



Flat Rock Middle School – *School Improvement Planning* – 2025 - 2026

Goal	Action Steps	Success Criteria	Data Sources
<p>By May 2026, we will increase achievement for all students as measured by the following:</p> <ol style="list-style-type: none"> 1. Performance on district level assessments. 2. The percentage of students for each Milestones exam who earn a proficient (3) or distinguished (4) rating. 	<ol style="list-style-type: none"> 1.1 Provide instructional personnel for Literacy and Math Support (Reading, writing, ELA, science and math) by pushing into classes and pulling out into small groups. 1.2 Implement effective Tier I Instructional Practices to all students by modeling rigor within the standard, using an instructional framework, and using formative instructional practices. 1.3 Provide tutoring programs in all content areas throughout the year through after school tutoring and Saturday School. 1.4 Use progress monitoring assessments and discuss data through content planning. 1.5 Enhance high quality instruction by providing professional learning options for staff that are both mandatory and based on choice to attend. 1.6 Implement professional development on reading and writing across the curriculum by FRMS ELA teachers. 1.7 Provide data analysis review for faculty and staff by content, grade level team and school-wide. 1.8 Participate in content training (school and/or district level) that aligns instruction with standards and best practices. 1.9 Provide opportunities for faculty to demonstrate outstanding practices to colleagues through focused walks and modeled lessons. 1.10 Effectively utilize FC Teaching and Learning Specialists to conduct observations, present professional development presentations, lead coaching cycles, and provide intimate support to new or identified teachers. 1.11 Implement meaningful writing in all academic and connection classes everyday. 	<p>Georgia Milestone achievement level of 3's and 4's in Math, ELA, Algebra 1, Physical Science, and GA Studies will increase by at least 1%</p> <p>Unit summative assessments and/or DSC assessment standards analysis will improve compared to previous year's data.</p> <p> Screener percent growth data in Math and ELA reading comprehension will increase by at least 1% from Fall to Spring Screener results. Increase the percentage of students progressing at least on quadrant level in Reading Plus by 1% each, with a focus on moving students from quadrant 1 to quadrant 2 (Low comprehension/vocabulary and high fluency), quadrant 2 to quadrant 3 (high comprehension/vocabulary and low fluency), and quadrant 3 to quadrant 4 (high comprehension/vocabulary & high fluency).</p>	<ul style="list-style-type: none"> ● Milestone Data ● DSC Data (District Assessments) ● Common Summative/Formative Assessments ● PLC/MTSS agendas and notes ● STAR Math Data ● Reading Plus Insight Assessment ● Star Reading
<p>During the 2025-2026 SY, the number of 6th-8th FRMS students performing at grade level or above reading Lexile proficiency as indicated by pre and post benchmark results of Reading Plus will increase by at least 10% and Milestones.</p>	<ol style="list-style-type: none"> 2.1 Provide baseline Lexile levels with all teachers across content areas. 2.2 Professional Learning opportunities for teachers to be trained on new and existing platforms. 2.3 Supplemental instructional support determined by data gathered from various sources (Reading Plus, classroom assessments, district assessments) will drive decisions on appropriate intervention strategies 2.4 Emphasize and provide support for literacy across all contents to classroom teachers with a focus on reading and writing. 2.5 Provide grade-level recognition for meeting monthly reading goals for Reading Millionaires. 2.6 Effectively utilize FC Teaching and Learning Specialists to conduct observations, present professional development presentations, lead coaching cycles, and provide intimate support to new or identified teachers. 2.7 Create a monitoring tool to track student progress with the Million Word Reading Initiative. 	<p>Attendance/sign-in sheets for PLC/ MTSS meetings to show consistency of collaboration between teams, FC Teaching and Learning Specialists, and administrators.</p> <p>Increase volume of reading by at least 3%</p>	<ul style="list-style-type: none"> ● Reading Plus Data ● Reading Volume Data ● Accelerated Reader Data
<p>During the 2025- 2026 school year, the positive school culture and climate for academic success will be measured at a score of 3.55 or above rating out of 4.0 from the family and staff climate survey results of the 2025 school data profile.</p>	<ol style="list-style-type: none"> 3.1 Provide parents workshops to engage families through open door policies and volunteerism, to support the increase in student academic achievement. An Interpreter will be provided for language support. 3.2 Continue PBIS matrix, school-wide discipline plan and redelivery of consistent behavioral expectations. 3.3 Conduct Soaring Eagle Camp for all families new to FRMS in July. 3.4 Implementing the Leader in Me Initiative to support student advocacy. 3.5 Provide access and knowledge of careers and GA Pathways information to parents. 3.6 Increase positive email and phone call correspondence from staff to parents. 3.7 Effectively utilize FC Teaching and Learning Specialists to conduct observations, present professional development presentations, lead coaching cycles, and provide intimate support to new or identified teachers. 	<p>85% or above satisfactory rating from parent and teacher surveys</p> <p>Continue social media practices (Facebook and Twitter)</p> <p>Character Education (Leader in Me)/PBIS lessons</p> <p>First week positive phone call log, by homeroom teacher.</p>	<ul style="list-style-type: none"> ● Georgia DOE Survey Data ● PTO ● Parent Informational/ Input Meetings



Alignment to District Strategic Plan	Monitoring Dates
<p>1.1.1.a. Continued implementation of the curriculum through the use of curriculum documents and instructional resources.</p> <p>1.1.1.d. Continue to focus on Fayette County Instructional Framework with emphasis on intentional and purposeful openings/closings and independent student work sessions.</p> <p>1.1.3.a. Embed discipline-specific literacy strategies within units of study across all content areas</p> <p>1.1.3.b. Provide implementation support including professional learning opportunities to ensure reading, writing, listening, and speaking skills are integrated in the content areas.</p> <p>1.1.1.e. School level Professional Learning Communities (PLC) will use formative assessment data and common assessment data to make informed instructional decisions to ensure effective tier 1 differentiated instruction.</p> <p>1.1.4.d. Support implementation of the revised math standards through the development of pacing documents, unit plans, and other curriculum resources that align with the new standards.</p> <p>1.1.1.e. School level Professional Learning Communities (PLC) will use formative assessment data and common assessment data to make informed instructional decisions to ensure effective tier 1 differentiated instruction.</p> <p>2.1.1.b. Align school improvement plans with the strategic plan based on the school's areas of growth and should also be posted on individual school websites.</p>	<p>Our School Improvement Leadership Team will formally review and discuss the data on the following dates:</p> <ul style="list-style-type: none"> • August 8, 2025 (virtual) • September 3, 2025 • October 1, 2025 • November 5, 2025 • December 10, 2025 • January 2, 2026 • February 4, 2026 • March 4, 2026 • April 1, 2026 • May 6, 2026 <p>Our PLC Teams will monitor and discuss data related to district benchmark assessments and individual/team progress towards meeting our SIP Goals during the Content PLC meetings (every Thursday during the school year).</p> <p>The principal and the school administrative team discuss progress towards goals weekly, as data is available, during our administrative team meetings (every Monday during the school year).</p>

SIP 2025-2026: What we are doing and monitoring each month

GOAL 1: By May 2026, we will increase achievement for all students as measured by the following: 1) Performance on district level assessments; and, 2) the percentage of students for each Milestones exam who earn a proficient (3) or distinguished (4) rating by at least 1%.

- ◊ Teachers will continue implementation of high leverage Tier 1 instructional practices and formative instructional practices.
- ◊ With collective efficacy, grade level teams will use student data to create and monitor PLC goals that align with school and district goals.
- ◊ Teachers will attend weekly PLC Meetings focused on effective data-driven instruction and establishing a supportive learning environment.

GOAL 2: During the 2025-2026 SY, the number of 6th-8th FRMS students performing at grade level or above reading Lexile proficiency as indicated by pre and post benchmark results of Reading Plus will increase by at least 10%.

- ◊ Teachers will continue to intentionally teach content vocabulary
- ◊ Teachers will continue to utilize TACT Meeting Collaboration to share best practices associated with building reading strategy across content areas.
- ◊ Faculty and Staff will continue to provide grade-level recognition for meeting monthly reading goals for Reading Millionaires.

GOAL 3: During the 2025- 2026 school year, the positive school culture and climate for academic success will be measured at a score of 3.55 or above rating from the family and staff climate survey results of the 2025 school data profile.

- ◊ Faculty and staff will establish behavior expectations to be taught to students at the beginning of the school year with booster lessons throughout the year. The PBIS framework will be used to address student behavior and discipline. The Leader in Me framework will also be utilized to develop character and leadership skills.
- ◊ The school will increase communication to parents and students through continuation of the WAAG and community engagement through a stronger social media presence.