



Clarke County
School District



School Improvement Plan

District: Clarke County

School: Whitehead Road Elementary

Principal: April Braswell

The **School Improvement Plan** serves as a road map that provides clarity to specific priorities and actions that are most important during the 2022-2023 school year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's transformation initiative.

SCHOOL PURPOSE STATEMENT

"Working intentionally to
Reach all learners by
Ensuring targeted instruction is
Streamlining Student Achievement"
~Whitehead Road Elementary School~

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

| | Goals | 2021-2022 RESULTS | 2022-2023 GOALS | 2023-2024 GOALS | 2024-2025 GOALS | GOAL INDICATORS (METRIC TO INDICATE PROGRESS) |
|---|---|-------------------|-----------------|-----------------|-----------------|---|
| 1 | Increase Language Arts Proficiency in K-5 as measured by the iReady Assessment by May 24, 2023. | 47% | 55% | 65% | 74% | iReady Assessment, Interim Assessments, Units of Study Rubrics, BAS |
| 2 | Increase Math Proficiency in K-5 as measured by the iReady Assessment by May 24, 2023. | 51% | 67% | 73% | 80% | iReady Assessment, Interim Assessments |
| 3 | Increase the number of K-5 students showing 1 year or more of growth on ELA/Math iReady Diagnostic by May 24, 2023. | 53% | 65% | 74% | 80% | iReady Assessment, Interim Assessments |
| 4 | Increase the number of 3-5 scholars scoring proficient/distinguished on ELA Milestones by May 24, 2023. | 29% | 40% | 50% | 60% | iReady Assessment, Interim Assessments |
| 5 | Increase the number of 3-5 scholars scoring proficient/distinguished on Math Milestones by May 24, 2023. | 36% | 50% | 60% | 70% | iReady Assessment, Interim Assessments |

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the transformation initiative forward - and that the school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learning

| | |
|---|------------------|
| <i>April Braswell</i> | <i>7/28/2022</i> |
| <i>Principal Signature</i> | <i>Date</i> |
| District Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation | |
| | |
| <i>Chief Academic Officer Signature</i> | <i>Date</i> |

90-Day Action Plan - Priority #1

| | |
|--|---|
| Transformation Initiative Focus Area (Big Rock): Instructional Leadership | |
| <p>School's Priorities/Indicators: (Given the goals identified, what problem needs to be addressed to achieve these goals?)</p> <p>Explicit Reading Instruction PLC -- Science of Reading Journey Our data indicates that K-2 scholars struggle to read on grade level and need more explicit phonics instruction to support their growth in reading. This suggests that teachers need professional development in explicit reading instruction to improve learning and growing for scholars.</p> | <p>School Leader Responsible: Braswell Instructional Coaches</p> |
| <p>Desired Outcomes/Targets: (What will be different if you are successful in addressing this priority?) Our desired outcome is that 100% of our scholars will improve their reading level from receiving explicit phonics and reading instruction. Based on our current reading data, 46% of scholars are performing on or above level. Our target for this priority is to have 60% of our scholars performing on or above grade level in the area of reading by May 2023.</p> <p>Teachers will have a better understanding of phonics instruction and explicit reading instruction.</p> | |
| <p>Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?) Students- the lack of a phonics program Teachers - the lack of phonics curriculum and instructional strategies to effectively teach phonics. Evidence - based on our diagnostic assessment results, a gap is prevalent in the areas of phonological awareness and phonics</p> | |

| ACTIONS / STRATEGIES | | | | October Pulse Check | | | Pulse Check | | |
|--|---|---|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome | Person Completing Action | Timeline | Resources Needed/Source | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| Participate in district /school-based PL on Foundations | District and ILT | July - Dec 2022 | Foundations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Phonics screener | Teachers | Aug 2022 | Wilson Screener | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ILT observation walkthroughs and feedback | ILT | Aug - Dec 2022 | Observation and Feedback Form | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PROGRESS INDICATORS | | | | Pulse Check | | | Pulse Check | | |
| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments | | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| Aug-Dec 2022 | Classroom Observations for Implementation with Fidelity | Training Redelivery Co-Teachin & Modeling | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| September 2022 | Foundations Units Check-up Level Assessments | Tiered Interventions Reteaching | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| October 2022 | Foundations Units Check-up Level Assessments | Tiered Interventions Reteaching | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| November 2022 | Foundations Units Check-up Level Assessments | Tiered Interventions Reteaching | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| December 2022 | Foundations Units Check-up Level Assessments | Tiered Interventions Reteaching | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| December 2022 | BAS Assessment | Tiered Interventions Reteaching | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

90-Day Action Plan - Priority #2

Transformation Initiative Focus Area (Big Rock): Planning & Assessment

School's Priorities/Indicators: (Given the goals identified, what problem needs to be addressed to achieve these goals?)

Notetaking & Study Skills (Collaborative Planning) Prioritizing Student Work & Engagement: Instruction is teacher-focused, with a lack of student accountability and points of reference when transitioning to independent work in Math. Because whiteboards are used during guided practice/mini-lessons, students have nothing to reference when working independently. Teachers lose instructional time that could be used for small groups, student conferences, etc. because multiple students need clarification and/or reteaching.

Desired Outcomes/Targets: (What will be different if you are successful in addressing this priority?)

With the successful implementation of actions items for this priority, we expect to see a student-driven instructional environment with high student engagement in math where students are better able to construct meaning and lead their own learning. By understanding notetaking during instruction and using those notes as a guide/resource during independent practice, students will be motivated to learn, build self-efficacy, and become leaders of their learning.

School Leader Responsible:
Curry
Instructional Coaches

Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)

We are missing measures for students to engage with the content during and after instruction. Classroom observation data show a majority of students using whiteboards during instruction, erasing after each example. Students then have no reference/supports for independent work, homework, or study. Formative assessments demonstrate a lack of understanding of key concepts in reading and math. 36% percent of students in grades 3-5 scored proficient or higher in math. 29% of students in grades 3-5 scored proficient or higher in ELA.

| ACTIONS / STRATEGIES | | | | October Pulse Check | | | Pulse Check | | |
|--|---|---------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome | Person Completing Action | Timeline | Resources Needed/Source | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| Establish Scope and Sequence for Professional Development | ILT | June 2022 | PL Calendar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cornell Notes Professional Development | ILT | July 2022 | Cornell Notes template | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan Collaboratively for student notetaking | Teachers | July-Dec 2022 | Collaborative Planning Protocol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Observation and Feedback on notetaking (Observations in Math) | ILT | Aug-Dec 2022 | Observation form | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Analyze formative assessment data (i.e. Exit Tickets) | PLCs | Aug-Dec 2022 | Data Protocol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PROGRESS INDICATORS | | | | Pulse Check | | | Pulse Check | | |
| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | | Potential Adjustments | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| Aug-Dec 2022 | Notebook Check-ins for proper implementation | | Training Redelivery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| October 2022 | Increased student engagement observation data (Student Engagement Tracker) | | Co-teaching Support from Instructional Coaches Modeling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sep-Dec 2022 | Students are able to articulate and demonstrate what they are learning (noted on observation form) | | Co-teaching Support from Instructional Coaches Modeling Develop Look-fors and samples | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Oct 2022 | Data analysis (bi-weekly data meetings) reflect an increase in student understanding of mathematical concepts | | More focused notetaking strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sep-Dec 2022 | Collaborative planning notes and lesson plans | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| December 2022 | Improve math data on CFAs and midyear assessments | | Training Redelivery Fidelity Checks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

90-Day Action Plan - Priority #3

| Transformation Initiative Focus Area (Big Rock): School Climate & Culture | |
|--|--|
| <p>School's Priorities/Indicators: (Given the goals identified, what problem needs to be addressed to achieve these goals?) For the 2021-2022 school year, 24% of the student population had 15 or more absences. There is a lack of attention on student attendance towards students and families.</p> | <p>School Leader Responsible: Swift Counselors</p> |
| <p>Desired Outcomes/Targets: (What will be different if you are successful in addressing this priority?) By having students attend school on a consistent basis, we will see an increase in student achievement. Research indicates the more exposure students have to content, the better their understanding and achievement.</p> <p style="color: green;">We will decrease the percentage of students with 15 or more absences from 23% to 10% for the 2022-23 school year.</p> | |
| <p>Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?) Students aren't attending school --> parents don't send/bring them --> minimal focus on attendance --> due to sickness and lack of motivation/incentives Now that we are returning to a more normal school year, we need to be intentional in prioritizing attendance and establishing more incentives for students who attend school, with a parent focus as well.</p> <p>Absent 0 Days - 30 Scholars Absent 5 or fewer days - 259 Scholars Absent 5 to 10 days - 330 Scholars Absent more than 15 days - 176 Scholars (24%)</p> | |

| ACTIONS / STRATEGIES | | | | October Pulse Check | | | Pulse Check | | |
|--|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome | Person Completing Action | Resources Needed/Source | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational | |
| Monthly attendance WIG (wildly important goal) for students | Students/Teacher | Goal Setting Sheets (LIM) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Tracking attendance on self-efficacy punch cards | Student/Teacher/Admin | Punch Cards/Hole Punch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Monthly student attendance recognition schedule | ILT | PAC Presentation 22-23 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| PROGRESS INDICATORS | | | | Pulse Check | | | Pulse Check | | |
|--------------------------|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational | |
| Aug-May 2023 | Monthly Campus Reports showing improved attendance | More communication to students and parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Aug-May 2023 | Punch Cards for Self-Progress Monitoring and Accountability | Data tracker and goal setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| December 2022 | Midyear attendance data and goals | Get input from students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Professional Learning (PL) Plan

List planned professional learning activities related to your goals and school priorities ensure that you have data aligned to the PL.

| Professional Learning Strategy | Timeline | Audience | Person/Position Responsible |
|--|---------------------|-----------------|------------------------------------|
| Leader In Me: WIGs for Attendance | July 28, 2022 | K - 5 | Curry (AP)/Ladson (IC) |
| Notetaking: Cornell Notes in Math | August 1, 2022 | K - 5 | Curry/Ladson |
| Foundations Launch Workshop: Identify Skills Taught | September 12, 2022 | K - 2 | Thompson/Richardson/IC |
| Foundations Launch Workshop: Principles of Instruction | October 3, 2022 | K - 2 | Thompson/Richardson/IC |
| Foundations Launch Workshop: Use for Materials | November 7, 2022 | K - 2 | Thompson/Richardson/IC |
| Foundations Launch Workshop: Lesson Plan Prep | January 9, 2023 | K - 2 | Thompson/Richardson/IC |
| Foundations Launch Workshop: Flow and Pace | February 6, 2020 | K - 2 | Thompson/Richardson/IC |
| Foundations Launch Workshop: Intervention Workshop | March 6, 2023 | K - 2 | Thompson/Richardson/IC |
| Study Skills: Using previous notes to study | October 24/31, 2022 | 3 - 5 | Swift (AP)/Shanna (MTSS) |
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Section 1: Comprehensive Needs Assessment

1. Comprehensive Needs Assessment: Sec. 1114(b)(6)

A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; Sec. 1114 (b)(6)

Describe your school's Comprehensive Needs Assessment Process used to develop your needs and goals for 2022-2023 school year.

Response: Whitehead Road Elementary School’s process used to develop our school goals and needs for our 90-Day Plan utilized information from our district’s data notebook, annual school performance results, GA Milestones assessment results, results from annual CCRPI reports, diagnostic assessment results (iReady), and BAS results to determine the Big Rocks Priority areas for our plan. The plan was fully developed and vetted through school teams/stakeholders meetings (School Improvement Leadership Team, Instructional Leadership Team, Local School Governance Team) and Title I planning meetings that involved staff members and parents. This process helped us determine the school-wide actions/priorities and interventions to help improve student learning and increase achievement. Our school-based Collaborative Planning Teams meet weekly to analyze data to determine instructional approaches and plans that best meet the needs of students.

Review your data by subgroup and note areas of deficit that you will focus on for the 2022-2023 school year. (ED, EL, Race, SWD)

Spring iReady Diagnostic: SWD: Reading - Of the 57 students who took the assessment, 39 students scored 1 or more grade levels below. In math, 42 out of 57 students scored 1 or more grade levels below. We will work with our Special Education Department to focus on increasing the number of students who score proficient (on or above grade level) on the spring 2023 iReady Diagnostic. EL: Of our 201 EL students, 61% of students did not score at or above proficient in reading as measured by the spring 2022 iReady Diagnostic. iReady Performance Data (Diagnostic Assessment): Our data indicates that vocabulary and reading comprehension of informational text domains are areas that our students struggle with the most. For math, our student performance data indicates room for growth in all domains. Our students struggled the most with the Geometry & Algebra and Algebraic Thinking domains.

List your needs and goals based on your comprehensive needs assessment.

| | | | |
|--------|--|------------------------------------|--|
| Need 1 | Provide Tier 1 instruction utilizing curriculum and instructional resources provided by CCSD in order to meet the needs of all learners. | Reading and Math data listed above | |
|--------|--|------------------------------------|--|

| | | | |
|--------|--|---|--|
| Need 2 | School-wide implementation of high-quality PLCs to construct effective, data-driven Tier 1 instruction in order to meet the needs of all learners. | Reading and Math data listed above | |
| Need 3 | We will provide an environment in which students and staff feel safe, supported, and accepted. The initial problem that needs to be addressed to achieve this goal is that students are missing tier 1 instruction from their homeroom teachers due to the over use of "time out" in other classrooms. Tier 1 instruction will be maximized for all scholars as a result of teachers being well-equipped to deal with classroom behaviors in order to provide a positive | School-wide Behavior (Classroom Managed) Data Reading and Math data listed above | |

Section 2: School-Wide Reform Strategies

2a.i: What are the school-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards?

There is a persistent achievement gap between the academic performance of students in reading as it relates to student subgroups, racial and ethnic groups, children with disabilities, and English learners.

Actions our school will take to address these needs:

- Further disaggregate test data to determine specific skill deficits and re-teach those areas.
- Examine instructional materials to determine if they are appropriate for the lowest-performing students.
- Establish a performance plan that specifies skill mastery and timelines for completion.
- Provide additional instructional assistance during the school day and after school as appropriate.

2a.ii: What are the school-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education?

By taking the actions above, our school will be able to ensure all students have the best educational opportunities afforded to them. Disaggregating test data will help to ensure teachers address skill deficits and adjusting their instruction based on assessment results. Examining instructional materials will assist in ensuring students have the most impactful instructional materials to effectively learn and grow. By establishing a performance plan, teachers will be able to appropriately align their instruction and progress monitoring opportunities to properly measure skill mastery in a timely manner. Lastly, by providing instructional assistance during the school day (extended learning time) and after school (PSP Tutoring), all students will be able to receive further support to close academic gaps.

4a: Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B) (Logic Model can be used for Title I, but not for 1003a) Strong, Moderate, or Promising (What Works Clearinghouse) <https://ies.ed.gov/ncee/WWC/>

Goal 1: Prepare every student for college and career success

Goal 2: Engage families, community members and civic organizations as active partners

Goal 3: Provide a welcoming environment and positive school and district culture for students, families and employees

| Select Goal # listed above | Evidence Based Strategies and Interventions | Level of Evidence (Logic Model) | Timeline for Implementation | Cost and Budget Used | Person/Position Responsible |
|----------------------------|---|---------------------------------|-----------------------------|----------------------|-----------------------------|
| 1 | Leveled Literacy Intervention | | Aug 2022-May 2023 | Fund 150 | Shanna McGettigan (MTSS) |
| 1 | Wilson Reading System | | Aug 2022-May 2023 | Fund 150 | Swift (AP) |
| 1 | Foundations | | Aug 2022-May 2023 | Fund 150 | Swift (AP) |
| 1 | iReady | | Aug 2022-May 2023 | Fund 150 | Curry (AP) |
| 2 | iReady | | Aug 2022-May 2023 | Fund 150 | Curry (AP) |
| 3 | Second Step | | Aug 2022-May 2023 | Fund 150 | Barnes (Counselor) |

Supplemental Supports: What supplemental action steps will be implemented for these specific subgroups?

Economically Disadvantaged

Foster and Homeless

| | |
|--|--------------------------------------|
| Collaborative Meetings | Student Review Team |
| English Language Learners | Migrant |
| Additional Training for ESOL teachers | Student Review Team |
| Race/Ethnicity | Students with Disabilities |
| Additional Training for all teachers | Additional Training for SWD teachers |
| Section 3: Schoolwide Plan Development | |
| a. As a school-wide program, please discuss the plan of developing your 90-Day plan and include your timeline or creating, reviewing, and revising during the school year. | |
| SILT End of Year Review of 90 Day Training with Principal Supervisors during Leadership retreat. Process for creating 90 Day Plan | |
| b. How is the schoolwide plan developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school? | |
| LSGT, Town Halls, Annual Title I meeting, Parent Academies | |
| c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards; Please explain your school's data analysis process and decision-making structure. | |
| Follow GADOE, LSGT, work with principal supervisor | |

d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Please detail the methods and ways the school ensures that information is shared with all families and communities in an accessible manner.

Principal Coffee, Open Houses, Parent Academies

Section 4: Family Engagement

4b: Describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners. Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C)

Translated documents for all correspondence
 Translators available for communicating with parents
 Homework help and assistance in their language

SECONDARY SCHOOLS ONLY 4c: If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

i. through coordination with institutions of higher education, employers, and other local partners

N/A

ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

N/A

Plan Contributors: Print and complete the document linked below. Once all signatures are gathered, please scan and link to replace the blank document with the completed document

[90Day_SWAddendum_Contributors](#)

| PRINT NAME | POSITION/ROLE | | | | | |
|----------------|---------------------|--|--|--|--|--|
| April Braswell | Principal | | | | | |
| Bylan Swift | Assistant Principal | | | | | |

| | | | | | | |
|--|-------------------------------------|--|--|--|--|--|
| O'Marr Curry | Assistant Principal | | | | | |
| Lekeya Richardson Quentin Ladson Shante Thompson | Instructional Coach | | | | | |
| Shanna McGettigan | MTSS Coordinator | | | | | |
| Cornelia Barnes | Counselor | | | | | |
| Amber Wade | Pre-K Teacher | | | | | |
| Amy Elrod | Kindergarten Teacher | | | | | |
| Anna Slocum | First Grade Teacher | | | | | |
| Jill Buchanan | Second Grade Teacher | | | | | |
| Bethany Kirkpatrick Meredith Sullivan | Third Grade Teacher | | | | | |
| Benton Ravenell | Fourth Grade Teacher/LSGT Member | | | | | |
| Jill Powell | Fifth Grade Teacher | | | | | |
| Kirstin Kulik | SPED Teacher/Team Leader | | | | | |
| Emily Williams | EIP Teacher | | | | | |
| Erin McElroy | Media Specialist | | | | | |
| Rachel Roberts | Gifted | | | | | |
| Mudiwa Smith | LSGT Member/Teacher | | | | | |
| Christine Buice | LSGT Member/Community | | | | | |
| Jennifer Striepe | LSGT Member/Parent | | | | | |
| Reda Elder | LSGT Member/Teacher | | | | | |

90-Day Action Plan - Priority #1

Transformation Initiative Focus Area (Big Rock): Instructional Leadership

School's Priorities/Indicators: (Given the goals identified, what problem needs to be addressed to achieve these goals?)

School Leader Responsible:

Desired Outcomes/Targets: (What will be different if you are successful in addressing this priority?)

Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)

| ACTIONS / STRATEGIES | | | | October Pulse Check | | | Pulse Check | | |
|--|--------------------------|--|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome | Person Completing Action | | Resources Needed/Source | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| PROGRESS INDICATORS | | | Pulse Check | | | Pulse Check | | |
|---------------------|---|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| 90-Day Action Plan - Priority #1 | | | | | | | | | | |
|--|---|--|-----------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Transformation Initiative Focus Area (Big Rock): Planning & Assessment | | | | | | | | | | |
| School's Priorities/Indicators: (Given the goals identified, what problem needs to be addressed to achieve these goals?) | | | School Leader Responsible: | | | | | | | |
| Desired Outcomes/Targets: (What will be different if you are successful in addressing this priority?) | | | | | | | | | | |
| Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?) | | | | | | | | | | |
| ACTIONS / STRATEGIES | | | | | October Pulse Check | | | Pulse Check | | |
| Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome | Person Completing Action | | Resources Needed/Source | | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| PROGRESS INDICATORS | | | | | Pulse Check | | | Pulse Check | | |
| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | | Potential Adjustments | | Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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90-Day Action Plan - Priority #1

Transformation Initiative Focus Area (Big Rock): School Climate & Culture

| | |
|--|-----------------------------------|
| School's Priorities/Indicators: (Given the goals identified, what problem needs to be addressed to achieve these goals?) | School Leader Responsible: |
| Desired Outcomes/Targets: (What will be different if you are successful in addressing this priority?) | |
| Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?) | |

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| ACTIONS / STRATEGIES | | | |
|--|--------------------------|--|-------------------------|
| Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome | Person Completing Action | | Resources Needed/Source |
| | | | |
| | | | |
| | | | |

| October Pulse Check | | | Pulse Check | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| PROGRESS INDICATORS | | |
|---------------------|---|-----------------------|
| Indicator Date | Evidence to Determine Progress Toward Achieving Desired Outcome | Potential Adjustments |
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| Pulse Check | | | Pulse Check | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Not Started | Operational | Fully Operational | Not Started | Operational | Fully Operational |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Quick Win Plan (Only for First 30 Days)

In a few sentences, describe how your school will achieve early and noticeable "wins" that assert forward momentum for your 90-day plan. These wins will generate positive traction toward your school's purpose by mobilizing observable success. Quick wins should be initiated, and potentially achieved, within the first 30 days and can serve as the initial actions to address the problems of practice highlighted in this plan.

Quick Wins: We will achieve early and noticeable wins by acknowledging and celebrating students with perfect attendance for the month of August.

ACTIONS (Identify up to 4 specific actions that will make the quick win plan happen)

| | Action | Person Responsible | Timeline |
|---|--------|--------------------|----------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |

90-Day Action Plan Development & Reflection Tool

Principals & District Leaders: Please determine how best to use the reflective questions and comparative ratings below to support the development of your 90-day plan. This is the same instrument that will be used to provide feedback on each 90-day plan.

Overall Reflections/Feedback: *(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities)*

| Transformation Purpose & School Goals | Clearly Evident | Solid Progress | Limited Progress | Not Evident |
|---|-----------------|----------------|------------------|-------------|
| Is the school's transformation purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the transformation initiative's success? | | | | |
| Have measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals? | | | | |
| Big Rocks & School Priorities | Clearly Evident | Solid Progress | Limited Progress | Not Evident |
| Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs? | | | | |
| Is there a strategic focus on using data to inform instruction evident? Is at least one of the priorities focused on improving/aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices? | | | | |
| Do the school's priorities align with the district's focus areas (Big Rocks)? | | | | |
| Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)? | | | | |
| Root Causes | Clearly Evident | Solid Progress | Limited Progress | Not Evident |
| Does each priority have a clear root cause hypothesis on why the problem exists? Has school leadership attempted to identify addressable hypotheses (i.e. within the locus of their control)? | | | | |
| Has each root cause been identified through intentional analysis of the problems - e.g. The 5 Why's or Fishbone exercises - that is accompanied by supporting data points? | | | | |
| Most Critical Actions to Address Priorities | Clearly Evident | Solid Progress | Limited Progress | Not Evident |
| Do the actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the boldness of actions. | | | | |
| Are the identified actions specific enough to ensure focus on the acknowledged priorities? | | | | |
| Are action items strategically owned by specific school personnel? | | | | |
| Progress Toward Addressing Priority | Clearly Evident | Solid Progress | Limited Progress | Not Evident |

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| Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority? | | | | |
|--|--|--|--|--|

| * Title I Parent and Family Engagement Mandatory Requirements. | | | | |
|--|--|---|--------------------------------------|--|
| Parent Engagement Activities | District Requirement Deadline | Scheduled Date(s) of Required Activity/Event | Person / Position Responsible | Date Principal will meet with the school's Parent / Family Engagement designee to ensure requirements are completed with fidelity |
| School and District Parent & Family Engagement Plan (PFEP) sent home and on school website | Sept. 30, 2022 School specific Annual Title I Meeting | | | |
| School-Family Compact sent home and on the school website | Sept. 30, 2022 School specific Annual Title I Meeting | | | |
| School-Family Compact discussed in parent-teacher conferences (district-wide) | Week of/before Conferences October 5-7, 2022 | | | |
| Annual Title I Parent Meeting held and documents on school website, does not have to be during Open House | Aug. 1, 2022-Sept. 16, 2022 School specific | | | |
| Parent Input Meeting Held | March 1-May 5, 2023 | | | |
| Transition Meetings | May 19, 2023 | | | |
| Building Staff Capacity (Fall and Spring) | October 4, 2022 & March 7, 2023 | | | |
| Family Night - Literacy/Reading/Math - Testing and Assessment (Milestones) - Technology (Safety & Copyright Piracy) - ELL Specific Events Others - Community Based | Once a month is recommended. Enter your titles and dates in the next column. (Virtual events are included) | | | |