

 VISION

We are building a community where students grow into thoughtful, resilient individuals who embrace challenges, respect diverse perspectives, and are prepared to make meaningful impact in a changing world.

 MISSION

Develop curious, confident learners who take ownership of their growth, think critically about the world around them, and contribute positively to their community.

 BELIEFS

Every student can grow, succeed, and make a difference. Learning should be inquiry-driven and meaningful. Understanding and respecting different perspectives strengthens our community. Education is a shared responsibility. Trust is built through honesty, consistency, and open communication. A safe, supportive environment is essential for all.

Increase student literacy**Increase student numeracy****Strengthen Culture and Climate****OBJECTIVE**

- By the end of the 2026 -2027 school year, we will increase our content mastery score in ELA by 6 percentage points.

- By the end of the 2026 - 2027 school year, we will increase our content mastery in math by 6 percentage points.

- By the end of the 2026 - 2027 school year, increase climate star rating to 3.

**CRITICAL INITIATIVES**

- Implement high-quality IB MYP professional learning and ensure consistent use of MYP instructional practices
- Monitor the implementation of the tiered intervention system (MTSS).
- Administer DRC BEACON testlets and Mock GMAS, analyze data, engage in student and teacher data talks, and adjust instruction to target gaps and improve achievement.
- Monitor the process of teachers annotating RCSS lesson plans and using the Achievement Level Descriptors to ensure all students engage in rigorous reading, writing, and evidence-based tasks aligned to GMAS expectations.
- Monitor the implementation of the ESOL program.

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- Monitor the process of teachers annotating RCSS lesson plans and using the ALDs to ensure students engage in rigorous, standards-aligned problem solving, reasoning, and independent application aligned to GMAS.

- Involve student council and school council in planning school activities.
- Inform families monthly, through counselors, when absences become chronic and explain their impact on learning.
- Implement restorative practices program for suspensions.
- Obtain the "Ready Georgia Seal of Preparedness" and obtain "GAMTSS Operational or Distinguished School."
- Continue incentives for monthly perfect attendance and implement incentives for improved attendance.

- Teachers consistently design and deliver MYP-aligned, concept-based lessons.
- Students demonstrate deeper understanding and application of standards-aligned content.
- Students receive differentiated support tied directly to deficient reporting categories.
- Targeted students close gaps in specific GMAS domains.
- Students will use ELA assessment data to set goals, monitor progress, and demonstrate increased mastery of grade-

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- Increase family and student engagement with school.
- Decrease student chronic absences
- Decrease in referrals indicated as disorderly conduct.
- Increase in overall student body attendance.



INTENDED OUTCOMES

- level reading and writing standards.
- Teachers use ELA data to plan targeted instruction that increases student mastery in reading and writing.
- Teachers deliver daily lessons that fully implement the Gradual Release model and lesson components (i.e. differentiated groups based on the ALDs).
- All students consistently participate in reading, writing, speaking, and thinking activities during daily instruction.
- The ESOL teacher and general education teacher consistently adapts lessons to meet the needs of the ESOL students.
- ESOL students demonstrate progress towards English proficiency.

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- Teachers use math data to plan targeted, standards-aligned instruction and interventions to increase student mastery in reading and writing.
- Students consistently engage in rigorous, standards-aligned problem solving and mathematical reasoning.
- Teachers consistently implement the RCSS Lesson Structure and group students based on the ALDs with fidelity in math instruction.



KEY MEASURES

- ≥ 90% of observed lessons include MYP elements aligned to grade-level GSE standards using Cognia Teacher Observation Tool.
- Increase student performance from unit pre-assessment to unit post-assessment on GMAS-aligned items.
- Teacher feedback survey
- ≥ 70% of Tier 2/3 students meet Typical or Stretch Growth on i-Ready.
- Decrease students 2+ grade levels below by ≥ 10 percentage points (BOY to EOY).
- Increase students at/above grade level by ≥ 8 percentage points on i-Ready.
- Increase the percentage of students meeting or exceeding proficiency on ELA sections of DRC BEACON and GMAS by 6%.
- Evidence of data-driven instruction through improved student performance on ELA DRC Beacon.
- ≥ 90% of observed lessons include all components of the lesson structure
- 100% of lesson plans include learning targets, success criteria, and structured gradual release phases.
- ≥ 90% of lessons include: reading tasks, writing about text, and academic discussion
- ≥ 75 % of the ESOL students show growth on the Flashlight 360 middle and end of the year diagnostic.
- ≥ 75% of students show growth in English proficiency on the WIDA assessment when compared to the previous year.
- 100% of lesson plan annotations show adaptation of the lesson for ESOL students.

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- Increase the percentage of students meeting or exceeding proficiency on math sections of DRC BEACON and GMAS by 6%.
- Evidence of data-driven instruction through improved student performance on ELA DRC Beacon.
- ≥ 90% of observed lessons show students actively solving grade-level problems requiring reasoning and justification
- Work sample analysis shows ≥ 80% of student work includes: Multi-step problem solving Written or verbal justification of answers
- ≥ 90% of lessons include all phases of Gradual Release
- 100% of plans include: Standards-aligned learning targets, success criteria, structured problem-solving tasks, and groups based on ALDs.

- ≥ 2-star rating on state survey
- Student attendance data
- Number of students referred to the counselor
- Percentage of participating students who reduce total days absent (including suspension days) by at least 20%.
- ≥ 2 star-rating in discipline
- ≥ 2-star rating in attendance