

» Strategic Goal I-Attaining High Student Achievement and Success

» Performance Objective A-A system is present for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.

» 🟡 Initiative i-The curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the CCGPS.

» 🟡 Action Step a-Work collaboratively to refine and revise instructional units, academic calendars, and assessments for/of learning each nine weeks during the school year.

» 🟡 Action Step b-Meet regularly with content area teachers to review instructional units and assessments and make recommendations for continued improvement.

» 🟡 Action Step c-Ensure vertical alignment of curriculum and instruction through collaboration with the elementary schools and the high school at regular intervals throughout the school year.

» 🟡 Action Step d-Implement Accelerated Math Program to begin in 6th grade.

» 🟡 Action Step e-Teachers will have input on curriculum decisions, instructional strategies, and common assessments during regularly scheduled content area meetings.

» 🟡 Action Step f-Continue offering Physical Science for High School Credit in 8th grade Pre-AP.

» 🟡 Initiative ii-Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.

» 🟡 Action Step a-Administrators and teachers will participate in regularly scheduled instructional focus walks to help monitor and evaluate

implementation of the curriculum.

- » 🟡 Action Step b-Teachers and administrators will examine student work samples in each content area, review instructional strategies, and disaggregate student performance on local common assessments and CRCT tests to help monitor and evaluate curriculum implementation.

- » 🟡 Initiative iii-Reading/ELA/Writing/Math in grades 6,7,8
 - » 🟡 Action Step a-Differentiated and accelerated instruction will be used to address individual needs during ELT. Instruction will cover all domains and students will be grouped according to performance in each standard/element.
 - » 🟡 Action Step b-Work to increase student reading through grade level book lists, encouraging each student reading a minimum of 25 grade level appropriate books, and through keeping reading logs and student summaries for books read throughout the year.
 - » 🟡 Action Step c-Continue focus on vocabulary by generating and rotating unit specific word walls and reviewing content specific root words, suffixes, and prefixes.
 - » 🟡 Action Step d-Create reading labs during connections to help remediate students in reading through the use of Reading Plus and through individualized and group remediation with literacy interventions.
 - » 🟡 Action Step e-Study Island will be used in math connections and in math classes to remediate, extend, and supplement student performance.
 - » 🟠 Action Step f-Continue student pull-outs in March/April for remediation in math and reading/ELA prior to CRCT Testing.
 - » 🟡 Action Step g-The Leadership Team will revise the school-wide writing plan (6+1 Traits of Writing) and ensure implementation in all classes and increased writing in ELA classes. Develop ELT writing plan for 8th graders.

- » Performance Objective B-The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.

- » 🟡 Initiative i-A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.
 - » 🟡 Action Step a-The Data Room will be updated at regular intervals to reflect student and school data disaggregated by subgroup for each strategic objective on the BSC
 - » 🟡 Action Step b-Use school level tracking sheets to monitor student performance and profiles as needed each nine weeks. The sheets will be updated with the use of the new student data storage program.
 - » 🟡 Action Step c-Administrative meetings, content level meetings, grade level meetings, and regularly scheduled school reviews will be used to analyze and disaggregate student and school data to help improve instruction for all students.

- » 🟡 Initiative ii-A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.
 - » 🟡 Action Step a-Instructional units in all content areas will include strategies and best practices to incorporate standards-based balanced assessments for all students.
 - » 🟡 Action Step b-Use Study Island software to help assess all students in math and reading at regular intervals throughout the year.

- » 🟡 Initiative iii-Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.
 - » 🟡 Action Step a-Grade level tracking sheets will be updated each nine weeks to reflect leading and lagging performance data on each student. These tracking sheets will also reflect all instructional interventions for each student.

- » Performance Objective C-Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Common Core Georgia Performance Standards (CCGPS).

- » 🟡 Initiative i-Instructional design and implementation are clearly and consistently aligned with CCGPS and district expectations for learning.
 - » 🟡 Action Step a-Improve and monitor CCGPS implementation by revising and editing units in Reading/ELA, Science, and S. Studies
 - » 🟡 Action Step b-Instructional learning units will be examined against assessment data each nine weeks to ensure the use of the most effective standards-based instructional strategies in all classes

- » 🟡 Initiative ii-Research-based instruction is standard practice
 - » 🟡 Action Step a-Class Keys Evaluation processes, focused teacher walks, guided teacher modeling, and teacher collaboration and planning will help ensure the use of best practices in each classroom setting.
 - » 🟡 Action Step b-Co-teach settings will incorporate more co-teach models of instruction to meet the needs of all special needs learners.
 - » 🟡 Action Step c-Monitor the use of the following research-based instructional strategies to support a decrease in the achievement gap between all students and African American/Poverty/Special Education students: use of graphic organizers (i.e. Thinking Maps); Differentiated Instruction; Flexible Grouping; HOTS.
 - » 🟡 Action Step d-Teachers and IC will work to include specific flexible grouping strategies and multiple options for differentiating instruction in all content area instructional units.

- » 🟡 Initiative iii-High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goal and monitoring their own progress based upon clear evaluation criteria.
 - » 🟡 Action Step a-All students will develop individual academic, behavioral, and social goals through scheduled Caring Adult in the Building Program (CAB) sessions.
 - » 🟡 Action Step b-Monitor the use of teacher commentary and increase the use of

student commentary.

- » 🟡 Action Step c-Students will track their learning progress against current CCGPS criteria in each content area class. Students should be able to articulate progress toward mastery of all standards/elements.
- » 🟡 Action Step d-Increase student involvement in their academic progress through activities such as test talks, literacy circles, peer review, and through self assessment using checklists and rubrics.

» Strategic Goal II-Developing Organizational Effectiveness

- » Performance Objective A-The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.
 - » 🟡 Initiative i-A current school vision and mission are the basis for all aspects of continuous improvement. All stakeholders within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as the basis for all facets of the continuous improvement process.
 - » 🟡 Action Step a-School stakeholders will review the school mission, the school vision, and guiding principles to ensure alignment with the current actions of the school (as stated in the CIP).
 - » 🟡 Initiative ii-A comprehensive planning process results in a current school improvement plan to guide the continuous improvement plan process for the school.
 - » 🟡 Action Step a-The Administrative team, the Leadership Team, and the School Council will help monitor current performance and implementation of the CIP action steps as needed to ensure student success.
 - » 🟡 Action Step b-The school will initiate and implement Team Leaders to develop the organizational structure, support communication and implement school improvement initiatives
- » Initiative iii-Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including

ensuring the academic success of all learners.

- » 🟡 Action Step a-The School Leadership Team, with input from all school stakeholders, will design a budget and allocate resources to provide support for continuous improvement as needed based on current school data.
- » 🟡 Initiative iv-All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.
 - » 🟡 Action Step a-Continue re-branding/revising/implementing PBIS with faculty, students, and parents to help ensure a safe and orderly school environment.
 - » 🟡 Action Step b-Review the school Safety Plan with school stakeholders and the state safety officials. Make changes as needed to ensure overall school safety.
- » Strategic Goal III-Ensuring Student/Stakeholder Engagement and Loyalty
 - » Performance Objective A-The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.
 - » 🟡 Initiative i-The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.
 - » 🟡 Action Step a-Plan parent meetings to help educate and communicate with parents on the continuous improvement processes and initiatives for the school.
 - » 🟡 Initiative ii-The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision-making, and problem-solving.
 - » 🟡 Action Step a-The School Council will meet quarterly to review school performance and provide input for school improvement.

- » 🟡 Action Step b-Parent Volunteers will meet regularly to plan and organize initiatives to support the vision and mission of the school.
- » 🟡 Initiative iii-The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.
 - » 🟡 Action Step a-The school, in conjunction with the SAC, will provide a process for monitoring and addressing student absences from school and class.
 - » 🟡 Action Step b-Continue working with the Monroe County Sheriff's Department to provide targeted training and support for 6th and 7th graders through Junior Deputy and the DARE Program.
 - » 🟡 Action Step c-Provide health education and awareness training for 7th and 8th graders through Choosing the Best Choices abstinence program
 - » 🟡 Action Step d-Teachers will improve communication with parents and stakeholders by implementing the use of available technology (remind 101, class dojo, blackboard engage, etc.).

» Strategic Goal IV-Professional Learning

- » Performance Objective A-Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.
 - » 🟡 Initiative i-The context of professional learning--the who, when, why and where-- contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.
 - » 🟡 Action Step a-Professional Learning Groups (team leader meetings, content meetings and grade level meetings) will be used to help foster collegiality, to promote collaboration, and to analyze school instructional practices to help identify areas for improvement and ensure high quality learning for each student.
 - » 🟡 Initiative ii-The process - the how - of professional learning is aligned with articulated data-driven, research-based adult learning theory goals and purposes. It is evaluated

to determine its impact, and is collaborative in its design and implementation.

- » 🟡 Action Step a-Analyze multiple performance data pieces to help create professional learning needs for staff members. This will include analyzing student performance indicators, stakeholder feedback and surveys, and evaluation of current professional learning.

- » 🟡 Initiative iii-The content - the what - of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.
 - » 🟡 Action Step a-Teachers will continue assessment for learning training as part of the system/school initiative to improve assessment for learning in all classrooms.
 - » 🟡 Action Step b-All new teachers will receive Best Practices training.
 - » 🟡 Action Step c-All teachers and special needs teachers will receive implementation training on the new software Study Island.
 - » 🟡 Action Step d-School level training (during content meetings, grade level meetings, and faculty meetings) will include targeted training on differentiated instruction, flexible grouping, HOTS, and diagnostic assessment.