

 **VISION**
Empower. Engage. Excel: Every Learner, Every Day

 **MISSION**
We will uphold Ms. Lucy Craft Laney's legacy by empowering, educating, and preparing every learner to become a successful leader and productive citizenengaged today, excelling tomorrow.

 **BELIEFS**
1. We believe every learner deserves a safe, inclusive, and engaging environment to thrive.2. We believe empowering students builds confidence, independence, and a lifelong love of learning.3. We believe strong relationships and relevant instruction drive academic and personal success.

	Literacy: Student Achievement	Math: Student Achievement	Graduation Rate
 OBJECTIVE	By reducing variability in Tier I literacy instruction in ELA and Social Studies courses, Laney High School will increase the percentage of students performing at the Developing Learner level and above on the Georgia Milestones End-of-Course assessment in Literature II and U. S. History by at least three percentage points by the end of the 2026-2027 academic year.	Laney High School will strengthen Tier I mathematical reasoning and problem-solving instruction in Math and Science to increase the percentage of students achieving Developing Learner or above on the Georgia Milestones End-of-Course assessments in Algebra Concepts & Connects and Biology by at least three percentage points by the end of the 2026-2027 academic year.	Laney High School will strengthen school culture and climate through consistent cohort monitoring, Early Warning Indicators (EWI) reviews, and tiered academic and non-academic supports to increase the graduation rate by 3% by the end of the 2026-2027 academic year.
 CRITICAL INITIATIVES	- Facilitate and monitor collaborative planning for ELA & Social Studies courses focused on instructional strategies, progress monitoring, data analysis, implementation, and feedback to improve Tier 1 instruction. - Provide targeted professional learning for ELA & Social Studies teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms. - Monitor & provide feedback on the instructional delivery of ELA and Social Studies standards and high-impact content-specific literacy strategies.	- Facilitate and monitor collaborative planning for Mathematics and Science courses focused on instructional strategies, progress monitoring, data analysis, implementation, and feedback to improve Tier 1 instruction. - Provide targeted professional learning for Math & Science teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms. - Monitor & provide feedback on the instructional delivery of Math & Science standards and high impact content-specific literacy strategies.	- Use the cohort monitoring system & Early Warning Indicator to review attendance, grades, and credits to provide different levels of academic and non-academic support through MTSS. - Implement and monitor a Teachers As Advisors (TAA) model with defined roles focused on relationship building, academic progress, attendance, and graduation readiness. - Reinforce consistent schoolwide expectations and positive behavior supports to create a safe, supportive learning environment.
 INTENDED OUTCOMES	- Teachers will be confident and prepared to deliver the lesson and support students toward mastery. The student will be engaged in the lesson. - Tier I instruction will improve as a result of professional learning. Student achievement and progress will improve. - Lexile scores are expected to increase, demonstrating progress toward mastery of academic standards. Instructional delivery will also be enhanced.	- Teachers will be confident and prepared to deliver the lesson and support students toward mastery. The student will be engaged in the lesson. - Tier I instruction will improve as a result of professional learning. Student achievement and progress will improve. - Lexile & Quantile scores are expected to increase, demonstrating progress toward mastery of academic standards. Improved observations.	- There will be fewer students at risk for not meeting cohort requirements. - Students will be more knowledgeable about graduation requirements, individual progress, and tools/resources to support attendance and SEL. - There will be fewer discipline incidents, and students will feel safe, secure, and supported.
 KEY MEASURES	- Common assessment data, observation/walkthrough as follow up from collaborative planning, ELEOT - Observations, student performance, professional learning, teacher feedback survey - NWEA MAP Reading Lexile Scores, Observations/Walkthroughs	- Common assessment data, observation/walkthrough as follow up from collaborative planning, ELEOT - Observations, student performance, professional learning, teacher feedback survey - NWEA MAP Reading Lexile & Quantile Scores, Observations/Walkthroughs	- USHA Reports, Infinite Campus, Graduation Plan, Panorama, PBIS - TAA feedback survey, TAA Lessons, USHA, Counselor Reports - Infinite Campus, Panorama, School Climate Survey (end of the year)