

Our Direction

James R. Tate Elem School

Date of Report: 6/3/2019

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. To that end, all K-5 classrooms have their own cart of devices. K-1 classrooms have iPads, and 2-5 classrooms have Chromebooks.

Values:

Mission:

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: 2017-2018	Target: 0.47	Actual: 0.51
Target Date: 2018-2019	Target: 0.61	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: 0.71
Target Date: 2019-2020	Target: 0.76	Actual:

- Increase reading achievement.

Performance Measure(s)

Performance Indicator: Increase overall reading achievement for grades 3-5 students by 12% 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: 0.29
Target Date: 2018-2019	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: 2017-2018 (April)	Baseline: 0.58
Target Date: 2018-2019	Target: 0.63	Actual: 58
Target Date: 2019-2020	Target: 0.63	Actual:

- Increase science achievement.

Performance Measure(s)

Performance Indicator: Increase overall science achievement for grades 3-5 students by 5% 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: 0.32
Target Date: 2018-2019	Target: 0.37	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Needs Assessment

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.

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 new materials 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. 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 2018 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 second year that our district has utilized Istation. The September administration of 2016-2017 will serve as our baseline for purposes of comparison. 2017-2018 ESSA data revealed that 29% 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. 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

***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

During the 2018 administration of the ACT Aspire, grades 3-5 collectively scored 51% in math, which is a fourteen percent increase from the year prior. 2017-2018. 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** Monthly common 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 meeting. Sometimes the unit content will lend themselves 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 these month common assessments are happening and being 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

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.

Student Outcome Data:

ESSA Data from 2017-2018

Overall Index Score 68.42 (C), up from 66.39 the previous year

Strongest area in ESSA: Value-Added Growth Score 82.3

Weakest area in ESSA: School Quality and Student Success Score 46.33 (28% reading at grade level)

English/Language Arts 34%

Mathematics 53%

Science Achievement 32%

Growth in Science Achievement 48%

2018 End of Year ACT Aspire Data

3rd Grade: English 71% Science 35% Math 51% Reading 29%

4th Grade: English 55% Science 21% Math 43% Reading 25%

5th Grade: English 72% Science 39% Math 60% Reading 30%

Overall: English 67% Science 33% Math 52% Reading 29%

2018 Interim 3 ACT Aspire Data (February 2019)

3rd Grade: English 44% Science 25% Math 45% Reading 24%

4th Grade: English 65% Science 39% Math 44% Reading 37%

5th Grade: English 73% Science 29% Math 58% Reading 24%

Overall: English 59% Science 31% Math 48% Reading 28%

iStation September 2018 vs. April 2019 (Tier I percentages)

Kindergarten Reading 42% Sept., 48% April

1st Grade Reading 56% Sept., 54% April

2nd Grade Reading 42% Sept., 65% April

3rd Grade Reading 44% Sept., 56% April

4th Grade Reading 42% Sept., 64% April

5th Grade Reading 56% Sept., 63% April

Kindergarten Math 44% Sept., 60% April

1st Grade Math 59% Sept., 74% April

2nd Grade Math 60% Sept., 70% April

3rd Grade Math 58% Sept., 67% April

4th Grade Math 54% Sept., 72% April

5th Grade Math 73% Sept., 85% April

DIBELS 2018-2019

Kindergarten: First Sound Fluency Score 72% (as of January)

1st Grade: Composite 62% (as of January)

Nonsense Word Fluency Correct Letter 60% (as of January)

Nonsense Word Fluency Whole Words Read 66% (as of January)

Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

Selected Indicators:

Expanded time for student learning and teacher collaboration

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

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