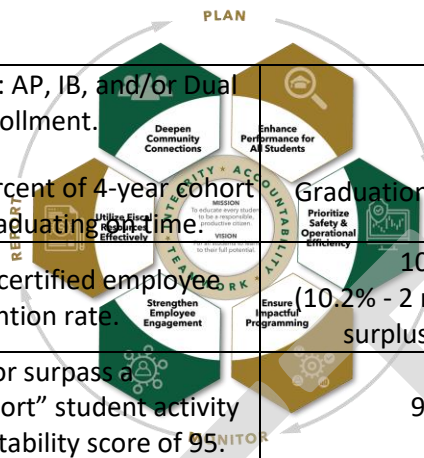




STEP ONE: Determine School-Specific Strategic Plan Metrics

1. Review your current school performance data with your School Governance Council and leadership team.
2. **(Required)** Use the same metric your school selected last year (SY24–25) for each goal. For each required metric, enter your school’s actual performance result from SY24–25. Then, select a performance target for SY25–26 from the dropdown menu. The target should reflect positive progress in the desired direction for that metric. The options are:
 - **Typical:** up to 3% improvement
 - **High:** 4–5% improvement
 - **Accelerated:** 6% or more improvement
3. **(Optional)** You may choose one additional metric for each goal. If you do, enter the current performance level and your target for that metric as well.

Strategic Plan Goals	Strategic Plan Metrics	Current Performance	Performance Target
Enhance performance for all students.	Increase the percent of all students scoring proficient or distinguished on Georgia Milestones from 52.2 % to 56.2%. Increase the percent of all students scoring at/above grade level in Reading from 77% to 80%.	US History: 54% Biology: 55.3% Algebra: 50.2% American Literature: 49.3% (52.2% average) Reading: 77%	US History: 57% Biology: 58.3% Algebra: 56.2% Lit/Comp II: 55.3% (56.2% average) Reading: 80% (district goal is 80%)
Prioritize safety and operational efficiency.	Decrease the number of office discipline referrals.	394 referrals in 24-25	382 referrals in 25-26
Ensure impactful programming.	Increase the percent of students who are enrolled in at least one for-credit	College Course: 42.9% in 25-26	College Course: 45.9% in 26-27

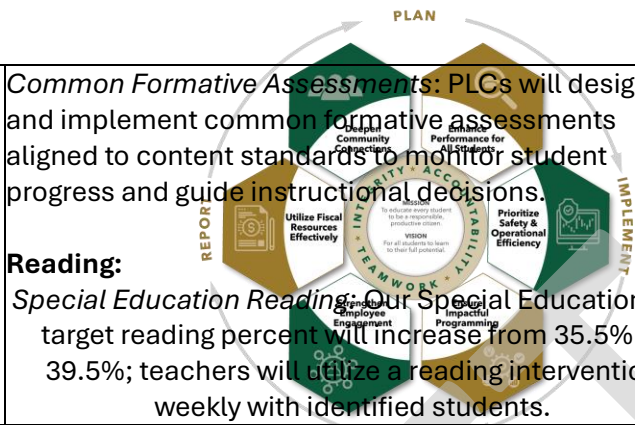


	college course: AP, IB, and/or Dual Enrollment. Increase the percent of 4-year cohort students graduating on-time.	Graduation Rate: 93.8% in 23-24	Graduation Rate: 94.8% in 25-26
Strengthen work force engagement.	Increase the certified employee retention rate.	10.2% in 24-25 (10.2% - 2 retirees, 2 transfers, 1 surplus, 11 resignations)	10% in 25-26
Utilize fiscal resources effectively.	Earn or surpass a “Tailored Support” student activity funds accountability score of 95.	98% in 24-25	95% in 25-26
Deepen community connections.	Decrease the percent of students absent 10% or more of enrolled days.	14.4% in 24-25	11.4% in 25-26

STEP TWO: Develop High-Level Actions

1. Conduct a root cause analysis on your selected Strategic Plan Metric to identify the underlying reasons for your data trends.
2. Select at least one High-Level Action for each Strategic Goal based on the root causes you identified. Consider school-wide solutions, Value-Added Flexibility requests, and evidenced based strategies when determining potential actions.

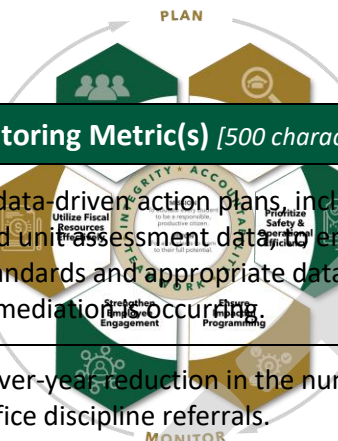
Strategic Plan Goals	High-Level Action(s) [500 character limit]	Justification [500 character limit]
Enhance performance for all students.	Georgia Milestones: <i>Collaborative Planning:</i> PLCs, supported by instructional coaches and administrators, will intentionally plan instruction aligned to standards (or expectations) and clear learning targets, incorporating strategies aligned to Centennial Focus Areas including: Focused Note Taking, Student Agency, Vocabulary, and Phasing & Varied Strategies. <i>Data-Driven Differentiation:</i> PLCs will utilize student performance data—including formative assessments, exit tickets, and progress monitoring tools—to differentiate instruction through remediation, acceleration, and targeted instructional adjustments.	The PLC process, grounded in backwards design, ensures instruction is aligned to prioritized standards and assessments, providing a clear roadmap for teaching and learning. This structure empowers teachers to respond to student performance data through targeted remediation, acceleration, and the integration of strategies related to Centennial Focus Areas that advance content area skills. The identification of SEC students with targeted instructional strategies to improve reading outcomes allows students to track and support SEC student reading growth.



	Common Formative Assessments: PLCs will design and implement common formative assessments aligned to content standards to monitor student progress and guide instructional decisions. Reading: <i>Special Education Reading:</i> Our Special Education on-target reading percent will increase from 35.5% to 39.5%; teachers will utilize a reading intervention weekly with identified students.	
Prioritize safety and operational efficiency.	Utilize PBIS Advanced Referral System to support Tier 1 student behaviors.	Utilizing this system allows for lower-level teacher and administrative responses prior to the offense becoming an office discipline referral.
Ensure impactful programming.	College Courses: Review student eligibility including potential data with staff during the course registration process and share information during student (town hall) and parent (informational) presentations. Graduation Rate: Implement the VALOR In-School Academy to provide off-track seniors and/or juniors academic, social, and post-high-school programming to support their on-time graduation with their cohort. 100% of our senior VALOR Academy students will graduate.	College Courses: Utilizing data to identify eligible students and providing training for staff and informational sessions for students and families provides exposure and information. Graduation Rate: Juniors and seniors who become too far off-track to graduation on time with their cohort of peers need and are provided an opportunity to accelerate, catch up, and graduate on time through the VALOR academy.
Strengthen work force engagement.	Conduct stay interviews with teachers in their first year at Centennial.	Seeking feedback allows for mid-year adjustments.
Utilize fiscal resources effectively.	Conduct a monthly review of the School Activity Funds Report (the SAR) with the bookkeeper.	Consistently reviewing and collaborating on the "SAR" will help us monitor and improve our fiscal practices.
Deepen community connections.	Utilize an attendance team to monitor monthly attendance reports and to take appropriate supportive responses.	Leveraging the resources of several key positions on our attendance team will create effective action plans.

STEP THREE: Plan for Progress Monitoring

1. Decide which short-term metrics will be used to monitor progress for your identified Strategic Plan Metrics.
2. List the short-term metrics and frequency for which they will be monitored throughout the school year.



Strategic Plan Goals	Progress Monitoring Metric(s) [500 character limit]	Frequency [250 character limit]
Enhance performance for all students.	Monitor PLC data-driven action plans, including formative and unit assessment data, to ensure alignment to standards and appropriate data-driven remediation is occurring.	Monthly monitoring of data analysis in administrative team meetings. Monthly monitoring of PLCs by instructional coaches and administration.
Prioritize safety and operational efficiency.	Monthly year-over-year reduction in the number of office discipline referrals.	Monthly monitoring in administrative team meetings.
Ensure impactful programming.	Evaluate course tallies for AP, IB, and Dual Enrollment courses in the registration verification process.	This evaluation will occur after course verifications in the scheduling process.
Strengthen work force engagement.	Centennial leadership team members will be assigned stay interviews to complete by Jan. 31 st .	One stay interview per year in advance of employment contracts.
Utilize fiscal resources effectively.	The monthly student activity fund checklist will show “yes” and “complete” for all items during the principal’s review of the financial report.	Monthly financial paperwork review creates collaboration around financial practices and accountability for correct procedure.
Deepen community connections.	Monthly reduction in the number of students flagged as at-risk in Everyday Labs (5% or more of days).	Monthly monitoring in administrative team meetings.