

 **VISION**
Our vision at Sue Reynolds is to motivate and empower all students through an equitable education that will prepare them for lifelong learning.

 **MISSION**
Our mission at Sue Reynolds is to produce globally competitive students by educating the whole child and by inspiring and teaching them to take Pride in their Pursuit of Learning.

 **BELIEFS**
At Sue Reynolds Elementary School, we believe:All students can learn and achieve at high levels when provided with equitable access to quality instruction, resources, and support.Equity is essential to student success, and every child deserves opportunities that meet their individual academic, social, and emotional needs.Education should develop the whole child, including academic growth, social-emotional well-being, character, and critical thinking skills.Motivation and empowerment are key to lifelong learning, and students should be encouraged to take ownership of their educational journey.A safe, supportive, and engaging learning environment promotes student confidence, perseverance, and success.Strong relationships between students, staff, families, and the community are vital to creating a culture of trust, collaboration, and achievement.High expectations and accountability for both students and staff drive continuous improvement and academic excellence.Preparing students to be globally competitive requires fostering creativity, communication, collaboration, and adaptability.Every student should take pride in their pursuit of learning, developing a growth mindset and a commitment to personal excellence.

	Math	Literacy	Culture & Climate
OBJECTIVE	By May 2026, Sue Reynolds Elementary School will increase mathematics achievement by 25%, resulting in at least 163 of the approximately 650 students demonstrating growth from the Developing level to the Proficient level. Student achievement will be measured using the i-Ready End-of-Year (EOY) Mathematics Assessment for students in grades K–2 and the Georgia Milestones Assessment System (GMAS) EOY Mathematics Assessment for students in grades 3–5. Progress will be monitored throughout the school year through ongoing assessment data, with targeted instructional interventions implemented to support students in progressing toward proficiency.	By May 2026, Sue Reynolds Elementary School will increase reading achievement by 25%, resulting in at least 163 of the approximately 650 students demonstrating growth from the Developing level to the Proficient level. Student achievement will be measured using the i-Ready End-of-Year (EOY) Reading Assessment for students in grades K–2 and the Georgia Milestones Assessment System (GMAS) EOY Reading Assessment for students in grades 3–5. Progress will be monitored throughout the school year through ongoing assessment data, with targeted instructional interventions implemented to support students in progressing toward proficiency.	By May 2027, Sue Reynolds Elementary School will achieve a minimum teacher retention rate of 85%, retaining at least 68 of its 79 teachers, through strengthened teacher support systems, meaningful staff collaboration, ongoing professional learning, recognition and appreciation initiatives, and opportunities for teacher voice and engagement. Teacher retention will be monitored annually using staffing and personnel data to evaluate progress and identify additional supports needed to promote staff well-being, job satisfaction, and long-term commitment to Sue Reynolds Elementary School.
CRITICAL INITIATIVES	- SRE will implement consistent data analysis protocols during PLC meetings to monitor student progress, identify learning gaps, and guide instructional decision-making. - Redeliver data analysis protocols and academic expectations with teachers to aid in monitoring student progress and guide instructional decisions.	SRE will implement consistent data analysis protocols during PLC meetings to monitor student progress, identify learning gaps, and guide instructional decision-making.	Conduct regular climate and culture surveys to identify areas of strength and opportunities for improvement.
INTENDED OUTCOMES	- Teachers will use student data consistently to inform instruction and interventions. - PLC collaboration will strengthen instructional planning, intervention practices, and student achievement outcomes. - Student academic growth in reading and mathematics will improve through data-driven instruction and targeted support.	- Teachers will strengthen their ability to analyze and utilize student data to drive instructional decisions. - Teachers will implement differentiated instructional strategies that address the diverse learning needs of students. - Instructional practices will become more consistent, rigorous, and aligned to state standards and school improvement goals.	- Data collected from surveys will guide decision-making, support continuous improvement efforts, and enhance overall school satisfaction. - School leaders will utilize stakeholder feedback to strengthen student and staff culture and climate. - Students, staff, and families will feel valued and have opportunities to provide meaningful input regarding the school environment.
KEY MEASURES	100% of grade levels will conduct bi-weekly PLC meetings focused on student data analysis. PLC documentation will reflect data discussions and instruc - PLC agendas, meeting notes, and data protocols will be completed and documented in 95% of PLC meetings throughout the school year. - Classroom walkthroughs and lesson plan reviews will show evidence of data-driven instructional adjustments in at least 90% of classrooms.	100% of certified staff will participate in professional learning sessions focused on data-driven instruction, differentiation, and best instructional - Classroom walkthrough data will indicate implementation of learned instructional strategies in at least 90% of classrooms. - Teacher survey results will reflect a 15% increase in confidence related to data analysis and differentiated instruction practices.	- Climate and culture surveys will be administered to students, staff, and families at least two times annually - Positive responses related to school climate, communication, safety, and staff morale will improve by at least 10% from baseline data. - Survey participation rates will increase to at least 10% for staff and 10% for families.