

 **VISION**
The vision of Lamar-Milledge Elementary School is to create a strong foundation and love for learning that produces students whom are prepared for life beyond the classroom.

 **MISSION**
The mission of Lamar-Milledge Elementary School is to spark a curiosity for learning and innovatively educate the whole child to increase student achievement.

 **BELIEFS**
Every person can learn and has the right to a quality education. • Students thrive in a positive climate and culture where they are respected • and all ideas are accepted. • Effective communication is the key to understanding among people. • Excellence in education is the collaborative effort and shared responsibility of the individual, home, school and community.

	Attendance	Literacy	Math
OBJECTIVE	Reduce chronic absenteeism from 31.71% to 28.71% by the end of the 2026–2027 school year, so that 72%+ of students are present 90% of instructional days (Infinite Campus).	Increase the percentage of students reading on/above grade level by the end of the 2026–2027 school year (iReady K-5 / GMAS 3-5) by strengthening Tier 1 literacy instruction, closing foundational skill gaps, and embedding consistent literacy practices school-wide during PLCs. Differentiated targets: Kindergarten (79%) toward an 85%+ stretch target; grades 1–5 (52%, 22%, 30%, 34%, 25%) each increase by ≥12 percentage points.	Increase math proficiency by the end of the 2026–2027 school year (iReady K-5 / GMAS 3-5) by strengthening foundational skill mastery and embedding mathematical reasoning across content areas during PLCs. Differentiated targets: grades 2, 3, and 5 (16%, 14%, 14% — lowest-proficiency cohorts) each increase by 15 percentage points; grade 4 (30%) increases by 10 points schoolwide plus its dedicated Beginning-level strand (≥40% of the ~70% Beginning cohort exited by Day 120); grades K and 1 (63%, 54%) each increase by 10 points.
CRITICAL INITIATIVES	- Implement a consistent, tiered attendance intervention system aligned to district protocols, including CICO mentoring and Tier III family outreach. - Strengthen family engagement through proactive communication (monthly newsletter, quarterly surveys, f2f meetings), quarterly student showcases, and connections to community resources that reduce attendance barriers. - Increase student and staff engagement through rigorous, relevant instruction and attendance incentive programs that promote positive competition among RCA houses.	- Implement daily Tier I literacy instruction using complex texts, academic vocabulary, writing across content areas, RACE responses, and quarterly STEAM/project-based learning experiences. - Provide daily differentiated literacy instruction through small groups, structured stations, fluency monitoring, progress monitoring, and targeted interventions based on student data. - Deliver targeted intervention and acceleration through academic support personnel, co-teaching, and small-group instruction for students requiring additional support.	- Implement daily differentiated math instruction through small groups, station rotations, teacher-led instruction, and targeted interventions based on student data. - Develop mathematical fluency and reasoning through weekly fluency practice, Just the Facts assessments, ROPES math journals, and problem-solving tasks. - Provide targeted intervention and acceleration through academic support personnel, co-teaching, & small-group instruction, including 4th-grade interventionist-led pull-out sessions 4x weekly for Beginning-level students.
INTENDED OUTCOMES	Reduce chronic absenteeism to 28.71% (ADA ≥93%), assign CICO mentors to all chronically absent students, and maintain Tier III contact logs.	- Increase reading proficiency by ≥12 points per grade, student-created Thinking Maps in ≥80% of classrooms, and RACE growth across 2 cycles. - Increased percentage of students reading on/above grade level - Reduced percentage of students performing 2+ grade levels below - Increased percentage of students reading on/above grade level - Improved reading fluency, vocabulary, and comprehension	- Math proficiency increased per differentiated targets: grades 2, 3, 5 +15 points; grades K, 1, 4 +10 points. - Increased percentage of students meeting math proficiency - Improved foundational skill mastery - Increased student ability to apply math concepts - Increase % of students meeting math proficiency by 10% or greater at each grade level.
KEY MEASURES	- Less than 28% of students chronically absent. • Number of students at each attendance Tier III decreases. • Parental involvement/engagement increase - Less than 28% of students chronically absent. Average daily attendance rate 72% or better. Parent involvement increases 10%. - Parental involvement/engagement increases by 10%.	- Reading proficiency rates increase by 15% or greater at each grade level (district/state assessments) • Student growth data increase (i-Ready/MAP) % of classrooms implementing small groups and stations daily increase • Student writing samples across content areas (rubric-based) - Reading proficiency rates increase (district/state assessments) • Reading fluency tracking (weekly/bi-weekly)	- Evidence of math reasoning in journals and across subjects - Math proficiency rates increase by 10% at each grade-level (district/state assessments); grades 2/3/5 +15 points, grades K/1/4 +10 points