

Student Achievement: Literacy

📖 OBJECTIVE

By strengthening Tier I literacy instruction in ELA and Social Studies courses, Butler 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 US History by at least three percentage points by the end of the 2026–2027 academic year.

Critical Initiative	Intended Outcomes	Key Measures
Facilitate and monitor collaborative planning for ELA and Social Studies courses focused on instructional strategies, progress monitoring, data analysis, implementation and feedback to improve Tier I instruction.	Teachers will be confident and prepared to deliver the lesson and support students as measured by ELEOT Learning Environment B.	Common assessment data, observation/walkthrough as follow up from collaborative planning; ELEOT
Provide targeted professional learning for ELA and Social Studies teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms.	Tier I instruction will improve through professional learning, boosting achievement seen in assessments, MAP, EOC, and grades.	Observations, student performance, professional learning, teacher feedback survey
Monitor and provide feedback on the instructional delivery of ELA and Social Studies standards and high-impact content-specific literacy strategies.	Lexile scores are expected to increase, demonstrating progress toward mastery of academic standards. Instructional delivery will also be enhanced.	NWEA MAP Reading Lexile Scores, Growth Report; Observations/Walkthroughs

Student Achievement: Mathematics and Science Goal

📖 OBJECTIVE

Butler 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 level and above on the Georgia Milestones End-of-Course assessment in Algebra Concepts and Connections and Biology by at least three percentage points by the end of the 2026-2027 academic year.

Critical Initiative	Intended Outcomes	Key Measures
Facilitate and monitor collaborative planning for Mathematics and Science courses focused on instructional strategies, progress monitoring, data analysis, implementation and feedback to improve Tier I instruction.	Teachers will be confident and prepared to deliver the lesson and support students as measured by ELEOT Learning Environment B.	Common assessment data, observation/walkthrough as follow up from collaborative planning; ELEOT
Provide targeted professional learning for Mathematics and Science teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms.	Tier I instruction will improve through professional learning, boosting achievement seen in assessments, MAP, EOC, and grades.	Observations, student performance, professional learning, teacher feedback survey
Monitor and provide ongoing, actionable feedback on the instructional delivery of Math and Science standards through regular walkthroughs, observations, and coaching cycles.	Lexile and Quantile scores are expected to increase, demonstrating progress toward mastery of academic standards. Improved observations.	NWEA MAP Reading Lexile and Quantile scores, Growth Report; Observations/Walkthroughs

Climate and Culture: Graduation Rate

📖 OBJECTIVE

Butler High School will strengthen school culture and climate through consistent cohort monitoring, Early Warning Indicators(EWI) reviews, focused attendance tracking by an attendance clerk and tiered academic and non-academic supports to increase the graduation rate by 5% by the end of the 2026-2027 academic year.

Critical Initiative	Intended Outcomes	Key Measures
Use the cohort monitoring system and Early Warning Indicators to review attendance, grades, and credits to provide different levels of academic and non-academic support through MTSS.	There will be fewer students at risk for not meeting cohort requirements.	USHA Reports, Infinite Campus, Graduation Plan, Panorama, PBIS
Provide targeted remediation through afterschool, Saturday, and seasonal sessions for identified students to improve achievement, support credit recovery, and increase students on track for graduation.	Through remediation students will improve grades, earn needed credits, and increase the number of students on track for graduation.	Cohort reports, USHA, Counselor Reports
Establish a structured system of recognition and positive behavior supports that celebrates student success and promotes a positive school climate.	There will be fewer discipline incidents, and students will feel safe, secure, and supported.	Infinite Campus, Panorama, School Climate Survey (end of the year)