

Literacy 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.*

Literacy Critical Initiatives:

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:

1. Develop a checklist of expectations for high-quality, inquiry-based literacy instruction.
2. Develop and implement a walkthrough schedule to ensure weekly observations of ELA instruction.
3. Feedback will be provided to each ELA teacher based on the literacy instruction checklist.
4. Core leadership will analyze walkthrough data to identify trends and patterns to provide targeted support for improvement.

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

Activities:

1. Develop a checklist of expectations for high-quality collaborative planning using HIP rubric.
2. Develop and implement a support schedule for instructional leadership to participate in collaborative planning.
3. Feedback will be provided to each planning team weekly based on the CP checklist.
4. Core leadership will analyze CP observation data to identify trends and patterns to provide targeted support for improvement.

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:

1. Provide PL on expectations for literacy collaborative planning
2. Provide PL high-quality, inquiry-based literacy instruction embedding IB Approaches to Learning.
3. Provide PL on teacher & student clarity for literacy instruction.
4. Provide PL on checks for understanding/formative assessment uses and data analysis.
5. Provide PL on implementing data driven Tier 1 small group literacy instruction.

Numeracy 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.*

Numeracy Critical Initiatives:

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

Activities:

1. Develop a checklist of expectations for high-quality, inquiry-based numeracy instruction.
2. Develop and implement a walkthrough schedule to ensure weekly observations of Math instruction.
3. Feedback will be provided to each Math teacher based on the numeracy instruction checklist.
4. Core leadership will analyze walkthrough data to identify trends and patterns to provide targeted support for improvement.

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

Activities:

1. Develop a checklist of expectations for high-quality collaborative planning using HIP rubric.
2. Develop and implement a support schedule for instructional leadership to participate in collaborative planning.
3. Feedback will be provided to each planning team weekly based on the CP checklist.
4. Core leadership will analyze CP observation data to identify trends and patterns to provide targeted support for improvement.

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

Activities:

1. Provide PL on expectations for numeracy collaborative planning
2. Provide PL on high-quality, inquiry-based numeracy instruction embedding IB Approaches to Learning.
3. Provide PL on teacher & student clarity for numeracy instruction.
4. Provide PL on checks for understanding/formative assessment uses and data analysis.
5. Provide PL on implementing data-driven Tier 1 small group numeracy instruction.

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%.*

Learning Environment Critical Initiatives:

Implement and monitor MTSS attendance that includes prevention strategies, targeted outreach, and individualized student support to improve attendance and reduce absenteeism.

Activities:

1. Implement a family communication system.
2. Implement tiered attendance intervention plans.
3. Establish a data driven attendance monitoring system.

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:

1. Define, train, and monitor the implementation fidelity of the IB look-fors (checklist) to embed learner profile attributes in instruction and behavior systems.
2. Implement schoolwide recognition systems aligned to IB that celebrate attendance, positive behavior, and achievement for students and staff.
3. Design and enhance the school's physical environment through instructional displays, IB Learner Profile visuals, attendance tracking boards, and PBIS signage to reinforce expectations, build student ownership, and increase engagement and attendance.

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:

1. Implement student goal setting for attendance and learning.
2. Establish and implement structured reflection routines and student led conferences to communicate progress towards academic and attendance goals.