

📖 OBJECTIVE

By May 2027, 80% of ELA teachers at W. S. Hornsby Middle School will consistently implement evidence-based literacy strategies (e.g., explicit vocabulary instruction, close reading, and text-based writing), as evidenced by walkthrough and coaching data, resulting in at least a 10-percentage-point increase in students meeting or exceeding proficiency on the GMAS ELA assessment and a 10% increase in growth on the DRC Beacon assessment. .

Student Achievement: Literacy

Critical Initiative	Intended Outcomes	Key Measures
Implement small group differentiated instruction during ELA instructional and intervention blocks.	Students will receive targeted support based on individual learning needs and assessment data.	DRC Beacon growth data, I-Ready growth data, intervention folders
Increase student Literacy skills utilizing Science and Social Studies teachers, focusing on vocabulary and comprehension. (RACE, Gum Chart)	Students will improve reading comprehension, vocabulary development, and written responses across content areas.	Lexile growth data, classroom writing samples, and DRC Beacon ELA performance.
Participate in professional learning on high-impact strategies that increase literacy growth and knowledge, fostering a culture of shared responsibility for reading achievement.	Teachers will consistently implement literacy strategies across all content areas.	Professional learning sign-in sheets, walkthrough data, and strategy implementation evidence.

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By May 2027, the school will increase the percentage of students scoring at the Developing level or higher on the GMAS Math assessment from 26% to 36% through implementing evidenced-based mathematics strategies.

Student Achievement: Math

Critical Initiative	Intended Outcomes	Key Measures
Monitoring the implementation of Tier 1 instruction through the use of math learning plans and manipulatives.	Teachers will consistently deliver standards-based math instruction aligned to grade-level rigor and student learning targets.	Classroom walkthrough data, lesson plans, and TKES observations.
Strengthen Data-Driven Instruction during Collaborative Planning through explicit instruction surrounding lesson plans, assessments, instructional strategies, and modeling lessons with feedback.	Teachers will use assessment data to identify learning gaps and adjust instruction and interventions to improve student performance.	Collaborative planning agendas, data meeting notes, and DRC Beacon/GMAS data analysis.
Implement small group instruction to target specific needs of students during intervention block and grade level instruction.	Students will receive targeted remediation and skill-based support to address identified math deficits.	Intervention folders, progress monitoring assessments, and student growth on DRC Beacon, I-Ready and GMAS.

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By May 2027, decrease the number of students who are chronically absent from 49.05% to 35.05% as measured by monthly attendance data and end of the year attendance reports.

Chronic Absenteeism

Critical Initiative	Intended Outcomes	Key Measures
Monitor students with chronic absenteeism with fidelity to document the decrease in the number of absences among students and teachers.	Attendance trends will be consistently monitored to identify concerns and reduce absenteeism among students and staff.	Daily attendance reports, attendance tracking logs, and chronic absenteeism data.
Utilize the PBIS framework to create a positive school culture that promotes regular attendance, increases student engagement, and reduce chronic absenteeism of teachers and students.	Students will be motivated to improve attendance through consistent recognition and incentives.	Monthly attendance percentages, incentive participation records, and reduction in absences.
Improve communication with stakeholders to bring awareness to the attendance concerns and plan to address the issues.	Families and stakeholders will have increased awareness and involvement in supporting student attendance.	Parent communication logs, meeting agendas, and stakeholder participation records.
Utilize Communities in Schools to identify targeted student groups to support and monitor with chronic absenteeism or at-risk attendance patterns.	Identified students will receive targeted support and monitoring to improve attendance habits.	CIS referral data, attendance improvement plans, and student attendance progress reports.

📖 OBJECTIVE

By May 2027, 80% of students in the special education program will demonstrate one year's growth in reading and math as measured by iReady through the implementation of targeted intervention and differentiated instruction.

Student Achievement of Special Education students

Critical Initiative	Intended Outcomes	Key Measures
Monitor the implementation of Corrective Reading and math interventions based on individual student diagnostic and progress monitoring data.	Students with disabilities will receive targeted reading and math interventions based on CR initial assessments and identified math skill deficits.	SPED students will demonstrate 1+ year of reading growth. SPED students ill. demonstrate 1+ year of math growth.
Provide and monitor professional learning on differentiated instruction and high-impact reading and mathematics strategies for students with disabilities.	Teachers will demonstrate increased knowledge of implementation of evidence-based instructional and intervention strategies.	Students will receive documented targeted interventions. Students will receive differentiated instruction.
Monitor student growth and progress.	Teachers will regularly monitor student progress using iReady and CR to increase the number of students meeting annual growth goals.	Progress monitoring every 4-6 weeks SPED data collection pacing guides/Panorama