



Allatoona High School 2018-2019 Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Simplify the foundation of teaching and learning to prepare for innovation.	<i>Ensure all teachers prioritize standards.</i>	1) Individual CCC's are developing curriculum Binders which include pacing guides, scope and sequence of materials, and data collection. 2) CCC's meet weekly to plan instruction and activities based on student levels of readiness. 3) Analyze EOC results to identify areas of strength and areas to improve	Note book Completion CCC Meeting minutes	100% of teachers administered either an End of Course assessment or a Student Growth Measure assessment 100% of ninth graders were tested in both the Reading Inventory and Math Inventory
	<i>Conduct weekly, collaborative, teacher team meetings based on the 4 critical questions.</i>	1) Teachers will meet in their PLC's one time per week for 45 minutes at a minimum 2) PLC's will keep minutes from their meetings and make data and planning documents available to administrators 3) PLC groups will develop curriculum and data binders to track progress and guide future instruction 4) "Singleton" teachers will meet regularly with teacher counterparts from around the county either in person or virtually.	CCC Meeting minutes	All teaching staff participate in weekly collaborative team planning and submit meeting agendas and minutes

Board Goal 2: *Differentiate resources for students based on needs.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Use data to make decisions.	<i>Utilize CTLS to assess, develop, deliver, and analyze common formative assessments in all core content areas.</i>	1) All EOC teachers are expected to utilize CTLS touchstones and mini-touchstones as formative assessments 2) All CCC's are encouraged to utilize CTLS mini-touchstones as common formative assessments within each CCC.	CTLS reports CCC Meeting minutes	Diagnostic assessments are utilized to identify at-risk students for early intervention Collaborative teams administer summative assessments that are at least 80% common
	<i>Deliver, analyze, and adjust instruction in reading and math, utilizing data from Universal Screener (RI and MI).</i>	1) All 9 th grade students will be assessed at least two times per year using the Scholastic Math Inventory to help identify below grade level students and guide teacher interventions. Students in year round math classes will be tested 3 times per year. 2) Continue or begin RTI or SPED strategies for students identified as performing below grade level in Math and English 3) Effectively utilize Buc Block as an intervention opportunity for students identified as performing below grade level in Math and English	RI and MI Data Buc Block Participation / Grades	RI and MI data was utilized to determine participation in remediation and intervention activities during our Buc Block period



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	<p><i>Increase percentage of students performing at grade level in reading and math.</i></p>	<ol style="list-style-type: none"> 1) Utilize strategic scheduling practices to ensure students have opportunities to complete all courses necessary for promotion 2) Effectively utilize Buc Block as an intervention opportunity for students at-risk of failing classes 3) Effectively utilize credit recovery and credit repair opportunities 4) Create a 9th grade PLC to collaborate and ensure that 9th grade retention decreases from 12% in SY 16/17 to 5% or lower for SY 17/18. 	<p>Master Schedule</p> <p>Use CCRPI data</p> <p>Retention/Grade data</p> <p>9th grade performance</p>	<p>6 week grade reports were used to determine Buc Block placement for core courses</p> <p>9th grade failure rates decreased from 9% to 4.3%</p> <p>9th grade retention rate decreased from 12% to 7%</p>
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Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Local School Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: <u>(Due September 1)</u>
<p>Make Cobb the best place to teach, lead, and learn.</p>	<p><i>Utilize stakeholder input to improve school processes.</i></p>	<ol style="list-style-type: none"> 1) Utilize parent, student, and staff surveys to elicit feedback on school processes and events. 2) Continue the use of the student advisory board that meets with the principal to provide feedback and share ideas 3) Continue to increase social media presence on Facebook and Twitter 	<p>Climate Survey data</p> <p>Informal survey data used after school events</p>	<p>Survey data was reviewed after each community event to reflect and plan subsequent events</p> <p>Student advisory board met 8 times per year and continues in the 2018/19 school year</p>



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	<i>Establish programs and practices that enhance parental involvement and reflect the needs of students and their families.</i>	1) Work with PTSA leadership to increase participation 2) Utilize parent, student, and staff surveys to elicit feedback on school processes and events. 3) Continue to offer morning Coffee Talk sessions for parents and community members. 4) Continue to develop and use the School Advisory Board.	PTSA Participation numbers Survey feedback / Coffee Talk / Student Advisory Board	PTSA participation in SY17/18 surpassed every other year at Allatoona Coffee Talk sessions were well attended and will continue in SY 18/19
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Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

<i>Superintendent's Priorities</i>	<i>District Initiatives</i>	Key Actions: (List as many actions as needed in each box.)	Measured by:	Results of Key Actions from last year's plan: (Due September 1)
Make Cobb the best place to teach, lead, and learn.	<i>Develop teacher leaders.</i>	1) Empower Department leaders by involving them on school-based decisions 2) Identify and provide support for leaders within individual CCCs through local and county PD. 3) New Teacher Mentorship Program 4) Continue to use the Guiding Coalition of teachers to help shape CCC best practice within Allatoona.	Weekly Dept. Leader Meetings Agendas/Minutes Teacher Attendance Rate	Department Leaders met bi-weekly to provide input on school-wide decisions and programs Our CCC Guiding Coalition met 6 times throughout the year and helped shape the CCC expectations for SY18/19



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	<p><i>Develop professional learning needs based on TKES and LKES evaluations and collaboration rubrics.</i></p>	<ol style="list-style-type: none"> 1) Deliver monthly PD focused on PLC implementation and development. 2) Continue to place and emphasis on the role of the CCCs for every content area to share best practices, monitor student progress, and create common formative and summative assessments 3) Utilize remediation plan as needed for teachers targeting specific areas of need 4) Develop PD that offers differentiated options based on teacher needs and wants. 5) Encourage AP teachers to complete gifted endorsement or AP certification. 	<p>Feedback from Department Leaders</p> <p>CCC Meeting Minutes</p> <p>TKES Evaluations and notes</p> <p>Staff Attendance</p> <p>% of Staff with AP/Gifted Cert.</p>	<p>New Priority Standard for SY 18/19</p>
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