

 VISION Empowering learners through engaging teaching and a school culture rooted in respect, equity, student voice, and emotional well-being.  MISSION Achieving lifelong learning EXCELLENCE through engaged instruction and respect for all.  BELIEFS Connectedness creates a positive learning community for teachers, students, and staff. Social emotional development is foundational to academic achievement. A safe environment where every child feels seen, heard, and valued. All students can achieve academic and personal success.			
	Literacy	Mathematics	Culture/Magnet Programming
 OBJECTIVE	By May 2027, we will increase from 90% to 93% of our Kindergarten through 2nd grade scholars on or above grade level as measured by the end of the year reading iReady diagnostic. By May 2027, we will increase from 73% to 76% of our 3rd-5th grade scholars meeting proficient or higher on the end of the grade Georgia Milestones ELA assessment.	By May 2027, we will increase from 86% to 89% of our Kindergarten through 2nd grade scholars on or above grade level as measured by the end of the year math iReady diagnostic. By May 2027, we will increase from 69% to 74% of our 3rd-5th grade scholars meeting proficient or higher on the end of the grade Georgia Milestones Math assessment.	By May 2027, C. T. Walker will strengthen student success through an enhanced Multi-Tiered System of Supports (MTSS), by ensuring 90% (621) of students meet academic, behavioral (PBIS), and attendance expectations through Tier 1 supports.
 CRITICAL INITIATIVES	- Refine daily instruction using the John Hattie Big 3 (Teacher and Student Clarity, Student Discourse, and check for student understanding) from 85% to 90%. - Establish instructional systems that provide 90 minutes of weekly collaborative content planning and quarterly vertical planning opportunities across grade levels from 85% to 90%. - Increase supports and resources from 85% to 90% effectiveness by utilizing the Literacy Support Specialist position and literacy resources to increase student achievement.	- Refine daily instruction using the John Hattie Big 3 (Teacher and Student Clarity, Student Discourse, and check for understanding) from 85% to 90%. - Increase supports and resources from 85% to 90% effectiveness by utilizing the Math Instructional Specialist position and mathematics resources to increase student achievement. - Establish instructional systems that provide 90 minutes of weekly collaborative content planning and quarterly vertical planning opportunities across grade levels from 85% to 90%.	- Refine daily PBIS lessons on P.R.I.D.E expectations from 85% participation to 90% participation. - Create an attendance tracker for chronically absent students and monitor it with fidelity from 95% to 100% of chronically absent students. - Implement a daily personalized instructional block (interventions or enrichment) effectively from 95% of our scholars to 100%.
 INTENDED OUTCOMES	100% of our teachers will implement the RCSS Big 3 high impact instructional strategies daily. 100% of our teachers will participate in collaborative planning weekly for 90 minutes to plan for instruction. 100% of our grade levels will participate in a common personalized instructional time daily.	100% of our teachers will implement the RCSS Big 3 high impact instructional strategies daily. 100% of our grade levels will participate in a common personalized instructional time daily. 100% of our teachers will participate in collaborative planning weekly for 90 minutes to plan for instruction.	100% of our teachers will explicitly teach the P.R.I.D.E PBIS expectations. 100% of our teachers will take attendance daily and follow the CTW protocol of calling parents after two consecutive student absences. 100% of our teachers will participate in a common grade level personalized instruction period.
 KEY MEASURES	- Data meeting documentation and classroom observations will demonstrate that 100% of students are participating in highly engaging instruction. 80% of our students will show an increase on iReady growth checks, and diagnostic screeners.	- Data meeting documentation and classroom observations will demonstrate that 100% of students are participating in highly engaging instruction. 80% of our students will show an increase on iReady growth checks, and diagnostic screeners.	92% of our scholars will have less than 2 office referrals for the year. 90% or more of our students will have less than 10 absences for the academic year. 100% of our students will participate in grade level personalized instruction time (interventions or enrichment).