

Schoolwide Plan Executive Summary for HARDIN REYNOLDS MEMORIAL SCHOOL

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SCHOOL SUMMARY

Hardin Reynolds Memorial School is an intermediate school housing grades 4-7 in Critz, Virginia. The current school population is 196 students (91 males and 104 females). The ethnicity of the student population is as follows: White (161)= 82.1%, African American (14)=7.1%, Hispanic (9)=4.5%, Multi-Racial (12)= 6.1%. HRMS currently has 50 students (25.5%) receiving special education services. 61% of students are economically disadvantaged.

Hardin Reynolds Memorial School currently has approximately 37 staff members. Our reading support staff consists of one Title I teacher and one Title I assistant. Students have access to two computer labs, one to one classroom laptops, iPads, and educational software (IXL English/Math and Study Island). This school year we have continued small group instructional practices in fourth grade and fifth grade reading. In the past school year we offered an in-school tutoring program from November to March. In addition, we offered a backpack program designed to help feed underprivileged children. For the eighth consecutive year, Hardin Reynolds Memorial School has achieved full accreditation in all subject areas as measured by the Virginia Standards of Learning Spring Assessments, with each subject area improving with regard to the overall pass rate.

STUDENT INFORMATION

Grade Range:	4-7	Percentage Hispanic:	4.5%	ELL Percentage:	0%
Total Enrollment:	196	Percentage African-American:	7.1%	Students with Disabilities Percentage:	25.5%
Percent of Students Identified as Economically Disadvantaged:	61%	Percentage White:	82.1 %	Attendance Rate:	94.7%
Federal Accountability Status:	Title 1	Multi-Racial	6.1%	Graduation Rate:	
				Dropout Rate:	

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators:	1
Number of General Education Teaching Faculty:	14
Number of Special Education Teaching:	4
Number and Type of Itinerant Faculty:	1- admin ast, 2-custodians, 3- cafeteria staff
Number and Type of Coaches:	1 student success coach
Number of Teacher Assistants:	9-TA's
Number and Type of Specialized Teaching Staff:	1- Title 1 Teacher
Number and Type of Resource Staff:	1- EL
Other Faculty Support:	

CURRICULUM OVERVIEW

Provide a simple descriptive list of the instructional programs your school offers in the core academic areas, by grade level and student type. If your school offers intervention programs or other additional academic programs, include them in the appropriate section. Do not include after school programs or informal academic enrichment programs that aren't a formalized part of your curriculum.

Hardin Reynolds has 5 teachers in grades 4-5 and 5 teachers in grades 6-7. Classes are self-contained with teachers teaming in grades 4/5 and 6/7. All students with disabilities are taught in an inclusion setting with minimal pull out support.

At the beginning of each year, SOL data is disaggregated to determine areas of weakness. Teachers utilize this data to reflect and adjust teaching strategies being used in each area of weakness. Students are tiered into three tiers and tier II and tier III students receive additional support during our Rebel Time remediation.

PLC meetings are held monthly to examine student data. Data from SOLs, Growth Assessments, benchmarks, and classroom formative and summative assessments are used to identify areas of specific weakness. Progress is monitored using SOL checklists and student data sheets which lists the student's mastery of each SOL. Students are re-tiered throughout the year according to their progress.

EXTENDED LEARNING OPPORTUNITIES

Provide a description of the opportunities for teachers, students, parents, and community partners to engage in or provide extended learning opportunities (Professional Development, workshops, afterschool programs, etc.)

Provide a simple description of the frequency, duration and primary use of collaborative time. List teachers that meet together, by type, during collaborative time (i.e., grade level teams, departments, etc).

Through the collaborative efforts of our Title I Team and School Leadership Team, Hardin Reynolds Memorial School continued several initiatives in the past school year that we feel led to our areas of growth. Primarily, our master schedule allowed for a structured remediation/intervention block called "Rebel Remediation Time," which allowed our classroom teachers and support staff to work with Tier II and Tier III students in a small group/individual setting. In addition, our Title I reading staff schedule allowed our Title I teacher to work with our below level readers in a one on one setting on their functional reading skills, and to allow our Title I teaching assistant to offer in-class instructional support. We also continued the process of assessing each Tier III below level reader using Test of Phonological Awareness and Fountas and Pinnell Running Records. Hardin Reynolds Memorial School also utilized allocated tutoring monies to provide individual Tutoring on Tuesdays and Thursdays to our Tier III students most below grade level, and all Tier II and III students for the four weeks leading up to the administration of the Spring SOL tests. Hardin Reynolds Memorial School also utilized professional colleague visits, in which teachers were asked to observe other staff members from a similar subject area, and analyze the instructional practices that would help improve their own performance. Hardin Reynolds Memorial School offered a number of family involvement sessions in the past school year: Title I Annual School Meeting/Back to School Night, Volunteer Training, Title I Family Reading Night, Parent/Teacher Conferences, and Title I Math Night.

AREAS OF STRENGTH

Refer to your Data & Key Capacity Analysis Worksheets to develop the description of trends and patterns in student achievement. If your school does not clearly show strength based upon the data reviewed by your team, explain that no observable strengths can be identified.

After analyzing the data from school year 2022-2023 compared to school year 2023-2024, our greatest area of strength was the overall performance in our subgroups, and the increase in our Science overall SOL pass rate. The breakdown is listed below:

School year 2022-2023

English: 85%

SPED: 65%, HISPANIC: 100%, BLACK: 61%, WHITE: 85% MULTIRACIAL: 100%

Math: 77%

SPED: 38%, HISPANIC: 72%, BLACK: 73%, WHITE: 78% MULTIRACIAL: 80%

Science: 61%

SPED: 40%, HISPANIC: 50%, BLACK: 0%, WHITE: 68% MULTIRACIAL: 50%

History: 82%

SPED: 55%, HISPANIC: 100%, BLACK: 83%, WHITE: 81% MULTIRACIAL: 100%

School year 2023-2024

English: 89%

SPED: 68.75%, HISPANIC: 100%, BLACK: 87%, WHITE: 89% MULTIRACIAL: 90%

Math: 85%

SPED: 67.65%, HISPANIC: 82%, BLACK: 71%, WHITE: 85% MULTIRACIAL: 100%

Science: 80%

SPED: 50%, HISPANIC: n/a, BLACK: 75%, WHITE: 80% MULTIRACIAL: 100%

History: 86%

SPED: 43%, HISPANIC: 100%, BLACK: 100%, WHITE: 84% MULTIRACIAL: 86%

AREAS OF CONCERN

Refer to your Data & Key Capacity Analysis Worksheets to develop the description of trends and patterns in student achievement. If your school does not clearly show a concern based upon the data reviewed by your team, explain why.

During the 2023-2024 school year, we at HRMS met all of the accreditation goals set at the beginning of the school year. Our percentages were the following:

- Math: 85%
- History: 86%
- Science: 80%
- English: 89%

All students will be given CIP created pre-assessments to identify specific weaknesses at the beginning of next year. For summer planning purposes, we will focus on our 2023-2024 school data. In examining our 2023-2024 SOL testing, concerns persist for our students in our special needs and 504 subgroups. Hardin Reynolds Memorial School met federal AMO standards in the 2023-2024 assessment year with the following scores: Math with a pass rate of 85% and a benchmark set at 70%, English with a pass rate of 89% and a benchmark set at 75%, History with a pass rate of 86% with a benchmark set at 70%, and Science with a pass rate of 80% with a benchmark set at 70%. We have showed improvement from school year 2022-2023 to school year 2023-2024 in our SPED subgroup which is detailed below:

School Year 2022-2023	School Year 2023-2024
English: SPED 65%	English: SPED 68.75%
Math: SPED 38%	Math: SPED 67.65%
Science: SPED 40%	Science: SPED 50%
History: SPED 55%	History: SPED 43%

Moving into school year 24-25, plans have been put into place so that students are receiving the extra support that is needed. TA’s designated to each grade level that follows the homeroom with SPED and 504 students to ensure support. PLC meetings monthly to discuss lesson planning and best forms of instruction. Instructional Coach to provide input on assessments, lesson planning, etc...Better utilization of “Rebel Time” to provide much needed remediation to our students on a more targeted approach.