



90-DAY ACTION PLAN

1st Semester

2020-2021

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

	Goals	2019-20 RESULTS	2020-21 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Literacy Proficiency	MOY iReady Data (no EOY data due to COVID-19) = <u>29%</u>	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) = <u>16%</u>	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)	Increase the school climate score on the GADOE CCRPI index.
4				

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			
<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 reading on grade level as evidenced by their LEXILE scores.</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> 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.</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> Students entering school in Kindergarten lacking foundational skills and knowledge (BOY iReady data SY18-19=6% on grade level; SY19-20=5%)</p> <p>High transiency rate (3-year average of student mobility is 49%)</p> <p>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 based on their needs. The PL's will enhance the quality of instruction within the virtual or F2F classroom</p> <ol style="list-style-type: none"> 1. CANVAS 2. Reading interventions 3. Benchmark Literacy 4. Guided Reading Strategies 5. Foundational Reading Skills (Foundations K-2) 6. Questioning Techniques (Depth of Knowledge) 	<ol style="list-style-type: none"> 1. LaTonga Williams, I.S. 2. Literacy Specialist Lindsey Heritage (RESA) 3. Teacher Induction and Retention Coach Penny Harper 	<p>August - December</p>	<p>Foundations Teacher Kits</p>
<p>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.</p>	<p>Literacy Paras</p>	<p>Daily/Weekly September - December</p>	<p>PL for Literacy Paras / Title 1 Salary</p>
<p>Increase the number of time spent on <i>MyON</i> reading appropriate grade level text to increase the scores on the given comprehension assessments.</p>	<p>Teachers</p>	<p>October - December</p>	<p>Computers / Title 1A, SI and School Level monies</p>

Implement the Flocabulary program to aide in effective and authentic vocabulary instruction.	LaTonga Williams Teachers	October- December	Nearpod Flocabulary /Site License purchased FY20 \$2000 IB funds
Implement the Education Galaxy program to assist teachers in providing interventions with students who are not mastering the GSE	LaTonga Williams Yvonne Mailhot Teachers	October - December	Education Galaxy program / Site License purchased SY20 \$4400 IB funds

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
November 2020	Percent of students showing proficient on Unit Post Assessments	
October – December 2020	Percent of students moving grade bands (increase in overall grade placement) in iReady Reading Progress Monitoring	
October – December 2020	Percent of students increasing overall grade placement from BOY to MOY 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	
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.	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> Increase the number of students on grade level in mathematics from the BOY to the MOY.	
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 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%) ** Need BOY data from 2021** 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 to enhance the quality of mathematics instruction. <ol style="list-style-type: none"> 1. The Building Blocks of Mathematical Understanding-Using Manipulatives 2. Understanding the Standards for Mathematical Practice 3. Number Talks 	LaTonga Williams	October - December	
Provide teachers with feedback during informal observations that focus on the Standards for Mathematical Practice (SMP)	ADMIN LaTonga Williams	October - December	
Increase the amount of time students spend on <i>First in Math</i> to enhance students ability to problem solve in mathematics.	Linda Wallace (Math Coach) Teachers	October - December	
Teachers will consistently use Number Talks with their students to build number sense.	Teachers	October - December	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
November 2020	Percent of students showing proficient on Unit Post Tests		
October – December 2020	Percent of students moving grade bands (increase in overall grade placement) in iReady Mathematics Progress Monitoring		
October – December 2020	Percent of students increasing overall grade placement from BOY to MOY iReady Mathematics Diagnostic		

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

Which District Strategic Goal Area is Being Addressed: Climate and Culture

<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> 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>School Leader Responsible: Sr. Leadership (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 overall school climate rating score by 5% from 89.3 (3-stars) to 93.8 (4-stars).</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 not having a full understanding of the questions (lack of vocabulary)

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."

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	Morning meetings start September; TAA to start October 2-3 lessons/month	SH Kits (also online)
Teach students the new 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 start incentive chart for positive behavior. Teachers will use the PBIS Rewards program to provide students their earned positive behavior points.	Teachers Ferguson/Maddox	Slogan start September; PBIS store start October	PBIS incentive sheets; PBIS store supplies (currently stocked)/PBIS Rewards Program (FY21 Allocations \$1285)
Start mentoring groups (Girls with Pearls/Guys with Ties) to address topics on character, self-esteem, bullying, school connectedness.	Nelson Jennings	Start October – 1x/month	Mentoring Lessons/School account (fundraise/donations)
Teachers will utilize the Advance Referral system to accurately document behavioral data (major/minor) to help identify students who need more support (RTI Tier 2 behavior).	Admin Maddox Teachers	Start October	ARS Training; Behavior Flow Chart/PBIS Rewards Program (FY21 Allocations \$1285)

Teachers will participate in PL to building their SEL competencies to help them support and deliver SEL instruction in the classroom.	DuJour	October November	Office supplies/Title 1 supply budget
Start virtual meeting groups and SEL newsletter for families to learn more about SEL in the school and how to practice SEL skills at home.	DuJour Maddox	Newsletters start October; Parent session November	Office supplies/Title 1 supply budget
Start 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 DuJour	Small groups start October; Counselor referrals start September	Office supplies/Title 1 supply budget

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
December 2020	Number of state reportable incidents declines	
December 2020	A decrease in the number of conflict resolution sessions needed	
November 2020	Number of students earning incentives increases	