

Literacy Achievement

OBJECTIVE

By the end of the 2026–2027 school year, student achievement in English Language Arts will increase from 47% to 52% on iReady for grades K–2, and from 17% to 22% of students performing at the proficient and distinguished levels on the Georgia Milestones Assessment for grades 3–5, through the implementation of targeted instruction and data-driven practices.

☆ CRITICAL INITIATIVE

Promote high-quality, inquiry-based literacy instruction by monitoring the implementation of the ELA framework aligned to IB approaches to learning and content standards.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Core leadership will analyze walkthrough data to identify trends and patterns to provide targeted support for improvement.	Core Team	To accomplish this activity, you will need the following: 1 Reliable Data Collection System Consistent walkthrough tools/checklists to gather meaningful data A centralized system (spreadsheet, platform, or app) to store and organize data 2 Clearly Defined Focus Areas Identified instructional priorities (e.g., inquiry-based practices, student engagement, literacy strategies) Agreed-upon “look-fors” that align with those priorities 3 Scheduled Time for Analysis Dedicated	You'll know this activity has been accomplished when there is clear evidence that the leadership team is consistently analyzing data and using it to drive action. Look for these indicators: 1. Regular Data Analysis Occurs The core leadership team meets consistently (e.g., biweekly/monthly) to review walkthrough data Meeting agendas, notes, or protocols show structured data analysis 2. Trends and Patterns Are Identified Documentation shows clear trends (e.g., strengths, gaps, common instructional needs) Data summaries,	9/14/26	9/25/26 We will analyze walkthrough data to identify trends.

time for the core leadership team to review data regularly (e.g., biweekly or monthly) Structured meeting protocols for analyzing trends and patterns 4 Data Analysis Protocols Processes or guiding questions to help interpret the data (e.g., What patterns are emerging? What needs are consistent across classrooms?) Tools such as charts, summaries, or dashboards to make trends visible 5 Trained Leadership Team Team members who understand how to interpret instructional data Calibration to ensure consistent understanding of what the data reflects 6 Collaboration and Discussion Opportunities for leadership team members to share insights and perspectives A culture of inquiry focused on improvement, not evaluation 7 Plan for Targeted Support Strategies for responding to identified needs (e.g., coaching, PD, modeling lessons) Clear action steps tied directly to the data trends 8 Monitoring and Follow-Up Ongoing review of data to assess whether supports are improving

charts, or reports are created to make patterns visible 3. Shared Understanding Leadership team members can clearly explain key findings from the data There is alignment on priority areas for improvement 4. Targeted Support Is Planned Action steps (e.g., coaching cycles, PD sessions, modeling) are directly tied to identified trends Support plans are specific, actionable, and focused 5. Implementation of Support Evidence that targeted supports are being carried out (e.g., coaching logs, PD agendas) Teachers are receiving support aligned to identified needs 6. Monitoring Impact Follow-up walkthrough data shows whether targeted areas are improving Adjustments are made if initial supports are not effective 7. Documentation of the Process Records exist showing the full cycle: data collection → analysis → action → monitoring The process is repeatable and sustained over time

		instruction Adjustments to support plans as needed			
Feedback will be provided to each ELA teacher based on the literacy instruction checklist.	Admin/Core Team	To accomplish this activity, we will need the following: - Completed Literacy Instruction Checklist A finalized checklist with clear, observable expectations for ELA instruction Alignment to standards and instructional priorities - Clear Feedback Expectations Defined guidelines for what effective feedback should include (e.g., specific, actionable, strengths and next steps) - A consistent format or protocol for delivering feedback - Trained Observers Instructional leaders who understand the checklist indicators Calibration to ensure feedback is consistent, accurate, and aligned - Scheduled Observation Time Dedicated time to observe ELA classrooms using the checklist A walkthrough or observation schedule that ensures all teachers are seen - Documentation System A tool or platform to record observations and feedback (e.g., forms, digital system) - Organized records for each	We will know this activity has been accomplished when there is clear evidence that feedback is being consistently provided, aligned to the checklist, and influencing instruction. Look for these indicators: - Feedback Is Consistently Delivered Every ELA teacher has received feedback based on the literacy instruction checklist - Records show feedback was provided after observations in a timely manner - Alignment to the Checklist Feedback directly references specific indicators from the literacy instruction checklist - Comments are focused on agreed-upon "look-fors," not general observations - Quality of Feedback Feedback includes clear strengths and actionable next steps It is specific, evidence-based, and relevant to observed instruction - Documentation Exists Written or digital records of feedback are maintained for each teacher - A system is in place to track feedback over time - Teacher Understanding and Engagement Teachers can explain the feedback they	8/24/26	9/25/26 Feedback will be provided to each ELA teacher based on the literacy instruction checklist.

		teacher 6 Time for Feedback Delivery Scheduled opportunities to provide timely feedback (e g , post-observation conferences, written notes) Expectations for how quickly feedback is shared 7 Coaching and Support Structures Opportunities for follow-up conversations, modeling, or instructional coaching Resources or support aligned to identified needs 8 Communication with Staff Clear explanation of the purpose of feedback (growth and improvement) Transparency about how the checklist will be used 9 Monitoring and Follow-Up A process to ensure feedback is ongoing, not one- time Tracking progress over time to measure improvement	received and the expectations from the checklist There is evidence of reflection or follow- up conversations 6. Follow-Up and Support Coaching, modeling, or additional support is provided based on feedback Instructional leaders check in on progress after initial feedback 7. Changes in Instructional Practice Observations show teachers implementing suggested improvements Growth is visible in targeted areas of literacy instruction over time 8. Ongoing Feedback Cycle Feedback is continuous, not one- time Multiple observation- feedback cycles are documented		
Develop and implement a walkthrough schedule to ensure weekly observations of ELA instruction.	Administration/Core Team	1 Clear expectations and goals Defined purpose of the walkthroughs (e g , monitoring ELA instructional practices, student engagement, standards alignment) Specific “look-fors” aligned to ELA standards or instructional priorities 2 A structured schedule A calendar outlining frequency (e g , weekly, biweekly)	We will know this activity has been accomplished when there is clear, observable evidence that the plan is in place and consistently followed. 1. Schedule Implementation A documented walkthrough schedule exists and is being used Walkthroughs are occurring at the planned frequency (e.g., weekly, biweekly) All ELA classrooms are	8/10/26	8/24/26 Walkthrough plan and schedule will be developed and ready for implementation.

		g , weekly, biweekly) and coverage of classrooms/grade levels Time blocks built into administrators' or instructional leaders' schedules 3 Observation tools A walkthrough form or checklist (digital or paper) Criteria aligned to instructional goals (e g , questioning strategies, literacy strategies, differentiation) 4 Trained observers Administrators, coaches, or teacher leaders who understand the observation criteria Calibration to ensure consistency in what is being observed and recorded 5 Data collection and tracking system A central place to record and store observation data (e g , spreadsheet, app, or platform) Ability to identify trends over time 6 Feedback process A plan for providing timely, constructive feedback to teachers Opportunities for coaching, reflection, or follow-up support 7 Communication plan Clear communication with staff about the purpose, schedule, and expectations of walkthroughs Emphasis on growth and support, not evaluation 8 Time for reflection and adjustment Regular review of	classrooms are being visited regularly 2. Completion Evidence Logs or records show that walkthroughs are actually happening (dates, times, classrooms) Observation forms/checklists are consistently completed 3. Data Collection Data from walkthroughs is being compiled in a central location Trends in ELA instruction can be identified (e.g., strengths, areas for growth) 4. Quality of Observations Observations align with the identified "look-fors" There is consistency across observers (calibrated understanding) 5. Feedback and Follow-Up Teachers receive timely, actionable feedback Coaching conversations or support plans are connected to walkthrough findings 6. Impact on Instruction Evidence that teachers are adjusting ELA instruction based on feedback Improvement in targeted instructional practices over time 7. Ongoing Reflection Leadership team regularly reviews walkthrough data Adjustments are made to focus areas or scheduling as needed		
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		data to inform next steps Adjustments to the schedule or focus areas based on findings			
Develop a checklist of expectations for high-quality, inquiry-based literacy instruction.	Admin/Core Team/Literacy Specialist	1 Clear definition of expectations A shared understanding of what "high-quality, inquiry-based literacy instruction" looks like Alignment to standards, district curriculum, and instructional priorities 2 Research and models Examples or frameworks of inquiry-based learning (e.g., questioning, student discourse, critical thinking) Best practices in literacy instruction (e.g., close reading, writing across texts, text-based evidence) 3 Collaborative team Input from teachers, instructional coaches, and administrators Opportunities for discussion to ensure the checklist is practical and relevant 4 Observable "look-fors" Specific, measurable indicators (e.g., students asking questions, using evidence, engaging in discussion) Language that is clear and easy to identify during instruction 5 A structured format A user-friendly checklist or rubric Organized	We will know this activity has been accomplished when there is clear evidence that the checklist has been created, communicated, and is being used effectively. Look for these indicators: 1. Completed Product A finalized checklist or rubric exists The checklist clearly outlines expectations for high-quality, inquiry-based literacy instruction It includes observable, specific "look-fors" 2. Alignment and Clarity The checklist aligns with standards, curriculum, and instructional priorities Language is clear, consistent, and easy for staff to understand and apply 3. Staff Awareness and Understanding Teachers and observers have been introduced to the checklist Staff can explain the expectations and what they look like in practice 4. Implementation in Practice The checklist is actively being used during walkthroughs, observations, or coaching Observers can consistently identify the indicators in classrooms 5. Consistency (Calibration)	8/10/26	7/28/26 The literacy checklist will be developed before the first day of preplanning.

		categories (e.g., teacher actions, student behaviors, instructional strategies, classroom environment) 6 Review and refinement process Piloting the checklist in classrooms Gathering feedback and revising for clarity and usability 7 Training and calibration Ensuring all staff understand how to use the checklist Calibrating expectations so observations are consistent 8 Alignment with observation practices Integration with walkthroughs or instructional coaching A plan for how the checklist will be used to support instruction	Multiple users of the checklist interpret and apply it similarly There is evidence of calibration (e.g., team discussions, shared scoring) 6. Feedback and Instructional Use The checklist is used to guide feedback conversations with teachers Teachers reference the checklist to reflect on and improve instruction 7. Refinement Based on Use Feedback from staff has been collected and used to improve the checklist Adjustments have been made to ensure usability and relevance		
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☆ CRITICAL INITIATIVE

Strengthen collaborative planning by monitoring its effectiveness and delivering timely, actionable feedback to teams to improve Tier I instruction.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Feedback will be provided to each planning team weekly based on the CP checklist.	Core Team/Leadership Team	To accomplish this activity, we will need the following: 1 Completed Collaborative Planning (CP) Checklist A finalized checklist with clear expectations for high-quality collaborative planning Specific, observable indicators aligned to instructional goals 2 Clear Feedback	We will know this activity has been accomplished when there is clear evidence that feedback is consistently provided to planning teams, aligned to the CP checklist, and improving team practices. Look for these indicators: 1. Feedback Is Consistently Delivered Every	8/14/26	8/14/26 Feedback will be given to each planning team based on the CP checklist.

		Expectations A defined process for providing feedback (e.g., strengths, areas for growth, next steps) A consistent format or protocol for team feedback conversations 3 Trained Instructional Leaders Leaders who understand the CP checklist and effective collaborative planning practices Calibration to ensure consistent interpretation and feedback across teams 4 Scheduled Participation in Planning A support schedule that ensures leaders are regularly attending planning team meetings Coverage so all teams are observed and supported 5 Observation and Documentation Tools A system for recording evidence during planning sessions (notes, forms, digital platform) Organized records for each team 6 Time for Feedback Delivery Dedicated time to provide timely feedback to planning teams Opportunities for immediate or follow-up discussions 7 Team Engagement and Communication Clear communication with teams about the purpose of feedback (growth and improvement) Shared understanding of how the checklist is used 8	planning team has received feedback based on the CP checklist Feedback is provided regularly following planning sessions 2. Alignment to the CP Checklist Feedback directly references specific indicators from the collaborative planning checklist Comments are focused on agreed-upon expectations for effective planning 3. Quality of Feedback Feedback includes clear strengths and actionable next steps It is specific, evidence-based, and relevant to the team's planning process 4. Documentation Exists Written or digital records of feedback are maintained for each team A system is in place to track feedback over time 5. Team Understanding and Engagement Teams can articulate the feedback they received and how it connects to the checklist Teams reflect on their planning practices and make adjustments 6. Follow-Up and Support Instructional leaders provide ongoing coaching, modeling, or facilitation based on feedback Teams are revisited to monitor progress and provide additional guidance 7. Improvement in Planning Practices Planning sessions become more structured, focused,	
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		Coaching and Support Structures Follow-up support such as modeling, facilitation, or additional resources Opportunities for teams to refine their planning practices 9. Monitoring and Follow-Up A process for revisiting teams to assess progress Ongoing cycles of observation and feedback	and standards-aligned Teams are using data effectively and producing stronger instructional plans 8. Ongoing Feedback Cycle Feedback is continuous and part of a regular cycle (observe → feedback → adjust → revisit) Evidence shows multiple cycles of support and improvement over time		
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☆ CRITICAL INITIATIVE

Build teacher capacity through professional learning focused on implementing the Tier 1 instructional framework and high-quality literacy instructional strategies, aligned to the IB approaches to learning.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide PL on teacher & student clarity. (District Initiative)	Admin/IB Coordinator and/or IS	To accomplish this activity, we will need the following: 1. Clear Definition of Teacher & Student Clarity (Use of The Purpose & Promise of Clarity - Chapter 11: Teaching with Intent) by John Hattie A shared understanding of what clarity looks like in instruction (e.g., clear learning targets, success criteria, purpose of the lesson) Alignment to instructional frameworks or priorities 2. Defined Learning Outcomes Specific goals for the PL (e.g., teachers will be able to communicate learning targets and	We will know this activity has been accomplished when there is clear evidence that the professional learning on teacher and student clarity was delivered, understood, and implemented in practice. Look for these indicators: 1. PL Delivery Professional learning sessions on teacher and student clarity were conducted as planned Agendas, materials, and attendance records confirm participation 2. Staff Understanding Teachers can clearly explain concepts such as learning targets, success criteria, and lesson purpose	10/7/26	

		success criteria effectively) Focus on both teacher clarity (planning/delivery) and student clarity (understanding the learning) 3 High-Quality Content and Examples Research-based practices (e.g., learning intentions, success criteria, feedback, checks for understanding) Models and non-examples of clear vs unclear instruction Sample lessons or videos demonstrating effective clarity 4 Prepared Materials and Resources Slides, handouts, and templates (e.g., learning target and success criteria examples) Tools teachers can use during planning and instruction 5 Skilled Facilitators Instructional leaders or coaches who understand teacher and student clarity Ability to model, explain, and guide application 6 Interactive PL Design Opportunities for teachers to practice writing learning targets and success criteria Activities such as revising lessons, analyzing examples, and peer discussion 7 Scheduled Time Dedicated time for initial PL session(s) Follow-up sessions to deepen understanding and refine practice 8 Opportunities for	Staff can distinguish between clear and unclear instruction 3. Application in Planning Lesson plans consistently include clear learning targets and aligned success criteria Planning reflects intentional alignment between objectives, instruction, and assessment 4. Evidence in Classroom Instruction Teachers communicate learning targets and success criteria during lessons Lessons have a clear purpose that is explicitly shared with students 5. Student Evidence of Clarity Students can articulate what they are learning and why Students understand what success looks like and how to achieve it 6. Observation and Walkthrough Data Walkthroughs show consistent use of teacher clarity practices (e.g., clear directions, modeling, checks for understanding) Student clarity indicators are visible (e.g., student responses, engagement, self-assessment) 7. Feedback and Coaching Feedback to teachers references teacher and student clarity expectations Coaching and follow-up support are aligned to strengthening clarity practices 8. Improvement Over Time Observation data shows growth in clarity-related	
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		Application Time for teachers to apply learning in their lesson planning or PLCs Integration into collaborative planning sessions 9 Coaching and Ongoing Support Instructional coaching, modeling, or co-planning opportunities Feedback during walkthroughs aligned to clarity expectations 10 Monitoring and Follow-Up Observation tools or checklists that include teacher and student clarity indicators Systems to track implementation and guide next steps	practices Fewer inconsistencies in lesson focus, directions, or expectations 9. Sustained Use Clarity practices become routine in both planning and instruction Expectations are consistently visible across classrooms and grade levels		
Provide PL on checks for understanding.	Admin/Core Team/Leadership Team	To accomplish this activity, we will need the following: 1 Clear Definition of Checks for Understanding (CFU) Use of The Purpose & Promise of Clarity - Ch 11: Teaching with Intent by John Hattie A shared understanding of what effective CFUs look like (e.g., questioning, formative assessment, monitoring student thinking) Alignment to instructional priorities and clarity practices 2 Defined Learning Outcomes Specific goals for the PL (e.g., teachers will use a variety of CFU strategies to assess student understanding during instruction) Focus on real-time	You'll know this activity has been accomplished when there is clear evidence that the professional learning (PL) on checks for understanding (CFU) was delivered, understood, and consistently applied in instruction. Look for these indicators: 1. PL Delivery Professional learning sessions on CFUs were conducted as planned Agendas, materials, and attendance records confirm participation 2. Staff Understanding Teachers can explain what effective CFUs are and why they are important Teachers can identify a variety of CFU strategies and when to use them 3	12/3/26	

		Focus on real-time instructional decision-making 3 Research-Based Strategies and Examples A range of CFU techniques (e.g., questioning, exit tickets, think-pair-share, whiteboards, quick writes) Examples and non-examples of effective vs ineffective CFUs Models showing how CFUs guide instruction 4 Prepared Materials and Resources Slides, handouts, and strategy banks for CFUs Templates for planning CFUs within lessons Sample lesson plans that embed CFUs 5 Skilled Facilitators Instructional leaders or coaches who understand CFU practices Ability to model strategies and explain how to use data from CFUs 6 Interactive PL Design Opportunities for teachers to practice writing CFUs into lessons Activities such as role-playing, analyzing lessons, and designing CFU opportunities Modeling of CFU strategies during the PL itself 7 Scheduled Time Dedicated time for initial PL session(s) Follow-up sessions for deeper practice and refinement 8 Opportunities for Application Time for teachers to embed CFUs into their lesson plans during PLCs	to use them 9. Application in Planning Lesson plans intentionally include multiple CFU opportunities CFUs are aligned to lesson objectives and success criteria 4. Evidence in Classroom Instruction Teachers regularly use CFU strategies during lessons (e.g., questioning, discussion, quick checks) CFUs are used at key points in the lesson—not just at the end 5. Student Engagement and Response Students actively participate in CFU activities Student responses provide clear evidence of understanding or misconceptions 6. Instructional Adjustment Teachers adjust instruction in real time based on CFU results Evidence of reteaching, clarification, or extension based on student needs 7. Observation and Walkthrough Data Walkthroughs show consistent use of CFUs across classrooms Data reflects increased use and improved quality of CFU practices 8. Feedback and Coaching Feedback to teachers includes references to CFU practices Ongoing coaching supports improvement in how CFUs are used 9. Improvement Over Time Data shows growth in both the frequency and effectiveness of CFU practices		
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		PLCs Practice implementing CFUs in the classroom 9 Coaching and Ongoing Support Instructional coaching, modeling, or co-teaching focused on CFUs Feedback during walkthroughs aligned to CFU use 10 Monitoring and Follow-Up Observation tools or checklists that include CFU indicators Systems to track how CFUs are being used and their impact on instruction	CFUs Fewer missed opportunities to check for understanding during lessons 10. Sustained Implementation CFUs become a routine part of instruction across grade levels and subjects Teachers consistently use CFUs to guide instruction and support student learning		
Provide PL on classroom discussions. (District Initiatives)	Admin/Core Team/Leadership Team	To accomplish this activity, you will need the following: 1 Clear Definition of Effective Classroom Discussions A shared understanding of what high-quality discussions look like (e.g., student-led, text-based, inquiry-driven, respectful discourse) Alignment to literacy and instructional priorities 2 Defined Learning Outcomes Clear goals for the PL (e.g., teachers will facilitate meaningful, student-centered discussions that promote critical thinking and engagement) Focus on both teacher facilitation and student participation 3 Research-Based Strategies and Models Discussion	You'll know this activity has been accomplished when there is clear evidence that the professional learning (PL) on classroom discussions was delivered, understood, and effectively implemented in classrooms. Look for these indicators: 1. PL Delivery Professional learning sessions on classroom discussions were conducted as planned Agendas, materials, and attendance records confirm participation 2. Staff Understanding Teachers can explain what effective classroom discussions look like Teachers can identify and describe strategies such as accountable talk, Socratic seminars, or structured discussions 3.	2/3/27	

		protocols (e.g., think-pair-share, Socratic seminar, turn-and-talk, accountable talk) Examples and non-examples of effective classroom discussions Models that show how discussions build comprehension and reasoning 4 Prepared Materials and Resources Slides, handouts, and discussion strategy guides Sample questions, sentence stems, and discussion norms Video clips or lesson examples of strong discussions 5 Skilled Facilitators Instructional leaders or coaches who can model effective discussion techniques Ability to demonstrate questioning, facilitation, and student engagement strategies 6 Interactive PL Design Opportunities for teachers to practice facilitating discussions Role-playing, analyzing transcripts/videos, and creating discussion questions Modeling of discussion strategies during the PL itself 7 Scheduled Time Dedicated time for initial PL sessions Follow-up sessions for refinement and deeper practice 8 Opportunities for Application Time for teachers to plan discussion-based lessons during PLCs Opportunities to implement	Application in Planning Lesson plans intentionally include opportunities for structured student discussions Discussion questions are open-ended, rigorous, and aligned to learning objectives 4. Evidence in Classroom Instruction Teachers consistently facilitate discussions during lessons Teachers use effective questioning, prompting, and facilitation strategies 5. Student Participation and Engagement Students are actively engaged in discussions (not just responding to the teacher) Student talk outweighs teacher talk during discussion segments 6. Quality of Student Discourse Students build on each other's ideas, ask questions, and use evidence to support responses Conversations reflect critical thinking and deeper understanding 7. Use of Structures and Norms Clear discussion protocols and expectations are visible and consistently used Students demonstrate respectful listening and collaboration skills 8. Observation and Walkthroughs Data Walkthroughs show an increase in both the frequency and quality of classroom discussions Data	
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		to implement strategies in the classroom 9 Coaching and Ongoing Support Instructional coaching, modeling, or co-teaching focused on discussions Feedback during walkthroughs tied to discussion practices 10 Monitoring and Follow-Up Observation tools or checklists that include discussion indicators (e.g., student talk, quality of questions, engagement) Systems to track implementation and guide next steps	discussions Data reflects stronger student engagement and discourse practices 9. Feedback and Coaching Feedback to teachers includes specific guidance on improving classroom discussions Coaching and modeling are provided to refine facilitation skills 10. Improvement Over Time Data shows growth in student discourse and engagement Teachers demonstrate increased confidence and effectiveness in facilitating discussions 11. Sustained Implementation Classroom discussions become a regular, embedded part of instruction across classrooms Practices are consistent across grade levels and content areas		
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Math Achievement

OBJECTIVE

By the end of the 2026–2027 school year, student achievement in Mathematics will increase from 37% to 42% on iReady for grades K–2, and from 57.66% to 62.66% of students performing at the developing and above levels on the Georgia Milestones Assessment for grades 3–5, through the implementation of targeted instruction and data-driven practices.

☆ CRITICAL INITIATIVE

Promote high-quality numeracy instruction by monitoring the effective implementation of the mathematics framework aligned to IB approaches to learning and content standards.

Activities

Person(s)
Responsible

Required
Resources

Activity
Measures

Launch Date

Activity timeline

Develop a checklist of expectations for high-quality inquiry-based math instruction.	Administration, Core Team, IS	Modified GADOE HIP for Collaborative Planning, Agenda/Notes Document, Numeracy Math Framework aligned to state standards, IB Units of Inquiry,	Planning will align with grade-level standards Discussions are focused on student learning and achievement Lessons are aligned to standard and curriculum expectations	8/10/26	7/28/26 A checklist of expectations for high quality inquiry - based numeracy instruction.
Develop and implement a walkthrough schedule to ensure consistent, frequent observations of Math instruction.	Admin. and Core Team	1 Clear expectations and goals Defined purpose of the walkthroughs (e g , monitoring Math instructional practices, student engagement, standards alignment) Specific "look-fors" aligned to Math standards or instructional priorities 2 A structured schedule A calendar outlining frequency (e g , weekly, biweekly) and coverage of classrooms/grade levels Time blocks built into administrators' or instructional leaders' schedules 3 Observation tools A walkthrough form or checklist (digital or paper) Criteria aligned to instructional goals (e g , questioning strategies, math strategies, differentiation) 4 Trained observers Administrators, coaches, or teacher leaders who understand the observation criteria Calibration to ensure consistency	We will know this activity has been accomplished when there is clear, observable evidence that the plan is in place and consistently followed. 1. Schedule Implementation A documented walkthrough schedule exists and is being used Walkthroughs are occurring at the planned frequency (e.g., weekly, biweekly) All Math classrooms are being visited regularly 2. Completion Evidence Logs or records show that walkthroughs are actually happening (dates, times, classrooms) Observation forms/checklists are consistently completed 3. Data Collection Data from walkthroughs is being compiled in a central location Trends in Math instruction can be identified (e.g., strengths, areas for growth) 4. Quality of Observations Observations align with the identified "look-fors" There is consistency across observers	8/10/26	8/24/26 A walkthrough schedule to ensure consistent, frequent observations of Math instruction.

		in what is being observed and recorded 5 Data collection and tracking system A central place to record and store observation data (e.g., spreadsheet, app, or platform) Ability to identify trends over time 6 Feedback process A plan for providing timely, constructive feedback to teachers Opportunities for coaching, reflection, or follow-up support 7 Communication plan Clear communication with staff about the purpose, schedule, and expectations of walkthroughs Emphasis on growth and support, not evaluation 8 Time for reflection and adjustment Regular review of data to inform next steps Adjustments to the schedule or focus areas based on findings	(calibrated understanding) 5. Feedback and Follow-Up Teachers receive timely, actionable feedback Coaching conversations or support plans are connected to walkthrough findings 6. Impact on Instruction Evidence that teachers are adjusting Math instruction based on feedback Improvement in targeted instructional practices over time 7. Ongoing Reflection Leadership team regularly reviews walkthrough data Adjustments are made to focus areas or scheduling as needed		
Core leadership will analyze walkthrough data to identify trends and patterns to provide targeted support for improvement.	Admin/Core Team	To accomplish this activity, you will need the following: 1 Reliable Data Collection System Consistent walkthrough tools/checklists to gather meaningful data A centralized system (spreadsheet, platform, or app) to store and organize data 2 Clearly Defined Focus Areas Identified instructional priorities (e.g.,	You'll know this activity has been accomplished when there is clear evidence that the leadership team is consistently analyzing data and using it to drive action. Look for these indicators: 1. Regular Data Analysis Occurs The core leadership team meets consistently (e.g., biweekly/monthly) to review walkthrough data Meeting agendas, notes, or protocols show structured data	9/14/26	9/25/26 Walkthrough data will be analyzed to identify trends and patterns.

g
 , inquiry-based practices, student engagement, math strategies) Agreed-upon "look-fors" that align with those priorities 3
 Scheduled Time for Analysis Dedicated time for the core leadership team to review data regularly (e.g., biweekly or monthly) Structured meeting protocols for analyzing trends and patterns 4
 Data Analysis Protocols Processes or guiding questions to help interpret the data (e.g., What patterns are emerging? What needs are consistent across classrooms?) Tools such as charts, summaries, or dashboards to make trends visible 5
 Trained Leadership Team Team members who understand how to interpret instructional data Calibration to ensure consistent understanding of what the data reflects 6
 Collaboration and Discussion Opportunities for leadership team members to share insights and perspectives A culture of inquiry focused on improvement, not evaluation 7
 Plan for Targeted Support Strategies for responding to identified needs (e.g., coaching, PD,

structured data analysis 2. Trends and Patterns Are Identified Documentation shows clear trends (e.g., strengths, gaps, common instructional needs) Data summaries, charts, or reports are created to make patterns visible 3.
 Shared Understanding Leadership team members can clearly explain key findings from the data There is alignment on priority areas for improvement 4.
 Targeted Support Is Planned Action steps (e.g., coaching cycles, PD sessions, modeling) are directly tied to identified trends Support plans are specific, actionable, and focused 5.
 Implementation of Support Evidence that targeted supports are being carried out (e.g., coaching logs, PD agendas) Teachers are receiving support aligned to identified needs 6.
 Monitoring Impact Follow-up walkthrough data shows whether targeted areas are improving Adjustments are made if initial supports are not effective 7.
 Documentation of the Process Records exist showing the full cycle: data collection → analysis → action → monitoring The process is repeatable and sustained over time

modeling lessons)
Clear action steps
tied directly to the
data trends 8
Monitoring and
Follow-Up Ongoing
review of data to
assess whether
supports are
improving
instruction
Adjustments to
support plans as
needed

☆ CRITICAL INITIATIVE

Strengthen collaborative planning by monitoring its effectiveness and delivering timely, actionable feedback to teams to improve Tier I instruction.

Activities

**Person(s)
Responsible**

**Required
Resources**

**Activity
Measures**

Launch Date

Activity timeline

Develop and implement a support schedule for instructional leadership to participate in collaborative planning.

Admin/Core Team

To accomplish this activity, we will need the following: 1 Clear Purpose and Priorities A defined goal for instructional leadership participation (e.g., supporting planning quality, modeling best practices, analyzing data) Identification of priority teams, subjects, or grade levels 2 Defined Roles and Expectations Clarity on what instructional leaders will do during planning (e.g., facilitate, coach, observe, support data analysis) Shared understanding between leaders and teachers about expectations for participation 3 Collaborative Planning Schedule Existing PLC or

We will know this activity has been accomplished when there is clear evidence that the support schedule is created, implemented, and actively improving collaborative planning. Look for these indicators: 1. Completed and Communicated Schedule A documented support schedule exists outlining when instructional leaders will attend planning sessions The schedule has been shared with all relevant staff 2. Consistent Participation Instructional leaders are regularly attending assigned collaborative planning meetings Attendance logs, calendars, or notes confirm consistent implementation 3. Coverage Across

8/10/26

8/10/26 | Support schedule will be developed and ready for implementation during first day of collaborative planning.

team meeting schedule across grade levels or departments
 Alignment of leadership availability with these planning times 4
 Structured Support Schedule A calendar or rotation plan assigning instructional leaders to specific teams and dates Coverage to ensure all teams receive consistent support over time 5
 Time Allocation Dedicated time within instructional leaders' schedules for participation in planning Protection of this time to ensure consistency 6
 Communication Plan Clear communication of the schedule to all staff Transparency about when and how leaders will join planning sessions 7
 Tools and Resources Agendas or planning protocols to guide collaboration Access to data (student performance, assessments) and curriculum materials 8
 Feedback and Documentation System A way for leaders to capture notes, trends, and next steps from planning sessions Processes for sharing feedback with teams 9
 Monitoring and Adjustments Regular review of the schedule to ensure all teams are supported Flexibility to adjust based on

Teams All teams (grade levels/departments) are receiving equitable and regular support Adjustments are made to ensure no teams are overlooked 4.
 Defined Roles in Action Instructional leaders are actively facilitating, coaching, or supporting—not just attending Evidence of leaders guiding discussions, modeling strategies, or helping analyze data 5.
 Documentation of Support Notes, action steps, or feedback from planning sessions are recorded Trends and needs identified during planning are documented 6.
 Improved Planning Quality Collaborative planning sessions are more focused, structured, and aligned to standards Teams are using data more effectively and producing stronger instructional plans 7.
 Feedback from Staff Teachers report that leadership participation is helpful and meaningful There is positive evidence of stronger collaboration and support 8.
 Monitoring and Adjustment Leadership reviews the effectiveness of the schedule regularly Adjustments are made based on team needs, feedback, and

		to adjust based on needs, priorities, or feedback	feedback, and outcomes		
Feedback will be provided to each planning team based on the CP checklist.	Admin/Core Team/Grade Level Chairs	To accomplish this activity, we will need the following: 1 Completed Collaborative Planning (CP) Checklist A finalized checklist with clear expectations for high-quality collaborative planning Specific, observable indicators aligned to instructional goals 2 Clear Feedback Expectations A defined process for providing feedback (e.g., strengths, areas for growth, next steps) 3 A consistent format or protocol for team feedback conversations 3 Trained Instructional Leaders Leaders who understand the CP checklist and effective collaborative planning practices 3 Calibration to ensure consistent interpretation and feedback across teams 4 Scheduled Participation in Planning A support schedule that ensures leaders are regularly attending planning team meetings 3 Coverage so all teams are observed and supported 5 Observation and Documentation Tools A system for recording evidence during planning sessions (notes, forms, digital platform) 3 Organized records for each	We will know this activity has been accomplished when there is clear evidence that feedback is consistently provided to planning teams, aligned to the CP checklist, and improving team practices. Look for these indicators: 1. Feedback Is Consistently Delivered Every planning team has received feedback based on the CP checklist Feedback is provided regularly following planning sessions 2. Alignment to the CP Checklist Feedback directly references specific indicators from the collaborative planning checklist Comments are focused on agreed-upon expectations for effective planning 3. Quality of Feedback Feedback includes clear strengths and actionable next steps It is specific, evidence-based, and relevant to the team's planning process 4. Documentation Exists Written or digital records of feedback are maintained for each team A system is in place to track feedback over time 5. Team Understanding and Engagement Teams can articulate the feedback they received and how it connects to the	8/14/26	8/14/26 Feedback will be provided to each planning meeting based on the collaborative planning checklist.

		team 6 Time for Feedback Delivery Dedicated time to provide timely feedback to planning teams Opportunities for immediate or follow-up discussions 7 Team Engagement and Communication Clear communication with teams about the purpose of feedback (growth and improvement) Shared understanding of how the checklist is used 8 Coaching and Support Structures Follow-up support such as modeling, facilitation, or additional resources Opportunities for teams to refine their planning practices 9 Monitoring and Follow-Up A process for revisiting teams to assess progress Ongoing cycles of observation and feedback	checklist Teams reflect on their planning practices and make adjustments 6. Follow-Up and Support Instructional leaders provide ongoing coaching, modeling, or facilitation based on feedback Teams are revisited to monitor progress and provide additional guidance 7. Improvement in Planning Practices Planning sessions become more structured, focused, and standards-aligned Teams are using data effectively and producing stronger instructional plans 8. Ongoing Feedback Cycle Feedback is continuous and part of a regular cycle (observe → feedback → adjust → revisit) Evidence shows multiple cycles of support and improvement over time		
Core leadership will analyze CP observation data to identify trends and patterns to provide targeted support for improvement.	Admin/Core Team and/ or Leadership Team	To accomplish this activity, we will need the following: 1 Reliable CP Data Collection System A consistent Collaborative Planning (CP) observation checklist used across all teams A centralized system (spreadsheet, dashboard, or platform) to collect and organize data 2 Clearly Defined Focus Areas Agreed-upon expectations for high-quality collaborative	We will know this activity has been accomplished when there is clear evidence that CP data is consistently analyzed and used to drive meaningful, targeted support. Look for these indicators: 1. Regular Data Analysis Occurs The core leadership team meets consistently to review CP observation data Agendas, notes, or protocols show structured analysis of planning	8/28/26	8/31/26 Feedback will be provided to each planning team based on the collaborative planning checklist .

planning Key "look-fors" aligned to instructional priorities and team practices 3 Scheduled Time for Analysis Dedicated time for the core leadership team to review CP data regularly (e.g., biweekly or monthly) Protected meeting time with a clear agenda focused on data analysis 4 Data Analysis Protocols Structured processes or guiding questions (e.g., What trends are emerging? What are common strengths and gaps?) Tools such as summaries, charts, or dashboards to make patterns visible 5 Trained Leadership Team Leaders who understand the CP checklist and effective planning practices Calibration to ensure consistency in interpreting data 6 Collaborative Discussion Structures Opportunities for leadership team members to share insights and perspectives A focus on problem-solving and improvement rather than evaluation 7 Plan for Targeted Support Clear strategies to address identified needs (e.g., coaching, modeling planning sessions, providing resources, facilitating PLCs) Action steps directly

practices 2. Trends and Patterns Are Identified Documentation clearly outlines common strengths and areas for growth across teams Data summaries (charts, trackers, or reports) highlight patterns in collaborative planning 3. Shared Understanding Among Leaders Leadership team members can clearly explain key findings from the CP data There is agreement on priority areas for improvement 4. Targeted Support Is Developed Action steps (e.g., coaching, modeling, facilitated planning sessions) are directly tied to identified trends Support plans are specific, actionable, and focused on improving collaborative planning 5. Implementation of Support Evidence shows that targeted supports are being delivered to teams Leadership participation in planning reflects the identified needs 6. Monitoring Impact Follow-up CP data shows improvement in targeted areas (e.g., stronger use of data, better alignment, clearer outcomes) Adjustments are made if support strategies are not effective 7. Documentation of the Full Cycle Records show the cycle: data collection →

		tied to the trends observed in the data 8 Documentation and Tracking Records of identified trends, decisions, and planned supports Systems to track which teams received support and what was provided 9 Monitoring and Follow-Up Ongoing collection of CP data to measure improvement over time Regular review of whether targeted supports are effective and adjustments as needed	analysis → action → monitoring The process is consistent and repeatable over time 8. Improved Collaborative Planning Practices Planning sessions become more structured, focused, and effective Teams demonstrate stronger alignment to standards and clearer instructional outcomes		
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☆ CRITICAL INITIATIVE

Build teacher capacity through professional learning focused on implementing the Tier 1 instructional framework and high-quality numeracy instructional strategies, aligned to the IB approaches to learning.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide PL on expectations for collaborative planning and high-quality, inquiry-based Math instruction with the use of GADOE Math Plans.	Admin/Core and/or Leadership Team	To accomplish this activity, we will need the following: 1. Clear Goals and Outcomes Defined purpose for the professional learning (PL) (e.g., improving collaborative planning practices and inquiry-based literacy instruction) Specific learning objectives aligned to school and instructional priorities 2. Well-Defined Content Clear expectations for high-quality collaborative planning (based on the CP checklist)	To accomplish this activity, we will need the following: 1. Clear Goals and Outcomes Defined purpose for the professional learning (PL) (e.g., improving collaborative planning practices and inquiry-based literacy instruction) Specific learning objectives aligned to school and instructional priorities 2. Well-Defined Content Clear expectations for high-quality collaborative planning (based on the CP checklist) Clear expectations for inquiry-based	8/10/26	

		the CP checklist Clear expectations for inquiry-based literacy instruction (based on the literacy checklist) Examples and models of both in practice 3 Prepared Materials and Resources Agendas, slides, handouts, and exemplar lessons or planning protocols Copies of the CP and literacy checklists for reference Sample student work or planning artifacts for analysis 4 Skilled Facilitators Instructional leaders or coaches who can effectively deliver the PL Facilitators who understand both collaborative planning and inquiry-based literacy practices 5 Structured PL Design Interactive sessions that include modeling, discussion, and application (not just presentation) Opportunities for teachers to practice (e.g., analyzing lessons, engaging in mock planning) 6 Scheduled Time Dedicated time for PL sessions (faculty meetings, PD days, PLC time) Follow-up sessions for reinforcement and deeper learning 7 Opportunities for Collaboration Time for teachers to work in teams to apply learning to their own planning Structured discussion and sharing of ideas and practices 8 Implementation	for inquiry-based literacy instruction (based on the literacy checklist) Examples and models of both in practice 3. Prepared Materials and Resources Agendas, slides, handouts, and exemplar lessons or planning protocols Copies of the CP and literacy checklists for reference Sample student work or planning artifacts for analysis 4. Skilled Facilitators Instructional leaders or coaches who can effectively deliver the PL Facilitators who understand both collaborative planning and inquiry-based literacy practices 5. Structured PL Design Interactive sessions that include modeling, discussion, and application (not just presentation) Opportunities for teachers to practice (e.g., analyzing lessons, engaging in mock planning) 6. Scheduled Time Dedicated time for PL sessions (faculty meetings, PD days, PLC time) Follow-up sessions for reinforcement and deeper learning 7. Opportunities for Collaboration Time for teachers to work in teams to apply learning to their own planning Structured discussion and sharing of ideas and practices 8. Implementation Support Coaching, modeling, or co-planning opportunities after	
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		Support Coaching, modeling, or co-planning opportunities after the PL Ongoing leadership support during collaborative planning sessions 9 Feedback and Reflection Processes Opportunities for teachers to reflect on their learning and implementation Mechanisms to gather feedback on the effectiveness of the PL 10 Monitoring and Follow-Up Walkthroughs or observations to see if learning is being applied Use of CP and literacy data to determine next steps for support	the PL Ongoing leadership support during collaborative planning sessions 9. Feedback and Reflection Processes Opportunities for teachers to reflect on their learning and implementation Mechanisms to gather feedback on the effectiveness of the PL 10. Monitoring and Follow-Up Walkthroughs or observations to see if learning is being applied Use of CP and literacy data to determine next steps for support		
Provide PL on teacher & student clarity. (District Initiative)	Admin/IB Coordinator and/or IS	To accomplish this activity, we will need the following: 1 Clear Definition of Teacher & Student Clarity (Use of The Purpose & Promise of Clarity -Chapter 11: Teaching with Intent) by John Hattie A shared understanding of what clarity looks like in instruction (e.g., clear learning targets, success criteria, purpose of the lesson) Alignment to instructional frameworks or priorities 2 Defined Learning Outcomes Specific goals for the PL (e.g., teachers will be able to communicate learning targets and success criteria effectively) Focus on both teacher	We will know this activity has been accomplished when there is clear evidence that the professional learning on teacher and student clarity was delivered, understood, and implemented in practice. Look for these indicators: 1. PL Delivery Professional learning sessions on teacher and student clarity were conducted as planned Agendas, materials, and attendance records confirm participation 2. Staff Understanding Teachers can clearly explain concepts such as learning targets, success criteria, and lesson purpose Staff can distinguish between clear and unclear instruction	10/7/26	

clarity (planning/delivery) and student clarity (understanding the learning) 3 High-Quality Content and Examples Research-based practices (e.g., learning intentions, success criteria, feedback, checks for understanding) Models and non-examples of clear vs unclear instruction Sample lessons or videos demonstrating effective clarity 4 Prepared Materials and Resources Slides, handouts, and templates (e.g., learning target and success criteria examples) Tools teachers can use during planning and instruction 5 Skilled Facilitators Instructional leaders or coaches who understand teacher and student clarity Ability to model, explain, and guide application 6 Interactive PL Design Opportunities for teachers to practice writing learning targets and success criteria Activities such as revising lessons, analyzing examples, and peer discussion 7 Scheduled Time Dedicated time for initial PL session(s) Follow-up sessions to deepen understanding and refine practice 8 Opportunities for Application Time for teachers to apply learning in their

3. Application in Planning Lesson plans consistently include clear learning targets and aligned success criteria Planning reflects intentional alignment between objectives, instruction, and assessment 4. Evidence in Classroom Instruction Teachers communicate learning targets and success criteria during lessons Lessons have a clear purpose that is explicitly shared with students 5. Student Evidence of Clarity Students can articulate what they are learning and why Students understand what success looks like and how to achieve it 6. Observation and Walkthrough Data Walkthroughs show consistent use of teacher clarity practices (e.g., clear directions, modeling, checks for understanding) Student clarity indicators are visible (e.g., student responses, engagement, self-assessment) 7. Feedback and Coaching Feedback to teachers references teacher and student clarity expectations Coaching and follow-up support are aligned to strengthening clarity practices 8. Improvement Over Time Observation data shows growth in clarity-related practices Fewer inconsistencies in lesson focus

		learning in their lesson planning or PLCs Integration into collaborative planning sessions 9 Coaching and Ongoing Support Instructional coaching, modeling, or co-planning opportunities Feedback during walkthroughs aligned to clarity expectations 10 Monitoring and Follow-Up Observation tools or checklists that include teacher and student clarity indicators Systems to track implementation and guide next steps	lesson focus, directions, or expectations 9. Sustained Use Clarity practices become routine in both planning and instruction Expectations are consistently visible across classrooms and grade levels		
Provide PL on checks for understanding (District Initiative)	Admin/Core Team/Leadership	To accomplish this activity, we will need the following: 1 Clear Definition of Checks for Understanding (CFU) Use of The Purpose & Promise of Clarity - Ch 11: Teaching with Intent by John Hattie A shared understanding of what effective CFUs look like (e.g., questioning, formative assessment, monitoring student thinking) Alignment to instructional priorities and clarity practices 2 Defined Learning Outcomes Specific goals for the PL (e.g., teachers will use a variety of CFU strategies to assess student understanding during instruction) Focus on real-time instructional decision-making 3	You'll know this activity has been accomplished when there is clear evidence that the professional learning (PL) on checks for understanding (CFU) was delivered, understood, and consistently applied in instruction. Look for these indicators: 1. PL Delivery Professional learning sessions on CFUs were conducted as planned Agendas, materials, and attendance records confirm participation 2. Staff Understanding Teachers can explain what effective CFUs are and why they are important Teachers can identify a variety of CFU strategies and when to use them 3. Application in Planning Lesson	12/3/26	

Research-Based Strategies and Examples A range of CFU techniques (e.g., questioning, exit tickets, think-pair-share, whiteboards, quick writes) Examples and non-examples of effective vs ineffective CFUs Models showing how CFUs guide instruction 4 Prepared Materials and Resources Slides, handouts, and strategy banks for CFUs Templates for planning CFUs within lessons Sample lesson plans that embed CFUs 5 Skilled Facilitators Instructional leaders or coaches who understand CFU practices Ability to model strategies and explain how to use data from CFUs 6 Interactive PL Design Opportunities for teachers to practice writing CFUs into lessons Activities such as role-playing, analyzing lessons, and designing CFU opportunities Modeling of CFU strategies during the PL itself 7 Scheduled Time Dedicated time for initial PL session(s) Follow-up sessions for deeper practice and refinement 8 Opportunities for Application Time for teachers to embed CFUs into their lesson plans during PLCs Practice implementing CFUs in the classroom 9

plans intentionally include multiple CFU opportunities CFUs are aligned to lesson objectives and success criteria 4. Evidence in Classroom Instruction Teachers regularly use CFU strategies during lessons (e.g., questioning, discussion, quick checks) CFUs are used at key points in the lesson—not just at the end 5. Student Engagement and Response Students actively participate in CFU activities Student responses provide clear evidence of understanding or misconceptions 6. Instructional Adjustment Teachers adjust instruction in real time based on CFU results Evidence of reteaching, clarification, or extension based on student needs 7. Observation and Walkthrough Data Walkthroughs show consistent use of CFUs across classrooms Data reflects increased use and improved quality of CFU practices 8. Feedback and Coaching Feedback to teachers includes references to CFU practices Ongoing coaching supports improvement in how CFUs are used 9. Improvement Over Time Data shows growth in both the frequency and effectiveness of CFUs Fewer missed opportunities to check for

		Coaching and Ongoing Support Instructional coaching, modeling, or co-teaching focused on CFUs Feedback during walkthroughs aligned to CFU use 10 Monitoring and Follow-Up Observation tools or checklists that include CFU indicators Systems to track how CFUs are being used and their impact on instruction	understanding during lessons 10. Sustained Implementation CFUs become a routine part of instruction across grade levels and subjects Teachers consistently use CFUs to guide instruction and support student learning		
Provide PL on Classroom Discussions. (District Initiative)	Members of Admin/Core or Leadership Team	To accomplish this activity, you will need the following: 1 Clear Definition of Effective Classroom Discussions A shared understanding of what high-quality discussions look like (e.g., student-led, text-based, inquiry-driven, respectful discourse) Alignment to literacy and instructional priorities 2 Defined Learning Outcomes Clear goals for the PL (e.g., teachers will facilitate meaningful, student-centered discussions that promote critical thinking and engagement) Focus on both teacher facilitation and student participation 3 Research-Based Strategies and Models Discussion protocols (e.g.,	You'll know this activity has been accomplished when there is clear evidence that the professional learning (PL) on classroom discussions was delivered, understood, and effectively implemented in classrooms. Look for these indicators: 1. PL Delivery Professional learning sessions on classroom discussions were conducted as planned Agendas, materials, and attendance records confirm participation 2. Staff Understanding Teachers can explain what effective classroom discussions look like Teachers can identify and describe strategies such as accountable talk, Socratic seminars, or structured discussions 3. Application in Planning Lesson	2/3/27	

, think-pair-share, Socratic seminar, turn-and-talk, accountable talk) Examples and non-examples of effective classroom discussions Models that show how discussions build comprehension and reasoning 4 Prepared Materials and Resources Slides, handouts, and discussion strategy guides Sample questions, sentence stems, and discussion norms Video clips or lesson examples of strong discussions 5 Skilled Facilitators Instructional leaders or coaches who can model effective discussion techniques Ability to demonstrate questioning, facilitation, and student engagement strategies 6 Interactive PL Design Opportunities for teachers to practice facilitating discussions Role-playing, analyzing transcripts/videos, and creating discussion questions Modeling of discussion strategies during the PL itself 7 Scheduled Time Dedicated time for initial PL sessions Follow-up sessions for refinement and deeper practice 8 Opportunities for Application Time for teachers to plan discussion-based lessons during PLCs Opportunities to implement strategies in the classroom 9

plans intentionally include opportunities for structured student discussions Discussion questions are open-ended, rigorous, and aligned to learning objectives 4. Evidence in Classroom Instruction Teachers consistently facilitate discussions during lessons Teachers use effective questioning, prompting, and facilitation strategies 5. Student Participation and Engagement Students are actively engaged in discussions (not just responding to the teacher) Student talk outweighs teacher talk during discussion segments 6. Quality of Student Discourse Students build on each other's ideas, ask questions, and use evidence to support responses Conversations reflect critical thinking and deeper understanding 7. Use of Structures and Norms Clear discussion protocols and expectations are visible and consistently used Students demonstrate respectful listening and collaboration skills 8. Observation and Walkthrough Data Walkthroughs show an increase in both the frequency and quality of classroom discussions Data reflects stronger student

		Coaching and Ongoing Support Instructional coaching, modeling, or co-teaching focused on discussions Feedback during walkthroughs tied to discussion practices 10 Monitoring and Follow-Up Observation tools or checklists that include discussion indicators (e.g., student talk, quality of questions, engagement) Systems to track implementation and guide next steps	engagement and discourse practices 9. Feedback and Coaching Feedback to teachers includes specific guidance on improving classroom discussions Coaching and modeling are provided to refine facilitation skills 10. Improvement Over Time Data shows growth in student discourse and engagement Teachers demonstrate increased confidence and effectiveness in facilitating discussions 11. Sustained Implementation Classroom discussions become a regular, embedded part of instruction across classrooms Practices are consistent across grade levels and content areas		
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Learning Environment

OBJECTIVE

By the end of the 2026–2027 school year, we will cultivate a safe and supportive environment that increases overall student attendance and decreases chronic absenteeism from 26.47% to 21.47%.

☆ CRITICAL INITIATIVE

Implement and monitor MTSS for attendance that includes schoolwide prevention strategies, targeted outreach, and individualized student supports to improve attendance and reduce chronic absenteeism.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement a family communication system	Attendance/MTSS Team	Class Dojo, Shout point, Newsletters, Personalized		8/5/26	9/11/26 Weekly benchmark dates to coincide with weekly attendance meetings. Target

		Contact for students at risk			dates will be with each progress reporting periods. 9/11/26, 10/30/2026, 2/10/2027, 3/25/2027
Implement a data driven attendance monitoring system	Attendance Review Team	Bulletin Board for Attendance, USHA Reports, ADA/AMA Reports	Attendance Celebration, Attendance Banners, Perfect Attendance Reports	8/5/26	8/31/26 Target dates will be on the last day of each month with us checking the overall health of attendance bi-weekly.

☆ CRITICAL INITIATIVE

Implement and monitor with fidelity the integration of the IB Learner Profile across instruction, behavior, and recognition systems to ensure a consistent, positive, respectful, and inclusive school environment.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Define, train, and monitor the implementation fidelity of the IB look-fors (checklist) to embed learner profile attributes in instruction and behavior systems.	IB Coordinator	IB look for checklist, PL on IB Learner Attributes, PL Classroom Behavior essential agreements, Monitoring Schedule, Behavior Support Personnel Paraprofessional	IB Checklist, Sign In Sheets for PLs, IB Certificates	8/5/26	10/30/26 Target Date for Training will be 10/12 Target Dates for PLs' will be monthly during Staff Meetings
Improve schoolwide recognition systems aligned to IB that celebrate attendance, positive behavior, and achievement for students and staff.	Core Team	Monthly Recognition Schedule, Selection Criteria, Schoolwide incentives, Communication resources,	Celebration photos on school social media	8/5/26	8/31/26 Students and staff will be rewarded monthly through activities such as glow parties, breakfast, ice cream, bubbles, and dance celebrations.

☆ CRITICAL INITIATIVE

Implement and monitor student agency and structured student reflection practices aligned to the IB Learner Profile to increase student engagement, ownership of learning, and regular school attendance.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement student goal setting for attendance and learning.	IB Coordinator/ Teachers	Digital Notebooks (Microsoft Suite) , physical notebooks, paper. stickers.	Data notebook	8/5/26	8/31/26 Students will create physical data binders in grades K-3 while Grades 4-5 will create digital data notebooks.

		crayons, markers, pencils, Attendance tool, Student goal tool			
Establish and implement structured reflection routines and student led conferences to communicate progress towards academic and attendance goals	Teachers	Student Led Conference Schedule, Student notebooks including attendance, academics, and IB learner profile, Exemplar/Format for student led conference, communication log, established communication with families		8/5/26	8/31/26 Students will gather their data notebook to practice for their student led conferences the week before conference window opens.