

School Name: Myrtle Tate Elementary School						
Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
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.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</i>	Need <i>What do we need to be successful in taking action?</i>
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.	Yes	Continue	Spring 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 to 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.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Implement PD for teachers and classroom walkthroughs.	Increase in student discourse in the classroom	Yes	Continue	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. School-wide Learning Walks were held three times. 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.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Become more efficient and effective with our	Provide students with the tools needed to improve	Yes	Continue	The Chronic Absenteeism rate was 17% lower	1. Hold teachers accountable for reporting	1. Develop a system for the Attendance Officer