

School Name: Myrtle Tate Elementary School					
Inquiry Area 1 - Student Success					
Increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I instruction alignment.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Are we implementing the improvement strategy as planned?					
What challenges with implementation and gaps in improvement strategies?					
What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?					
What do we need to be successful in taking action?					
<p>The Principal and district will provide professional learning on ELA and Math Tier I and Tier II programs. The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using Exact Path, the MAP Learning Continuum and common classroom assessments data to design instruction targeted to students' needs.</p> <p>The Principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated instruction training needs. All instructional staff will begin LETRS training to improve their knowledge of the science of reading. Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.</p>	<p>If Professional Learning Communities (PLC) focus on providing high-quality Tier I differentiated instruction and student discourse in ELA, then students needs will be met through Tier I instruction at a higher level which will support an increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I instruction alignment.</p>	<p>At Risk</p>	<p>The teachers reported that the LETRS training provided them with a better understanding of the science of reading. Most teachers are still in the beginning stages of the training, but will begin implementing learned strategies during October.</p>	<p>Continue with LETRS training and increase the implementations of the strategies learned.</p>	<p>Additional training is needed in LETRS, but has already been scheduled.</p>
Inquiry Area 2 - Adult Learning Culture					
Increase the percent of all students above the 40th percentile in ELA from 38% to 45% by 2025, and in math from 50% to 55% by 2025 as measured by MAP with Tier I instruction alignment.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Are we implementing the improvement strategy as planned?					
What challenges with implementation and gaps in improvement strategies?					
What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?					
What do we need to be successful in taking action?					
<p>The Principal and district will provide professional learning on ELA and Math Tier I and Tier II programs. Teachers will be meeting twice a week for PLCs focused on the Teaching Learning Cycle.</p> <p>The Read by 3 strategist and K-5 homeroom teachers will collaborate during weekly PLCs using Exact Path the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.</p> <p>The Principal will implement a weekly PD model and conduct ongoing training for homeroom teachers in order to meet differentiated and discourse training needs.</p> <p>All instructional staff will begin LETRS training to improve their knowledge of the science of reading. Administration and the Read by 3 strategist will conduct monthly walkthroughs using Focal Point to collect data points for Tier I and differentiated instruction to further plan professional development.</p>	<p>If Professional Learning (PL) focuses on the Science of Reading, then students needs will be met through Tier I instruction at a higher level which will support an increase the percent of all students above the 40th percentile in ELA from 38% .</p>	<p>Strong</p>	<p>The teachers reported that the LETRS training provided them with a better understanding of the science of reading. Most teachers are still in the beginning stages of the training, but will begin implementing learned strategies during October.</p>	<p>Continue with LETRS training and increase the implementations of the strategies learned.</p>	<p>Additional training is needed in LETRS, but has already been scheduled.</p>
Inquiry Area 3 - Connectedness					
Reduce students identified as chronically absent from 31% in 2024 to 25% in 2025.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Are we implementing the improvement strategy as planned?					
What challenges with implementation and gaps in improvement strategies?					
What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?					
What do we need to be successful in taking action?					
<p>The Student Support Team will review the attendance data weekly, develop caseboards, and provide wrap-around supports accordingly.</p> <p>The Student Support Team will continue to provide wrap around support for all students.</p> <p>The Attendance Officer will complete home visits for students at risk for chronic absenteeism when we are unable to contact by other means.</p> <p>The Parent Teacher Home Visit team will complete home visits using the PTHV model.</p>	<p>If the Student Support Team and teachers increase connectedness with families, then students be more likely to attend school which will cause a decrease in absenteeism.</p>	<p>Strong</p>	<p>The Attendance Team meets on a daily basis to review submissions. The team reported that this increased communication and ensured students were identified.</p>	<p>Communicate with the families of students who are chronically absent to determine a course of action.</p>	<p>None at this time.</p>