Student Success / Literacy

OBJECTIVE

By the end of the 2026–2027 school year, Richmond Hill Middle School will increase the percentage of students scoring at the Proficient or Distinguished levels on the Georgia Milestones Assessment System (GMAS) in ELA by at least 10 percentage points through rigorous Tier I instruction, targeted remediation, and consistent progress monitoring.

Critical Initiative	Intended Outcomes	Key Measures
Increase consistency in instructional practices across classrooms, with teachers implementing the district's instructional framework with fidelity.	Teachers will use the RCSS framework for lesson delivery. (Explicit tier 1 instruction in the guided focused instruction). Teachers lesson plans will show evident rigor.	Lesson plan rubrics Observational Data
Use high impact instructional strategies. (HLP 16)	Teachers will have direct explicit instruction during the "I do" phase of the instructional framework. Students will receive rigorous and engaging lessons.	
Use data analysis to implement standards aligned instruction with the use of ALDs. (HLPs 6 & 13-18)	Teachers will analyze data for instructional grouping. Teachers in all content areas will use ALDs for tier 1 differentiation.	Beacon Data I-ready
Provide PL on what tier 1 instruction looks like.	95% of teachers will be trained on tier 1 instruction.	

Instructional Excellence / Math

OBJECTIVE

By the end of the 2026–2027 school year, Richmond Hill Middle School will increase the percentage of students scoring at the Proficient or Distinguished levels on the Georgia Milestones Assessment System (GMAS) in Math by at least 10 percentage points through rigorous Tier I instruction, targeted remediation, and consistent progress monitoring.

Critical Initiative	Intended Outcomes	Key Measures
Increase consistency in instructional practices across classrooms, with teachers implementing the district's instructional framework with fidelity.	Improved alignment of instruction (planning & delivering high-quality instruction) to the instructional framework. Enhanced instructional quality, resulting in more rigorous, standards-aligned learning experiences for all students.	Observational Data
Implement High Leverage Practices for explicit instruction. (HLP 16)	Teachers lesson plans will show evident rigor	Elleot data
Provide PL on what tier I instruction looks like.		
Use data analysis to implement standards aligned instruction with the use of ALDs. (HLPs 6 & 13-18)	Teachers will be able to provided targeted instruction.	Assessment data

Positive School Climate & Culture

OBJECTIVE

By the end of the school year, Richmond Hill Middle School will reduce student discipline referrals, suspensions, and behavioral incidents by 20%. Also, student attendance rates will improve by 5%, and chronic absenteeism will decrease by 10%

Critical Initiative	Intended Outcomes	Key Measures
Implement consistent PBIS expectations with school-wide behavior supports.	All students and staff clearly understand and consistently implement schoolwide behavior expectations. Enhanced social-emotional skills among students, including communication, empathy, conflict resolution, and self-regulation.	Discipline Data School Climate Surveys
Integrate Restorative Practices school wide.	Reduction in student discipline incidents, including office referrals, suspensions, and repeat offenses. Improved school climate and culture, reflected in increased student, staff, and family perceptions of safety, belonging, and respect. Increased instructional time, as fewer students are removed from class due to disciplinary actions.	Observational Data Student Surveys
Implement SEL interventions and strategies school wide. (Tier students based on data analysis.)	Students will improve on their self-management and emotional regulation. Students will demonstrate an increased ability to manage behaviors, emotions, and responses in academic and social settings.	Panorama Data
Leverage attendance teams to consistently monitor and respond to student attendance trends.	Improved attendance and student engagement, as students feel more connected and supported within the school community. Early identification of at-risk students, ensuring students with emerging attendance concerns are flagged and supported before patterns worsen. Increased consistency in attendance monitoring practices, with staff regularly reviewing data and implementing timely interventions.	Attendance Data Data Meetings Particpation Rates Student Achievement Data

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