



90-DAY ACTION PLAN 2nd Semester 2020-2021

District: Richmond County Schools
School: Copeland Elementary
Principal: Dr. Laurie Taylor

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. 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.

PURPOSE OF THE TRANSFORMATION INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the transformation initiative.

Through the implementation of this 90-day action plan, Copeland teachers will be better equipped to address the unique needs of our student population. Professional learning will be targeted to address students acquiring foundational skills in reading and mathematics. We will be more intentional with implementing a SEL curriculum with fidelity.

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.)

	Targeted Area	2018-19 RESULTS	2020-21 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Literacy Proficiency	MOY iReady Data (no EOY data due to COVID-19) = 29%	65%	The percent of students scoring on grade level (green) on the reading portion of the iReady EOY assessment.
2	Math Proficiency	MOY iReady Data (no EOY data due to COVID-19) = 16%	50%	The percent of students scoring on grade level (green) on the mathematics portion of the iReady EOY assessment
3	Other Goal	89.3 (3-stars)	93.8 (4-stars) - equivalent	Increase the overall RCSS school climate scores. Increase the number of students who indicate favorable responses on the Panorama SEL Survey.

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 learned.

Principal Signature

Date

Principal Supervisor 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.

Principal Area Superintendent Signature

Date

90-Day Action Plan: Literacy Priority

Which District Strategic Goal Area is Being Addressed: Increase student performance on or above grade level			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Copeland needs to increase the number of students who are reading on grade level as evidenced by their LEXILE scores.			School Leader Responsible: Senior Leadership Team (Dr. Taylor, Ms. Parks, Ms. Williams, Mrs. Mailhot, Ms. Maddox)
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Based on last year's MOY iReady data each grade level is not reaching their grade level band [i.e. The Lexile range for third grade is 520-820 and last year's third grade students BOY average Lexile score was 438 and MOY was 515.] If we continue to focus on raising the Lexile level of all our students, we will increase the number of students reading on grade level by the end of the school year.			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> Students entering school in Kindergarten lacking foundational skills and knowledge (BOY iReady data SY18-19=6% on grade level; SY19-20=5%) High transiency rate (3-year average of student mobility is 49%) High truancy rate (3-year average of the number of students absent six or more days is 52%)			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide teachers with differentiated professional learning opportunities based on their needs. The PL's will enhance the quality of instruction within the virtual or F2F classroom <ol style="list-style-type: none"> 1. CANVAS 2. SEESAW 3. Lexile Framework for Reading 4. Lexile – Reading Comprehension 5. Reading interventions 6. Effective Reading Strategies 7. Foundational Reading Skills (to include Foundations K-2) 8. SEE-KS (Social Emotional Engagement-Knowledge and Skills) [SEE-KS Steering Committee] 9. Inquiry 10. Formative Assessments/Data Informed Decisions 	1, 2, 4, 5, 6, 7 - LaTonga Williams, I.S. 3 - Dr. Taylor, Principal 4 – Sandra Metts (GaDOE) 3, 4, 5 - Literacy Specialist Lindsey Heritage (RESA) 10 - Teacher Induction and Retention Coach Penny Harper 8 - SEE-KS team at CSRA RESA 9 - Yvonne Mailhot, IB Coord.	January – May 3 – FEB 4 – MARCH 9 – FEB, MARCH	DEAL Center Literacy Mentor CSRA RESA GOSA GSLA Induction Teacher Support Program

Students who are not reading on grade level will receive small group and one on one instruction to address specific areas of weakness in reading: phonological awareness, phonics, fluency, vocabulary and comprehension skills.	Literacy Paras EIP Augment Teachers Grandparent Tutors	Daily/Weekly January - May	PL for Lit paras and EIP teachers/ Title 1 Salary (paras)/
Increase the number of time spent on <i>MyON</i> reading appropriate grade level text to increase the scores on the given comprehension assessments.	Teachers	January - May	Computers purchase during first semester and January 2021 [Title 1A carry-over, SI and General Fund IB]
Provide students/teachers “How To” instructional videos on choosing books within the appropriate Lexile range.	Shoemaker	January	
Teachers will use iReady Toolbox to plan targeted instruction for their students.	Teachers	January – April	iReady Toolbox (District purchased)
Students in Grades 3-5 will have individual tutoring in ELA 3x/week (Tuesday – Thursday) targeting individual skill deficit areas. 4 th /5 th : 9:00 – 10:00 4 th Online: 1:15 – 2:15 5 th Online: 9:15 – 10:15 3 rd : 10:00 – 11:00 3 rd Online AM: 9:15 – 10:15 3 rd Online PM: 2:00 – 3:00	FEV Tutors	March – April	Laptops, earbuds with mics (First Baptist Church donation \$1000 for earbuds)

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
February, March, April 2021	Percent of students showing proficient on Unit Post Assessments	
February – May 2021	Percent of students moving grade bands (increase in overall grade placement) in iReady Reading Progress Monitoring	
January – May 2021	Percent of students increasing overall grade placement from BOY to EOY iReady Reading Diagnostic	

90-Day Action Plan: Math Priority

Which District Strategic Goal Area is Being Addressed: Increase student performance on or above grade level			
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Copeland needs to increase the number of students who are on grade level in mathematics.</p>		<p>School Leader Responsible: Senior Leadership Team (Dr. Taylor, Ms. Parks, Ms. Williams, Mrs. Mailhot, Ms. Maddox)</p>	
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Increase the number of students on grade level in mathematics from the BOY to the EOY.</p>			
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i></p> <p>Students lack foundational number sense and reasoning skills in mathematics (Kinder: BOY iReady data SY18-19=2% on grade level; SY19-20=4% // Grade 1: BOY iReady data SY18-19=3% on grade level; SY19-20=1% // Grade 2: BOY iReady data SY18-19=4% on grade level; SY19-20=10% // Grade 3: BOY iReady data SY18-19=1% on grade level; SY19-20 6% // Grade 4: BOY iReady data SY18-19=12% on grade level; SY19-20=6% // Grade 5: BOY SY19-20=6%)</p> <p>BOY iReady data from 2021 [data skewed as parents assisting online students on the assessment]</p> <p>Percent of students on grade level:</p> <ul style="list-style-type: none"> Kindergarten 30% 1st grade – 16% 2nd grade – 12% 3rd grade – 15% 4th grade – 8% 5th grade – 2% <p>High transiency rate (3-year average of student mobility is 49%) High truancy rate (3-year average of the number of students absent six or more days is 52%)</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
<p>Provide teachers with differentiated professional learning opportunities to enhance the quality of mathematics instruction.</p> <ol style="list-style-type: none"> 1. Understanding the Standards for Mathematical Practice 2. Number Talks 	LaTonga Williams, I.S.	January - April	Number Talks Books
<p>Provide teachers with feedback during informal observations that focus on the Standards for Mathematical Practice (SMP)</p>	ADMIN LaTonga Williams	January - May	

Increase the number of students attending FEV Tutor by providing parents specific information regarding deficit areas in mathematics.	Teachers	January – May	FEV Tutor – District provided
Increase the amount of time students spend on <i>First in Math</i> to enhance students ability to problem solve in mathematics.	Teachers	February - May	FIM – District provided
Teachers will consistently use Number Talks with their students to build number sense.	Teachers	January - May	Number Talks Books

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
February, March, April 2021	Percent of students showing proficient on Unit Post Tests	
February – May 2021	Percent of students moving grade bands (increase in overall grade placement) in iReady Mathematics Progress Monitoring	
January – May 2021	Percent of students increasing overall grade placement from BOY to MOY iReady Mathematics Diagnostic	

90-Day Action Plan: Non-Academic/Climate & Culture Priority

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Implement with fidelity the SEL program, Sanford Harmony through the Teachers as Advisors platform and morning meetings.	Teachers	January – May SH Lessons #7-20	SH Kits (online and Sanford Harmony App)

<p>Which District Strategic Goal Area is Being Addressed: Climate and Culture</p>	<p>School Leader Responsible:</p>
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> As a result of students not taking the GA Health Survey during the 2020-2021 school year, it is appropriate to adjust the metric by which we will measure school climate.</p> <p>[Original: Copeland needs to improve their school climate rating by addressing the areas on the GA student health survey related to school connectedness and peer victimization.]</p> <p>Copeland needs to improve their RCSS School Climate results and improve the well-being of our students.</p>	
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Increase the overall school climate rating score by 5% from 89.3 (3-stars) to 93.8 (4-stars). Although we will continue to reference the CCRPI data, it is appropriate to look at more leading data since Copeland did not receive a CCRPI score in 2020 as a result of the COVID pandemic.</p> <p>The results of the RCSS Climate Survey indicate areas for growth. The goal is to increase the overall percentage of staff who indicate they agree (agree and strongly agree) with the 37 indicators from 86.35% to 91.35%.</p> <p>Also, Copeland will increase the percentage of favorable responses from students in grades 3-5 on the Panorama Social-Emotional Learning Survey in the areas of Supportive Relationships and Growth Mindset.</p> <ul style="list-style-type: none"> -From the BOY to the EOY the students will increase their favorable responses regarding supportive relationships from 84% to 89%. -From the BOY to the EOY the students will increase their favorable responses regarding growth mindset from 58% to 63%. 	
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> The number of new to Copeland staff (initial culture building year).</p> <p>Lacking foundational knowledge and skills coming into kindergarten which turns in to students struggling academically so they do not like school because it is "hard."</p>	

Continue to place an emphasis with the students regarding the ROAR slogan (Wildcats ROAR- <u>R</u> espect others, <u>O</u> ffer to help, <u>A</u> cept responsibility, <u>R</u> each our goals) and IB Learner Profile attributes. Continue incentive chart for positive behavior. Teachers will continue to use the PBIS Rewards program to provide students their earned positive behavior points.	Teachers Shoemaker (Live-Morning Show) ALL Staff	January – May	PBIS incentive sheets; PBIS store supplies (currently stocked)/PBIS Rewards Program (FY21 Allocations \$1285); IB Student of the Month celebration (school account or donations)
Teachers will receive more training on how to use the Advance Referral System in the PBIS Rewards Program to better utilize the program to accurately document behavioral data (major/minor) to help identify students who need more support (RTI Tier 2 behavior).	Parks	February - March	ARS Follow-up Training; Behavior Flow Chart/PBIS Rewards Program (FY21 Allocations \$1285)
Continue the Bucket Filler campaign. Copeland Wildcats will continue to work on being “Bucket Fillers.” Create a bucket filler wall display.	Teachers Ferguson (Bucket Filler wall) Taylor – morning show and afternoon announcements	January - May	Office supplies/General Fund and Title 1
Continue targeted SEL skill instruction through small group and individual counseling to increase positive outcomes in students experiencing difficulties managing social/interpersonal skills and/or emotional processes.	Maddox	January - May	Office supplies/General Fund and Title 1
Continue the SEL newsletter for families to learn more about SEL in the school and how to practice SEL skills at home.	Dujour	March - May	Office supplies/General Fund and Title 1
Implement a Counselor’s Corner on the WCES Morning News Broadcast to provide SEL skill instruction school-wide in an innovative and fun manner.	Maddox	Start February 2021	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
May 2021	Number of state reportable incidents declines	
May 2021	A decrease in the number of conflict resolution sessions needed	
April 2021	Number of students earning incentives increases	