



Peebles Elementary School

School Improvement Plan Overview 2025-2026



Goal	District Strategic Plan Alignment	Action Steps	Performance Measures
<p><u>GOAL 1- Reading</u></p> <p>During the 2025-2026 SY, students in grades 3 through 5 will increase by 3% on levels 3 and 4 as measured on the ELA total assessment of the Georgia Milestones. 77%</p> <p>By the end of the 2025–2026 school year, 81% of students in grades K–2 will perform at or above benchmark on the STAR Early Literacy assessment.</p>	<p>1.1. Increase student achievement and student growth</p> <p>1.1.1. Use effective instructional practices in the delivery of instruction.</p> <p>1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills.</p> <p>1.1.3. Implement literacy instruction across disciplines to increase achievement across all grade levels.</p> <p>1.1.4. Increase math achievement across all grade levels.</p>	<ol style="list-style-type: none"> 1. Teachers will engage in professional learning on the newly adopted ELA standards and apply effective instructional practices to ensure lesson design aligns with the rigor of the standards. 2. Implement the Fayette 5 Instructional Strategies with consistency across all classrooms to improve instructional effectiveness and increase student engagement. 3. Teachers will participate in extended professional learning communities (PLCs) with an administrator and/or support staff to develop and implement effective structured literacy practices and differentiated activities for students. 4. Teachers will participate in weekly MTSS work sessions to better differentiate and accelerate, or extend, literacy instruction for their students. 5. Students in K-5th grade will monitor and track individualized, data-based reading goals (WIGS) utilizing a Leadership Data Notebook and participate in Student-led Conferences. 6. Teachers will actively differentiate in their classroom using flexible grouping following the Fayette County Instructional Framework and the structured literacy model. 7. Implement the Creative Model Program to support all learners emphasizing the CFC Mission: Rocket learners lead through out-of-the-box thinking, flexibility, and creativity. 8. Teachers will implement LETRS utilizing the UFLI teaching resource following the vertical alignment for grades K through 2nd. 9. Students who score between the 30th and 35th percentile in STAR Reading will participate in the Lexia program. 10. Frequent progress monitoring of gifted learners to ensure students are making adequate progress. 	<p>EOG-Milestone data</p> <p>Interim Benchmark and District Assessments</p> <p>Student Leadership Notebooks</p> <p>PLC Documentation</p>
<p><u>GOAL 2- Writing</u></p> <p>During the 2025-2026 SY, students in grades 3 through 5 will increase 3% on three and four-point idea development and language on the extended writing task measured by the Georgia Milestones. Idea development 55%; Language 46%</p>	<p>1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools.</p> <p>2.2 Engage internal and external stakeholders</p> <p>2.2.4. Improve student engagement.</p>	<ol style="list-style-type: none"> 1. Teachers will participate in professional learning and effective professional practices focused on newly adopted State ELA Standards. 2. Teachers will collaborate in PLCs with administration and support staff to plan writing instruction using the Fayette County Frameworks, rubrics, and the 'Write Like a Rocket' Writer's Notebook, with emphasis on writing skills and strategies aligned to the curriculum. 3. Teachers will collaboratively plan together to create differentiated writing activities for students with an emphasis on idea development and/or conventions based on grade level data during PLC weekly meetings. 4. The "Write Like a Rocket" committee will refine and align writing resources in grades 1–5 to ensure consistency, shared language, and alignment with the new ELA standards. 	<p>EOG-Milestone data</p> <p>Interim Benchmark and District Assessments</p> <p>PLC documentation</p> <p>Writing Rubrics</p>

<p>By the end of the 2025–2026 school year, 80% of students in grades K-2nd will score a 3 or 4 on the summative assessment rubric.</p>	<p>3.2 Retain highly effective staff</p> <p>3.2.1. Provide job aligned professional learning.</p> <p>3.2.2. Increase leadership capacity among teachers and administrators.</p>	<ol style="list-style-type: none"> 5. Students will take ownership of their own learning, developing an understanding of their writing level using rubrics. Students will track writing progress data and collect work samples using a Leadership Notebook. 6. Teachers will conduct one-on-one and small group writing conferences to provide targeted support and use writing rubrics to assess student work, inform instruction, and guide students toward improvement. 7. Teachers will participate in weekly MTSS/PLC work sessions in order to assess the effectiveness of writing interventions and to provide alternate instructional activities as needed. 	
<p><u>GOAL 4- Mathematics</u></p> <p>During the 2025-2026 school year, students in grades 3 through 5 will increase by 2% on levels 3 and 4 as measured on the Georgia Milestones. 86%</p> <p>During 2025-2026, 85% of students in grades 1 - 2 will be at or above benchmark as measured by the STAR Math assessment.</p>		<ol style="list-style-type: none"> 1. Implement the Fayette 5 Instructional Strategies with consistency across all classrooms to improve instructional effectiveness and student engagement. 2. Teachers will participate in weekly PLCs with an administrator and/or support staff to develop effective practices in the delivery of differentiated math instruction, to decompose standards, and to collaboratively plan for math units. 3. Teachers will participate in weekly MTSS work sessions to better provide targeted instruction based upon students' needs. 4. Teachers will be provided release time to observe peer teachers who are piloting Building Thinking Classrooms. 5. Teachers will assist students in Kindergarten through 5th grades in tracking and meeting math goals using a Student Leadership Notebook to be used in student-led conferences. 6. Teachers will actively differentiate in their classroom utilizing the analysis of math district interim assessments. 	<p>EOG-Milestone data</p> <p>Interim Benchmark and District Assessments</p> <p>Student Leadership Notebooks</p> <p>PLC Documentation</p>
<p><u>GOAL 3- School Culture</u></p> <p>Improve school culture, climate and safety for faculty, students and parents as measured by the 2025-2026 state climate surveys, the MRA surveys, and the district parent and staff perception surveys.</p>	<p>4.1. Ensure safe supportive learning environments</p> <p>4.1.1. Improve school climates across the district.</p> <p>4.1.2. Use evidence-based practices to support student behavior and discipline.</p>	<ol style="list-style-type: none"> 1. Implement and reinforce school-wide procedures using Peeples 101, the PBIS matrix, and the SOAR Code. 2. Teachers will deliver weekly PBIS/LIM lessons from the Peeples 101 Playbook and hold weekly DEAL (Drop Everything and Lead) class meetings focused on developing student leadership and personal responsibility through the 7 Habits. 3. Staff will meet as department levels and school-wide to monitor progress and target areas of need during weekly MTSS meetings. 4. Administration will recognize classroom/individual leaders displaying the 7 Habits expectations on broadcast announcements, and will increase the frequency of Leader in Me Principal Recognition Letters. 5. School-wide implementation of Kindness Week to focus on the prevention of bullying and spreading kindness. 6. Students will recognize other stakeholders demonstrating the 7 Habits using the Rocket Fuel Filler program school-wide. 7. MTSS Behavior Interventionist will collaborate with teachers and administration to provide behavior interventions and track student progress towards individualized behavior goals. 8. Ongoing professional learning will be provided to deliver specific behavior management strategies. 9. Staff will continue training and implementation of classroom management techniques and procedures using the Leader in Me program and PBIS framework emphasizing the 7 Habits and the SOAR matrix. New staff will participate in Leader in Me training modules online. 	<p>Attendance Data</p> <p>LIM Measurable Results Assessment (MRA)</p> <p>PBIS Survey (TFI)</p> <p>District Based Surveys</p> <p>State Health Survey</p>

