

 **VISION**
to develop a team approach to education: a team composed of teachers, parents, and members of the community working together to prepare students through their educational experiences through exposure to technology, character education, and knowledge of basic skills will prepare them to meet the challenges of the twenty-first century.

 **MISSION**
to provide a quality academic program which builds self-esteem, promotes respect for others, and creates lifelong learners for all students. Through a commitment of continuous improvement, we will inspire students to meet the challenges of the twenty-first century, thus preparing them to become productive, responsible members of society.

 **BELIEFS**
• Every student deserves an opportunity for a quality education. • All children can learn and achieve personal goals. • Each student is a valued individual with unique physical, social, emotional and intellectual needs. • Awareness and understanding of individual and cultural differences contribute to a positive learning environment. • High expectations courage students to reach high levels of achievement in physical, emotional, social and academic development. • A variety of teaching methods is needed to meet diverse learning styles • Teamwork among school personnel, home and community enhances learning. • It is the responsibility of the home, school and community to model and encourage good character. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners.

	Literacy Growth	Numeracy Growth	School Climate and Safety
 OBJECTIVE	During the 2026-2027 SY, we will increase reading achievement by raising the percentage of students in grades K–2 who score on or above grade level on i-Ready Reading from 49% to 52%, and the percentage of students in grades 3–5 who score at the Developing Learner level or above on the Georgia Milestones ELA EOG from 49.37% to 51.37% during the 2026–2027 school year.	During the 2026-2027 SY, we will increase math achievement by raising the percentage of students in grades K–2 who score on or above grade level on i-Ready Reading from 40% to 43%, and the percentage of students in grades 3–5 who score at the Developing Learner level or above on the Georgia Milestones Math EOG from 55 % to 58% during the 2026–2027 school year.	During the 2026–2027 school year, the school will strengthen school climate by decreasing the percentage of students who are chronically absent from 18 % to 15 % and increase our school star climate rating from 2 to 3.
 CRITICAL INITIATIVES	- Create and implement a schoolwide PL calendar for teacher support of Tier 1 and intervention-based instruction. - Implement and monitor a school-wide intervention block with the use of identified resources. - Develop and monitor weekly planning processes and protocols to prepare for the delivery of Tier 1 instruction. - none	- Create and implement a schoolwide PL calendar for teacher support of Tier 1 and intervention-based instruction. - Develop and monitor weekly planning processes and protocols to prepare for the delivery of Tier 1 instruction. - Implement math talks into daily instruction	- Refine and communicate PBIS language and standards. - Establish incentives for healthy attendance - Communicate attendance standards to parents. - Implement attendance buddies program to pair chronically absent students with a check-in buddy. - Establish positive communication with students through announcements. - We will solicit feedback from faculty and staff on PL opportunities.
 INTENDED OUTCOMES	- Barriers to reading addressed. Prerequisite skills addressed for growth and improvement. - Students academic performance in reading will improve in all domains. - Student will grow in their reading abilities. - Increase circulation and interest in reading and knowledge aquisition. - Target struggling readers for intervention-based instruction - Improved instructional consistency, Increased fidelity of small group instruction,	- Consistency across grade levels so that everyone is receiving quality Tier 1 and intervention based- instruction. - Build Teacher clarity, visible learning across the grades, individual and collective efficacy, and building teacher capacity - Increase math vocabulary, math fluency skills, improve math problems skills, and stronger mathematical reasoning	- Clarity of expectations lower behavioral referrals less instructional disruptions - Higher students attendance = Higher achieve and a safe, positive climate - Promote a clear understanding and importance of daily attendance. - Supportive accountability through student engagement and attendance. Sense of belonging and connection through relationships. - Clear recognition of positive behaviors and less incidents of bullying and negative conduct. Creating a more positive culture. - Equip. teachers with teaching tools through feedback
 KEY MEASURES	- Increased growth and grade-level growth on assessments - Student reading ability and fluency will improve. - i-Ready diagnostic growth, SRA Tracker, DRC Becon - student growth based upon teacher support by literacy specialist and instructional specialist	- Georgia Lead observations cycles and implementation during colaboritive PLC time - Georgia Leads feedback cycle and MTSS process numbers decrease for Tier 2 - increased growth in i-ready	# of major and minor referrals submitted, # of Tier 2/MTSS referrals - Decrease chronic absenteeism and truancy - decrease in chronic absenteeism and truancy - Check-in Sheets documented in Panorama. Fewer absences manifested. - Mock student health/climate surveys. - Surveys after PL complete. TODD