

 **VISION**
Saks High School will be a place where every student values learning, achieves success, and reaches full potential.

 **MISSION**
Empowering students for lifelong success.

 **BELIEFS**
We believe every student can learn at high levels when instruction is rigorous, well designed, and responsive to students' needs. We believe students learn best in a safe and positive environment where every student is known and valued by adults. We believe student success depends on strong partnerships among students, families, staff, and the

	Academic Growth	Climate & Culture	Decrease Absenteeism	Professional Development
OBJECTIVE	Provide educational opportunities that empower students to continuously demonstrate growth and maximize their full potential.	Foster a safe and inclusive school by applying Saks High School core values: (1) Rooted in integrity, (2) Driven by excellence, and (3) Lifted by attitude.	Increase student attendance so that every student is present and engaged in learning every day.	Recruit, hire, and retain qualified personnel who continually improve practices to focus on the value of learning and student success.
CRITICAL INITIATIVES	- Strengthen Tier I instruction in mathematics and ELA so students explain and justify their reasoning, beginning in grades 7–8. - Provide Tier II intervention using universal screening data and written entry and exit criteria. - Prepare juniors for the ACT through aligned English 11 and ACT Prep instruction.	- Establish a climate baseline through student, staff, and parent surveys and discipline data by subgroup. - Teach and reinforce the core values through homeroom I-Lead lessons and character education initiatives.	Use PowerSchool attendance data to identify students approaching chronic absence and respond with early warning and truancy steps.	- Provide job-embedded professional learning through instructional coaching cycles - Maintain best practices in recruiting, hiring, supporting, and retaining qualified personnel.
INTENDED OUTCOMES	- Before students are referred for Tier II, the referring teacher confirms through a Tier I Check that core instruction is working. - The number of juniors meeting the ACT English benchmark rises from 9 of 61 to 20 of 61.	- Baseline climate data exists for students, staff, and parents by spring 2027. - Homeroom I-Lead lessons are delivered as scheduled, and character development sessions are delivered.	The chronic absenteeism rate falls from 7.00% to 4.00% or lower.	- Teachers complete coaching cycles in which they set learning goal, collect baseline, follow up on student evidence, and make one instructional change. - Vacancies are filled with qualified teachers, students in vacant classrooms receive planned instruction, & rate of returning teachers is maintained.
KEY MEASURES	- Spring 2027 ACAP results and i-Ready screenings (December 1–18, 2026, and April 26–May 14, 2027). - Completed Tier I Check and Tier II Handoff forms; entry and exit criteria document; progress-monitoring records. - ACT results, March 9, 2027.	- Survey response rates and results; discipline data by subgroup. - I-Lead lesson delivery log and dashboard.	Weekly PowerSchool absentee report; chronic absenteeism report.	- Monthly building-level coaching report: hours, teachers served (as a count), cycles started, completed, and paused, how each cycle began. - Vacancy data, including the number of school days each position is unfilled; staff retention data.