

Literacy: Student Achievement

 OBJECTIVE

Westside High School will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones End-of-Course Assessments in American Literature and U.S. History by at least three percentage points through implementation of targeted small-group instruction focused on literacy, critical thinking, and analytical writing during the 2026–2027 school year.

Critical Initiative	Intended Outcomes	Key Measures
Facilitate and monitor collaborative planning for ELA & Social Studies courses focused on instructional strategies, progress monitoring, data analysis, implementation, and feedback to improve Tier 1 instruction.	Teachers will be confident and prepared to deliver the lesson and support students toward mastery. The student will be engaged in the lesson.	Common assessment data, observation/walkthrough as follow up from collaborative planning; ELEOT Observation Data
Provide targeted professional learning for ELA & Social Studies teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms.	Tier I instruction will improve as a result of professional learning. Student achievement and progress will improve.	Observations, student performance, professional learning, teacher feedback survey
Monitor & provide feedback on the instructional delivery of ELA and Social Studies standards and high-impact content-specific literacy strategies.	Lexile scores are expected to increase, demonstrating progress toward mastery of academic standards. Instructional delivery will also be enhanced.	NWEA MAP Reading Lexile Scores, Growth Report; Observations/Walkthroughs

Math: Student Achievement

 OBJECTIVE

Westside High School will increase the percentage of students scoring at the Developing Learner level or above on the Georgia Milestones End-of-Course Assessment in Algebra: Concepts and Connections and Biology by at least three percentage points through implementation of targeted small-group instruction focused on mathematical reasoning and problem solving during the 2026–2027 school year.

Critical Initiative	Intended Outcomes	Key Measures
Facilitate and monitor collaborative planning for Mathematics and Science courses focused on instructional strategies, progress monitoring, data analysis, implementation, and feedback to improve Tier 1 instruction.	Teachers will be confident and prepared to deliver the lesson and support students toward mastery. The student will be engaged in the lesson.	Common assessment data, observation/walkthrough as follow up from collaborative planning; ELEOT Observation Data
Provide targeted professional learning for Math & Science teachers aligned to course standards and EOC expectations to strengthen Tier I instruction across classrooms.	Tier I instruction will improve as a result of professional learning. Student achievement and progress will improve.	Observations, student performance, professional learning, teacher feedback survey
Monitor & provide feedback on the instructional delivery of Math & Science standards and highimpact content-specific literacy strategies.	Lexile & Quantile scores are expected to increase, demonstrating progress toward mastery of academic standards. Improved observations.	NWEA MAP Reading Lexile & Quantile Scores, Growth Report; Observations/Walkthroughs

Graduation Rate

 OBJECTIVE

Westside High School will strengthen school culture and climate through consistent cohort monitoring, Early Warning Indicators (EWI) reviews, and tiered academic and non-academic supports to increase the graduation rate by 3% by the end of the 2026-2027 academic year.

Critical Initiative	Intended Outcomes	Key Measures
Use the cohort monitoring system & Early Warning Indicator to review attendance, grades, and credits to provide different levels of academic and non-academic support through MTSS.	There will be fewer students "At Risk" for not meeting cohort requirements.	USHA Reports, Infinite Campus, Graduation Plan, Panorama, PBIS
Implement and monitor a Teachers As Advisors (TAA) model with defined roles focused on relationship building, academic progress, attendance, and graduation readiness.	Students will be more knowledgeable about graduation requirements, individual progress, and tools/resources to support attendance and SEL.	TAA feedback survey; TAA Lessons; USHA; Counselor Reports
Reinforce consistent schoolwide expectations and positive behavior supports to create a safe, supportive learning environment.	There will be a reduction in discipline incidents, and students will feel safe, secure, and supported.	Infinite Campus, Panorama, School Climate Survey (end of the year)