

School Name:
Allatoona High School
Date:
July 2026

GOAL #1 Literacy	Increase the percentage of students scoring at or above grade-level Lexile expectations on the Georgia Literature & Composition II End of Course Assessment by 3% over the previous school year.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
		Performance Target: Increase students meeting or exceeding grade-level Lexile expectations by 3%. Increase the percentage of students demonstrating typical or high growth on district Lexile benchmark assessments. Reduce the percentage of students performing below grade-level Lexile expectations. Increase the percentage of students successfully answering evidence-based reading comprehension questions on common assessments. Increase student proficiency in citing textual evidence, vocabulary in context, and literary analysis standards. Implementation (<i>include person responsible</i>): Administer BEACON assessments to all Lit Comp 2 ELA students (Administration) Utilize common formative assessments aligned to Georgia ELA standards every 2–3 weeks (Lit Comp 2 teachers) Implement schoolwide literacy strategies across all content areas (annotation, close reading, vocabulary instruction, text evidence) (Lit Comp 2 teachers) Schedule targeted intervention periods for students below grade-level Lexile expectations through Anchor Block (Lit Comp 2 teachers) Differentiate reading instruction using Lexile-aligned texts and small-group instruction (Lit Comp 2 teachers) Conduct weekly CCC meeting to look at data and analyze student performance and adjust instruction. Provide professional learning for teachers focused on literacy strategies, rigorous questioning, and data-informed instruction. Incorporate writing tasks requiring students to analyze complex texts and support claims with evidence.

	Artifacts: Beginning-, middle-, and end-of-year Lexile benchmark reports Literature & Composition II common assessment data EOC performance reports CCC meeting agendas and data analysis protocols Student Lexile growth reports Teacher lesson plans incorporating literacy strategies Classroom walkthrough observation forms Intervention rosters Professional learning agendas, sign-in sheets, and presentation materials Progress Monitoring: Review common formative assessment data every 2-3 weeks Analyze Lexile benchmark data after each BEACON administration Complete instructional walkthroughs focused on literacy strategy implementation Monitor intervention attendance and student growth every six weeks Monitor subgroup performance (SWD, EL, Economically Disadvantaged, etc.) to ensure equitable growth Share progress updates with the Guiding Coalition Team each month. Adjust instructional supports based on assessment data and teacher feedback Review EOC predictor data to identify students needing additional support.
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GOAL #2 Math	Increase Algebra CCRPI Growth by 3% as measured by the Georgia College and Career Ready Performance Index (CCRPI) Growth Model during the 2026–2027 school year.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
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	Performance Target: Increase the school's CCRPI Algebra Growth score by 3% over the previous school year. Increase the percentage of students demonstrating Typical Growth or High Growth on the Georgia Milestones Algebra End of Course Assessment. Increase the percentage of students meeting benchmark expectations on district common assessments and BEACON assessments by 5%. Increase mastery of priority Algebra standards identified through item analysis. Implementation (include responsible person): Administer Beacon assessment to identify student strengths and instructional gaps in August (Admin) Utilize weekly common formative assessments to monitor mastery of essential Algebra standards (Alg teachers) Conduct Algebra CCC meetings bi-weekly to analyze assessment data and adjust instruction (Alg teachers) Implement targeted intervention and enrichment during Anchor Block periods based on student performance data (Alg teachers) Differentiate instruction through flexible grouping, scaffolded lessons, and enrichment opportunities (Alg teachers) Offer professional learning focused on effective mathematics instruction, formative assessment, and data-driven decision making (Admin) Provide after-school tutoring and targeted EOC preparation opportunities (Alg teachers) Artifacts: Algebra Beacon assessment reports Common formative assessment results Georgia Milestones EOC predictor reports PLC agendas, meeting minutes, and data analysis protocols Teacher lesson plans aligned to priority standards Classroom walkthrough observation forms Intervention rosters and attendance logs Professional learning agendas and sign-in sheets Progress Monitoring: Review common formative assessment data every 2–3 weeks. Analyze Beacon assessment results after implementation Conduct bi-weekly CCC data meetings to identify trends and instructional adjustments. Monitor intervention participation and student growth monthly. Complete monthly classroom walkthroughs focused on mathematics instructional practices. Monitor subgroup growth (Students with Disabilities, English Learners, Economically Disadvantaged, and other CCRPI accountability groups). Provide monthly updates to the Guiding Coalition Team regarding progress toward the 3% growth goal. Adjust intervention groups and instructional strategies based on ongoing data analysis. Evaluate end-of-year CCRPI Growth results to determine effectiveness of implemented strategies.
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