



School Improvement Plan 2022-2023: Tate

Mission Statement:

The staff of James R. Tate Elementary strives to live up to our district's vision of "Every child, whatever it takes." With an approach that values each and every student as an individual, our staff works to diagnose the academic and social needs of all students. Technology is an aide which helps us work toward achieving our vision and prepare our students for a changing world. To that end, all K-5 classrooms have their own cart of devices. K-1 classrooms have iPads, and 2-5 classrooms have Chromebooks.

Lead Team Members: (Robert Childers, Michele Shipman, Jordan Duvall, Dana Clark, Leigh Moomey, Lisa Rogers, Dee Dee Howard)

Title	Name (Type Names in this Column)
Principal	Robert Childers
Assistant Principal	Michele Shipman
Counselor	Jordan Duvall
Media Specialist	Dana Clark
Teacher	Leigh Moomey
Teacher	Lisa Rogers
Teacher	Dee Dee Howard
Parent	Stephanie Neidecker
Parent (optional)	

Comprehensive Needs Assessment

Comprehensive Needs Assessment:

(include the following)

1. Review of Demographics
2. Review of Assessment Data
 - a. Include several sources (i.e. iSip, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

Needs Assessment

In terms of demographics, James R. Tate Elementary serves approximately 450 students in grades P-5, and our free/reduced lunch rate is approximately 72%. Females comprise 51.4% of the student population. Our school is largely Caucasian at 73%. The next largest racial categories are Hispanic at 19% and African American just over 1%. Nearly 5% of our students are participants in the district's Gifted and Talented program. Approximately 12.8% of our students are participants in the school's special education program. In addition, 5% of our student population qualifies as English Learner (EL) and 3% have 504s. Due to COVID-19 and associated contact tracing and quarantines, it was problematic to achieve reliable data regarding attendance.

*Foundations and 95 Percent Group are still relatively new materials in the implementation process. and will be accompanied by professional development provided by these companies. Also in terms of professional development, teachers will continue to be trained in RISE, Arkansas's statewide reading initiative as needed. This will lead to a greater emphasis on small group and one on one instruction and subsequent skill work.

Data Review

Our leadership team analyzed test scores from the 2021 administration of the 3rd, 4th, and 5th grade ACT Aspire Interim 2 given in late January 2021 and compared to Interim 2 given the previous year (2020). Summative exams were not administered due to COVID-19. In general, our data suffers from the fact that students missed the last quarter of the 2019-2020 school year due to COVID-19. In addition, we also started our current school year late due to the virus. The 2017 ACT Aspire test data will serve as our baseline for this assessment. The leadership team also examined the results of Kindergarten through 2nd grade Istation assessments. This is the fifth year that our district has utilized Istation. The September administration of 2016-2017 will serve as our baseline for purposes of comparison. 2021 Interim 2 data revealed that 23% of tested students in grades 3-5 performed at grade level on the ACT Aspire reading assessment. This is an 11% decline from 2020 Interim 2 and points to our main area of weakness and the impacts of COVID-19.

We must increase the number of students performing at grade level on this assessment. Improving our phonics instruction K-3 can help this improvement take place. To accomplish this, Tate will:

***Implement** Foundations phonics curriculum K-3/ 95 Percent Group Multi-Syllabic Response Cards 4-5 and Phonics Booster K-5, Moby Max, and eSpark

***Professional Development:** VBSD has initial responsibility of providing company-sponsored PD in August; thereafter periodic support PD in team meetings; continued teacher RISE training. Teachers annual training in the Science of Reading.

Person responsible: Principal/Assistant Principal

***Parent Involvement:** Disseminate information to parents regarding this shift in phonics instruction and how parents can help their students at home

Person responsible: Parent Involvement Coordinator

***Monitor:** Principal/Assistant Principal will conduct weekly classroom walk-throughs to check for implementation.

***Evaluation:** DIBELS, Istation, etc. Look for phonics growth once a month

Person Responsible: Principal/Assistant Principal

***Purchases:** Materials and supplies to support the implementation of Foundations and 95 Percent Group, including relevant technology, Moby Max, eSpark, etc.

During the 2021 administration of the ACT Aspire Interim 2, grades 3-5 collectively scored 39% in math, which is a two percent decrease from the prior year's Interim 2. We must continue to increase the number of students performing at grade level on this assessment. Particularly, performance on chart and graph interpretation is a skill to target for improvement. This skill will be the subject of monthly common assessments in grades 3-5. Time is also set aside in the master schedule for remediation work to occur. This block of time allows students time to work on ST Math with teacher support. This time is also utilized by teachers to perform small group intervention.

***Implement** End of unit assessments of student learning in math targeting the skill of chart and graph interpretation. These problems will be created or found each month during team meetings. Sometimes the unit content will lend itself to this work. Other times, the review found within 10 minute math will serve the purpose.

Person Responsible: Principal/Assistant Principal

***Professional Development** During team meetings, items for monthly common assessments will be created. Student performance on these items will also be evaluated.

Person Responsible: Principal/Assistant Principal

***Parent Involvement** Information regarding these common assessments will be sent home to parents, advising them of our focus.

Person Responsible: Principal/Assistant Principal/Parent Involvement Coordinator

***Monitor** Ensure that unit assessments are happening and being supplemental needs (such as chart and

graph work) are created in team meetings

Person Responsible: Principal/Assistant Principal

***Evaluation** Common assessment performance, ACT Aspire Interim data

***Purchases** Materials and supplies and relevant technology programs to support the math curriculum

Actions

1. Continue implementing Foundations, the district's core phonics curriculum.
2. Continue implementing 95% Group interventions, particularly for grades 2-5.
3. Implement before/after/summer school program(s) to remediate learning loss due to COVID-19.
4. Principals and teachers will examine classroom instructional strategies, such as additional small group instruction and additional professional development for teachers to offset learning loss. Additionally, we may explore greater online supports for mathematics.

Evaluation

*Principal and assistant principal will monitor classroom implementation of Foundations on a regular basis. Debrief will take place in grade level team meetings.

*Principal and assistant principal will monitor 95% Group interventions. We will evaluate the process in monthly RTI reviews with the leadership team and relevant teacher involvement and

utilize data from ACT Aspire Interims/Istation data and PSI/PAST inventories pursuant to

our RTI Referral System.

*Principal and assistant principal will monitor summer/phonics programs and subsequent data. By utilizing remediation materials such as, but not limited to, 95% Group and Read 180, our school will target low progress readers in summer school programs in 2021 and low progress readers during the 2021-2022 school year. Any student achieving below grade level on the reading portions of Istation/ACT Aspire may be targeted for these extended day programs. Our population is suffering from reading loss partially due to COVID and the subsequent loss of instructional time.

Perceptual Data

In terms of perception data for our school, the following statement in our district's teacher survey: "Teachers in my school are involved with the decision-making about professional learning" earned the lowest rating among the eighteen questions in the survey with three out of nineteen teachers responding "Sometimes." Leadership at Tate needs to be more intentional about involving staff members in decision making about their professional learning. This professional learning needs to be tailored to teacher and student needs in real time reflecting the successes and difficulties encountered by teachers and students as they navigate the curriculum. Professional development offered by our district, particularly Project Lead the Way (PLTW) training and RISE training, will comprise a significant portion of that teacher learning. As an administrator in my school, this makes me realize that we must continue to provide meaningful learning to teaching staff in professional develop settings---whether that is in weekly team meetings or whole group professional development days. This work is aided by the fact that our district provides quality professional development which supports our school's and district's goals in areas such as reading and science. This can be further

achieved by speaking with teaching staff as to their professional development needs. Another statement in the district survey revealed a strength, "My school's leaders provide teachers with resources to support our individual and school goals for professional learning." This survey item received a rating of "Always" from sixteen of nineteen from teaching staff, with the other three responses being "Often." This indicates that school leadership has been effective in equipping teachers with what is necessary to effectively execute the curriculum.

Parent survey data revealed that 94.5% of parents responded "Yes" to the following statement: "My child's school promotes family and community involvement." This tells our school that it can do a better job of including and engaging families in the educational process of our students. Expenditure allocations will be made to provide more opportunities to attend meetings which include parental education and family involvement. We will also use funds to provide family nights to invite families into the school and target specific areas in which we need to grow and provide parents with strategies they can use to support their children's learning at home. Counselors from outside agencies will be available at these after hour family events to ensure parents feel more confident in their parenting skills and in their ability to be involved.

Goals

Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)

Write a SPECIFIC Goal:

Example Goal: All students at John Doe School will increase reading achievement.

Example Performance Indicator: Students in ___ grade will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient by May 2022.

Goal 1 All students at Tate Elementary will increase math achievement.

Math Performance Indicator-Students in grades K-5 will increase their Istation math scores from 41% (students in Levels 3-5) in September 2021 to 55% by the end of May 2022.

Data Source:Istation	Baseline Year:2017-18	Baseline:67
Target Date: 2018-2019	Target: 72%	Actual:71%
Target Date: 2019-2020	Target: 76%	Actual: 77%
Target Date: 2020-2021	Target: 82%	Actual: 27%
Target Date:2021-2022	Target: 55%	Actual: 56%
Target Date 2022-2023	Target: 70%	Actual:

Goal 2 All students at Tate Elementary will increase reading achievement.

Reading Performance Indicator-Students in grades K-5 will increase their Istation reading scores from 43% (students in Levels 3-5) in September 2021 to 53% by May 2022.

Data Source: Istation	Baseline Year:2017-18	Baseline:58%
Target Date: 2018-19	Target: 63%	Actual: 58%
Target Date: 2019-2020	Target: 63%	Actual: 60%
Target Date: 2020-2021	Target: 65%	Actual: 35%
Target Date: 2021-2022	Target: 53%	Actual: 58%
Target Date: 2022-2023	Target: 70%	Actual:

Goal 3 Assist all students at Tate Elementary with the impact of learning loss due to Covid.

Performance Indicator-By utilizing remediation materials such as, but not limited to 95% Group, Heggerty, eSpark, and Moby Max, our school will target low progress readers in a summer school

program in 2021 and with the 95% Group Booster to start out the 2021-2022 school year. Students reading below grade level according to the Benchmark Reading Assessment by Fountas and Pinnell may be targeted for these programs, with all students in grades 1-5 participating in the 95% Group's Back to School Booster. Additionally, our 3-5 students who continue to struggle will also benefit from Heggerty Bridge the Gap in small group intervention to address phonemic awareness issues. Our population is suffering from reading loss partially due to COVID and the subsequent loss of instructional time.

Data Source: Benchmark Rdg.	Baseline Year: 2021-2022	Baseline:
Target Date: May 2022	Target: 65%	Actual: 51%
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

Goal 4 Increase the reading and math achievement of special education students.

Performance Indicator By providing additional targeted support to our special education population both during the school day and in an after school tutoring program, Tate expects to see this subpopulation's ESSA index rise to the Arkansas Department of Education's exit value of 57.48. This value was 53.32 for the Spring 2021 ACT Aspire. So improvement is needed. We will monitor this subpopulation's monthly Istation reading and math scores as well as the reading levels of these students. The after school tutoring will utilize interventions such as, but not limited to, 95% Group materials and ST Math. Tate will form a school action team and identify all SPED students who are below grade level in reading and or math. Our special education teacher will use the Corrective Reading Program five times a week with all sped students. The special education teacher will implement inclusion practices with 5th grade classes.

Data Source ESSA Index	Baseline Year: 2020-2021	53.32
Target Date: May 2022	Target: 57.48	Actual:

Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December 2021)

Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

Goal 1. All students at Tate Elementary will increase math achievement.

Progress toward meeting Goal 1: Math Performance Indicator-Students in grades K-5 will increase their Istation math scores from 41% (students in Levels 3-5) in September 2021 to 55% by the end of May 2022.

After the December administration of Istation Math, it was found 50% of K-5 students scored in Level 3-5. We finished at 35% last school year, and our goal was 55%, so we are making progress.

Goal 2. All students at Tate Elementary will increase reading achievement.

Progress toward meeting Goal 2: Reading Performance Indicator-Students in grades K-5 will increase their Istation reading scores from 43% (students in Levels 3-5) in September 2021 to 53% by May 2022.

After the December administration of Istation Reading, it was found 58% of K-5 students scored in Level 3-5. We finished at 27% last school year, and our goal was 53%, so we are making progress.

Goal 3. (Optional) (Type Goal 3 Here)

Progress toward meeting Goal 3 (Optional): (Type Here)

Literacy Plan

Literacy Plan

(include the following)

- Implementation
- Monitoring
- Professional Development
- Parent Involvement
- Evaluation

Literacy Plan

Tate Elementary will use the six components of an effective literacy program. These five components are:

1. Phonics: *Foundations for K-3; *95 Percent Group/Multi-Syllabic Response Cards 4-5
2. Phonemic Awareness: Heggerty
3. Fluency: Calkins Units of Study
4. Comprehension: Calkins Units of Study
5. Vocabulary: Independent Read-Alouds, Vocabulary Surge (4-5)
6. Writing: Calkins Units of Study

In addition to these five components, students demonstrating that they possess markers for dyslexia, as determined by the district's dyslexia screener, will be serviced via Susan Barton materials.

*Foundations and 95 Percent Group are still relatively new materials in the implementation process. and will be accompanied by professional development provided by these companies. Also in terms of professional development, teachers will continue to be trained in RISE, Arkansas's statewide reading initiative as needed. This will lead to a greater emphasis on small group and one on one instruction and subsequent skill work.

Elementary only- (for each of the 6 areas of literacy)

1. Phonemic Awareness: Heggerty Program

2. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards 4-5 and Word Journeys (Blended Learning-Virtual lessons from Foundations as well as teacher Zooms and recordings.)
3. Fluency: Interactive Read Aloud (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)
4. Comprehension: Calkins Units of Study for Reading (Blended Learning-Teacher Zooms and recorded lessons, Seesaw, iStation and Google Classroom)
5. Vocabulary: Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5) (Blended Learning-Teacher Zooms and recorded lessons, Seesaw, iStation and Google Classroom)
6. Writing: Calkins Units of Study for Writing (Blended Learning-Teacher Zooms and recorded lessons, Seesaw, iStation and Google Classroom)

FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

Goal 1. (Copy and Paste Goal 1 Here)

X	MET
	NOT MET

	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION:(Describe your progress for Goal 1 here)

Goal 2. (Type Goal 2 Here)

	MET
	NOT MET
	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: (Describe your progress for Goal 2 here)

Goal 3. (Optional) (Type Goal 3 Here)

	MET
	NOT MET
	CONTINUE IN 2022-2023
	REMOVED

DESCRIPTION: (Describe your progress for Goal 3 here)

Celebrations

(Type Here)