

 VISION

Thrive, Teach, and Learn

 MISSION

Create the best educational experience by promoting success through maintaining high expectations.

 BELIEFS

1) Everyone can learn. 2) Families and teachers work together to help us learn. 3) School should feel safe, kind, and welcoming.

Growth in Learning: ELA

Growth in Learning: Math

Culture of Learning



OBJECTIVE

- During the 2026-2027 school year, we will increase student achievement in ELA as follows: Grades 3-5: Increase the percentage of students scoring at Developing Learner level or above on the Georgia Milestones End-of-Grade (EOG) ELA assessment from _____ to TBD. Grades K-2 By the end of the 2026-2027 school year, I-Ready proficiency will increase from 121 of 323 students (37.5%) to 172 of 323 students (53.3%) by moving 25% (51 students) of the currently non-proficient students to proficiency.

- During the 2026-2027 school year, we will increase student achievement in Math as follows: Grades 3-5: By the end of the 2026-2027 school year, GMAS Developing Learner and above scores will increase from 160 out of 338 (47%) by moving 25% (45 students) of the 178 currently Beginning Learners to Developing Learner or above. Grades K-2: By the end of the 2026-2027 school year, I-Ready proficiency will increase from 118 out of 323 students (37%) to 169 out of 323 students (52%) by moving 25% (51 students) of the currently non-proficient students to proficiency.

- During the 2026-2027 school year, we will decrease the total number of major office discipline referrals (ODRs) from 311 to [target number], as measured by our student information system's discipline tracking module. Top referral types/locations: Disorderly conduct (105 students) and Fighting (66 students). Repeat offender rate: 52 out of 105 students for disorderly conduct is 50%; 32 out of 66 students for fighting is 48%.



CRITICAL INITIATIVES

- Implement small-group differentiated reading instruction using MyView.
- Provide (Foundations/ I-Ready/Savvas/MyView/95%) research-based intervention 3x/week (30min/session) for students 2+ grade levels below delivered by the teacher.
- Provide professional learning for updated ELA standards and science of reading practices
- Expand vocabulary/comprehension instruction across content areas using a shared protocol (e.g., Frayer Model, Six Step Vocabulary Protocol) in ELA, science, and social studies.
- Implement consistent standards aligned to writing instruction across all grade levels and content areas

- Monitor student progress through PLCs, common assessments, and data meetings
- Provide professional learning focused on standards-based math instruction and student engagement strategies.
- Strengthen intervention (below proficiency) and enrichment (above proficiency) through iReady Math/GaDOE learning plans math block, 3x/week (30 min/session), based on iReady diagnostic data.

- Implement restorative practices to include trainings for all staff and students for morning meeting, conflict resolution, de-escalation strategies, social emotional learning and classroom management quarterly.
- Monitor schoolwide PBIS implementation, expectations and incentives to include morning meetings, monthly walkthroughs, Tier 2 Check-In Check-Out (CICO), and classroom guidance.
- Increase family communication and collaboration regarding student behavior through month updates and participation in Parent and Family Engagement opportunities.
- Develop individualized intervention plans for students with repeated behavioral concerns, reviewed at least monthly.
- Review attendance/suspension data at least biweekly, coordinate interventions across grade-level teams. (already a strength -- keep and formalize).



INTENDED OUTCOMES

- The percentage of students reading on or above grade level will increase from _____ to _____ as measures by GMAS Lexile levels.
 - 25% of students in Tier 2/3 reading groups will increase at least one Lexile band from BOY to EOY, as measured by IReady Reading.
 - Walkthrough/lesson plan data (monthly)
 - The percentage of students reading on or above grade level will increase from (Baseline %) to (Target%) as measured by GMAS Lexile levels.
 - 25% of students will demonstrate growth in writing proficiency from BOY to EOY on common writing samples scored with the schoolwide writing rubric.
- The percentage of students meeting or exceeding proficiency on GMAS Math will increase from 47% (160 students) to 52% (178 students).
 - 50% of teachers will demonstrate increased confidence/competency in standards-based math, measured by walkthrough data and PLC artifacts (BOY to EOY).
 - 25% of students identified through iReady Math diagnostics for intervention or enrichment will show growth of one or more diagnostic levels of EOY.
- Behavior incidents requiring restorative conferences will decrease by 25%, with 10% of conferences resulting in no repeat referral within 30 days.
 - Out of school suspensions will decrease from 311 to 233 (25%).
 - Family participation in behavior support plan meetings will increase to 25% of invited families. Family engagement sign in logs per event.
 - Behavior incidents requiring restorative conferences will decrease by 25% with 10% of conferences resulting in no repeat referral within 30 days.
 - Out of school suspensions will decrease from 311 to 233(25%).
 - Discipline tracking module data (monthly/quarterly) Expected Result: 25% reduction in total incidents and out of school suspensions



KEY MEASURES

- IReady Reading Diagnostic(BOY/MOY/EOY)
 - GMAS ELA (EOY)
 - Common writing samples (BOY/MOY/EOY)
- GMAS Math (EOY) (proficiency growth)
 - PLC common formative assessments (per unit) (teacher capacity)
 - iReady Math Diagnostic (BOY/MOY/EOY) (intervention/enrichment growth)
- Reduction in behavior incidents and referrals, increased use of restorative practices as shown in discipline data, logs, CICO
 - Reduce suspensions and repeated behavioral referrals
 - Family engagement sign-in logs (per event) (Family Participation)
 - Reduction in disciplinary referrals
 - Increase school climate rating, schoolwide monitoring protocol for behaviors and decrease discipline module data (monthly/quarterly)