Social Circle Elementary School
2026-2027 School Improvement Plan

Vision: To inspire confident, curious learners who graduate ready to thrive in our community 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 ***Including Accelerated & Academically Struggling***	Evidence ***Including Sub Groups***	Monitoring Points ***Monthly & Impact Checks***	Professional Learning Needed	Project Lead
1) Implement UFLI in grades K-2 with fidelity at Tier one and differentiate based on instructional need during WIN time (K-6). 2) Align word instruction with current phoneme-grapheme correspondences while incorporating heart words and morphology instruction (prefixes, suffixes, base words, Greek and Latin roots, and word meaning connections) to support orthographic mapping, vocabulary development, decoding, spelling, and reading fluency across all grade levels, empowering students to become confident, life-literate learners and effective	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. UFLI Pacing Guide Common Assessments	Extended Planning Days (PL Days) SIP Tracker Quarterly Impact Checks	UFLI Training Organizing groups during WIN time	Administration/ Instructional Coaches Literacy Coach
	2) By the end of the school year, at least 85% of students in each grade K-2 will meet high-frequency word goals. (K -60, 1st -200, 2nd - 300) 2b) By the end of the school year, at least 80% of students in each grade 1-5 will demonstrate oral reading fluency	Quarterly Impact Checks SIP Tracker	Sor For More - Justin Browning Fluency Rubric (normalizing grading)	Administration/ Instructional Coaches Literacy Coach

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communicators who meet or exceed grade-level standards. (Explicit phonics instruction, morphology study, decodable text practice, heart word routines, word mapping, word chaining, vocabulary discussions, fluency practice, spiral review, and differentiated small-group instruction)	(reading a grade-level text), as indicated by a raw score of at least 11 on the 16-point fluency rubric. Benchmark Advance Common Assessment Data, ORF Data, Report Card Data			
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. **Compassionate Communicator:** Uses writing to express thoughts clearly, respectfully, and with awareness of the audience.	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. Pacing Guides, Lesson Plans, Teacher-student conference notes	Quarterly Impact Checks WriteScore (3rd-6th)	New K-12 Writing Standards New EOG Writing Rubrics (normalize grade) Portrait of a Graduate	Administration/ Instructional Coaches Literacy Coach
	4) By the last administration of iReady, at least 60% of students school-wide will meet early on grade level or higher on the iReady diagnostic assessment. 4b) By the last administration of iReady, at least 60% of students will meet or exceed their annual	Quarterly Impact checks SIP Tracker	Benchmark Advance iReady 7-minute ORF Sor For More - Justin Browning	Administration/ Instructional Coaches

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Critical Thinker: Organizes ideas purposefully and revises for clarity and effectiveness. **Life-Literate Learner:** Applies writing skills across subjects and real-world contexts with confidence. 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 communicators, critical thinkers, and creative problem solvers. **Compassionate Communicator:** Learns to understand texts deeply and communicate meaningfully with others. **Critical Thinker:** Analyzes and makes inferences from complex texts. **Creative Problem Solver:** Uses reading strategies to navigate unfamiliar vocabulary or challenging content.	typical growth goals as determined and measured by the iReady diagnostic assessment.		CIRCLE- Effective Educator Practices Sor For More - Justin Browning	

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Life-Literate Learner: Builds transferable literacy skills for academic, personal, and real-world success. 4b) Deliver differentiated, data-informed instruction to target individual student needs to improve overall reading comprehension of each individual learner.				

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Student Performance Goal #2: *Improve students' knowledge and skills in mathematics.*

Actions, Strategies, and Interventions ***Including Accelerated & Academically Struggling***	Evidence ***Including Sub Groups***	Monitoring Points	Professional Learning Needed	Team Lead
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. (Goal setting, counting backward, daily fluency practice (targeted and differentiated), technology platforms, number talks, subitizing, and spiral review)	By the end of the school year, at least 80% of students in grades K–6 will demonstrate mastery of grade-level foundational math facts and number sense skills as measured through fluency assessments, classroom assessments, and teacher observations. **Kindergarten**: Count forward to 100 and backward from 20; demonstrate fluency with basic addition and subtraction facts. **1st Grade**: Count forward and backward to 120; add and subtract within 10 with fluency. **2nd Grade**: Demonstrate fluency in addition and subtraction	SIP Tracker (track fluency by mastery of each family before 0-12 mixed assessment)	Number Talks C.I.R.C.L.E- Effective Educator Practices Effective use of Manipulatives to improve concrete understanding of standards	Administration/ Instructional Coaches

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Critical Thinker: Analyzes patterns and relationships between numbers to solve problems efficiently. **Creative Problem Solver:** Applies different strategies to approach math facts flexibly and accurately. **Empathetic Collaborator:** Works with peers to explore, discuss, and justify mathematical reasoning. **Life-Literate Learner:** Builds fluency to confidently apply math in academic, daily, and future career settings. 2. Strengthen Tier 1 math instruction through consistent implementation of the Georgia Mathematics Frameworks and the district math curriculum to ensure students develop conceptual understanding from the concrete to representational to abstract level.	within 20. **3rd Grade**: Master multiplication facts from 0 to 12. **4th Grade**: Master division facts from 0 to 12. **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. **6th Grade**: Demonstrate fluency with all operations with fractions and decimals, including multi-step problems and real-world applications.			
	2) By the end of the school year, teachers in all grade levels will consistently use manipulatives, visual models, math discussions, and problem-solving activities aligned to the Georgia Mathematics Frameworks and district math curriculum, as measured through walkthroughs, lesson plans, and classroom observations.	Quarterly checks with students in all grade levels SIP Tracker Lesson Plans that include Frameworks	Lesson Plans that include Frameworks Manipulatives	Administration/ Instructional Coaches

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3) Strengthen math instruction across grades 3–6 through the consistent use of an i-Ready data tracking system to identify student needs, guide students through the i-Ready program during guided math time, and support targeted small group instruction based on student performance data. **Critical Thinker:** Justifies reasoning and evaluates strategies. **Creative Problem Solver:** Applies math understanding in flexible and innovative ways. **Compassionate Communicator:** Clearly and respectfully shares mathematical thinking. **Empathetic Collaborator:** Engages in productive group work and peer feedback. **Life-Literate Learner:** Applies math skills in meaningful academic and real-world tasks.	3) By the last administration of iReady, at least 60% of students school-wide will meet early on grade level or higher on iReady diagnostic assessment. 3b) By the last administration of iReady, at least 60% of students will meet or exceed their annual typical growth goals as determined and measured by the iReady diagnostic assessment.	Quarterly Impact Checks SIP Tracker	Math Discourse i-Ready: How to use the data for small group instruction. C.I.R.C.L.E- Effective Educator Practices	Administration/ Instructional Coaches

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4. Strengthen students' mathematical academic vocabulary through explicit instruction, interactive discussions, visual supports, and consistent use of math language during daily instruction and problem-solving activities, empowering students to explain reasoning, communicate mathematical thinking, and deepen conceptual understanding. (Word walls, vocabulary routines, sentence stems, math discussions, anchor charts, interactive notebooks, number talks, graphic organizers, and real-world math conversations)	4. By the end of the school year, at least 80% of students will demonstrate improved understanding and use of grade-level mathematical vocabulary during classroom discussions, written responses, and problem-solving tasks, as measured through common assessments, student work samples, and teacher observations.		Math Discourse; vocabulary routines	Administration/ Instructional Coaches

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Student Performance Goal #3: *Strengthen the implementation of the social-emotional learning (SEL) components to support student academic and emotional well-being.*

Actions, Strategies, and Interventions ***Including Accelerated & Academically Struggling***	Evidence ***Including Sub Groups***	Monitoring Points	Professional Learning Needed	Team Lead
1. Implement a schoolwide self-regulation support system that includes explicit SEL instruction, daily calming and coping strategy practice, classroom regulation tools (calm corners, visual schedules, and check-in/check-out systems), and small-group interventions for students needing additional support. 2. Consistently model and reinforce self-regulation skills through morning meetings, behavior reflection opportunities, and positive behavior supports supporting students in becoming life-literate learners, compassionate communicators, critical thinkers, and creative problem solvers who take ownership of their learning. **Compassionate Communicator:** Expresses needs, emotions, and feedback in respectful and productive ways.	1) By the end of the 2026-2027 school year, students will improve self-regulation skills as measured by behavior data and classroom observations tools. 2) By the end of the 2026-2027 school year 80% of students will meet expectations in at least 3 of the 5 targeted behavior areas on the behavior screener: classroom behavior, behavior and self-management,	Behavior Screener Data (SIP TRACKER) Quarterly - Number of office referrals Quarterly - Number of Teacher Managed Behavior Incidents SIP Tracker	PBIS School-Wide Expectations Positive Behavior Reinforcement Consistency Morning Meetings Mindfulness Zones of Regulation	Administration/ Instructional Coaches TSS Team Leaders for each grade level

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Empathetic Collaborator: Practices active listening, teamwork, and conflict resolution. **Global Citizen:** Respects differences and makes positive contributions to the school community. **Life-Literate Learner:** Demonstrates self-regulation and responsible decision-making in academic and social settings.	executive functioning, respect and communication and/or social skills.			