



## HEATH SPRINGS ELEMENTARY SCHOOL

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### Heath Springs Elementary SIC Report To The Parents

Heath Springs Elementary (HSE) uses data to drive instructional practices to set goals for improvement. The latest data suggests that less than half of the student population of 3rd-5th graders are meeting grade level expectations in English Language Arts and Math. The impact Covid has had on all facets of the educational sector has had detrimental effects on student learning. As more normalcy occurs, the number of students meeting or exceeding on the SC Ready assessments is likely to increase.

#### ELA Data

Based on end of year assessment data from 2022, 41.1% of our HSE students scored met or exceeds expectations on the SC Ready state test.

In third grade, 32.7% of students scored met or exceeds expectations on the ELA SC Ready. Of the total number of students tested, 36.9% of Caucasian students met or exceeded. There were not enough African American or ELL students to be rated. Boys scored 25.1% compared to 45% of girls. There were 22.6% of students in poverty that met or exceeded. MAP data from winter 2022 showed that 22% of students met or exceeded. According to CASE Benchmark #2, 25.5% of students are expected to meet or exceed on ELA SC Ready 2022.

While we see an overall growth need in our scores this data shows we have a gap in our male population and therefore need to create a strategy that will target the learning needs of that population. The data also shows us a need for strategic planning for closing the achievement gap with students in poverty. It would be helpful to look deeper to see if the males that did not score well fell into both categories.

In fourth grade, 40.9% of students scored met or exceeds expectations on the ELA SC Ready. Of the total number of students tested, 46.3% of Caucasian students met or exceeded. There were not enough African American or ELL students to be rated. Boys scored 20% compared to 56.1% of girls. There were 30% of students in poverty that met or exceeded. MAP data from winter 2022 showed that 28% of students met or exceeded. According to CASE Benchmark #2, 34.7% of students are expected to meet or exceed on ELA SC Ready 2022. We see the same trend in this data with males as we did in third grade. This data also shows we have a gap in our male population and therefore need to create a strategy that will target the learning needs of that population. The data also shows us a need for strategic planning for closing the achievement gap with students in poverty. It would be helpful to look deeper to see if the males that did not score well fell into both categories.

In fifth grade, 43.4% of students scored met or exceeds expectations on the ELA SC Ready. Of the total number of students tested, 52.6% of Caucasian students met or exceeded. There were not enough African American or ELL students to be rated. Boys scored 38.5% compared to

48.1% of girls. There were 34.3% of students in poverty that met or exceeded. MAP data from winter 2022 showed that 16% of students met or exceeded. According to CASE Benchmark #2, 29.4% of students are expected to meet or exceed on ELA SC Ready 2022. In 5th grade we do not have a large gap in our male population but need to use remediation and targeted strategies to increase our overall score. The data also shows us a need for strategic planning for closing the achievement gap with students in poverty. It would be helpful to look deeper to see if the males that did not score well fell into both categories.

### **Math Data**

Based on end of year assessment data from 2021, 49.4% of our HSE students scored met or exceeds expectations on the Math SC Ready test.

In third grade, 44.2% of students scored met or exceeds expectations on the Math SC Ready. Of the total number of students tested, 50% of Caucasian students met or exceeded. There were not enough African American students to be rated. Boys scored 50.1% compared to 35% of girls. There were 35.5% of students in poverty that met or exceeded. According to CASE, Benchmark 2 projects that 41.1% of students are expected to meet or exceed on Math SC Ready 2022. In the Winter of the 21-22 school year, 45.7% of students in third grade scored meets or exceeds on MAP. This data shows an achievement gap in our female students and those students in poverty. We can look at a deeper analysis to see if the females that did not score met or exceeds expectations fell in both categories. These students that fall into these categories will need a targeted intervention plans to close the achievement gap.

In fourth grade, 50.7% of students scored met or exceeds expectations on the ELA SC Ready. Of the total number of students tested, 57.4% of Caucasian students met or exceeded. There were not enough African American students to be rated. Boys scored 36.7% compared to 61% of girls. There were 45% of students in poverty that met or exceeded. According to CASE, Benchmark 2 projects that 49% of students are expected to meet or exceed on Math SC Ready 2022. In the Winter of the 21-22 school year 40.5% of students in fourth grade scored meets or exceeds on MAP. This data shows an achievement gap in our male students and those students in poverty. We can look at a deeper analysis to see if the males that did not score met or exceeds expectations fell in both categories. These students that fall into these categories will need targeted intervention plans to close the achievement gap.

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## **Report Card Designation- Additional Targeted Support And Improvement**

Our disabled children are in the bottom 5% of disabled children tested with SC READY. HSES has been given ATSI, an ESSA designation on our School Report Card, meaning we are in need of additional and targeted support based on performance outcomes of our disabled subgroup. We need a more comprehensive parent involvement program. To accomplish this effectively we need a full-time parent coordinator. We plan to use the ATSI money to pay for a full-time classified Parent Coordinator. The Parent Coordinator will invite parents of students with disabilities to family nights and to workshops to share how parents can support the academic and social emotional needs of their students.

## **Professional Development**

After carefully analyzing data from the 2021 school year, HSE has determined strategic steps to follow a multi-tiered system of support in order to meet the needs of all students. The MTSS process will ensure that students' academic needs, as well as, social and emotional needs are addressed. We recognize the need for increased professional development that has been reduced due to the overwhelming impact that Covid has had on teachers. Since reverting back to almost normal structures, HSE will move forward with more opportunities for teachers to grow their knowledge and practice of tier 2 and 3 instruction which will result in improved student performance.

Students need more exposure to rigorous assessments that resemble MAP, CASE, and SC Ready. Teachers have access to many resources such as CASE assessments, Study Island, and Flanagans to assess the students using a variety of DOK questions. During a recent professional development day, teachers learned how to use CASE as a resource for tiered instruction and how to create an assessment for progress monitoring. Teachers are encouraged to use these in the classroom to get students accustomed to testing vocabulary and rigorous questioning, as well as, using the data to plan tiered instruction.

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## **School Culture**

Chronic Absenteeism was 6.2% which is down from 9.0% the previous year.

With the COVID social distancing guidelines being implemented, our discipline referrals were reduced by 75%. The children were 6 feet apart which gave them little opportunity to make poor choices physically or verbally.

Our children did not experience the growth we normally see due to A/B schedules, two days face-to-face and three days virtually, during the first semester of 20-21. Teachers are teaching the standards not mastered last year as well as their grade level standards to try to close this gap.

Based on the SC 20-21 state department survey, 87.9% of parents indicated that they were satisfied with the home/school relations and learning environment. 93.1% of parents were satisfied with the social and physical environment. Teachers will update plans for instructional learning at least weekly on Google Classroom and Remind to keep parents notified of assignments. Teachers will send at least one positive note home to parents for each student monthly. These actions will help improve home/school relationships and keep parents informed of the learning environment.

School Report Card Link:

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjkwMTAxOQ>