



90-DAY ACTION PLAN

1st Semester

2020-2021

District: Richmond County Schools
 School: Tobacco Road Elementary
 Principal: Ny McRae

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.

Tobacco Road Elementary hope to achieve academic success for ALL students. Collectively, we are striving for excellence as we continue improving in all content areas.

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	N/A	Increase developing learners by 10%	i-Ready data Progress monitoring CMA GMAS
2	Math Proficiency	N/A	Increase developing learners by 10%	i-Ready data Progress monitoring CMA GMAS
3	Decrease the number of discipline referrals by 15%		To continue decreasing the amount of discipline referrals through effective classroom management and PBIS matrix	Referrals
4	Increase the number of special education students scoring developing or above in reading and math.	N/A	Increase the number of special education students scoring developing or above in reading and math.	GMAS i-Ready data CMA

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: High academic achievement and success for all	
<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <ul style="list-style-type: none"> Students are not reading on grade-level Students need foundational and writing skills K-2 teachers should utilize Foundations kit with fidelity. 3-5 teachers should utilize Benchmark “Up kits” with fidelity. Teachers should utilize targeted i-ready lessons for intervention and core instruction 	<p>School Leader Responsible:</p> <p>Dr. Tangy Howard, Assistant Principal</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <ul style="list-style-type: none"> Students will read on grade-level Students will show growth on GMAS More students will perform proficient or better on GMAS 	
<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><u>Cause</u></p> <ul style="list-style-type: none"> Lack of foundational skills <p><u>Evidence</u></p> <ul style="list-style-type: none"> i-Ready, GMAS, CMA and report cards 	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Targeted reading, writing and math intervention based on i-ready data, CMA and progress monitoring	Stephanie Hemingway	9/8/20-12/22/20	i-ready, i-ready pdfs, Foundations, Up-kits
Rigorous instruction and assessments (use of content mastery assessment to ensure on-level comprehension is evident; utilize i-Ready to determine additional academic assistance through EIP, RTI, and/or 504).	Stephanie Hemingway	9/8/20-12/22/20	Lesson plans Benchmark Literacy i-Ready
Utilizing up kits and Foundations with fidelity	Nicole Dean Jenell Story	9/8/20-12/22/20	Benchmark literacy and Foundations
Data review with accountability team	Leadership Team	TBD	i-ready, CMA, GMAS data
Reading 10 minutes daily- 2 candidates and 8 teachers will be trained to implement the Growing Readers program for grades K-3	Stephanie Hemingway	9/8/20-12/22/20	Leveled readers
All classroom teachers will maintain a data-driven classroom. Teachers will be responsible for conspicuously displaying student data(i-Ready), 5 th grade SS/Sci (CMA) inside classroom as well as in the data room for review.	Stephanie Spencer	9/8/20-12/22/20	i-ready data, CMA
Professional Learning led by Instructional Specialist (every Tuesday and Friday)	Stephanie Hemingway	9/8/20-12/22/20	Lesson plans, RCK12 curriculum (Pacing Guides and Curriculum Maps)

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
11/20/20	Progress monitoring improvements	Need for intensive intervention

90-Day Action Plan: Math Priority

Which District Strategic Goal Area is Being Addressed: High academic achievement and success for all			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> <ul style="list-style-type: none"> To increase mastery in foundational Skills-Numbers and Operations 		School Leader Responsible: Javaris Blakely, 5th grade Math Jawanna Brown, 4th grade Math, First in Math Coordinator	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> <ul style="list-style-type: none"> Students performing on grade-level 			
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> <u>Cause</u> <ul style="list-style-type: none"> Lack of foundational skills <u>Evidence</u> <ul style="list-style-type: none"> i-Ready, GMAS, CMA scores and report cards 			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Use and review CMA with fidelity.	Stephanie Hemingway	9/8/20-12/22/20	i-Ready
Utilize CRA method with fidelity.	Stephanie Hemingway	9/8/20-12/22/20	Envision Moving with Math
Data review with accountability team	Leadership Team	TBD	i-ready, CMA, GMAS data
Professional Learning led by Instructional Specialist (every Tuesday and Friday)	Stephanie Hemingway	9/8/20-12/22/20 Lesson plans, RCK12 curriculum (Pacing Guides and Curriculum Maps)	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments
11/20/20	Progress monitoring improvements		Need for intensive intervention

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

Which District Strategic Goal Area is Being Addressed: Operational Effectiveness				
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> To decrease the number of discipline referrals by 15%			School Leader Responsible: Dr. Tangy Howard, Assistant Principal	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> <ul style="list-style-type: none"> Discipline referrals will decrease Learning will increase due to minimal disruptions 				
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>				
<u>Cause</u> <ul style="list-style-type: none"> Inconsistent grade-level and school-wide discipline procedures 				
<u>Evidence</u> <ul style="list-style-type: none"> Referrals 				
ACTIONS				
Critical Action to Address Root Cause & Achieve Desired Outcome		Person Completing Action	Timeline	Resources Needed / Source
PBIS initiatives with fidelity		Nicole Dean	9/8/20-5/25/21	Kourtney Bell, PBIS team
Grade-level discipline plans		Javaris Blakely	9/8/20-5/25/21	Discipline referrals
PROGRESS INDICATORS				
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome		Potential Adjustments	
	PBIS celebrations			

90-Day Action Plan: Literacy and Math Priority (SpEd)

Which District Strategic Goal Area is Being Addressed: High Academic Achievement and Success for All			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> <ul style="list-style-type: none"> Increase number of special education students scoring developing or higher in ELA and Math on GMAS 			School Leader Responsible: Dr. Tangy Howard, Assistant Principal
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> <ul style="list-style-type: none"> There will be an increase in special education students scoring developing or higher on GMAS as well as content mastery assessments. 			
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> All teachers must have high expectations for students. It is imperative to provide the necessary rigor appropriate for all students.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Teachers expose special education students to grade level content consistently	SpEd. and Gen. Ed teachers		Benchmark Literacy Content Mastery Assessment
Teachers use performance matters questions to assess students	SpEd. and Gen. Ed teachers		Benchmark Literacy Content Mastery Assessment
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
11/20/20	Progress monitoring improvements	IEP accommodations	
11/20/20	Progress monitoring improvements	IEP accommodations	