

 **VISION**
To ensure ALL students receive a globally-minded education that prepares them for enrollment, enlistment, employment, or entrepreneurship. Motto: "Prepare 4E."

 **MISSION**
Rebels T.A.L.K. in an ever-changing worldThriveAdaptLeadKnow

 **BELIEFS**
• All students can achieve with high expectations. • Relationships build trust and engagement. • Rigorous learning prepares students for post-secondary life. • Safety and inclusion are essential for learning. • Effective collaboration drives school success.

	Student Achievement-Literacy	Student Achievement-Mathematics	Student Achievement-Graduation Rate
OBJECTIVE	By Spring 2027, students will demonstrate at least a three percent increase in GMAS Lit II proficiency (Developing or above) through embedded intervention and targeted instruction.	By Spring 2027, students will demonstrate at least a three percent increase in Algebra I proficiency (Developing or above) through embedded intervention and targeted instruction.	During the 2026-2027 school year, we will implement our cohort monitoring protocol with fidelity to improve our attendance rate by 3%, which will also improve our graduation rate.
CRITICAL INITIATIVES	- Provide professional learning in evidence-based teaching methods. - Provide all Learners with access to engaging learning opportunities in a comprehensive curriculum. - Improve measurable academic outcomes using data-driven decision-making.	- Provide professional learning on evidence-based instructional strategies, including: • Teacher clarity (learning targets & success criteria) - Provide all Learners with access to engaging learning opportunities in a comprehensive curriculum. - Improve measurable academic outcomes using data-driven decision-making.	- Cohort Team will actively monitor all cohort years for on track/off track, valid withdrawals, and dropouts. - ART will identify at-risk students and develop intervention plans for all cohorts. - Reinforce consistent schoolwide expectations and positive behavior supports to create a safe and supportive learning environment.
INTENDED OUTCOMES	- Improved "Teacher and Student Clarity" per the Big 3 High Impact Instructional Strategies. - Improved "Classroom Discussions" per the Big 3 High Impact Instructional Strategies. - Implement Inquiry-Based Instruction Aligned with IB Practices to Strengthen Literacy - Expand co-teaching models (e.g., team teaching, station teaching) - Improved "Checking for Understanding" per the Big 3 High Impact Instructional Strategies.	- Improved "Teacher and Student Clarity" per the Big 3 High Impact Instructional Strategies. - Implement Inquiry-Based Instruction Aligned with IB Practices to Strengthen Mathematical Reasoning. - Improved "Classroom Discussions" per the Big 3 High Impact Instructional Strategies. - Expand co-teaching models (e.g., team teaching, station teaching) - Improved "Checking for Understanding" per the Big 3 High Impact Instructional Strategies.	- Improved on track students and valid withdrawals to increase graduation rate. - Reduced failure rates by the end of the semester. - Decreased chronic absenteeism for identified at-risk students. - Decrease discipline referrals for at risk students. - Improved student perceptions of safety (as indicated by survey data)
KEY MEASURES	- Improved ELEOT walkthrough scores. - Improved student perception data via exam survey. - Improve student progress through writing samples, problem-solving tasks, and data analysis. - Classroom observations to determine usage of co-teaching models - Teacher perception data as they are provided PD using MagicSchool AI.	- Improved ELEOT walkthrough scores. - Improved student perception data via exam survey. - Improve student ability to explain, justify, and apply mathematical thinking. - Classroom observations to determine usage of co-teaching models	- Monthly Panorama Reports track student grades, USHA Cohort Tracking Reports, Quarterly Infinite Campus Grade Reports - Decrease chronic absenteeism as determined by monthly USHA Attendance Reports - Increase in the number and frequency of positive behavior acknowledgments given to students (tracked through PBIS systems or logs). - Improvement in student survey results related to feeling safe, respected, and supported at school (e.g., increase by 10 percentage points). - Reduction in office discipline referrals, suspensions, and repeat behavioral incidents (e.g., 15–20% decrease compared to the previous year).