

Gator Growth Mindset: Building Agency & Efficacy

 **OBJECTIVE**

By May 2027, Glenn Hills Elementary School will improve student social-emotional competencies of self-management (59%), grit (64%), and self-efficacy (71%) as measured by the Panorama SEL Survey, and school-wide chronic absenteeism rate will decrease by at least 5 percentage points from the 2025–2026 RCSS Infinite Campus baseline.

Critical Initiative	Intended Outcomes	Key Measures
Strengthen Tiered Attendance Monitoring and Intervention Protocols.	Increased student self-management, grit, self-efficacy, and decreased chronic absenteeism patterns.	Self-Management (baseline 59% → target 70%) Self-Efficacy (baseline 61% → target 71%)
Increase Student Connectedness Through Positive School Climate and Recognition Systems	Increased student self-management, grit, self-efficacy, and decreased chronic absenteeism patterns.	Grit (baseline 64% → target 74%)
Strengthen Family Partnerships Through Parent Engagement and Attendance Awareness.		

Precision Math: Scaling Mastery through Targeted Tier 1 Instruction

 **OBJECTIVE**

By May 2027, Glenn Hills Elementary School will improve mathematics achievement in grades 3–5 by reducing the percentage of students performing at the Beginning level from a baseline of 67% to 50% or below and increasing the percentage of students performing at Developing and Above from a baseline of 51% to at least 65%, as measured by GMAS Mathematics.

Critical Initiative	Intended Outcomes	Key Measures
Math Data Cycles, Data notebooks, and vertical alignment.	More Glenn Hills Elementary students access on-grade-level math content. GMAS Grade 4: 84% Beg → ≤65%; i-Ready EOY: 89% → 100% Typical Growth	Grade 4 Beginning % (baseline 84% → target ≤65%); Grade 5 Proficient % (baseline 2% → target ≥10%) Grade 3 Proficient % (baseline 19% → target ≥25%) Grade 5 Proficient % (baseline 12% → target ≥18%)
Schoolwide Acceleration (W.I.N.) every Wednesday and Thursday. Progress Monitoring every Friday.	Build fact automaticity to move from Developing to Proficient on GMAS via 10-minute daily block within core math instruction.	Number Talks; differentiated fluency practice; tiered intervention and enrichment
Required use of CRA with a heavy focus on Concrete use of manipulatives to strengthen tier 1 instruction and acceleration.	Build automaticity to move from Developing to Proficient on GMAS via a 10 minute daily block.	Grade 4 Beginning % (baseline 84% → target ≤65%); Grade 4 Proficient % (baseline 2% → target ≥10%) Grade 3 Proficient % (baseline 19% → target ≥25%) Grade 5 Proficient % (baseline 12% → target ≥18%)
Hire a Math Coach to provide in-house support and professional development daily throughout the year.		

Literacy for Life: Scaling Tier 1 Excellence through Explicit Instruction

 **OBJECTIVE**

By May 2027, Glenn Hills Elementary will increase the percentage of students performing Early On Grade Level or Mid/Above Grade Level in Reading from 34% to 45%, as measured by the i-Ready End-of-Year (EOY) Diagnostic, while decreasing the percentage of students performing two or more grade levels below from 35% to 25%.

Critical Initiative	Intended Outcomes	Key Measures
Strengthen Tier 1 Literacy instruction via consistent differentiated small-group instruction.	Grades 3–5 expectation of citing text evidence to reach 40% proficient on GMAS Reading.	Diagnostic and Progress Monitoring; structured literacy decodable readers; coach modeling time
Implement a tiered literacy acceleration protocol for students performing below grade level.	i-Ready EOY Diagnostic — school-wide median Typical Growth in Reading (baseline 77% → target 90%)	Supplementary informational texts aligned to Georgia social studies and science content to build academic vocabulary.
Increase Student Engagement Through Literacy-Rich Learning Experiences and Academic Discourse	GMAS Reading EOG — Proficient or Distinguished % increases from 2025–2026 baseline at Grades 3, 4, and 5	Fraye Model templates; multi-source text sets; PLC model sessions; coach walkthroughs