

**EOY School Improvement Summary**  
**School Year 2024-2025**  
**Tate Elementary**

**Demographics:**

Approximately 456 students enrolled

**English Learners:** 13.6%

**G/T:** 4%

**Economically Disadvantaged:** 78.6%

**Special Education:** 11.34%

**504:** 3%

**Ethnicity:** Caucasian 71.8%, Hispanic/Latino 18.14%, 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 2022-2023 school year**

**Reading percent Ready/Exceeding**

Grade 3: 18.3

Grade 4: 38

Grade 5: 28.8

School: 28.3

**Math percent Ready/Exceeding**

Grade 3: 39.4

Grade 4: 36.6

Grade 5: 25.8

School: 33.9

In addition to this ACT Aspire data from Spring 2023, we looked at the Istation data from the 2023-2024 school year. Tate's most recent test data from March of 2024 revealed that Tate had 36.6% of K-2 students score Level 3-5 in Istation Reading. This is roughly 15% shy of our goal for this school year.

Regarding Istation Math, Tate had 62.3% of students finish at Levels 3-5. This exceeds our goal.

### **Analysis of Assessment Data:**

The data shows a need for improvement in ACT Aspire Scores (transitioning to ATLAS) 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 ATLAS/Istation.
2. Improve Math Scores on ATLAS/Istation.

### **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. Utilize paras to assist students who are at risk and need additional time to master standards.
3. 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)*