

Math**OBJECTIVE**

By the end of the 2026–2027 school year, Bayvale Elementary School will increase the percentage of students in grades 3–5 scoring at the Developing Learner level and above on the Georgia Milestones Math End-of-Grade Assessment from 61.11% to at least 65.11%, as measured by CCRPI and district assessment data.

Critical Initiative	Intended Outcomes	Key Measures
Teachers and instructional staff will participate in professional development focused on effective math instructional strategies, differentiation, and use of student achievement data.	100% of teachers will strengthen instructional practices, increase effective use of data, and implement high-quality math strategies with fidelity.	Professional learning attendance records; teacher feedback surveys; walkthrough/coaching data; lesson plan evidence; teacher implementation of learned
Teachers will utilize i-Ready, common formative assessments, and Georgia Milestones data to plan differentiated, standards-aligned instruction and targeted small-group remediation.	80% of students will demonstrate improvement of mastery of grade-level math standards through differentiated instruction and targeted remediation.	i-Ready Diagnostic and growth data; common formative assessment results; Georgia Milestones Math scores; lesson plan reviews; classroom walkthrough data
Teachers will incorporate collaborative learning, math discussions, and real-world problem-solving tasks to deepen conceptual understanding and student engagement.	100% of students will demonstrate stronger conceptual understanding, improved mathematical reasoning, increased engagement during math instruction.	Classroom observation data; student work samples; math discussion protocols; formative assessment data; student engagement surveys; increased performance
The schedule will reflect targeted intervention blocks, progress monitoring, and evidence-based intervention programs for students performing below grade level in mathematics.	Increased student mastery of grade-level math standards through differentiated instruction and targeted remediation.	MTSS progress monitoring data; intervention attendance logs; i-Ready growth reports; student intervention goal attainment; reduction in number of students
The school (Bayvale Elementary) will provide math resources, family math nights, and take-home learning supports to strengthen parent involvement in student math achievement.	Families will become more actively involved in supporting student math achievement and reinforcing math skills at home.	Family event participation data; parent surveys; distribution and usage of math resources; communication logs; increased student homework completion rate

ELA**OBJECTIVE**

By the end of the 2026–2027 school year, Bayvale Elementary School will increase the percentage of students in grades 3–5 scoring at the Developing Learner level and above on the Georgia Milestones ELA End-of-Grade Assessment from 44.44% to at least 48.44%, while also increasing the percentage of students meeting grade-level Lexile expectations across grades 3–5, as measured by Georgia Milestones and Georgia Insights Dashboard data.

Critical Initiative	Intended Outcomes	Key Measures
Teachers will analyze i-Ready, Lexile, and Georgia Milestones data regularly to identify student needs and provide differentiated instruction and targeted interventions.	100% of teachers will effectively use student achievement data to provide differentiated instruction and targeted interventions.	Data meeting documentation; i-Ready and Lexile reports; intervention progress monitoring data; common formative assessments; student growth trends; etc.
The school will implement small-group instruction, intervention programs, and progress monitoring cycles to support struggling readers and writers.	80% of struggling readers and writers will demonstrate measurable academic growth through targeted interventions and ongoing progress monitoring.	MTSS progress monitoring data; intervention attendance logs; i-Ready growth reports; Lexile growth data; reduction in the number of students performing
Teachers will participate in ongoing professional development focused on evidence-based literacy practices, guided reading, and writing instruction.	Teachers will strengthen literacy instructional practices and consistently implement evidence-based strategies to improve student achievement.	Professional learning attendance records; teacher surveys and feedback; coaching and walkthrough data; lesson plan evidence; implementation fidelity
Students will engage in consistent reading, writing, speaking, and listening opportunities across all subject areas to build literacy proficiency.	80% of students will demonstrate improved literacy skills through increased opportunities for reading, writing, speaking, listening in all subject areas.	Student work samples; writing rubrics; classroom observation data; formative assessment results; increased student participation in academic discussion

Attendance**OBJECTIVE**

By the end of the 2026–2027 school year, Bayvale Elementary School will increase its student attendance rate from 64.60% to at least 71.84%, as measured by CCRPI attendance data and district attendance reports.

Critical Initiative	Intended Outcomes	Key Measures
Bayvale Elementary will conduct weekly attendance reviews to identify students at risk for chronic absenteeism and provide timely interventions.	Students at risk for chronic absenteeism will be identified early and provided timely interventions to improve attendance rates.	Weekly attendance reports; chronic absenteeism data; intervention referral logs; student attendance improvement trends; district attendance dashboard
Students with attendance concerns will receive targeted supports such as attendance contracts, mentoring, counseling, and individualized attendance plans.	Students with attendance concerns will demonstrate improved attendance and increased engagement through individualized supports and interventions.	Attendance intervention plans; mentoring and counseling participation records; attendance contract completion rates; monthly attendance growth data; etc.
Faculty and staff will receive training on attendance procedures, chronic absenteeism indicators, and strategies for improving student engagement and attendance.	Faculty and staff will consistently implement effective attendance procedures and intervention strategies to support improved student attendance.	Professional learning attendance records; staff feedback surveys; implementation monitoring data; documentation of attendance interventions; improved
The school will recognize and celebrate students, classrooms, and grade levels demonstrating improved or exemplary attendance.	Student motivation and attendance rates will improve through positive reinforcement and recognition of attendance success.	Attendance incentive participation records; monthly attendance award data; classroom and grade-level attendance trends; reduction in unexcused absence