



Social Circle Elementary School 2025-2026 School Improvement Plan

Vision: To inspire confident, curious learners who graduate ready to thrive in their communities and the world.

Mission: To create learning experiences that empower each student to succeed in life and make a positive impact on the world.

We Believe...

- In the limitless potential of children and adults.
- If people feel heard, cared for, and challenged, success will follow.
- We are capable of greatness.
- Each learner is unique.
- We are better together than we are apart.
- We grow from our mistakes.
- Students are more than a test score.
- How we define, measure, and share our progress should align with what matters most to our community.
- Our Portrait of a Graduate should be reflected in learning experiences.

Motto: *One student. One teacher. One classroom. One legacy. ONE CIRCLE*

Hashtag: #ONECircle



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Student Performance Goal #1: *Students will improve their knowledge and skills in literacy.*

Actions, Strategies, and Interventions <i>Including Accelerated & Academically Struggling</i>	Evidence <i>Including Sub Groups</i>	Monitoring Points <i>Monthly & Impact Checks</i>	Professional Learning Needed	Project Lead
<p>1) Implement Foundations in grades K-2 with fidelity at Tier one and differentiate based on instructional need during WIN time (K-6).</p> <p>2) Align word instruction with current phoneme-grapheme correspondences and incorporate “heart words” to support orthographic mapping to enhance reading fluency across all grade levels.</p>	<p>1) By the end of the school year, at least 80% of students school-wide will meet early on grade level or higher on iReady diagnostic assessment in the area of phonics.</p> <p>Fundations Pacing Guide Common Assessments</p>	<p>Extended Planning Days (PL Days)</p> <p>SIP Tracker</p> <p>Quarterly Impact Checks</p>	<p>Fundations - New Teachers</p> <p>Organizing groups during WIN time</p>	<p>Administration/ Instructional Coaches</p>
	<p>2) By the end of the school year, at least 80% of students in each grade K-2 will meet high-frequency word goals. (K -60, 1st -200, 2nd - 300)</p> <p>2b) By the end of the school year, at least 80% of students in each grade 1-5 will demonstrate oral</p>	<p>Quarterly Impact Checks</p> <p>SIP Tracker</p>	<p>Sor For More - Justin Browning</p> <p>Fluency Rubric (normalizing grading)</p>	<p>Administration/ Instructional Coaches</p>



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<p>3) Provide explicit writing instruction, independent writing time, and real-time feedback with a focus on sentence structure and syntax to develop proficient, confident writers who are compassionate communicators, critical thinkers, and life-literate learners.</p>	<p>reading fluency (reading a grade-level text), as indicated by a raw score of at least 11 on the 16-point fluency rubric.</p> <p>Benchmark Advance Common Assessment Data, ORF Data, Report Card Data</p>			
<p>Compassionate Communicator: Uses writing to express thoughts clearly, respectfully, and with awareness of the audience.</p> <p>Critical Thinker: Organizes ideas purposefully and revises for clarity and effectiveness.</p> <p>Life-Literate Learner: Applies writing skills across subjects and real-world contexts with confidence.</p>	<p>3) By the end of the school year, students in grades K–6 will demonstrate measurable growth in sentence structure and syntax in independent writing, as evidenced by a standards-based, common rubric.</p> <p>Pacing Guides, Lesson Plans, Teacher-student conference notes</p>	<p>Quarterly Impact Checks</p>	<p>New Writing Standards</p> <p>New EOG Writing Rubrics (normalize grade)</p> <p>Portrait of a Graduate</p>	<p>Administration/ Instructional Coaches</p>
<p>4a) Strengthen Tier 1 reading instruction by utilizing high-quality instructional materials—including Benchmark Advance, i-Ready diagnostic data, and structured fluency practice—to develop life-literate learners who are compassionate</p>	<p>4) By the last administration of iReady, at least 50% of students school-wide will meet early on grade level or higher on the iReady diagnostic assessment.</p> <p>4b) By the last administration of iReady, at least 50% of students</p>	<p>Quarterly Impact checks</p> <p>SIP Tracker</p>	<p>Benchmark Advance iready 7-minute ORF</p> <p>Sor For More - Justin Browning</p>	<p>Administration/ Instructional Coaches</p>



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<p>communicators, critical thinkers, and creative problem solvers.</p> <p>Compassionate Communicator: Learns to understand texts deeply and communicate meaningfully with others.</p> <p>Critical Thinker: Analyzes and makes inferences from complex texts.</p> <p>Creative Problem Solver: Uses reading strategies to navigate unfamiliar vocabulary or challenging content.</p> <p>Life-Literate Learner: Builds transferable literacy skills for academic, personal, and real-world success.</p> <p>4b) Deliver differentiated, data-informed instruction to target individual student needs to improve overall reading comprehension of each individual learner.</p>	<p>will meet or exceed their annual typical growth goals as determined and measured by the iReady diagnostic assessment.</p>		<p>CIRCLE- Effective Educator Practices</p> <p>Sor For More - Justin Browning</p>	
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Student Performance Goal #2: *Improve students' knowledge and skills in mathematics.*

Actions, Strategies, and Interventions <i>Including Accelerated & Academically Struggling</i>	Evidence <i>Including Sub Groups</i>	Monitoring Points	Professional Learning Needed		Team Lead
<p>1) Provide opportunities for students to engage in activities that deepen their understanding of number relationships and improve math fact fluency (addition, subtraction, multiplication, division), empowering them to become critical thinkers, creative problem solvers, and life-literate learners who meet or exceed grade-level standards.</p> <p>(Goal setting, counting backward, daily fluency practice (targeted and differentiated)), technology platforms, number talks, subitizing, and spiral review)</p>	<p>1) By the end of the school year, 80% of students in each grade level will master grade-level expectations for fact fluency/counting (forward and backward)</p> <p>Kindergarten: Count forward to 100 and backward from 20; demonstrate fluency with basic addition and subtraction facts.</p> <p>1st Grade: Count forward and backward to 120; add and subtract within 10 with fluency.</p> <p>2nd Grade: Demonstrate fluency in addition and subtraction within 20.</p>	<p>Quarterly Impact Checks</p> <p>SIP Tracker</p>	<p>Number Talks</p> <p>RESA - Assessment Alignment (fact fluency)</p> <p>CIRCLE- Effective Educator Practices</p>		<p>Administration/ Instructional Coaches</p>



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<p>Critical Thinker: Analyzes patterns and relationships between numbers to solve problems efficiently.</p> <p>Creative Problem Solver: Applies different strategies to approach math facts flexibly and accurately.</p> <p>Empathetic Collaborator: Works with peers to explore, discuss, and justify mathematical reasoning.</p> <p>Life-Literate Learner: Builds fluency to confidently apply math in academic, daily, and future career settings.</p>	<p>3rd Grade: Master multiplication facts from 0 to 12.</p> <p>4th Grade: Master division facts from 0 to 12.</p> <p>5th Grade: Master fluency with all four operations (addition, subtraction, multiplication, and division) and apply them to multi-step word problems and number sense tasks.</p> <p>6th Grade: Demonstrate fluency with all operations with fractions and decimals, including multi-step problems and real-world applications.</p>				
<p>2. Implement an explicit, school-wide strategy (RCUPS: Read, Circle Numbers, Underline important words, Picture it, Solve it) in grades K–6 to improve students’ ability to accurately and confidently solve single- and multi-step math word problems.</p>	<p>2) By the end of the year, 80% of students interviewed will be able to describe or demonstrate how they use RCUPS to solve word problems.</p>	<p>Quarterly checks with students in all grade levels</p> <p>SIP Tracker</p>	<p>RCUPS for teachers (posters for classrooms)</p>		<p>Administration/ Instructional Coaches</p>



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<p>3) Strengthen Tier 1 math instruction across grades K–6 by implementing evidence-based strategies, fostering rich math discourse, and using i-Ready data to guide small group instruction—developing life-literate learners who are critical thinkers, creative problem solvers, and empathetic collaborators.</p> <p>Critical Thinker: Justifies reasoning and evaluates strategies.</p> <p>Creative Problem Solver: Applies math understanding in flexible and innovative ways.</p> <p>Compassionate Communicator: Clearly and respectfully shares mathematical thinking.</p> <p>Empathetic Collaborator: Engages in productive group work and peer feedback.</p> <p>Life-Literate Learner: Applies math skills in meaningful academic and real-world tasks.</p>	<p>3) By the last administration of iReady, at least 50% of students school-wide will meet early on grade level or higher on iReady diagnostic assessment.</p> <p>3b) By the last administration of iReady, at least 50% of students will meet or exceed their annual typical growth goals as determined and measured by the iReady diagnostic assessment.</p>	<p>Quarterly Impact Checks</p> <p>SIP Tracker</p>	<p>Math Discourse</p> <p>iReady</p> <p>CIRCLE- Effective Educator Practices</p>		<p>Administration/ Instructional Coaches</p>
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Student Performance Goal #3: *Improve the social, emotional, and mental well-being of staff and students.*

Actions, Strategies, and Interventions <i>Including Accelerated & Academically Struggling</i>	Evidence <i>Including Sub Groups</i>	Monitoring Points	Professional Learning Needed	Team Lead
<p>1) Design and implement student-centered learning experiences that provide choice in content and product (e.g., tiered tasks, learning menus, choice boards), supporting students in becoming life-literate learners, compassionate communicators, critical thinkers, and creative problem solvers who take ownership of their learning.</p> <p>2) Foster a positive school culture by implementing regular team-building activities during team meetings to strengthen relationships, boost teacher morale, and reduce perceived stress among staff.</p>	<p>1) By the end of the year, increase opportunities for student voice and choice in learning to at least 50%, as measured by positive responses on the Student Agency Survey.</p>	<p>Quarterly walkthroughs to collect samples of student work that reflect choice and varied formats</p>	<p>AI - Development of choice boards to show mastery of standards</p>	<p>Administration/ Instructional Coaches</p>
	<p>2) At least 80% of staff completing the survey will report a rating of 3 or higher on a 0–5 Likert scale regarding staff morale and stress levels, as measured by quarterly staff climate surveys or check-ins.</p>	<p>Mid-year/End-of-the-year conference with teachers</p>	<p>Team Building Activities with the leadership team</p> <p style="text-align: center;">Restorative Conversations</p>	<p>Administration/ Instructional Coaches/ Team leaders</p>



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<p>3) Fully implement a schoolwide PBIS framework that promotes positive behavior, consistent expectations, and a supportive school climate—developing students as compassionate communicators, empathetic collaborators, and global citizens who contribute to a respectful and inclusive school community.</p> <p>(Establish and Maintain PBIS School Wide Expectations; Reinforce Positive Behaviors Consistently; Provide Tiered Supports for Students; Incorporate SEL (Social-Emotional Learning) Practices: morning meetings, mindfulness, Zones check-ins; Support Staff Wellness - stress management tips, mental health resources, jeans, aromatherapy soaps, teacher recognition)</p> <p>Compassionate Communicator: Expresses needs, emotions, and feedback in respectful and productive ways.</p>	<p>3) By the end of the school year, the school will implement a schoolwide PBIS framework with fidelity, as evidenced by 100% of staff explicitly teaching expectations and using a positive behavior recognition system.</p>	<p>Quarterly check-ins with teachers and students</p> <p>SIP Tracker</p>	<p>PBIS School-Wide Expectations</p> <p>Positive Behavior Reinforcement Consistency</p> <p>Morning Meetings</p> <p>Mindfulness</p> <p>Zones of Regulation</p>	<p>Administration/ Instructional Coaches/ TSS Team</p>
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<p>Empathetic Collaborator: Practices active listening, teamwork, and conflict resolution.</p> <p>Global Citizen: Respects differences and makes positive contributions to the school community.</p> <p>Life-Literate Learner: Demonstrates self-regulation and responsible decision-making in academic and social settings.</p>				
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