

School Name: Allatoona HS
Date: 5.21.25

GOAL #1 Literacy	The percent of 10th grade students scoring 500 or higher on the Evidence Based Reading and Writing section will increase 39.85% to 45% as measured by the 2025-2026 PSAT.
-----------------------------------	---

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?
Interpreting Data and Text: Instructional strategies such as reading and interpreting charts, graphs, or data in relation to text will be utilized throughout all core classes.		<p>Performance Target: Eighty percent of core content teachers will consistently incorporate data interpretation strategies (e.g., charts, graphs, infographics tied to text, trend interpretation) into their weekly instruction.</p> <p>Implementation (include person responsible): <u>Preplanning:</u> Provide PL on interpreting visuals with text - charts, graphs, infographics, etc. (Professional Learning Administrator & ELA teachers)</p> <p><u>August – December:</u></p> <ul style="list-style-type: none"> CCC Facilitators and Department Leaders integrate strategy modeling in CCCs and monthly departmental meetings. Teachers include a "Data + Text Strategy" component in weekly lesson. Teachers use common formative assessments with visual-text interpretation Walkthroughs focusing on effective strategy use (Administration). <p>Artifacts: Professional Learning Schedule Walkthroughs CFA/CSA Assessments CCC notes documenting planning and reflection on the strategy</p>

		Progress Monitoring: TBD
Vocabulary in Context: Strategies to promote the understanding of word meaning based on how the word is used.		Performance Target: Eighty percent of core content teachers will embed vocabulary-in-context strategies in their weekly instruction, and at least 70% of 10th grade students will demonstrate growth in context-based vocabulary tasks on common assessments.
		Implementation (include person responsible): <u>Preplanning:</u> Provide PL on context clue strategies and Tier 2 vocabulary (Professional Learning Administrator & ELA teachers)
		<u>August – December:</u> <ul style="list-style-type: none"> • CCCs/Teachers select and utilize subject-relevant Tier 2 vocabulary words in weekly lessons. • Teacher integration of strategies (e.g., context clue practice, synonym swaps, sentence frames) into weekly lessons. • Teachers use common formative assessments Incorporating vocabulary-in-context tasks. • Walkthroughs focusing on effective vocabulary integration and strategy use (Administration).
		Artifacts: Professional Learning Schedule Walkthroughs CFA/CSA Assessments CCC notes documenting planning and reflection on the strategy
		Progress Monitoring: TBD

GOAL #2 Math	The percent of 10th grade students scoring 510 or higher on the Math section will increase from 27.25% to 31% as measured by the 2025-2026 PSAT.
-------------------------------	--

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?
Math Department will provide daily exposure to the format and rigor of PSAT math questions.		<p>Performance Target:</p> <ol style="list-style-type: none"> One hundred percent of 10th grade math teachers will embed PSAT-format math questions into daily instruction. Seventy percent of students will demonstrate improved performance on PSAT-style problem-solving tasks across multiple data points. <p>Implementation (include person responsible): Preplanning: Provide PL on PSAT math structure, question types, and rigor (Assistant Principal/former math teacher & Math Department Leader)</p> <p><u>August – December:</u></p> <ul style="list-style-type: none"> CCCs/Teachers select and incorporate 1–2 PSAT-style questions into daily warm-ups or exit tickets. CCCs review/analyze PSAT-style tasks and create PSAT question bank for guided practice and assessments. Teacher integration and modeling of PSAT strategies during instruction. Teachers use common formative assessments incorporating PSAT-style tasks and question types. Walkthroughs focusing on strategy implementation and question integration (Administration). <p>Artifacts: Professional Learning Schedule Walkthroughs CFA/CSA Assessments CCC notes documenting planning and reflection on the strategy</p>

		Progress Monitoring: TBD
Use Targeted, Data-Driven Small Group Instruction.		Performance Target: <ol style="list-style-type: none"> One hundred percent of 10th grade math teachers will implement weekly small group instruction based on formative or diagnostic assessment data. Seventy percent of targeted students (those initially below the 510 benchmark) will demonstrate measurable growth on PSAT-aligned math tasks.
		Implementation (<i>include person responsible</i>): <u>Preplanning:</u> Provide PL to train math teachers on using diagnostic data to form skill-based small groups (Assistant Principal/former math teacher & Math Department Leader)
		<u>August – December:</u> <ul style="list-style-type: none"> Teachers use PSAT diagnostic, practice, and class assessment data to identify students below benchmark. CCCs/Teachers plan and deliver weekly targeted mini-lessons with guided practice for small groups. CCCs discuss trends, strategies, and student progress. Walkthroughs focusing on strategy implementation and question integration (Administration).
		Artifacts: Professional Learning Schedule Walkthroughs CFA/CSA Assessments CCC notes documenting planning and reflection on the strategy
		Progress Monitoring: TBD

GOAL #3 School Selected	
-----------------------------------	--

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:
		Implementation <i>(include person responsible)</i> :
		Artifacts:
		Progress Monitoring:
		Performance Target:
		Implementation <i>(include person responsible)</i> :

Artifacts:

Progress Monitoring:

Final Notes

Principal Signature



Assistant Superintendent