

 **VISION**
Increasing academic achievement for all students and creating a culture of artistic expression through Art, Drama, Dance, and Music

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The mission of T. Harry Garrett Elementary School is to educate the whole child through the integration of the arts throughout the curriculum in order to engage students, enrich content, and to foster appreciation for creativity and diversity

 **BELIEFS**
Success is attainable for everyone. All students deserve a quality educational experience. Education is a shared responsibility. Transparency is a foundation of trust. Safety for all is a priority.

	Student Achievement-Literacy	Student Achievement-Mathematics	School Climate-Attendance
 OBJECTIVE	During the 2026-2027 school year, Garrett will increase the percentage of students performing on grade level by the end of year in ELA by 3% from 46% to 49% as measured by iReady and the Georgia Milestones EOG assessment.	During the 2026-2027 school year, Garrett will increase the percentage of students performing Proficient or Distinguished in Math by 3% from 17.3% to 20.3% based on the Georgia Milestones EOG assessment.	By May 2027, Garrett Elementary will reduce the percentage of students with 10% or more absenteeism by 15%, as measured by the district attendance dashboard, through implementation of consistent MTSS attendance supports, including monthly data reviews, targeted interventions, and family engagement strategies.
 CRITICAL INITIATIVES	- Infusing the artsNOW curriculum (dance, drama, theatre, visual arts, music) into reading and language arts lessons to enhance instruction and engage students in learning. - Incorporate data-driven small-group, tier-one, and tier-two instruction to include phonemic awareness, phonics, word skills, vocabulary, and comprehension. - Establish a culture where learning goals, success criteria, and expectations are clearly communicated and monitored, and ensure that instructional decisions are data-driven, differentiated, and monitored. - Incorporating Rise Augusta, Accelerated Reader, IXL, and Reading Eggs tools to support tier-one instruction and tier-two interventions. These programs will assess students' needs and adapt to those needs. - Teachers will participate in ongoing professional learning in literacy to strengthen instructional practices, increase content knowledge, and implement evidence-based strategies that improve student achievement.	- Establish a culture where learning goals, success criteria, and expectations are clearly communicated and monitored, and ensure that instructional decisions are data-driven, differentiated, and monitored. - Incorporate data-driven small-group, tier-one, and tier-two instruction to include differentiation and the use of the GADOE Math Learning Plans. - Infusing the artsNOW curriculum (dance, drama, theatre, visual arts, music) into math lessons to enhance instruction and engage students in learning. - Incorporating IXL, First in Math, and Xtra math to support tier-one instruction and tier-two interventions. These programs will assess students' needs and adapt to those needs. - Teachers will participate in ongoing professional learning in math instruction to strengthen instructional practices, increase content knowledge, and implement evidence-based strategies that improve student achievement.	- Incorporating perfect attendance incentives for students and parents, including monthly parties for perfect attendance and periodic incentives for both parents and students to encourage students to come to school. - Incorporate family meetings to encourage and inform parents and families about the importance of school attendance, and give options for volunteer training to encourage parent engagement. - Generate a monthly attendance newsletter to inform and celebrate attendance milestones.
 INTENDED OUTCOMES	- We will increase students' reading comprehension, written expression, vocabulary, and language development, and engage students with text. - We will see student growth in all domains from iReady, Reading Eggs, DRC Beacon, IXL, Accelerated Reader, and other assessments. - Learning Goals, Success Criteria, and Instructional decisions are data-driven and monitored through observations and collaborative planning. - Students improve reading, vocabulary, and literacy via i-Ready, AR, IXL, Rise Augusta, and Reading Eggs, boosting ELA proficiency. - Improved instructional practices, increased teacher effectiveness, and higher student achievement.	- Learning Goals, Success Criteria, and Instructional decisions are data-driven and monitored through observations and collaborative planning. - Increase math proficiency through data-driven small-group, differentiated strategies and GADOE Math Learning Plans. - Increased math engagement, improved problem-solving skills, and higher math proficiency through arts-integrated learning. - Improved math fluency, increased student engagement, and higher mathematics achievement. - Improved instructional practices, increased teacher effectiveness, and higher student achievement.	- Increase student attendance through implementation of perfect attendance incentives for students and families. - Increase student attendance through family meetings that build awareness and promote parent engagement. - Increase student attendance by informing families and celebrating progress through monthly attendance newsletters.
 KEY MEASURES	- We will see growth on district and school-based benchmarks and other assessments in literacy throughout the school year. - Though walkthrough data, PLC documentation, progress-monitoring results, and student achievement growth demonstrate effective implementation. - Measured though student achievement data, classroom observations, PLCs, and evidence of consistent implementation of instructional practice. - Through student performance data across the platforms along with improved benchmark scores. - Teachers will apply learning from professional development to improve instruction, student engagement, and achievement.	- Measured though student achievement data, classroom observations, PLCs, and evidence of consistent implementation of instructional practice. - Though walkthrough data, PLC documentation, progress-monitoring results, and student achievement growth demonstrate effective implementation. - Walkthrough data, lesson plans, student work samples, benchmark assessments, and arts integration implementation. - Program usage data, progress-monitoring reports, skill mastery, and assessment results. - Improved instructional practices, increased teacher effectiveness, and higher student achievement.	- Attendance data shows improvement, with increased participation in incentives and reduced absenteeism rates. - Attendance rates improve and family participation data shows increased meeting attendance and volunteer involvement. - Improved attendance rates and consistent monthly distribution of newsletters with tracked family engagement.