

Belair Middle School

Strategy Map 2026 - 2027

 VISION

We strive to cultivate a culture of excellence, where students are encouraged to reach their full potential and make a positive impact in their community.

 MISSION

Our mission at Belair Middle School is to inspire and empower students to become lifelong learners and responsible citizens.

 BELIEFS

At Belair Middle School, we believe: All students can learn and achieve at high levels. Positive relationships are essential to student success. A safe, respectful, and inclusive environment promotes learning. Consistency in academics, behavior, and attendance matters. Effective instruction and targeted interventions improve outcomes. Students should be challenged to think critically and lead confidently. Families and the community are valuable partners in education. Excellence is achieved through hard work, accountability, and continuous growth. "Where Falcons Lead, Excellence Follows."

Student Achievement-
LiteracyStudent Achievement-
Mathematics

School Climate-Discipline



OBJECTIVE

- At Belair Middle School, during the 2026–2027 school year, we will increase overall student performance on the ELA Georgia Milestones Assessment by 10 percentage points and increase the percentage of students scoring at the Proficient and Distinguished levels by 5 percentage points.
- At Belair Middle School, during the 2026–2027 school year, we will increase overall student performance on the Math Georgia Milestones Assessment by 10 percentage points and increase the percentage of students scoring at the Proficient and Distinguished levels by 5 percentage points.
- At Belair Middle School, during the 2026–2027 school year, we will decrease student discipline referrals by 10% through the consistent implementation of schoolwide behavior expectations and a comprehensive system of positive behavior supports, social-emotional learning, active supervision, and targeted behavioral interventions.

CRITICAL
INITIATIVES

- Implement a structured collaborative planning process to ensure teachers consistently design and deliver high-quality, standards-aligned instruction.
- Implement the consistent use of GADOE Achievement Descriptors to guide instruction, inform assessment practices, and clarify expectations for student performance.
- Implement high-leverage instructional practices across all classrooms, including explicit instruction, frequent formative assessment, timely feedback, and purposeful student engagement strategies.
- Implement a structured collaborative planning process to ensure teachers consistently design and deliver high-quality, standards-aligned instruction.
- Implement the consistent use of GADOE Achievement Descriptors to guide instruction, inform assessment practices, and clarify expectations for student performance.
- Implement high-leverage instructional practices across all classrooms, including explicit instruction, frequent formative assessment, timely feedback, and purposeful student engagement strategies.
- Strengthen schoolwide PBIS implementation by consistently monitoring and reinforcing a structured PBIS framework with clearly defined expectations, routines, and recognition systems.
- Integrate Social-Emotional Learning (SEL) instruction to build self-awareness, self-management, and responsible decision-making skills through Panorama lessons.
- Implement chronic absenteeism small groups, weekly Attendance Review Team meetings, and monthly attendance celebrations.
- Teachers consistently engage in structured collaborative planning focused on standards alignment, lesson design, and instructional best practices.
- Instructional delivery improves, as evidenced by
- Teachers consistently engage in CP focused on standards alignment, lesson design/Math Learning Plans, and instructional best practices.
- Instructional delivery improves, as evidenced by increased use of HLPs such
- Reductions in discipline referrals, suspensions, and behavior incidents are observed.
- A consistent, schoolwide PBIS framework is implemented with clearly defined behavioral expectations, routines, and



INTENDED OUTCOMES

- increased use of HLPs such as explicit instruction, differentiation, and formative assessment.
- Lesson plans reflect clear alignment to GSE, include rigorous learning targets, and incorporate effective instructional strategies.
- Teacher collaboration improves as teams use Achievement Descriptors to calibrate expectations and student work.
- Teachers consistently use GADOE Achievement Descriptors to guide lesson planning and instructional delivery. (Tier I)
- Student performance increases, with more students progressing to Proficient and Distinguished levels.
- Teachers consistently implement HLPs, including explicit instruction, modeling, guided practice, and independent application.
- Instructional consistency improves across classrooms, resulting in stronger alignment of teaching practices schoolwide.
- as explicit instruction, differentiation, and formative assessment.
- Math Lessons and learning plans reflect clear alignment to GSE, include rigorous learning targets, and incorporate effective instructional strategies.
- Teacher collaboration improves as teams use Achievement Descriptors to calibrate expectations and student work.
- Teachers consistently use GADOE Achievement Descriptors to guide lesson planning and instructional delivery.
- Student performance increases, with more students progressing to Proficient and Distinguished levels.
- Classrooms reflect high levels of student engagement through purposeful questioning, discussion, and collaborative learning tasks.
- Teachers consistently implement HLPs, including explicit instruction, modeling, guided practice, and independent application.
- Instructional consistency improves across classrooms, resulting in stronger alignment of teaching practices schoolwide.
- recognition systems.
- Staff consistently model, teach, and reinforce expected behaviors across all school settings.
- Student attendance improves through a reduction in chronic absenteeism, resulting in increased student engagement and a stronger sense of belonging.
- Students develop strong social-emotional competencies, including self-awareness, self-management, and responsible decision-making.
- Teachers intentionally model and reinforce SEL skills during instruction and interactions with students.
- Student engagement and academic focus increase as students build confidence and self-regulation skills.
- Student engagement and attendance improve as students feel valued, supported, and connected to the school community.
- Behavioral incidents decrease as proactive relationship-building and restorative responses are embedded in practice.
- Restorative practices are consistently implemented schoolwide to build positive relationships and foster a supportive, inclusive school culture.



KEY MEASURES

- 90% of CP teams will score at the Operational or Exemplary level on the GaDOE CP HIP Rubric indicators (standards-based planning, data analysis, etc.)
- 90% of collaborative planning teams will engage in structured analysis of student work samples weekly and document identified student learning needs.
- 90% of teachers will develop and implement HQ lesson plans that score Proficient or higher on the LP Audit Rubric, as measured through LP audits.
- 90% of teachers will demonstrate high-quality instructional delivery, as evidenced by proficiency ratings on the ELEOT observation tool.
- 90% of teachers will develop and implement HQ lesson plans/ALDs that score Proficient or higher on the LP Audit Rubric, as measured through LP audits.
- The percentage of students scoring at the Proficient and Distinguished Learner
- Collaborative Planning HIP Rubric, Lesson Plan Audits, Observational Data, Student Work Samples, Beacon, GMA, and iReady
- Lesson plan audits/GADOE ALDs to define learning targets and success criteria, student work samples, Observational data, CP Rubric, & Beacon
- Lesson plan audits, student work samples, Observational data, CP Rubric, Beacon, and iReady
- PBIS Fidelity Inventory or Checklist, Discipline Referrals, Attendance data, and Observations
- Panorama data, Observations, Attendance Data, Academic and Behavior Data
- Discipline referrals, student surveys, School Climate Surveys, PBIS Data

levels on the GMAS ELA assessment will increase by 3 percentage points

- 90% of teachers will implement the RCSS Instructional Framework during lesson delivery, as evidenced by proficiency ratings on observations & ELEOT.
- 90% of teachers will demonstrate proficient implementation of identified HLPs as evidenced by classroom observations and walkthrough data.