



# Our Direction

**James R. Tate Elem School**

**Date of Report: 6/4/2018**

**Vision:**

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.

**Goals:**

- Increase math achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall math achievement for grades 3-5 students by 10% as measured by percentages of students scoring "Exceeding" or "Ready" on ACT Aspire.		
Data Source: ACT Aspire Math	Baseline Year: 2016-2017	Baseline: 0.37
Target Date: 2018-2019	Target: 0.47	Actual:

Performance Indicator: Increase overall math achievement for grades K-2 students by 5% as measured by percentages of students scoring Tier I on iStation.		
Data Source: iStation Math	Baseline Year: 2016-2017 (April)	Baseline: 0.67
Target Date: 2018-2019	Target: 0.72	Actual:

- Increase reading achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall reading achievement for grades 3-5 students by 15% as measured by percentages of students scoring "Exceeding" or "Ready" on the ACT Aspire assessment.		
Data Source: ACT Aspire Reading	Baseline Year: 2016-2017	Baseline: 0.26
Target Date: 2017-2018	Target: 0.41	Actual:

Performance Indicator: Increase overall reading achievement for grades K-2 students by 5% as measured by percentages of students scoring Tier 1 on iStation.		
Data Source: iStation Reading	Baseline Year: 2016-2017 (April)	Baseline: 0.58
Target Date: 2017-2018	Target: 0.63	Actual:

- Increase science achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall science achievement for grades 3-5 students by 10% as measured by percentages of students scoring "Exceeding" or "Ready" on the ACT Aspire science test.		
Data Source: ACT Aspire Science	Baseline Year: 2016-2017	Baseline: 0.27
Target Date: 2017-2018	Target: 0.37	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

In terms of demographics, James R. Tate Elementary serves approximately 455 students in grades P-5, and our free/reduced lunch rate is 72%. Our school is largely Caucasian at 75%. The next largest racial category would be Hispanic at 13.83%. Nearly 4% of our students are participants in the district's Gifted and Talented program. 17.23% of our students are participants in the school's special education program. In addition, nearly 2% of our student population receives services via a district Migrant tutor. We compared our attendance this school year with the 2016-2017 year because this is the same span of time our assessments were given and found that our attendance rate was 95% each year.

Our leadership team analyzed test scores from the 2017 administration of the 3rd, 4th, and 5th grade ACT Aspire. 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 first year that our district has utilized iStation. The September administration will serve as our baseline for purposes of comparison. During the 2017 administration of the ACT Aspire, third grade's reading performance score was 27%. As of the third ACT Aspire interim this February, that number rose to 52% among that group as fourth graders. Our reading level data also suggests that our second and third grade percentages are somewhat static. 2016-2017 ESSA data revealed that 26% of tested students in grades 3-5 performed at grade level on the ACT Aspire reading assessment. This data points to our main area of weakness. We must increase the number of

students performing at grade level on this assessment. We will have extended learning time to assist our students before and/or after school. In addition, our teaching staff will place a greater emphasis on small group and one on one instruction and subsequent skill work. This can be achieved through professional development in team meetings and allowing time for teachers to watch instruction modeled in other classrooms. We believe that teacher participation in our state's RISE reading initiative and a renewed emphasis on phonics instruction in the primary grades, coupled with targeted, systematic intervention, will lead to growth in these grade levels as well. iStation and Phonetic Connections are other vehicles to help us remediate subpar reading performance. We will continue to supply our students with relevant technology which enhances the delivery of our curriculum such as Chromebooks and Promethean Boards.

During the 2017 administration of the ACT Aspire, fourth grade scored 24% in math. This group scored 57% as fifth graders on ACT Aspire interim 3. 2016-2017 ESSA data revealed Tate's math achievement score was 39% overall in grades 3-5 based on the 2016-2017 ACT Aspire assessment. We must increase the number of students performing at grade level on this assessment. Our school will purchase ST Math and iStation curriculum to help us remediate our struggling math students in grades K-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. We will also purchase additional technology, such as Chromebooks, to facilitate this. We shall also utilize after school tutoring and intervention staff to help students achieve.

In looking at our ESSA data, our ACT Aspire science achievement score was 28%. This is a second area of weakness to address. Specifically, we need to spend time utilizing strategies which allow our students to perform better on skills such as reading and interpreting charts and graphs. Pursuing work in depth of knowledge with our teaching staff and digging below the surface to see how many level one and two items versus level three and four items that our students encounter on a daily basis will help to improve student performance. This can also involve teacher creation of more items at the third and fourth level. Our students can also benefit from sample items from sources such as Engage New York and the ACT Aspire sandbox.

In terms of perception data for our school, the following statement in our Standards Assessment Inventory (SAI) survey: "The primary goal for professional learning in my school is to enhance teaching practices to improve student performance" earned a rating of 4.6/5.0 from teaching staff. Another statement in the SAI survey, "My school's professional learning plan is aligned to school goals," received a rating of 4.6/5.0 from teaching staff. Consequently, our school needs to continue to place an emphasis on the professional learning to which our teaching staff has access. 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.

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.

## Student Outcome Data:

### ESSA Data from 2016-2017

Overall Index Score 66.39 (C), up from 64.18 the previous year

Strongest area in ESSA: Value-Added Growth Score 81.41

Weakest area in ESSA: School Quality and Student Success Score 49.94 (26% reading at grade level)

English/Language Arts 32%

Mathematics 39%

Science Achievement 28%

Growth in Science Achievement 51%

### 2017 End of Year ACT Aspire Data

3rd Grade: English 69% Science 31% Math 30% Reading 27% Writing 9%

4th Grade: English 49% Science 31% Math 24% Reading 27% Writing 7%

5th Grade: English 63% Science 25% Math 30% Reading 24% Writing 20%

Overall: English 61% Science 27% Math 37% Reading 26% Writing 22%

### 2018 Interim 3 ACT Aspire Data (February 2018)

3rd Grade: English 57% Science 25% Math 45% Reading 34% Writing No Interim Available

4th Grade: English 63% Science 27% Math 33% Reading 52% Writing "

5th Grade: English 69% Science 29% Math 57% Reading 29% Writing "

Overall: English 63% Science 27% Math 45% Reading 38% Writing "

### iStation September 2017 vs. April 2018 (Tier I percentages)

Kindergarten Reading 29% Sept., 58% April

1st Grade Reading 29% Sept., 53% April

2nd Grade Reading 47% Sept., 54% April

3rd Grade Reading 39% March, 50% April (acquired iStation for 3-5 in March)

4th Grade Reading 48% March, 48% April "

5th Grade Reading 51% March, 56% April "

Kindergarten Math 52% Sept., 66% April

1st Grade Math 47% Sept., 71% April

2nd Grade Math 63% Sept., 60% April

3rd Grade Math 63% March, 68% April (acquired iStation for 3-5 in March)

4th Grade Math 65% March, 65% April "

5th Grade Math 44% March, 47% April "

### **DIBELS 2017-2018**

Kindergarten: First Sound Fluency Score has risen from 80% to 86% (as of January)

1st Grade: Composite has risen from 42% to 49% since the beginning of the year (as of January)

Nonsense Word Fluency Correct Letter Sounds has risen from 47% to 60% (as of January)

Nonsense Word Fluency Whole Words Read has rise from 38% to 70% (as of January)

### **Data Dawg Reading Levels at 3 or 4 (as of February)**

Kindergarten: 73% as of 3rd quarter

1st Grade: 38% Beginning of Year/72% as of 3rd quarter

2nd Grade: 52% Beginning of Year/48% as of 3rd quarter

3rd Grade: 48% Beginning of Year/47% as of 3rd quarter

4th Grade: 58% Beginning of Year/67% as of 3rd quarter

5th Grade: 53% Beginning of Year/55% as of 3rd quarter

**Selected Indicators:**

**Expanded time for student learning and teacher collaboration**

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IH01 The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

**Expect and monitor sound instruction in a variety of modes**

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IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)