

**EOY School Improvement Summary
School Year 2023-2024
Tate Elementary**

Demographics:

Approximately 450 students enrolled.

English Learners: 5%

G/T: 5%

Economically Disadvantaged: 72%

Special Education: 13%

504: 3%

Ethnicity: Caucasian 73%, Hispanic/Latino 19%, African American 2%, Asian 2%, and 4% other.

Assessment Data:

Tate's Leadership Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, student data (grades, attendance, discipline, etc), ACT Aspire Summative scores, Istation data, phonics inventories, IEP conferences, 504 conferences, and dyslexia screenings. Based upon the data we have identified the following needs:

Aspire Summative Data from the 2021-2022 school year

Reading percent Ready/Exceeding

Grade 3: 35

Grade 4: 37

Grade 5: 31

School: 34

Math percent Ready/Exceeding

Grade 3: 46

Grade 4: 34

Grade 5: 35

School: 38

In addition to this ACT Aspire data from Spring 2022, we looked at the Istation data from the 2022-2023 school year. Tate's most recent test data from April of 2023 revealed that Tate had

49.8% of K-5 students score Level 3-5 in Istation Reading. This is roughly 5% shy of our goal for this school year.

Similarly with Istation Math, Tate had 54% of students finish at Levels 3-5. This was also short of our goal.

Analysis of Assessment Data:

The data shows a need for improvement in ACT Aspire Scores along with other diagnostic assessments. Students not at benchmark need additional time and instruction in order to master standards. A focus on standards based instruction will continue with a focus on small group and individual instruction.

Goals:

1. Improve Reading scores on ACT Aspire/Istation.
2. Improve Math Scores on ACT Aspire/Istation.
3. Improve performance of IEP students on above assessments.

Actions:

1. Implement Professional Learning Communities through work with Solution Tree. This involves implementing newly built math units and subsequent common formative and unit assessments and conducting weekly unit building/data meetings.
2. Implement a blended learning system of learning including, but not limited to: Seesaw for K-2 and Google Classroom for 3-5.
3. Utilize paras to assist students who are at risk and need additional time to master standards.
4. Provide an intervention block within the master schedule for students not meeting grade level standards..

Monitoring and Evaluation:

- Principal will monitor weekly team meetings and subsequent decisions based on data (CFAs and EOU assessments).
- Principal will monitor the intervention block.
- Monthly RTI reviews of data with the Guiding Coalition utilizing data from ATLAS, Istation, and PSI/PASI inventories as well as classroom assessments.

Literacy Plan:

We will use the five components of an effective literacy program to improve reading performance. The five components are:

1. Phonics: *Foundations for K-3; 95% Group/Multisyllable Routine Cards 4-5*
2. Phonemic Awareness: *Heggerty, 95% Group*
3. Fluency: *Foundations; HMH Into Reading Curriculum*
4. Comprehension: *HMH Into Reading Curriculum*
5. Vocabulary: *Independent Read-Alouds; Vocabulary Surge (3-5); Marzano's Teaching Vocabulary*