

**VISION**

Hornsby Elementary School will be a safe, inclusive learning community where all students attend regularly, demonstrate positive behavior, and achieve high levels of academic success through strong relationships, consistent expectations, and purposeful instruction.

**MISSION**

The mission of Hornsby Elementary School is to ensure every student learns and grows by providing high-quality instruction, a positive and supportive school climate, and intentional interventions that address attendance, behavior, and academic needs through collaboration among staff, families, and community partners.

**BELIEFS**

At Hornsby Elementary School, we believe that:All students can learn and succeed when provided equitable access to high-quality instruction and appropriate academic and behavioral supports.Regular attendance is essential to student achievement, engagement, and overall school success.Positive behavior must be explicitly taught, modeled, and reinforced through consistent schoolwide expectations and supportive relationships.A safe, predictable, and caring environment is necessary for students to take academic risks and grow socially and emotionally.Data-driven decision-making is critical to identifying needs, monitoring progress, and adjusting instruction and interventions.Strong partnerships with families improve attendance, behavior, and student achievement.Collaboration among staff strengthens instructional practices and promotes consistency across classrooms and grade levels.

	Literacy	Math	School Climate (Attendance & Behavior)
 OBJECTIVE	During the 2026–2027 school year, the percentage of students scoring at the Developing Learner and above achievement levels in 3rd–5th grade ELA will increase by 3% from ___% to ___% as measured by the Georgia Milestones EOG assessment, and grades K–2 students scoring on grade level or above will increase by 3% from _38_% to _39_% as measured by i-Ready.	During the 2026–2027 school year, the percentage of students scoring at the Developing Learner and above achievement levels in 3rd–5th grade Math will increase by 3% from _42.7_% to _43_% as measured by the Georgia Milestones EOG assessment, and grades K–2 students scoring on grade level or above will increase by 3% from _28_% to _29_% as measured by i-Ready.	During the 2026–2027 school year, we will decrease chronic absenteeism by _3_% from _26.68_% to _25_%.
 CRITICAL INITIATIVES	- Teachers will deliver specific, timely, and actionable feedback aligned to standards. - Grade Level Teams will apply the Plan–Do–Study–Act (PDSA) cycle to improve instruction and monitor outcomes. - Implement Differentiated Instruction and Targeted Interventions (MTSS) - School leadership will conduct regular walkthroughs and data reviews to monitor fidelity of implementation.	- Grade Level Teams will apply the Plan–Do–Study–Act (PDSA) cycle to improve instruction and monitor outcomes. - Implement Differentiated Instruction and MTSS Supports - Increase Mathematical Discourse, Use of Manipulatives, and Student Engagement - Teachers will deliver specific, timely, and actionable feedback aligned to math standards. - Leadership will conduct regular walkthroughs and data reviews to monitor fidelity of implementation.	- Continue a Strong PBIS Framework (Tier I) to develop and implement Tier II supports - Reduce Office Discipline Referrals Through Preventative Practices to develop PBIS Tier II framework to identify and support students with chronic issues. - Strengthen Family and Community Engagement - Continue to monitor Data and Adjust Supports (Continuous Improvement)
 INTENDED OUTCOMES	- Increased instructional effectiveness, resulting in stronger alignment between standards, instruction, and assessment - Increased student growth rates, with a greater percentage of students meeting or exceeding expected growth targets - Increased percentage of students performing at the Developing Learner level & above on the GMAS EOG assessment and i-Ready diagnostic +5 percentage point increase in students meeting typical or stretch growth (i-Ready Reading & Math) - Increased effectiveness of Tier I instruction, resulting in fewer students requiring intensive interventions - Sustained quarterly growth, ensuring students remain on track to meet end-of-year goals - Improved teacher effectiveness in using data to drive instruction, resulting in more targeted and responsive teaching practices	- Increased consistency in data-driven instructional adjustments aligned to student needs - Improve Tier I effectiveness, resulting in a 10–15% reduction in students requiring Tier II and/or Tier III interventions - Increased student engagement, resulting in more students actively participating in discussions and demonstrating conceptual understanding - Increased student ownership of learning, with more students able to explain errors, revise work, and improve performance - Improved alignment between instructional expectations and classroom practices, resulting in stronger student outcomes	- Students identified as at-risk (Tier II) demonstrate improved behavior and increased time in the learning environment. - Increased consistency in classroom management practices, resulting in fewer behavior disruptions - Increased family involvement and communication, resulting in improved student attendance, behavior, and academic performance - Improved responsiveness of instructional and intervention practices based on ongoing data analysis
 KEY MEASURES	85% of classrooms demonstrate standards-based instruction with clear learning targets and success criteria +5 percentage point increase in students meeting typical or stretch growth (i-Ready Reading & Math), - Quarterly +3 percentage point increase in student performance on common formative assessments 90% of classrooms implement differentiated small group instruction based on student data 75% of students receiving Tier II and Tier III interventions meet or exceed progress monitoring goals +5 percentage point increase in students meeting typical or stretch growth (i-Ready Reading & Math) 85% of intervention plans are implemented with fidelity 100% of grade levels establish and monitor quarterly benchmark goals aligned to the 3% increase target 100% of leadership team meetings include data review and action planning 85% of students demonstrate progress toward individual growth targets each quarter	100% of grade-level teams consistently implement the PDSA cycle during PLC meetings +5 percentage point increase in students meeting typical or stretch growth (i-Ready Reading & Math) 90% of classrooms implement differentiated instruction aligned to student needs 75% of students receiving Tier II and Tier III interventions meet or exceed progress monitoring goals 85% of MTSS intervention plans are implemented with fidelity 85% of classrooms implement structured mathematical discourse (student talk, justification, reasoning) 85% of teachers consistently use manipulatives, models, and visual representations 90% of lesson plans include opportunities for discourse, hands-on learning, and student-centered tasks 85% of classrooms provide specific, standards-aligned math feedback with clear next steps 80% of students can explain their learning target and what they need to do to improve in math 100% of classrooms are observed through walkthroughs at least 2–4 times per month 100% of leadership team meetings include data review and action steps 100% of teachers receive timely feedback from walkthroughs and observations	10-15% Reduction in office discipline referrals (ODRs) for students receiving Tier II supports 80% percent increase of Tier II students meeting behavior goals 10–15% reduction in total office discipline referrals and repeat referrals compared to the previous school year 80% of teachers implement consistent behavior expectations and consequences aligned to PBIS +10 percentage point increase in family participation in school events, conferences, and workshops 100% of teachers maintain consistent communication with families (newsletters, calls, digital platforms) 90% of targeted families (attendance or behavior concerns) participate in outreach or intervention efforts 100% of grade levels engage in monthly data review cycles to analyze academic, attendance, and behavior data 80% of intervention plans are revised based on progress monitoring data 100% of leadership team meetings include data analysis and follow-up action steps