

 **VISION**
Vision : Tomorrow... Today!

 **MISSION**
Mission: To Empower students explore, create, challenge, innovate, and lead.

 **BELIEFS**
CORE BELIEFS We believe learning is the primary purpose for everything we do as a school. We believe all students, teachers and administrators can grow, succeed, and reach their full potential by being engaged in the learning process. We believe our educators relationships with students' families and community partners are crucial to our success. We believe our school must use innovative approaches to meet the needs of our diverse population. We believe in a classroom culture in which students feel safe to learn.

	Instruction	Culture	Leadership
 OBJECTIVE	Rufus G. Hibbett Elementary School will strengthen mathematics instruction to improve student achievement.	Rufus G. Hibbett Elementary School will strengthen school culture by creating a warm and supportive environment where students feel valued, attend regularly, and flourish academically and socially.	Strengthen instructional leadership and collaboration to improve literacy and numeracy instruction through coaching, professional learning, and consistent monitoring.
 CRITICAL INITIATIVES	- Analyze fourth-grade mathematics assessment data to identify learning gaps and adjust instruction to address student needs. - Implement number sense routines and counting collections on a consistent basis in grades K–2 to strengthen foundational mathematics skills.	- Promote consistent attendance through daily incentives, RCA House System rewards, and targeted family outreach for students at risk of chronic absenteeism. - Strengthen student engagement by celebrating individual and collective successes. - Implement the Ron Clark Academy (RCA) House System to foster a sense of belonging and inspire academic and character excellence.	- Meet weekly to review coaching cycles and receive PLC updates from the Local Reading Specialist (LRS) and Building Based Math Coach (BBMC). - Participate in ARI and OMI principal professional learning opportunities and apply relevant leadership strategies. - Ensure the principal or designee attends at least one ELA and one mathematics Common Planning Time (CPT) meeting per grade level each week. - Conduct classroom walkthroughs and provide feedback to monitor implementation and effectiveness of literacy and numeracy strategies.
 INTENDED OUTCOMES	- Increase fourth-grade mathematics proficiency from 26% to 34% on the ACAP Summative Assessment, thereby reaching the state average of 34%. - Increase K–2 student proficiency in number sense and numbers and operations as measured by classroom formative assessments and i-Ready data.	- Reduce chronic absenteeism by two percentage points by the end of the 2026–2027 school year. - Increase students' sense of belonging and connection to the school community. - Increase student engagement through participation in the RCA House System.	- Strengthen alignment among coaching, collaborative planning, classroom instruction, and student learning. - Strengthen the principal's instructional leadership through application of strategies learned through ARI and OMI professional learning. - Increase consistency in the implementation and evaluation of literacy and numeracy structures and strategies. - Demonstrate implementation of targeted instructional strategies in at least 50% of classrooms receiving coaching.
 KEY MEASURES	- Do The Math assessments and classroom formative assessments - ACAP Practice and ACAP Summative Assessment results - Lesson plans and classroom observation data - PST progress-monitoring records and intervention data - K–2 i-Ready Inform Numbers and Operations data	- School-wide celebrations documented via social media - Daily attendance incentive records - Attendance reports - Daily announcements celebrating students and teachers - Student recognition documentation - Student climate surveys - RCA House System event records	- Weekly ILT discussion notes and action steps documented in Schoolmint - ARI and OMI professional learning hours documented in PowerSchool Professional Learning Platform - CPT attendance documentation - Student work and formative assessment data measuring the effectiveness of targeted instructional strategies - Schoolmint classroom walkthrough documentation and feedback