

VISION		MISSION		BELIEFS	
Empowering minds through purposeful learning and excellence.		To empower students through rigorous instruction, meaningful learning experiences, strong relationships, and a culture of excellence that prepares every child for lifelong success.		At Gracewood Elementary, we believe every student can succeed through high-quality instruction, consistent expectations, and targeted support. We believe safe and engaging learning environments, strong relationships, collaboration, accountability, and meaningful partnerships with families are essential to student growth and success every day.	
		High-Quality Instruction & Academic Excellence	High Quality Instruction & Academic Excellence	Safe & Supportive Learning Environment	
OBJECTIVE		By May 2027, Gracewood Elementary School will increase reading proficiency by 10 percentage points as measured by the percentage of students performing at the Developing Learner level and above on the Georgia Milestones ELA Assessment ____% to ____%.	By May 2027, Gracewood Elementary School will increase mathematics proficiency by 10 percentage points as measured by the percentage of students performing at the Developing Learner level and above on the Georgia Milestones Mathematics Assessment 63% to 73%.	Strengthen school climate, attendance, and operational practices to increase the CCRPI Star Rating from 4.75 to 5.	
CRITICAL INITIATIVES		- Implement the Gradual Release Model (I Do, We Do, You Do) with fidelity. - Provide explicit and differentiated instruction in foundational literacy skills, vocabulary, comprehension, and writing based on student needs. - Engage in collaborative planning, data analysis, and progress monitoring to inform instructional decisions. - Provide instructional support, professional learning, and targeted assistance through collaboration with school, district, and state personnel.	- Implement the Gradual Release Model (I Do, We Do, You Do) with fidelity. - Provide explicit and differentiated mathematics instruction focused on conceptual understanding, procedural fluency, mathematical vocabulary, reasoning, problem solving, and computation based on student needs. - Engage in collaborative planning, data analysis, and progress monitoring to inform instructional decisions. - Provide instructional support, professional learning, and targeted assistance through collaboration with school, district, and state personnel.	- Implement consistent schoolwide behavior expectations and positive behavior supports. - Create a safe, supportive, and engaging learning environment that promotes student belonging and emotional well-being. - Strengthen attendance initiatives and family communication to improve attendance and reduce chronic absenteeism. - Provide ongoing staff training, restorative practices, counseling, behavioral support services, and community involvement to strengthen student engagement and positive school culture.	
INTENDED OUTCOMES		- Student-centered instructional practices evident in at least 90% of classrooms as measured through walkthrough observations. - Reading proficiency increases by 10 percentage points as measured by GMAS and i-Ready data. - Explicit and differentiated literacy instruction is evident in at least 90% of classrooms through walkthrough observations. - Collaborative planning and data analysis protocols are implemented in 100% of grade-level PLCs. - Student achievement increases as measured by GMAS and i-Ready Reading and Mathematics data. - Evidence-based instructional practices are evident in at least 90% of classrooms through walkthrough observations.	- Gradual Release is evident in at least 90% of classrooms as measured through walkthrough observations. - Mathematics proficiency increases by 10 percentage points as measured by GMAS and i-Ready data. - Explicit and differentiated mathematics instruction is evident in at least 90% of classrooms through walkthrough observations. - Collaborative planning and data analysis protocols are implemented in 100% of grade-level PLCs. - Student achievement increases as measured by GMAS and i-Ready Reading and Mathematics data. - Evidence-based instructional practices are evident in at least 90% of classrooms through walkthrough observations.	- Positive student behavior recognition increased by 20% schoolwide. - Office discipline referrals decrease by 10% as measured by school behavior data. - Students' sense of safety, belonging, and emotional well-being increased by 15% as measured by school climate surveys. - Average daily attendance is maintained at 95% or higher, and chronic absenteeism decreases by 10% 100% of staff participate in restorative practices and behavior support professional learning annually. 100% of identified students receive counseling, behavioral interventions, or support services.	
KEY MEASURES		- Classroom walkthrough data reflecting implementation of the Gradual Release Model and evidence-based literacy instruction. - GMAS, i-Ready, and benchmark assessment data reflecting student reading growth and proficiency. - Walkthrough and lesson plan data reflecting differentiated literacy instruction in at least 90% of classrooms. - GMAS, i-Ready, benchmark, and progress monitoring data reflecting increased literacy proficiency and growth. - Literacy intervention data reflecting a 10% reduction in students identified as at risk. - PLC agendas, meeting documentation, and lesson plans reflecting collaborative planning and data analysis. - Walkthrough data reflecting consistent instructional practices across grade levels. - Professional learning, coaching, and follow-up records reflecting staff participation and instructional support. - Walkthrough and MTSS documentation reflecting implementation of instructional strategies and intervention fidelity. - Progress monitoring and intervention data reflecting student academic growth and intervention effectiveness.	- Classroom walkthrough data reflecting implementation of the Gradual Release Model and evidence-based mathematics instruction. - GMAS, i-Ready, and benchmark assessment data reflecting student mathematics growth and proficiency. - Walkthrough and lesson plan data reflecting differentiated mathematics instruction in at least 90% of classrooms. - GMAS, i-Ready, benchmark, and progress monitoring data reflecting increased mathematics proficiency and growth. - Mathematics intervention data reflecting a 10% reduction in students identified as at risk. - PLC agendas, meeting documentation, and lesson plans reflecting collaborative planning and data analysis. - Walkthrough data reflecting consistent instructional practices across grade levels. - Professional learning, coaching, and follow-up records reflecting staff participation and instructional support. - Walkthrough and MTSS documentation reflecting implementation of instructional strategies and intervention fidelity. - Progress monitoring and intervention data reflecting student academic growth and intervention effectiveness.	- Behavior tracking, walkthrough, and observation data reflecting 95% implementation of schoolwide behavior expectations. - Behavior data reflecting a 10% reduction in office discipline referrals and behavioral incidents. - School climate survey, participation, and stakeholder feedback data reflecting a 15% improvement in school climate. - Counseling, SEL, and support service data reflecting access for 100% of identified students. - Attendance data reflecting 95% average daily attendance and a 10% reduction in chronic absenteeism. - Attendance data reflecting an average daily attendance rate of 95% or higher and a 10% reduction in chronic absenteeism. - Monthly attendance trend reports reflecting improved attendance across all grade levels. - Professional learning records reflecting 100% staff participation in restorative practices, behavior support, and SEL training. - Counseling, student support, and intervention data reflecting 100% access and follow-through for identified students. - School climate survey data reflecting a 15% increase in positive stakeholder perceptions of engagement, support, and school culture.	