



## James R. Tate Elem School

Date of Report: 5/11/2021

### 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:

- Implement before/after/summer school program(s) to remediate learning loss due to Covid.  
Performance Measure(s)

Performance Indicator: 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 before/after school tutoring 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.

Data Source: 95% Group PSI	Baseline Year: 2020-2021	Baseline: 30%
Target Date:	Target:	Actual:

- Increase math achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall math achievement for grades 3-5 students by 15% as measured by percentages of students scoring "Exceeding" or "Ready" on ACT Aspire.

Data Source: ACT Aspire Math	Baseline Year: 2016-2017	Baseline: 37%
Target Date: 2017-2018	Target: 47%	Actual: 51%
Target Date: 2018-2029	Target: 46%	Actual: 41%
Target Date: 2019-2020	Target: 61%	Actual: 41%
Target Date: 2020-2021 Interim 2	Target: 56%	Actual: 39%
Target Date: 2021-2022 Interim 2	Target: 45	Actual:

Performance Indicator: Increase overall math achievement for grades K-2 students by 5% as measured by percentages of students scoring Tier 4-5 on IStation.

Data Source: IStation Math	Baseline Year: 2016-2017 (April)	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: 50%	Actual:

- Increase reading achievement.

**Performance Measure(s)**

Performance Indicator: Increase overall reading achievement for grades 3-5 students by 10% 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: 26%
Target Date: 2017-2018	Target: 41%	Actual: 29%
Target Date: 2018-2019	Target: 40%	Actual: 31%
Target Date: 2019-2020	Target: 41%	Actual: 33%
Target Date: 2020-2021 Interim 2	Target: 43%	Actual: 23%
Target Date: 2021-2022 Interim 2	Target: 35%	Actual:

Performance Indicator: Increase overall reading achievement for grades K-2 students by 5% as measured by percentages of students scoring Tier 4 or 5 on iStation.

Data Source: iStation Reading	Baseline Year: 2017-2018 (April)	Baseline: 58%
Target Date: 2018-2019	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: 45%	Actual:

### Data Review:

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

#### 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%. Our school is largely Caucasian at 70%. The next largest racial categories are Hispanic at 19% and African American at 3%. Nearly 4% of our students are participants in the district's Gifted and Talented program. Approximately 18% of our students are participants in the school's special education program. In addition, 11% of our student population qualifies at English Learner (EL). Due to COVID-19 and associated contact tracing and quarantines, it was problematic to achieve reliable data regarding attendance.

#### 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.

#### **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 1station assessments. This is the fifth year that our district has utilized 1station. 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

**\*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, 1station, 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 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** 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

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 Fundations 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/before/after school 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 before/after school tutoring 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 development 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 33% (Interim 2)

Mathematics 41% (Interim 2)

Science Achievement 32%

Growth in Science Achievement 48%

**2020 Interim 2 ACT Aspire Date (January 2020)**

3rd Grade: English 40% Science 22% Math 38% Reading 30%

4th Grade: English 62% Science 40% Math 38% Reading 41%

5th Grade: English 80% Science 30% Math 47% Reading 30%

Overall: English 61% Science 31% Math 41% Reading 34%

**2021 Interim 2 ACT Aspire Data (January 2021)**

3rd Grade: English 38% Science 16% Math 36% Reading 21%

4th Grade: English 59% Science 31% Math 31% Reading 30%

5th Grade: English 67% Science 26% Math 49% Reading 18%

Overall: English 55% Science 24% Math 39% Reading 23%

**IStation September 2020 vs. April 2021 (Tier 4-5 percentages)**

Kindergarten Reading 20% Sept., 32% April

1st Grade Reading 18% Sept., 29% April

2nd Grade Reading 32% Sept., 40% April

3rd Grade Reading 28% Sept., 33% April

4th Grade Reading 23% Sept., 34% April

5th Grade Reading 30% Sept., 42% April

Kindergarten Math 27% Sept., 57% April

1st Grade Math 31% Sept., 50% April

2nd Grade Math 18% Sept., 24% April

3rd Grade Math 26% Sept., 12% April

4th Grade Math 32% Sept., 18% April

5th Grade Math 28% Sept, 27% April

**DIBELS 2020-2021**

Kindergarten: First Sound Fluency Score 55% (as of January)

1st Grade: Composite 38% (as of January)

Nonsense Word Fluency Correct Letter 48% (as of January)

Nonsense Word Fluency Whole Words Read 65% (as of January)

2nd Grade: Composite 50% (as of January)



**Selected Indicators:**

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

IHO1 The school monitors progress of the extended learning time programs and other strategies related to school improvement.(398-1)

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

IIIAO7 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)