

School Name: Usher-Collier Elementary School

Mission: The staff at Usher-Collier will foster a caring and innovative environment where students are known by name and need in order to prepare future leaders that will graduate college and career ready.

Vision: Usher-Collier Elementary is to inspire students to dream big and do the improbable through problem-solving, critical thinking, and decision-making skills.

SMART Goals

By Spring 2026, the percentage of proficient and above learners as assessed by the GMAS EOG ELA will increase by 5% overall from **29.51%** (2025) to **34.51%**.

By Spring 2026, the percentage of proficient and above learners as assessed by the GMAS EOG Math will increase by 5% (52 students) overall from **31.69%** (2025) to **36.69%**

By Spring 2026, the CCRPI attendance rate will increase the percentage of students attending school 90% of the days enrolled by at least 3 percentage points from **56.6% to 61.6%** in SY 2026 indicated by our CCRPI.

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

1. Increase the number of students scoring proficient or higher in reading and math
2. Strengthen teaching and learning experiences that support Small Group Instruction and DE

1. Advance comprehensive wrap around support that increases parental engagement and student attendance
2. Provide enrichment opportunities that support the whole child

1. Provide personalized professional development to support high-leverage instructional practices

1. Develop and foster partnership that support staff wellness and student incentives

School Strategies

- 1A.** Monitor the implementation of a data-driven protocol to inform the planning of Tier 1 instruction.
1B. Implement instructional strategies from Readers are Leaders (Cox Campus) modules daily with fidelity.
2A. Assess Lexile Reading Levels three times yearly using the MAP Reading Fluency (K-2) and Growth Reading (1-5) assessment and intervene as appropriate utilizing data
2B. Monitor the implementation of data-driven small group instruction using an observation tool.

- 1A.** Monitor the effectiveness of the Whole Child Intervention Team’s strategies in response to identified targeted student attendance needs.
2A: Implement daily SEL instruction through community gathering and Second Step lessons and embed within daily learning throughout the day.
2B: Utilize the support from Communities in Schools partnership.
2C: Collaborate with partners to provide support to the whole-child (P.A.S.T., and L.E.A.D.)

- 1A.** Strengthen the content, planning, and implementation of instructional training, support, and coaching through PLC and internal/external professional development
1B. Provide targeted professional learning for all teachers to improve early literacy and math instruction and assessment.
1C: Provide targeted professional learning for teachers as it relates to STEM
1D: Provide SDI and Co-Teaching support to DSE and General Ed Teachers.

- 1A:** Partner with local stakeholders to provide resources for staff and students as it relates to wellness
1B: Strengthen relationships with John Lewis Invictus Academy through the P.A.S.T program (Peer Assisted School Transition) Program.