

Achievement, MAP National Percentile

Goal 1 Literacy and Goal 2 Mathematics. Fall 2026, every student who tested this fall. The live measure is shown in colour and the next rung in grey. A grade at or above 80 above the 40th advances to the 60th and the same increment applies to that new baseline. A grade at or above 80 on both moves to a subgroup target.

MAP READING				MAP MATHEMATICS		
GRADE	% ABOVE 40TH	% ABOVE 60TH	FY27 TARGET	% ABOVE 40TH	% ABOVE 60TH	FY27 TARGET
K	94.1	79.2	ON 60TH +2 to 81.2%	87.1	75.2	ON 60TH +3 to 78.2%
1	94.2	86.4	BOTH MET Subgroup	95.1	85.4	BOTH MET Subgroup
2	91.3	75.9	ON 60TH +3 to 78.9%	94.3	85.6	BOTH MET Subgroup
3	92.1	81.4	BOTH MET Subgroup	98.7	96.0	BOTH MET Subgroup
4	97.7	84.9	BOTH MET Subgroup	97.7	90.6	BOTH MET Subgroup
5	97.7	88.5	BOTH MET Subgroup	98.8	90.8	BOTH MET Subgroup

Growth, MAP Growth Projection

Fall 2025 to Spring 2026, set at grade level. Percent of students who met their individual growth projection. A grade at or above 80 advances to percent of students at or above the 61st growth percentile, which is the cut the MAP growth percentile report publishes, and the same increment applies to that new baseline.

READING GROWTH				MATHEMATICS GROWTH		
GRADE	% MET PROJECTION	% ABOVE 61ST	FY27 TARGET	% MET PROJECTION	% ABOVE 61ST	FY27 TARGET
K	93.0	86.0	BOTH MET Subgroup	98.0	96.0	BOTH MET Subgroup
1	87.0	72.7	ON 61ST +3 to 75.7%	88.0	78.6	ON 61ST +2 to 80.6%
2	67.0	51.7	ON PROJECTION +3 to 70.0%	82.0	66.3	ON 61ST +3 to 69.3%
3	72.0	57.4	ON PROJECTION +3 to 75.0%	86.0	82.7	BOTH MET Subgroup
4	64.0	51.1	ON PROJECTION +3 to 67.0%	72.0	58.2	ON PROJECTION +3 to 75.0%
5	74.0	52.5	ON PROJECTION +3 to 77.0%	83.0	67.5	ON 61ST +3 to 70.5%

Literacy Foundations, LDA Oral Reading Fluency

End of year, reading only. Rate is the target measure until it clears 80, then accuracy, then prosody. Accuracy is administered at the start of the year in grades 6 through 8 and only students below rate retest, so there is no whole-grade accuracy figure at those grades. Grade rows are not set below 15 students. The final row pools each subgroup across every grade the school serves and carries the Goal 1 subgroup target. Kindergarten does not test.

GR	ALL STUDENTS					ENGLISH LEARNERS					STUDENTS WITH DISABILITIES				
	% RATE	% ACC	% PROS	FY27 TARGET	N	% RATE	% ACC	% PROS	FY27 TARGET	N	% RATE	% ACC	% PROS	FY27 TARGET	N
1	89	93	86	ALL MET Subgroup	101	—	—	—	N TOO SMALL	3	—	—	—	N TOO SMALL	4
2	88	90	89	ALL MET Subgroup	94	—	—	—	N TOO SMALL	5	—	—	—	N TOO SMALL	9
3	90	90	94	ALL MET Subgroup	89	—	—	—	NO STUDENTS	0	—	—	—	N TOO SMALL	10
4	87	90	96	ALL MET Subgroup	86	—	—	—	N TOO SMALL	1	—	—	—	N TOO SMALL	9
5	93	85	100	ALL MET Subgroup	80	—	—	—	NO STUDENTS	0	—	—	—	N TOO SMALL	9
All	by grade above					—	—	—	N TOO SMALL	9	—	—	—	EXPORT NEEDED	41

Goal 3, Family Survey Participation

FY26 is a first baseline rather than a comparison year. The target is parent and guardian responses equal to 20% of total student enrollment. Schools already above the floor commit to 5 points of growth. A response rate is reach, not engagement.

STUDENT ENROLLMENT	FY26 PARENT RESPONSES	% OF ENROLLMENT	FY27 TARGET	RESPONSES NEEDED	TO ADD
560	26	4.6%	20.0%	112	+86

WHAT THIS SCHOOL STILL DECIDES

1. **Confirm your baselines.** Fall 2026 for MAP achievement, prior-year Fall 2025 to Spring 2026 for growth, pulled by the district. If a number looks wrong, say so before it becomes your target.

2. **Set your subgroup target.** Where a subgroup clears 15 students the district sets a number. Where it does not, write an action step for that group without one.
3. **Write the plan.** One action step and one instructional implication for each. The action names what the school will do. The implication names what would change in classrooms as a result, specifically enough that a walkthrough could confirm it.

DISTRICT GOALS

Goal 1, Literacy

MAP Reading achievement and growth, LDA Oral Reading Fluency

SUBGROUP FOCUS

Whole school subgroup target data to be determined by the district and supported at the school level.

ACTION STEP

Implement a consistent K-5 structured literacy framework with protected instructional and intervention time, using student data to provide explicit, skills-based small-group reading and writing instruction and evidence-based interventions matched to identified student needs.

INSTRUCTIONAL IMPLICATION

Teachers consistently follow the K-5 structured literacy framework, with protected time for phonological awareness, phonics/morphology, fluency, vocabulary, comprehension, and writing.

Teachers provide daily explicit small-group reading and writing instruction based on identified student needs, using STEPS/TWR and appropriate evidence-based intervention practices.

Lessons consistently include explicit modeling, guided practice, checks for understanding, and cumulative retrieval, with students actively responding and practicing targeted skills.

Intervention groups and instructional materials are adjusted based on MAP, ORF, diagnostic, and progress-monitoring data, with students receiving targeted interventions matched to their specific skill needs.

Protected Tier 1 and intervention time is maintained daily across K-5, with minimal interruptions to ensure consistent delivery of core and supplemental instruction.

Goal 2, Mathematics

MAP Mathematics achievement and growth

ACTION STEP

Implement a consistent, evidence-based K-5 mathematics framework with protected instructional time, a guaranteed curriculum, targeted small-group instruction, and ongoing assessment to guide differentiated instruction and intervention.

INSTRUCTIONAL IMPLICATION

Teachers consistently implement the 90-minute math framework, including protected whole-group and skills-based small-group instruction.

Teachers use the identified guaranteed curriculum resources to provide consistent, grade-level instruction aligned to Georgia standards and district expectations.

Teachers use common formative assessment data to identify student needs and adjust whole-group lessons, small groups, and interventions.

Small-group instruction is targeted to specific student needs, with teachers using explicit modeling, guided practice, manipulatives/CRA strategies, and appropriate evidence-based interventions.

Students receive targeted supplemental practice through programs such as IXL and Beast Academy based on identified learning needs.

Teachers regularly monitor student progress and adjust instructional groups, tasks, and supports based on evidence of student understanding.

Goal 3, Family Engagement

Parent and guardian survey responses as a share of enrollment

ACTION STEP

Increase stakeholder participation in survey responses.

INSTRUCTIONAL IMPLICATION

In addition to sending email communication of survey opportunity, promote survey opportunity at general PTA meeting in January.

Provide all attendees with QR code to directly access survey.

Make direct contact with stakeholders in school based volunteer positions (PTA Board and SGT) to encourage survey participation. Monitor stakeholder participation rate in January, February, and March to ensure FY27 target is met.

FEDERAL PROGRAMS

Title I-A, Improving Basic Programs

INTENT AND USE

Title I funds will support the academic achievement and growth of all students through supplemental instructional support (before/after school tutoring), intervention, small-group instruction, and resources aligned to identified student needs. Funds will support implementation of evidence-based literacy and mathematics practices, including explicit instruction, differentiated support, and targeted intervention. Student achievement, growth, and formative assessment data will be used to identify needs, monitor progress, and adjust instructional supports.

EVIDENCE

Intervention schedules and rosters; student progress-monitoring data; instructional schedules; purchase records for supplemental instructional resources; meeting agendas and notes documenting data review and instructional planning; before/after school tutoring rosters; tutoring supplemental pay timesheets.

Title I, Parent and Family Engagement

INTENT AND USE

West Side will provide families with meaningful opportunities to engage in and support their children's academic success. The school will communicate academic expectations, student progress, and strategies families can use at home through parent conferences, family events, school communications, and individual outreach.

EVIDENCE

Weekly parent-teacher communication (Weekly Buzz); Bi-monthly school wide newsletters (Stinger Stories); family events advertising materials (6 annually); family/parenting education events (6 annually); family volunteer opportunities; parent-teacher conferences (one time annually).

Title II-A, Supporting Effective Instruction

INTENT AND USE

All K-5 teachers will participate in ongoing professional learning and collaborative planning through four annual half-day planning sessions, weekly PLCs led by the instructional coach, and targeted Science of Reading support, including two coaching cycles and four classroom observation cycles. Teachers new to West Side will receive ongoing mentorship from their grade-level team lead.

EVIDENCE

Professional learning agendas; collaborative planning agendas and notes; coaching and walkthrough documentation; professional learning materials; teacher-created plans and resources; student data reviewed during professional learning and collaborative planning.

Title III-A, English Learners

NOT APPLICABLE BECAUSE

West Side does not meet the minimum number of students to run a Title III program. ESOL students (n: 9) do receive services from an ESOL endorsed teacher.

Title IV-A, Student Support and Academic Enrichment

Well-Rounded Ed.

INTENT AND USE

Students will have access to a well-rounded educational experience that supports academic achievement, student engagement, and the development of the whole child. Instructional experiences will provide opportunities for critical thinking, communication, creativity, collaboration, and application of learning across content areas. A comprehensive school counseling program will support social emotional development of all children.

EVIDENCE

Instructional schedules; student work samples; comprehensive school counseling lessons/curriculum; and counseling schedules.

IDEA, Students with Disabilities

INTENT AND USE

Students with disabilities will receive specially designed instruction, accommodations, and related supports based on individual student needs and IEP goals. Special education and general education teachers will collaborate through co-teaching, consultation, and targeted instruction to provide students access to grade-level standards while addressing identified skill deficits. Student progress will be regularly monitored and instruction adjusted based on student response and IEP data.

Students in alternate curriculum will receive appropriate program curriculum to meet IEP goals and prepare for Georgia Alternate Assessment. Special education teachers will collaborate with program district administrator to monitor curriculum implementation and student progress.

EVIDENCE

Service schedules; IEP documentation and progress-monitoring data; co-teaching and instructional plans; student work samples; intervention data; and documentation of specialized services and supports.

Funding Sources

Consolidated schoolwide funds

Charter funds approved by SGT

Local school funds