**School Name:  Myrtle Tate Elementary School**

### Inquiry Area 1 - Student Success

Increase the percent of all students above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP with Tier I Instruction alignment.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status<br>*Are we implementing the improvement strategy as planned?* | Now (Lessons Learned)<br>*What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in* | Next (Next Steps)<br>*What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?* | Need<br>*What do we need to be successful in taking action?* |
|---|---|---|---|---|---|
| Differentiated instruction and student discourse in math and ELA. | If Professional Learning Communities (PLC) focus on providing high-quality Tier I whole group and 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 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP. | At Risk | Winter Math MAP data showed that significant growth was made across all grade levels. However, ELA data was not as strong.  While this was seen across the district, the lower than expected growth and proficiency is concerning. This could be attributed to the implementation of Tier I ELA programs, Into Reading and 95 Phonics Core. While teachers have received substantial training, They are  still becoming accustomed the the programs and will need more time to master them. | 1.  Continue providing Professional Learning both at the site and through district-sponsored PL. 2.  Conduct peer observations of teachers who demonstrated MAP growth and are fully implementing the Tier I programs. 3.  Work in grade level PLCs to identify areas of need, gaps in the programs, and effective instructional strategies. | 1.  Professional Learning.  2.  Professional Learning Communities.  3.  Time to master the new programs. |

### Inquiry Area 2 - Adult Learning Culture

Increase the percent of all students above the 40th percentile in ELA from 39% to 45% by 2024, and in math from 35% to 40% by 2024 as measured by MAP.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|---|---|---|---|---|---|
| Implement PD for teachers and classroom walkthroughs. | Increase in student discourse in the classroom | Strong | Teachers received PL on the new programs (Into Reading, 95 Phonics Core, Exact Path) and were compensated if they attended PL outside of the school day.  A school-wide Learning Walk was held in the fall with another one scheduled for February.  Instructional staff was able to observe highly effective teaching practices. | 1.  Continue offering PL.  2.  Schedule and hold Learning Walks targeting discourse and the implementation of Tier I programs. | 1.  Professional Learning.  2.  Professional Learning Communities.  3.  Time to master the new programs. |

### Inquiry Area 3 - Connectedness

Based on the district wide survey results, "Students at this school threaten to hurt other students."  2023 Spring data indicates that 51.91% believe this.  The goal for Spring 2024 is to reduce this by at least 15%. We will also use SEL student support teams to positively impact this goal.

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|---|---|---|---|---|---|
| Become more efficient and effective with our Student Support Team's response to and prevention of chronic absenteeism. | Provide students with the tools needed to improve social skills and coping strategies. | At Risk | The Chronic Absenteeism rate is trending 10-12% lower than last year.  However, it is stil between 27% and 30%,  A full-time truancy officer was hired and makes daily home visits to connect with families who are absent. | 1.  Hold teachers accountable for reporting students who are absent.  2.  Increase the amount of home visits completed each day. | 1.  A better system for the Student Support Team to identify students who are absent wihtout contact. |