

 **VISION**
To provide each student with an abundance of L.O.V.E. - Learning, Opportunities, Values and Excellence.

 **MISSION**
Richmond County Technical Career Magnet School is committed to Educating, Inspiring and Preparing the students of today to become the skilled professionals of tomorrow.

 **BELIEFS**
Success is a habit, not a destination. It results from repeatedly working hard, extensive preparation, and learning from disappointments.

	Student Achievement-Literacy	Student Achievement-Mathematics	School Climate
 OBJECTIVE	RCTCM will increase the number of Distinguished Students on the Spring 2027 Literature II GMAS by 5%.	RCTCM will increase the number of Distinguished Students on the Spring 2027 7th Grade Math EOG GMAS by 5%.	Middle School Discipline referrals will decrease by 5% for the 2026-2027 school year.
 CRITICAL INITIATIVES	- Implement targeted intervention for "Bubble Students" who scored Proficient on the Spring 2026 American Literature II EOCT GMAS. - Implement professional learning that focuses on research-based instructional strategies. - Conduct 2 Eleot observations per semester to measure student engagement and interaction (student-teacher discourse; student-student discourse; self-directed learning.) - Strengthen Tier I literacy instruction through standards-aligned planning, common formative assessment, and rigor-focused classroom feedback. - Implement structured, data-driven PLCs that use common assessment data to plan re-teach and enrichment for the full student population.	- Implement targeted intervention for "Bubble Students" who scored Proficient on the Spring 2026 7th Grade Math GMAS. - Implement professional learning that focuses on research-based instructional strategies. - Conduct 2 Eleot observations per semester to measure student engagement and interaction (student-teacher discourse; student-student discourse; self-directed learning.) - Strengthen Tier I math instruction through standards-aligned planning, common formative assessment, and rigor-focused classroom feedback. - Implement structured, data-driven PLCs that use common assessment data to plan re-teach and enrichment for the full student population.	- Provide 1 PBIS Celebration each 9 week period to reward students who have accumulated positive "Spotlight Points" and have no discipline referrals/RCSS Code of Conduct violations. - Implement professional learning that focuses on research-based conflict resolution and behavior management strategies. - Analyze discipline data prior to 45-Day and 90-Day of school. - Establish proactive, schoolwide behavior expectations and common classroom management routines to prevent discipline referrals before they occur.
 INTENDED OUTCOMES	- Increase in Student Academic Achievement - Increase Student Engagement - Increased student engagement and high student achievement. - By year's end, all literacy teachers will deliver standards-aligned Tier I instruction using common assessments, boosting student mastery. - Feedback and coaching will increase Tier I literacy rigor, shown by shifts in questioning, text complexity, and engagement. - By year's end, all PLC teams will use common assessment data to plan re-teach/enrichment cycles, driving measurable growth for all students. - PLC teams will build a collaborative data culture, leading to equitable instruction for all students — not just those who struggle.	- Increase in Student Academic Achievement - Increase Student Engagement - Increased student engagment and high student achievement. - By year's end, all math teachers will deliver standards-aligned Tier I instruction using common assessments, boosting student mastery. - By year's end, PLC teams will use assessment data to drive re-teach/enrichment, boosting growth for all learners.	- Increase in Student Engagement - Decrease in discipline referrals and Code of Conduct Violations. - Staff will consistently implement schoolwide behavior expectations and routines, reducing discipline referrals across the building.
 KEY MEASURES	- Evidence of implementation is observed in lesson plans and classrooms - Teacher Feedback is collected to evaluate the effectiveness and applicability of professional learning. - Increased student engagment scores on the Eleot Observation Tool. - Percentage of students scoring proficient or above on common formative assessments increases by a set target (e.g., from X% to Y%) at each quarterly c 100% of literacy teachers receive documented, rigor-focused feedback (via walkthroughs, coaching conversations, or PLC debriefs) at least once per mon - Implementation fidelity: 100% of PLC teams administer common formative assessments on a consistent cycle (e.g., every 2–3 weeks) and document data-dri	- Evidence of implementation is observed in lesson plans and classrooms - Teacher Feedback is collected to evaluate the effectiveness and applicability of professional learning. - Increased student engagment scores on the Eleot Observation Tool. - Student mastery growth: Percentage of students scoring proficient or above on common formative assessments increases by a set target (e.g., from X% to Y%) - Percentage of students scoring below proficiency on common assessments who move to proficient/advanced within one re-teach cycle increases by a set t 100% of PLC teams administer common formative assessments on a consistent cycle (e.g., every 2–3 weeks) and document data-driven action plans (re-teac	- Data in Spotlight for Minor and Major Behavior and Positive Behavior - Teacher Feedback is collected to evaluate the effectiveness and applicability of professional learning. - Reduction in the number of Infinite Campus referrals in Middle School. - Referral reduction: Total number of minor and major discipline referrals decreases by a set target (e.g., 20%) compared to the same period in the prio