



2026-2027 Inman Elementary School Improvement Plan At-A Glance

Reading Goal	Alignment to Fayette Strategic Plan	Action Steps	Performance Measures: Leading Are we doing the work?	Performance Measures: Lagging Is the work making a difference?
By May 2027, 100% of Pre-K students will demonstrate a 50% increase in letter identification, as measured by pre- and post-assessment. By May 2027, 90% of Kindergarten students, 90% of First grade students, and 75% of Second grade students will score at or above proficiency on the STAR Early Literacy	1.1.1. Use effective instructional practices framework 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 promote student achievement and engagement. 1.1.5. Lead and facilitate effective, data-driven school improvement planning processes across all schools. 1.1.6. Implement an	- Develop teachers' understanding of evidence-based literacy instruction, HMH instructional routines, the Science of Reading, and the Science of Learning through collaborative planning, lesson preparation, and professional learning. - Protect and consistently implement the instructional schedule to ensure all students receive uninterrupted Tier I literacy instruction, including the Three Ways of Reading (Read Aloud, FASE, and Accountable Independent Reading).	STAR Early Literacy Data STAR Reading Data Interim Assessments PLC Agendas and Notes MTSS Agendas and Notes Schoolwide Assessment Plan Grade level CFAs Teacher Observations Lesson Plans	EOG- Ga Milestone Data K-2 Summative

assessment. On the 2026-2027 spring GMAS ELA assessment, the percentage of students scoring Proficient and Distinguished will increase to: 3rd: 58% 4th: 65% 5th: 67%	internal accountability system to support student achievement 2.2.4. Improve student engagement.	3. Facilitate high-quality, standards-aligned Tier I literacy instruction through the consistent implementation of the Fayette 5 instructional framework, the Three Ways of Reading (Read Aloud, FASE, and Accountable Independent Reading), purposeful questioning, appropriate scaffolds that maintain cognitive demand, and access to grade-level, complex text. 4. Develop teachers' use of explicit and implicit vocabulary instruction, retrieval practice, and Speaking, Writing, Reading, and Listening (SWRL) opportunities to strengthen student comprehension, retention, and application of literacy knowledge. 5. Utilize PLCs to collaboratively plan literacy instruction, analyze student work and assessment data, monitor the impact of agreed upon instructional practices, and determine instructional responses based on student evidence. 6. Provide ongoing job embedded coaching, instructional modeling, walkthrough feedback, and collaborative reflection aligned to schoolwide literacy priorities.		
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Writing Goal	Alignment to Fayette Strategic Plan	Action Steps	Performance Measures: Leading Are we doing the work?	Performance Measures: Lagging Is the work making a difference?
By May 2027, 100% of Pre-K students will demonstrate drawing, dictation, and emergent writing skills as measured by a pre/post writing assessment. By May 2027, 75% of students in grades K–2 will score a Level 3 or Level 4 on the FCPS Summative Writing Assessment. By May 2027, the percentage of students scoring Proficient and Distinguished on the GMAS Extended Writing Task will increase by 3 percentage points.	1.1.1. Use effective instructional practices framework 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 promote student achievement and engagement. 1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools. 2.2.4. Improve student engagement.	1. Implement daily Write to Learn opportunities aligned to the Fayette Five instructional framework across content areas. 2. Provide explicit writing instruction using district writing resources and grade-level writing progressions. 3. Utilize PLCs to collaboratively analyze student writing, calibrate scoring, and identify instructional next steps 4. Increase opportunities for students to produce extended written responses in ELA, math, science, and social studies. 5. Provide timely, standards-aligned feedback that enables students to revise and improve their writing. 6. Teachers and staff will implement instructional strategies focused on phonemic awareness, phonics, spelling, and word study daily aligned to the science of	360Writing Assessment Data ReadyGen Assessments/Constructed Responses Interim Assessments PLC Agendas and Notes MTSS Agendas and Notes Schoolwide Assessment Plan Grade level CFAs Teacher Observations Lesson Plans Student Goal Setting/Reflection	EOG- Ga Milestone Data K-2 Summative Assessment

		reading for increasing students' vocabulary.		
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Math Goal	Alignment to Fayette Strategic Plan	Action Steps	Performance Measures: Leading Are we doing the work?	Performance Measures: Lagging Is the work making a difference?
By May 2027, at least 75% of Pre K students at Inman will meet grade level numeracy benchmarks by recognizing numerals to 10, counting to 20, and accurately counting 10 objects, as measured by a district approved early numeracy assessment. By May 2027, the percentage of Kindergarten students performing in the "Exceeds" category in mathematics on the GKIDS assessment will increase by 10% from the 2026-27 baseline, as	1.1.1. Use effective instructional practices framework in the delivery of instruction. 1.1.3 Literacy across disciplines (math writing integration) 1.1.4. Increase math achievement across all grade levels. 1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools. 1.1.6 Implement an internal accountability system 2.2.4. Improve student engagement.	1. Develop teachers' conceptual understanding of mathematics standards, learning progressions, depth of knowledge, and common student misconceptions through collaborative planning, lesson preparation, and job embedded professional learning. 2. Engage teachers in ongoing vertical collaboration to strengthen understanding of mathematics learning progressions, prerequisite skills, and grade level expectations to ensure coherent instruction across K–5. 3. Establish consistent, developmentally appropriate fluency instruction. 4. Utilize PLCs to collaboratively plan and prepare standards aligned lessons, analyze student work and assessment data, identify misconceptions, and determine instructional responses and monitor the impact of those responses.	STAR Math Data Savvas Diagnostic Data Interim Assessments PLC Agendas and Notes MTSS Agendas and Notes Schoolwide Assessment Plan Grade level CFAs Teacher Observations Lesson Plans Fluency practice evidence	EOG- Ga Milestone Data

measured by year-end GKIDS performance data. By May 2027, the percentage of students scoring Proficient and Distinguished on the Georgia Milestones Mathematics Assessment will increase to 68% in grade 3, 74% in grade 4, and 68% in grade 5. Additionally, 80% of first grade students and 70% of second grade students will score at or above proficiency on the STAR Math assessment.		- Develop teachers' use of purposeful questioning techniques that promote mathematical reasoning, productive struggle, and student discourse. - Facilitate high quality, standards aligned, grade level mathematics instruction through the consistent implementation of the Fayette 5 instructional framework, rigorous tasks, purposeful questioning, productive struggle, mathematical discourse, and content specific feedback. - Provide ongoing job embedded coaching, instructional modeling, walkthrough feedback, and collaborative reflection aligned to schoolwide mathematics priorities.		
Culture Goal	Alignment to Fayette Strategic Plan	Action Steps	Performance Measures: Leading Are we doing the work?	Performance Measures: Lagging Is the work making a difference?
By May 2027, we will improve school culture and climate for all stakeholders, as	2.2.1.Maintain and expand community partnerships. 2.2.3.Expand parent and stakeholder	Implement consistent schoolwide culture and behavior expectations through Leader in Me, PBIS, explicit instruction, common	Discipline and Attendance Data	State/School based climate surveys LIM Measurable Results Assessment

evidenced by a 5 percentage point increase in positive responses on the state climate survey, at least 82% favorable responses on key indicators of the MRA staff, student, and parent surveys, and a 5% reduction in negative or neutral responses on school-based climate surveys.	engagement. 2.2.5. Increase volunteerism among our schools. 2.2.4.d Support implementation of Leader in Me programming by partially funding student subscriptions through the Fayette Foundation and Peach Dollars. 2.2.5.c Grow student mentoring program through expanded recruitment and retention of qualified adult mentors. 4.1.1. Improve school climates across the district. 4.1.1.a Strengthen and refine PBIS practices through ongoing data analysis, staff collaboration, and targeted support to improve student behavior, engagement, and school climate.	language, and recognition of Ready, Respectful, and Responsible behaviors. 2. Increase student voice, leadership, and ownership through Student Lighthouse Teams, classroom leadership roles, goal setting, reflection, and meaningful leadership opportunities. 3. Strengthen staff culture and relational trust through clear communication, staff recognition, shared leadership, professional support, and opportunities for staff feedback. 4. Expand authentic family engagement through consistent communication, academic family events, student-led conferences, volunteer opportunities, and resources that support learning at home. 5. Use stakeholder feedback and school climate data to guide continuous improvement by regularly analyzing survey, attendance, discipline, and participation data and implementing responsive action steps.	Attendance at Events	(MRA) PBIS Survey (TFI) District Based Surveys State Health Survey
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