

School Name: James I. Gibson 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>			
During the 2024-25 school year, increase the percentage of students scoring above the 60th percentile from 41% to 44% from fall to winter and an additional 3% from winter to spring as measured by MAP ELA Growth Assessments.		Yes	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>
Focus on providing high quality and rigorous Tier I instruction with research-based differentiated instructional materials for Literacy.	If we focus on providing high quality and rigorous Tier I instruction with research-based differentiated instructional strategies in Literacy, we will increase the percent of students scoring above the 60th percentile by 3% from fall to winter and 3% from winter to spring.	Yes	Continue	Teachers are currently going through LETRS training. Our RBG3 strategist is assisting in ensuring gained knowledge is being used in the classroom to improve instruction. PLCs are focusing on HMH curriculum and student outcomes.	Continue to use knowledge gained by the second year of LETRS training to improve instructional practices. Site-based professional learning will take place, differentiated for teacher need, starting with backward planning using HMH assessments.	Administrators need to conduct observations , followed by coaching cycles with immediate feedback. We need to continue to strengthen our PLCs with a goal of being data-driven and focused on student learning.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2024-25 school year, 100% of PLC meetings will follow the schoolwide PLC structure as evidenced by the new PLC Structure Google Form focusing on components of the Teaching and Learning Cycle. Baseline Data: As of 2023-24, 100% of Gibson's PLC meetings followed the schoolwide PLC structure as evidenced by anecdotal notes from Administrator's attendance and analysis.		No	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Administration will review and monitor PLC meetings and provide feedback.	If Administration reviews and monitors PLC meetings and provides feedback, then 100% of PLC meetings will follow the schoolwide PLC structure.	No	Cancel	The PLC form was used as a checklist versus a tool that moved learning forward. The focus must shift to preparation prior to the PLC and conversations about instruction and moving student learning forward.	Our adult learning culture goal for the 25-26 school year will focus on opportunities teachers create to interact with learning intentions and success criteria. During PLCs and lesson planning, teachers will discuss evidence of student learning for each lesson.	We need to use the Tier I Monitoring Tool to track teacher and student interaction with learning intentions and success criteria. The focus of PLCs will be on opportunities teachers are creating to for evidence of student learning.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
During the 2024-25 school year, decrease daily chronic absenteeism from 24% to less than 21% as measured by FocusED. Baseline Data: As of May, 2024, the daily chronic absenteeism was at 24%.		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
Staff will contact families of students via voice to	Student attendance rates will improve.	Yes	Continue	The first two weeks of school are important for	We will begin calling families within the first ten	We need to begin interventions within the first two