSA) Subgroups

## Rationale:

- Current ESSA FPPI for SWD (37) students and AA(42)students
- Both are considerable gap from other subgroups.
- SWD and AA students have a Science achievement average at 13% versus 51% for all other subgroups combined.

# Every Student Succeeds Act (ESSA) Subgroups

If our school increases the use of evidence-based instructional strategies to support our struggling students in all content areas, we will see an increase by all students, especially our Students With Disabilities and African American Students in achievement on the state assessments of ELA , Math and Science. We will strive to increase achievement in all these areas to meet the minimum ESSA FPPI requirement percentage of 42 or more. It will be monitored by our progress on i-ready diagnostic assessments and common science assessments including science quarterlies.

# Acceleration

## Rationale:

- ELA % students earning a 4 or higher
  - 2019: 29%
  - 2018: 29%
  - 2017: 32%
- Math % of students earned a 4 or higher
  - 2019: 35%
  - 2018: 33%
  - 2017: 39%
- Science students earning 4 or higher
  - 2019: 18%
  - 2018: 25%
  - 2017: 23%

# Acceleration

## **Measurable Outcome the School Plans to Achieve:**

If we continue implementation of evidence-based instructional strategies, systematic writing processes, collaborative activities, and academic ROAD Time, we will see an increase in students earning a 4 or higher on the ELA, Math and Science State Assessments which will be monitored through students' common assessments, quarterlies, and diagnostic I-Ready data.

# Enhanced Acceleration

## Rationale:

- ESSA FPPI 2019 Subgroups at or below 42%
  - 37% for SWD (11% increase from 2018)
  - 42% for African American (3% increase from 2018)
- ESSA Level 3 or Higher on Science
  - 10% of SWD (5% drop from 2018)
  - 16% of AA (17% drop from 2018)
  - SWD and AA students have a Science achievement average at 13% compared to a 51% average for all other subgroups combined.
- ESSA Level 3 or Higher ELA
  - 40% of AA students (5% increase from 2018)
  - 26% of SWD students (6% increase from 2018)

# Enhanced Acceleration

If our school focuses on instructional practices that embed previewing vocabulary, accelerating exposure to grade-appropriate content, providing prior knowledge to make meaningful connections to new concepts and provide basic prerequisite skills along with new concepts rather than reteaching missing skills in isolation to increase classroom and virtual rigor, we will see an increase by all students, especially our Students With Disabilities and African American Students in achievement on all state assessments. We will strive to increase achievement in all areas and across all subgroups while focusing specifically on increasing ELA and Science to meet the minimum ESSA requirement percentage of 42 points or more. It will be monitored by our progress on i-ready diagnostic assessments and common science assessments including science quarterlies.

# Additional Rymfire SIP Initiatives

- Striving for all students to maintain an attendance rate of 90% or higher
  - 47 students (4%) were below 90% attendance last school year
  
- Review Positive Culture and Environment Tab in CIMS
  - Parent Engagement
  - Community Support
  - COVID-19 impact



# Rymfire Elementary School Improvement Plan 2021 SY

- Hard Copies are available upon request
- Our School improvement Plan in its entirety will be posted on our website once approved by the school board in September
  - A Draft copy and this presentation will be placed on the RES website at the conclusion of this meeting, once approved by our School Advisory Council