



2025-2026 Inman Elementary School Improvement Plan At-A Glance

Reading Goal	Alignment to Fayette Strategic Plan	Action Steps	Performance Measures
<p>3rd-5th On the 2025-2026 spring GMAS ELA assessment, the percentage of students scoring Proficient and Distinguished will increase by 3%. 3rd: From 50% to 53% 4th: From 61% to 64% 5th: From 58% to 61%</p> <p>K-2nd 75% of students in grades K - 2 will be at or above grade level goal as measured by the May Star Literacy Suite Assessments.</p> <p>K-5 Domain Specific Goal During the 2025-2026 school year, 100% of teachers in grades K-5 will implement evidence-based instructional practices</p>	<p>1.1.1. Use effective instructional practices framework 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 promote student achievement and engagement.</p> <p>1.1.5. Lead and facilitate effective, data-driven school improvement planning processes across all schools.</p> <p>1.1.6. Implement an internal accountability system to support student achievement</p> <p>2.2.4. Improve student engagement.</p>	<ol style="list-style-type: none"> 1. Teachers will collaboratively plan vocabulary instruction during weekly PLCs using the scope and sequence, focusing on Tier1-3 Vocabulary words and unpacking standards to align with instructional plans. 2. Provide PL on evidence-based vocabulary instruction aligned to Science of Reading. 3. Hold quarterly vertical alignment meetings on vocabulary progression. 4. Implement a Plan-Do-Check-Act cycle using common formative assessments and other data sources to analyze instruction effectiveness and inform next steps. 5. Implement peer observation cycles focused on vocabulary strategies, quarterly, to include shared reflection and strategy discussions in PLCs. 6. Provide ongoing coaching and feedback cycles, with administrators and instructional coaches conducting quarterly classroom walkthroughs focused on vocabulary and language instruction. 	<p>EOG- Ga Milestone Data</p> <p>STAR Early Literacy Data</p> <p>STAR Reading Data</p> <p>Interim Assessments</p> <p>PLC Agendas and Notes</p> <p>MTSS Agendas and Notes</p> <p>Schoolwide Assessment Plan</p> <p>Grade level CFAs</p> <p>Teacher Observations</p> <p>Lesson Plans</p>

<p>for vocabulary acquisition and use, leading to a 5% increase in scores on the Vocabulary Acquisition and Use Domain as measured by the Georgia Milestones.</p>			
<p>Writing Goal</p>	<p>Alignment to Fayette Strategic Plan</p>	<p>Action Steps</p>	<p>Performance Measures</p>
<p>3rd-5th By spring 2026, the percentage of students in grades 3–5 scoring on grade level in the GMAS Writing Domain will increase by 3%.</p> <p>K-2nd By May 2026, 75% of students in K-2 will perform at or above benchmark on the Fayette County Public Schools (FCPS) Summative Writing Assessment, demonstrating grade-level proficiency in writing skills.</p> <p>K-5 Process Goal: During the 2025–2026 school year, 100% of K–5 teachers will implement 360Writing with fidelity,</p>	<p>1.1.1. Use effective instructional practices framework in the delivery of instruction. 1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills. 1.1.3. Implement literacy instruction across disciplines to promote student achievement and engagement. 1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools. 2.2.4. Improve student engagement.</p>	<ol style="list-style-type: none"> 1. Implement 360Writing as the school-wide writing framework to support instructional consistency and embed grammar and vocabulary in context. 2. Embed dedicated time for 360Writing into instructional schedules across all grade levels. 3. Use weekly PLCs to collaboratively plan, implement, and reflect on 360Writing lessons, with a focus on embedding grammar and vocabulary in context. 4. Provide ongoing professional learning and coaching on 360Writing components, instructional routines, and assessment practices to ensure consistent and high-quality implementation across all classrooms. 5. Provide dedicated time for teachers to unpack the new ELA standards, specifically the expectations in the writing domain and align them with 360Writing. 6. Support students in setting, monitoring, and reflecting on personal goals related to writing, grammar conventions, and 	<p>EOG- Ga Milestone Data 360Writing Assessment Data ReadyGen Assessments/Constructed Responses Interim Assessments PLC Agendas and Notes MTSS Agendas and Notes Schoolwide Assessment Plan Grade level CFAs Teacher Observations Lesson Plans Student Goal Setting/Reflection</p>

emphasizing explicit grammar and academic vocabulary instruction to strengthen student performance in the Language domain.		vocabulary development. 7. Create consistent classroom- and grade-level opportunities to celebrate student writing and progress, such as hallway displays, classroom “author’s showcases,” grade-level showcases, and recognition during morning meetings or parent newsletters.	
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Math Goal	Alignment to Fayette Strategic Plan	Action Steps	Performance Measures
<p>3rd-5th On the 2025-2026 spring GMAS Math assessment, the percentage of students scoring Proficient and Distinguished will increase by 3%. 3rd: 53% to 56% 4th: 65% to 68% 5th: 57% to 60%</p> <p>1st-2nd By May 2026, 75 percent of first and second grade students will perform at or above benchmark on the STAR Math assessment.</p> <p>K-5 Domain-Specific Goal:</p>	<p>1.1.1. Use effective instructional practices framework in the delivery of instruction.</p> <p>1.1.3 Literacy across disciplines (math writing integration)</p> <p>1.1.4. Increase math achievement across all grade levels.</p> <p>1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools.</p> <p>1.1.6 Implement an internal accountability system</p> <p>2.2.4. Improve student engagement.</p>	<ol style="list-style-type: none"> 1. During weekly PLCs, teachers will collaboratively engage in task analysis of upcoming lessons using the CRA model, using manipulatives, visual models, and Cognitively Guided Instruction problem types to build conceptual understanding, Explore/Reflect/Apply Tool, address misconceptions, and ensure alignment to success criteria. 2. PLC teams analyze common formative assessments (CFAs), benchmarks, and GMAS domain data to identify student needs and gaps in conceptual understanding. 3. Teachers will use task analysis to align instruction to success criteria and Achievement Level Descriptors, supporting metacognition, conceptual understanding, and student goal setting through professional learning on effective feedback. 	<p>EOG- Ga Milestone Data</p> <p>STAR Math Data</p> <p>Savvas Diagnostic Data</p> <p>Interim Assessments</p> <p>PLC Agendas and Notes</p> <p>MTSS Agendas and Notes</p> <p>Schoolwide Assessment Plan</p> <p>Grade level CFAs</p> <p>Teacher Observations</p> <p>Lesson Plans</p>

<p>During the 2025–2026 school year, 100% of teachers will guide students in higher-level math tasks to develop conceptual understanding in the following domains. Instructional impact will be measured by a 5 percentage point increase in the mean score on the Georgia Milestones Mathematics Assessment.</p> <p>3rd Grade: Numerical Reasoning-Place Value and Rounding, from 34% to 39% 4th Grade: Patterning and Algebraic Reasoning, from 44% to 49% 5th Grade: Numerical Reasoning-Multiplication, Division, and Numerical Expressions, from 53.4% to 58.4%</p>		<ol style="list-style-type: none"> 4. 100% of content teachers will implement Graham Fletcher Fluency Kit lesson strings to build patterning and numerical reasoning understanding. 5. During collaborative planning, teachers will review and unpack the GADOE Mathematics Instructional Plans to align tasks and strategies to the grade-level standards and instructional frameworks. 6. Teachers will coordinate with colleagues in vertical alignment to ensure consistent teaching practice and mathematical terminology 	
Culture Goal	Alignment to Fayette Strategic Plan	Action Steps	Performance Measures
<p>During the 2025–2026 school year, Inman Elementary will enhance its student-centered</p>	<p>2.2.1.Maintain and expand community partnerships. 2.2.3.Expand parent and stakeholder engagement. 2.2.5. Increase volunteerism</p>	<ol style="list-style-type: none"> 1. Host a family meeting prior to Curriculum Night to build family knowledge of academic expectations and learning routines. 	<p>State/School based climate surveys LIM Measurable Results Assessment (MRA)</p>

<p>culture by expanding student leadership opportunities and deepening family engagement, as measured by participation rates and improvements on school climate indicators.</p> <p>Process Goal: During the 2025–2026 school year, Inman Elementary will strengthen family and community engagement by hosting at least one academically focused, Leader in Me–aligned family event each quarter and increasing participation by 10%, as measured by attendance, feedback, and volunteer data.</p>	<p>among our schools. 4.1.1. Improve school climates across the district.</p>	<ol style="list-style-type: none"> 2. Conduct monthly PBIS/Leader in Me Celebrations 3. Host post Student-Led Conference workshops that support families in tracking and celebrating student learning progress. 4. Host a Leader in Me Family Night to introduce the LIM practices and share how leadership connects to academic and behavior goals. 5. Facilitate Monthly Parent Leadership Advisory Circles to elevate family voice in shaping school culture. 6. Host a Multicultural Celebration Night, celebrating the cultural backgrounds of students and families through food, music, and student work. 7. 100% of staff are trained in Leader in Me Principles to support consistent language and leadership practices across classrooms and families, strengthening school-home partnerships. 	<p>PBIS Survey (TFI)</p> <p>District Based Surveys</p> <p>State Health Survey</p> <p>Discipline and Attendance Data</p> <p>Attendance at Events</p>
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