



VISION
Empowering minds through purposeful learning and excellence.



MISSION
To empower students through rigorous instruction, meaningful learning experiences, strong relationships, and a culture of excellence that prepares every child for lifelong success.



BELIEFS
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 ____% to ____%.	By May 2027, Gracewood Elementary will increase the star rating from 4.75 to a 5 star school.
CRITICAL INITIATIVES	- Consistent implementation of the gradual release model (I Do, We Do, You Do) - Explicit and Differentiated Instruction in foundational literacy skills, vocabulary, comprehension, and writing based on student needs. - Collaborative Planning, Data Analysis, and Progress Monitoring - Instructional Support, Professional Learning and targeted support through staffing and intervention with school level, district, and state personnel.	- Consistent implementation of the gradual release model (I Do, We Do, You Do) - Explicit and differentiated math instruction focused on conceptual understanding, procedural fluency, mathematical vocabulary, mathematical reasoning, problem-solving, and computation skills based on student needs. - Collaborative Planning, Data Analysis, and Progress Monitoring - Instructional Support, Professional Learning and targeted support through staffing and intervention with school level, 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. - Student engagement levels of 85% or higher during literacy instruction as measured through classroom observation data. - Reading proficiency increased by 10 percentage points as measured by students performing at the Developing Learner level and above on GMAS. - Foundational literacy skill mastery increased by at least 10 percentage points through universal screeners and progress monitoring assessments. - A 10% reduction in the number of students performing below grade level in literacy. - Differentiated literacy instruction consistently observed in at least 90% of classrooms through walkthrough and lesson plan review data. - Weekly collaborative planning and PLC participation rates of 100% for all certified instructional staff. - Data-informed instructional planning and differentiation demonstrated by 90% of teachers. - Increase instructional alignment to grade-level standards in 95% of lesson plans and classroom observations. - Full participation in annual professional learning opportunities by all teachers. - Evidence-based literacy instruction consistently observed in 90% of classrooms. - Intervention and progress monitoring services delivered to 100% of identified students.	- Consistent implementation of student-centered instructional practices in 90% of classrooms, as evidenced by walkthrough and observation data. - Active engagement in math instruction demonstrated by at least 85% of students during classroom observations and walkthroughs. - A 10% increase in student mathematics proficiency by May 20, as measured by district benchmark and state assessment data. - A 10 % point increase in foundational math skill mastery and grade-level proficiency measured by district benchmark and state assessment data. - A 10% reduction in the number of students performing below grade level in mathematics, as measured by district benchmark and state assessment data. - Consistent implementation of differentiated mathematics instruction in 90% of classrooms, as evidenced by walkthrough and observation data. - A 100% teacher participation rate in weekly PLC and collaborative planning meetings. - Data-driven instructional decision-making demonstrated by 90% of teachers through lesson plans and PLC documentation. - A 95% rate of instructional alignment to grade-level standards, as evidenced by lesson plans and classroom observations. - Completion of annual professional learning requirements by 100% of instructional staff. - Schoolwide implementation of evidence-based mathematics instructional practices with 95% fidelity, as measured through classroom observations. - A 100% rate of intervention and progress monitoring support for identified students, as documented through MTSS records.	- Positive student behavior recognition increased by 20% schoolwide. - Schoolwide behavior expectations implemented with 85% consistency across all school environments. - Office discipline referrals and behavioral incidents reduced by 10%. - Students' sense of safety, belonging, and emotional well-being increased by 15% as measured by school climate surveys. - Overall school climate indicators increased by 15%. - Average daily attendance maintained at 95% or higher. - Chronic absenteeism rates reduced by 10%. - Tardies and unexcused absences reduced by 10%. - Staff participation in restorative practices and behavior support professional learning at 100% annually. - Access to counseling, behavioral interventions, and support services provided to 100% of identified students.
KEY MEASURES	- Classroom walkthrough data reflecting implementation of the gradual release model in 90% of classrooms. - Student engagement observation data reflecting 85% active participation during literacy instruction. - PrePost growth trends on universal screeners, benchmark assessments, and Georgia Milestones. - Increase student vocabulary and comprehension assessment proficiency scores by 10% on district benchmarks and classroom assessments. - Walkthrough observation prepost data will reflect differentiated literacy instruction implemented in 90% of classrooms. - Reduce the percentage of students identified as at-risk in literacy intervention groups by 10%. - Lesson plans will reflect differentiated literacy strategies and small-group instruction in 95% of submitted plans. - Universal screener and progress monitoring data will reflect at least 10% annual student growth in literacy proficiency. - Collaborative planning agendas and meeting documentation. - Lesson plan documentation. - Evidence of consistent instructional practices across grade levels. - Professional learning participation records will reflect 100% staff participation in required school, district, and state professional learning opportunities. - Classroom walkthroughs and coaching observations will reflect implementation of learned instructional strategies in 90% of classrooms. - MTSS progress monitoring documentation will reflect 100% compliance with intervention monitoring timelines and data collection requirements. - Intervention prepost data will reflect at least 10% annual academic growth for students receiving Tier II and Tier III support services. - Coaching feedback and follow-up documentation will reflect ongoing instructional support provided to 100% of identified teachers and intervention staff. - Evidence of intervention plans, action steps, and follow-up monitoring will be completed and maintained for 100% of identified students.	- Classroom walkthrough data will reflect implementation of the gradual release model in 90% of observed classrooms. - Student engagement observation prepost data during math instruction will reflect 85% or higher active student participation. - Benchmark assessments, universal screener data, and Georgia Milestones results will reflect at least 10% annual growth in mathematics proficiency. - Lesson plans will reflect alignment to the gradual release instructional framework in 95% of submitted lesson plans. - Coaching and instructional feedback documentation will reflect ongoing support and monitoring for 100% of teachers. - Classroom observations will reflect standards-aligned, student-centered math instruction in 90% of classrooms. - Classroom walkthrough observation data will reflect differentiated math instruction implemented in 90% of observed classrooms. - Math benchmark and classroom assessment results will reflect at least 10% growth in student mathematical proficiency by May 2027. - Universal screener and progress monitoring data will reflect at least 10% annual student growth in mathematics achievement. - Reduction in the percentage of students performing below grade level in mathematics by 10% as measured through district and classroom assessment data. - Student performance data will increase proficiency in mathematical reasoning, problem-solving, and computation skills by 10% across grade levels. - Lesson plans will reflect differentiated math instruction, small-group instruction, and standards alignment in 95% of submitted lesson plans. - Collaborative planning agendas and meeting documentation. - Lesson plan documentation. - Evidence of consistent instructional practices across grade levels. - Professional learning participation records will reflect 100% staff participation in required school, district, and state professional learning opportunities. - Classroom walkthroughs and coaching observations will reflect implementation of learned instructional strategies in 90% of classrooms. - MTSS progress monitoring documentation will reflect 100% compliance with intervention monitoring timelines and data collection requirements. - Intervention data will reflect at least 10% annual academic growth for students receiving Tier I and Tier III support services. - Coaching feedback and follow-up documentation will reflect ongoing instructional support provided to 100% of identified teachers and intervention staff. - Evidence of intervention plans, action steps, and follow-up monitoring will be completed and maintained for 100% of identified students.	- Behavioral data will reflect a 10% reduction in office discipline referrals through reflection room support, restorative practices, and interventions. - Behavior tracking documentation and referral systems will reflect 85% consistency in implementation of schoolwide behavior expectations and procedures. - Classroom walkthroughs and behavioral observations will reflect schoolwide behavior expectations implemented in 95% of observed environments. - Student climate and perception survey results will reflect a 15% increase in positive responses related to safety, belonging, and emotional well-being. - School climate indicators, participation records, and stakeholder feedback will reflect a 15% improvement in overall school climate measures. - Counseling, SEL participation, and support service utilization data will reflect increased access and participation for 100% of identified students. - Student attendance reports compared from 2025-2026 school year. - Student attendance data will reflect an average daily attendance rate of 90% or higher schoolwide. - Chronic absenteeism data will reflect a 10% reduction in chronically absent students by May 2027. - Monthly attendance monitoring reports will reflect improved attendance trends across all grade levels. - Attendance trend reports monitored by grade level will reflect a 10% reduction in tardies and unexcused absences. - Professional learning will reflect 100% staff participation in restorative practices, behavior support, and SES training annually. - Counseling referral documentation and student support service data will reflect 100% access and follow-through for identified students. - School climate survey results will reflect a 15% increase in positive stakeholders' perceptions related to engagement, support, and school culture. - Student support plans and follow-up documentation will reflect consistent monitoring and intervention completion for 100% of identified students.