

CURRENT REALITY

Learner

The data on learners' perception indicates how students feel about the learning environment, instructional strategies, and overall classroom experience. Most learners appear to respond positively when lessons are engaging, relevant, and clearly explained, suggesting that teaching methods that incorporate interactive elements, real-world applications, and student voice improve understanding and motivation. However, the data may also reveal that some students feel less connected or challenged, which can point to a need for differentiated instruction and more opportunities for participation. Overall, learners' perception plays a key role in academic success because students who feel supported and interested are more likely to stay engaged and perform well. In terms of discipline and student data, the information shows patterns in behavior, attendance, and classroom management. A lower number of disciplinary incidents often correlates with clear expectations, consistent routines, and positive teacher-student relationships. Conversely, higher discipline rates may highlight areas where additional interventions, behavioral supports, or engagement strategies are needed. Student data, including performance and attendance, further reinforces these findings by showing how behavior and perception impact academic outcomes. Together, the data underscores the importance of maintaining a structured yet supportive classroom environment that promotes respect, accountability, and academic growth.

Institution

The institutional profile provides an overview of the school or organization, including its mission, demographics, resources, and academic performance. This information helps to establish a clear understanding of the context in which teaching and learning take place. When combined with stakeholders' perception—such as feedback from parents, staff, and the community—it offers valuable insight into how the institution is viewed and where improvements may be needed. Positive stakeholder perception often reflects strong communication, trust, and satisfaction with school practices, while concerns can highlight areas for growth. Understanding both the institutional profile and stakeholder input is important because it ensures that decisions are aligned with the needs of the entire school community. Student observations focus on what is happening in the classroom, including engagement levels, behavior, participation, and interactions with peers and teachers. These observations provide real-time evidence of how policies, instructional strategies, and the school environment impact student learning. When analyzed alongside the institutional profile and stakeholder perceptions, student observations help create a complete picture of school effectiveness. This is important because it allows educators and leaders to make informed decisions, implement targeted improvements, and create a supportive environment that promotes student success both academically and socially.

Community

The community profile provides a detailed picture of the environment surrounding the school, including demographics, socioeconomic conditions, cultural backgrounds, and available resources. This information helps educators better understand the context in which students live and learn, allowing them to design instruction and support systems that are relevant and equitable. Community involvement data, on the other hand, highlights the level of engagement between the school and families, local organizations, and other stakeholders. This includes parent participation, attendance at events, and partnerships that support school programs. Together, these data sources give a clearer understanding of how connected the school is to its community and how external factors influence student success. It is important to consider this data because it directly impacts decision-making, student achievement, and school improvement efforts. By understanding the community profile, schools can address barriers such as limited resources or language needs and create more inclusive practices. Community involvement data is equally important because strong partnerships between schools and communities lead to increased student motivation, better attendance, and improved academic outcomes. When schools actively use this data, they can strengthen relationships, build trust, and create a supportive network that enhances both educational experiences and overall student development.

EXPLORING THE FUTURE

Social Trends

Social trends such as a transient population, low-income households, rising mental health concerns, and the impact of COVID (often referred to as "COVID scholars") all play a significant role in shaping the educational and social experiences of students. A transient population—where families frequently move—can disrupt learning continuity, making it difficult for students to build stable relationships with teachers and peers. Low-income conditions further affect access to resources such as technology, tutoring, and extracurricular opportunities, which can widen achievement gaps. Additionally, the lasting effects of COVID-19 have contributed to learning loss and gaps in foundational skills, while also increasing social and emotional challenges for many students. The increase in mental health concerns is closely connected to these trends, as students facing instability, financial stress, or academic challenges are more likely to experience anxiety, depression, and disengagement. COVID scholars, in particular, may demonstrate gaps in social skills, self-regulation, and academic readiness due to disrupted schooling during critical developmental years. Together, these factors influence social trends by creating a greater need for targeted support systems, including counseling services, academic interventions, and community partnerships. Understanding these trends is important because it helps educators and leaders design responsive strategies that address both academic and emotional needs, ensuring that all students are supported in a rapidly changing social environment.

Technological Trends

Technology data and trends in schools show that device distribution continues to be a significant challenge. The district has invested heavily in laptops or tablets to support digital learning, yet issues such as broken devices, lost equipment, and students forgetting to bring devices to school remain persistent. These disruptions can slow down instruction, create inequities in access, and increase costs for repairs and replacements. Additionally, the management of inventory and accountability for devices requires consistent systems and clear expectations for students and families to ensure that technology supports learning rather than becoming a barrier. At the same time, student behavior and digital responsibility remain critical concerns. Even with stricter cell phone policies in place, cyberbullying continues to be a major issue because incidents often occur through apps and platforms outside of school hours but still impact the school environment. This highlights the need for schools to go beyond policy enforcement and focus on digital citizenship education, teaching students how to use technology responsibly and respectfully. Combining clear guidelines, proactive monitoring, and ongoing education can help schools address both the logistical challenges of device use and the social-emotional impact of technology on students.

Economic Trends

An increase in the number of students qualifying for 100% free lunch reflects a growing level of economic need within the school community. At Glenn Hills Middle School, this trend is further evidenced by the rising number of families accessing the school's food and clothing pantry. These supports are essential for meeting basic student needs, but they also highlight the broader financial challenges many households are experiencing. When more students rely on these resources, it signals that schools are playing an increasingly important role not only in education but also in addressing food insecurity and access to essential items. In addition, schools continue to receive frequent requests from parents seeking assistance with basic living expenses, including utility bills. With gas prices reaching historically high levels, many families are being forced to make difficult financial decisions, often prioritizing necessities such as transportation and heat over other expenses. This ongoing strain impacts students' well-being and readiness to learn, as financial stress at home can translate into challenges in the classroom. These trends underscore the importance of community partnerships and expanded support systems to help families navigate economic hardships while ensuring students have the stability they need to be successful in the classroom.

Political Trends

Ongoing uncertainty surrounding the pending election has created concerns for schools and families alike, as potential policy shifts could impact funding, educational priorities, and support services. This uncertainty makes it difficult for school leaders to plan long-term initiatives or allocate resources with confidence. At the same time, legislative changes such as House Bill 251 and House Bill 268 continue to influence school operations, particularly in areas related to student transfers, school choice, district accountability and school safety. Schools must remain adaptable as they interpret and implement these policies while maintaining a focus on student achievement and equity. The implementation of House Bill 251, which allows for greater flexibility in student school choice, has implications for enrollment patterns and resource distribution across schools. Similarly, House Bill 268 introduces additional considerations that may affect funding structures and program offerings. Together, these factors contribute to a dynamic and sometimes unpredictable educational landscape. School leaders must balance compliance with legislative requirements while ensuring that all students receive consistent, high-quality instruction and support, even amid shifting political and policy environments.

STRATEGIC THEMES

Priority Statement

If we use data to identify learning and provide timely learning interventions then students will demonstrate measurable growth in math proficiency.

If we use data to identify learning and provide timely learning interventions then students will demonstrate measurable growth in ELA proficiency.

If we implement a school wide attendance intervention system that proactively identifies absenteeism then we can improve student attendance and engagement.

Strategic Theme

Math Student Achievement

Literacy Student Achievement

Improve Student Attendance

VISION

Creating a model middle school that inspires and empowers students to positively impact their community through leadership, resilience, and meaningful engagement.

MISSION

Glenn Hills Middle School is committed to providing students with the essential skills, knowledge, and support needed to become positive, productive, and resourceful citizens who contribute meaningfully to their community.

BELIEFS

We believe all students can learn and thrive when provided with equitable opportunities, strong support systems, and meaningful learning experiences.

Math Student Achievement

Literacy Student Achievement

Improve Student Attendance

OBJECTIVE

- By May 2027, GHMS will increase the students scoring developing or higher on GMAS Math by 5 percentage points.
- By May 2027, GHMS will increase the students scoring developing or higher on GMAS ELA by 5 percentage points.
- By May 2027 students' absenteeism will decrease by 10 percentage points.

CRITICAL INITIATIVES

- Monitor effective implementation of Tier I instruction. (Use of Math Learning Plans/ALDs)
- Provide coaching support through the use of model teachers and exemplar classrooms.
- Establish a structured system for regular data talks involving both teachers and students to analyze academic performance.
- Monitor effective Tier I instruction (use of ALDs).
- Provide coaching support through the use of exemplar teachers and model classrooms.
- Establish a structured system for regular data talks involving both teachers and students to analyze academic performance.
- Implement a data-driven, tiered attendance system with regular review meetings to identify at-risk students early and provide timely supports to reduce chronic absenteeism.
- Increase student engagement through a positive school climate, meaningful learning experiences, and attendance incentives, to motivate consistent student attendance.
- Implement intentional family engagement strategies (e.g., workshops, check-ins, and participation opportunities).

INTENDED OUTCOMES

- 85% of the teachers will use data to plan for instruction.
- Tier I instruction is being implemented with fidelity across all classrooms.
- Teachers will use Achievement Level Descriptors to design and deliver high-quality instruction.
- Teachers will use the math learning plans with fidelity.
- Teachers will consistently implement effective instructional practices from model teachers and classrooms.
- Instructional coaches will tier teachers based on instructional needs.
- Increased student ownership of learning through goal setting and self-reflection
- Consistent monitoring of student progress toward academic goals
- Students will achieve grade-level proficiency, reducing the need for additional interventions.
- Tier I instruction is being implemented with fidelity across classrooms.
- Teachers will use Achievement Level Descriptors to design and deliver high-quality instruction.
- Teachers will consistently implement effective instructional practices from model teachers and classrooms.
- Instructional coach will tier teachers based on instructional needs.
- Increased student ownership of learning through goal setting and self-reflection
- Consistent monitoring of student progress toward academic goals
- Chronic absenteeism will be reduced by earlier identification of at-risk students.
- Overall attendance rates will improve, and chronic absenteeism will decrease.
- Student engagement will increase with meaningful learning experiences with real-world application.
- More consistent student attendance as a result of increased family engagement and accountability.

KEY MEASURES

- Observational data with ELEOT.
- Student achievement data.
- Lesson planning rubric.
- Instructional awareness walk-throughs
- Data talk survey tool
- Teacher-Student Data Talk Tracker
- Beacon & iReady
- Lesson Planning Rubric
- ELEOT Observations
- Data Talk Survey Tool
- Teacher-Student Data Talk Tracker
- Attendance data, early at-risk data
- Climate survey data will show increased student engagement and a more positive school environment.
- Family communication logs and outreach records will show consistent, proactive contact with families and use of support resources.
- Conduct a parent survey to compare feedback and engagement trends between the current school year and the previous year.