Glenn Hills High School

Strategy Map 2026 - 2027

VISION

To foster an inclusive learning environment that promotes critical thinking, empowerment, and inspiration so that our students may reach their full potential.

MISSION

To empower and support students by cultivating a mindset of lifelong learning and collaboration in the pursuit of excellence, creativity, accountability, and innovation.

BELIEFS

All students can learn and growAll students deserve a consistent, safe, and supportive environment.High expectations lead to high achievementEmpowerment begins with collaboration, accountability, and a commitment to excellence,

	Graduation Rate	Literacy	Mathematics
OBJECTIVE	• During the 2026-2027 school year we will increase the graduation rate by 3%.	• During the 2026-2027 school year, we will increase the percentage of students performing at the Developing Learner level and above on the Georgia Milestones End-of-Course assessments in Literature II and U.S. History by at least 3 percentage points from Spring 2026 to Spring 2027.	• During the 2026-2027 school year, we will increase the percentage of students performing at the Developing Learner level and above on the Georgia Milestones End-of-Course assessments in Algebra Concepts & Connections and Biology by at least 3 percentage points from Spring 2026 to Spring 2027.
CRITICAL INITIATIVES	• Use cohort monitoring and Early Warning Indicator (EWI) data to identify at-risk students and implement tiered academic and non-academic interventions through MTSS and TAA to support on-time graduation. • Implement a data-driven attendance monitoring system to identify chronic absenteeism early and apply consistent intervention protocols that improve attendance, engagement, and graduation outcomes. • Implement a college and career readiness system that prepares students for life after high school through career exploration, employability skills, and postsecondary partnerships.	• Provide targeted professional learning for ELA and Social Studies teachers on content-specific literacy and AVID strategies aligned to course standards and EOC expectations to strengthen Tier I instruction. • Implement and monitor collaborative planning in ELA and Social Studies to strengthen disciplinary literacy, align to standards (ALDs), develop rigorous tasks and assessments, and improve Tier I instruction. • Implement a data-driven cycle to monitor student progress, analyze literacy data, and adjust Tier I instruction through timely interventions and instructional decisions that improve student achievement.	• Implement and monitor collaborative planning in Math and Science to strengthen mathematical reasoning, data analysis, and numeracy skills aligned to standards and EOC expectations to improve Tier I instruction. • Provide targeted professional learning for Math and Science teachers on high-impact numeracy strategies aligned to course standards and EOC expectations to strengthen Tier I instruction. • Implement a data-driven cycle to monitor student progress, analyze data, and adjust Tier I instruction through timely interventions, feedback, and instructional decisions that improve student achievement.
INTENDED OUTCOMES	• Increase the percentage of students who remain on track for on-time graduation through timely academic and behavioral interventions. • Improve student attendance and reduce chronic absenteeism through systematic monitoring and timely interventions. • Increase student readiness for postsecondary success by expanding participation in college and career readiness opportunities.	• Increase Tier I literacy instruction through standards-aligned professional learning and evidence-based instructional practices. • Strengthen collaborative planning to improve standards alignment, literacy instruction, and rigorous classroom tasks • Increase student literacy achievement through data-driven instruction and timely Tier I interventions.	• Strengthen collaborative planning to improve standards alignment, mathematical reasoning, and rigorous learning tasks. • Increase Tier I instruction through standards-aligned professional learning and high-impact numeracy strategies. • Increase student achievement through data-driven instruction and timely Tier I interventions.
KEY MEASURES	• Graduation Rate (%) • Percentage of students on-track by cohort • Number/percentage of students identified through EWI receiving documented MTSS/TAA • Average Daily Attendance (ADA) • Chronic absenteeism rate (%) • Number of attendance intervention meetings completed • Percentage of students improvin • CTAE pathway completers • Industry credential attainment • Work-Based Learning participation • Dual Enrollment participation • FAFSA completion rate •	• Classroom observation data (instructional framework/look-fors) • Professional learning participation and implementation • Teacher feedback cycles/coac • PLC/Collaborative planning monitoring data • Lesson plan alignment to standards (ALDs) • Quality of common tasks and assessments • Administrative feed • Georgia Milestones ELA proficiency • Common assessment results • Progress Learning/benchmark assessment growth • Standards mastery data • Percentage o	• PLC/Collaborative planning monitoring data • Lesson plan alignment to standards • Quality of common tasks and assessments • Administrative feedback fr • Classroom observation data (instructional framework/look-fors) • Professional learning participation and implementation • Teacher coaching and feedbac • Georgia Milestones Algebra Concepts & Connections proficiency (% Developing and Above) • Georgia Milestones Biology proficiency (% Developing and Abov

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