



Peeples Elementary School

School Improvement Plan Overview 2026-2027



Goal	District Strategic Plan Alignment	Action Steps	Performance Measures
<u>Reading</u> By the end of the 2026–2027 school year, 75% of students in grades 3 through 5 will achieve a level 3 (Proficient) or level 4 (Distinguished) performance rating on the Georgia Milestones ELA total assessment. By the end of the 2026–2027 school year, 80% of students in grades K through 2 will achieve an "At or Above Benchmark" performance rating on the STAR Early Literacy assessment.	1.1. Increase student achievement and student growth 1.1.1. Use effective instructional practices in the delivery of instruction. 1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills. 1.1.3. Implement literacy instruction across disciplines to increase achievement across all grade levels. 1.1.4. Increase math achievement across all grade levels.	1. Teachers will implement the revised ELA curriculum guides with fidelity, utilizing HMH instructional resources to ensure consistent, standards-based, and Science of Reading-aligned instructional practices that support improved student literacy outcomes. 2. Teachers will engage in ongoing professional learning on Science of Reading-aligned instructional practices, including the Three Ways of Reading, explicit vocabulary instruction, and retrieval practice, to strengthen instructional delivery and improve student literacy outcomes. 3. Implement the Fayette 5 Instructional Strategies with consistency across all classrooms to improve instructional effectiveness and increase student engagement. 4. Teachers will participate in extended PLCs to analyze student performance data, plan standards-aligned instruction using achievement level descriptors, and collaboratively model instructional practices to ensure consistent alignment and rigor across classrooms. 5. Teachers will participate in weekly MTSS work sessions to better differentiate and accelerate, or extend, literacy instruction for their students. 6. Students in K-5th grade will monitor and track individualized, data-based reading goals (WIGS) utilizing a Leadership Data Notebook and participate in Student-led Conferences. 7. Implement the Creative Model Program to support all learners emphasizing the CFC Mission: Rocket learners lead through out-of-the-box thinking, flexibility, and creativity. 8. Enrichment teachers will engage in 2nd - 5th grade level PLCs to support teachers in planning extension activities and to develop a shared understanding of grade-level instructional expectations and student learning, while frequently monitoring gifted learners to ensure adequate academic growth. 9. Implement reading initiatives to increase student reading volume and literacy growth. (One School-One Book, America's Battle of the Books, Beanstack Challenges)	EOG-Milestone data Interim & Benchmark Assessments Student Leadership Notebooks PLC Documentation MTSS Documentation
<u>Writing</u> During the 2026-2027 SY, students in grades 3 through 5 will show an increase of 3% on the Purpose & Organization, and Evidence & Elaboration components as measured by the Georgia Milestones.	1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools. 2.2 Engage internal and external stakeholders	1. Teachers will engage in PLCs to plan instruction for writing utilizing the 360 Writing curriculum. 2. Students will take ownership of their own learning, developing an understanding of their writing level using rubrics. Students will track writing progress data and collect work samples using a Leadership Notebook. 3. Teachers will provide one to one and/or small group writing conferences with students for writing support. 4. Teachers will utilize writing rubrics to assess student writing samples and to inform and guide instruction. Teacher will engage in calibration of scoring. 5. Teachers will participate in weekly MTSS/Professional Learning Community work sessions in order to assess the effectiveness of writing interventions and to provide alternate instructional activities as needed.	EOG-Milestone data Interim & Benchmark Assessments PLC documentation Writing Rubrics

By the end of the 2026–2027 school year, 75% of students in grades K-2nd will score a 3 or 4 on the Expository Techniques, & Language rubrics as measured by the ELA Summative Assessment.	2.2.4. Improve student engagement.		MTSS Documentation
Mathematics By the end of the 2026–2027 school year, 82% of students in grades 3 through 5 will achieve a level 3 (Proficient) or level 4 (Distinguished) performance rating on the Georgia Milestones Math assessment. By the end of the 2026–2027 school year, 76% of students in grades 1 through 2 will achieve an "At or Above State Benchmark" performance rating on the STAR Math assessment.	3.2 Retain highly effective staff 3.2.1. Provide job aligned professional learning. 3.2.2. Increase leadership capacity among teachers and administrators.	- Teachers will engage in ongoing professional learning on explicit vocabulary instruction and retrieval practice, to strengthen instructional delivery and improve student mathematical understanding and outcomes. - Implement the Fayette 5 Instructional Strategies with consistency across all classrooms to improve instructional effectiveness and student engagement. - Teachers will participate in extended PLCs to analyze student performance data, plan standards-aligned instruction using achievement level descriptors, and collaboratively model instructional practices to ensure consistent alignment and rigor across classrooms. - Teachers will participate in weekly MTSS work sessions to better provide targeted instruction based upon students' needs. - Teachers will be provided release time to observe peer teachers who are piloting Building Thinking Classrooms. - Teachers will assist students in Kindergarten through 5th grades in tracking and meeting math goals using a Student Leadership Notebook to be used in student-led conferences. - School-wide progress monitoring of fact fluency. - Enrichment teachers will engage in 2nd - 5th grade level PLCs to support teachers in planning extension activities and to develop a shared understanding of grade-level instructional expectations and student learning, while frequently monitoring gifted learners to ensure adequate academic growth.	EOG-Milestone data Interim & Benchmark Assessments Student Leadership Notebooks PLC Documentation MTSS Documentation
School Culture Improve school culture, climate and safety for faculty, students and parents as measured by the 2026-2027 state climate surveys, the MRA surveys, and the district parent and staff perception surveys.	4.1. Ensure safe supportive learning environments 4.1.1. Improve school climates across the district. 4.1.2. Use evidence-based practices to support student behavior and discipline.	- Reinforce school-wide procedures using Peeples 101, the PBIS matrix, and the SOAR Code. - Teachers will deliver weekly PBIS/LIM lessons from the Peeples 101 Playbook and hold weekly DEAL (Drop Everything and Lead) class meetings focused on developing student leadership and personal responsibility through the 7 Habits. - Staff will meet as department levels and school-wide to monitor progress and target areas of need during weekly MTSS meetings. - Administration will recognize classroom/individual leaders displaying the 7 Habits expectations on announcements, and will increase the frequency of Leader in Me Principal Recognitions. - School-wide implementation of Kindness Week to focus on the prevention of bullying and spreading kindness. - Students will recognize other stakeholders demonstrating the 7 Habits using the Rocket Fuel Filler program school-wide. - MTSS Behavior Interventionist will collaborate with teachers and administration to provide behavior interventions and track student progress towards individualized behavior goals. - Ongoing professional learning will be provided to deliver specific behavior management strategies. - Staff will continue training and implementation of classroom management techniques and procedures using the Leader in Me program and PBIS framework emphasizing the 7 Habits and the SOAR matrix.	Attendance Data LIM Measurable Results Assessment (MRA) PBIS Survey (TFI) District Based Surveys State Health Survey