

i-GRAD VIRTUAL ACADEMY (HIGH SCHOOL)

SY 2026 - 2027



SCHOOL IMPROVEMENT GOALS

GOALS FOR ELA

Percentages below represent students who scored at the Proficient and Distinguished Level.

*Due to new ELA Georgia Milestones assessment in May of 2026, ELA and Reading scores will not be shared by the state until December 2026. Scores will be updated when they are available to the district.

	Reading Proficiency				ELA			
	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	*Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	*Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)
American Literature	76.3%	60.9%		86.3%	47.2%	42.0%		62.0%
Reading Proficiency Action Steps								
Action Step 1: Integrate schoolwide literacy priorities into instructional planning and use student work during PLCs to monitor impact and refine instruction across content areas.								
Action Step 2: Engage in ongoing professional learning and consistently implement evidence-based literacy strategies, using learning walks and PLC reflection to monitor progress and refine instruction.								
Action Step 3: Teachers will consistently implement evidence-based literacy strategies during daily instruction, with instructional leaders monitoring implementation through classroom observations and student work analysis.								
ELA Action Steps								
Action Step 1: Teachers will utilize high-quality digital resources, texts, and instructional tools to personalize learning and accelerate student growth, monitoring effectiveness through student performance data.								
Action Step 2: English teachers will engage in collaborative planning and professional learning to design standards-aligned writing instruction and analyze student writing during PLC cycles.								
Action Step 3: Teachers across all content areas will embed reading, writing, speaking, and listening strategies into instruction, monitoring implementation through collaborative planning and classroom observations.								

ELEVATING THE EXCELLENCE

Reading Intervention Plan			
Identification of Students	Plan of Remediation	Resources	Monitoring
Grades 9-10 students with disability	1 hour/week of small group targeted literacy intervention	Core and Supplemental	Targeted and Ongoing

GOALS FOR MATH

Percentages below represent students who scored at the Proficient and Distinguished Level.

	Math Proficiency			
	Baseline (SY 2023-24)	Progress Towards Goal (SY 2024-25)	Progress Towards Goal (SY 2025-26)	3-Year Goal (SY 2026-27)
Algebra	16.5%	33.3%	19.2%	22.5%

Math Proficiency Action Steps				
Action Step 1: Mathematics PLCs will analyze assessment data, develop common instructional responses, and monitor the effectiveness of interventions during each instructional cycle.				
Action Step 2: Teachers will communicate consistent expectations for Algebra coursework across all instructional settings and monitor student progress through common assessments and progress-monitoring data.				
Action Step 3: Teachers will implement targeted mathematics interventions using available instructional resources and monitor student progress through formative assessments and PLC data reviews.				

GOALS FOR STUDENT ATTENDANCE

	Student Absences, Tardies, or Early Check-outs		
	Baseline (SY 2024-2025)	Progress Towards Goal (SY 2025-2026)	3-Year Goal (SY 2027-2028)
SMART Goal	48.0%	99%	60.0%

Student Attendance Action Steps			
Action Step 1: Teachers and support staff will conduct virtual check-ins, monitor student engagement and course progress, and implement timely interventions for students demonstrating attendance or participation concerns.			
Action Step 2: Teachers will design and implement engaging learning experiences that increase student engagement, monitor participation data, and adjust instruction based on student progress and feedback.			