



90-DAY ACTION PLAN

1st Semester

2020-2021

District: Richmond County Schools
School: Hornsby Middle School
Principal:

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.

The purpose of this transformation initiative is to ensure that teachers are intentionally utilizing data in order to shape meaningful learning experiences for students. As a result, teachers will be mindful of the data and become capable of data analysis with efficiency in order to plan targeted lessons that meet the individualized needs of all students.

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	2018-19 RESULTS	2019-20 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Literacy Proficiency	42	55	IReady progress monitoring and baseline data, Georgia Milestones Results, Weekly common assessments developed on performance matters
2	Math Proficiency	36	50	IReady progress monitoring and baseline data, Georgia Milestones Results, Weekly common assessments developed on performance matters
3	Out of School Suspensions	575	250	Student discipline data reports, Sonar reports
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: Student Achievement and Success			
<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Data is not used to effectively drive daily instructional decisions</p>			<p>School Leader Responsible: Sheri Calhoun</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i></p> <p>Teachers will have clear learning targets and students learning experiences will align with their individualized needs. As a result, students will be able to articulate learning goals and effective learning paths will be designed by teachers to meet the needs of the students.</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>Student level of performance is not consistently monitored. Curriculum documents are not working documents as a result of checks for understanding and student progress or lack of progress</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Differentiated small groups will be implemented with fidelity to facilitate student understanding of grade level content in ELA	Watkins, Thomas, Bennett, Deberry-Bull	October 2020-December 2020	IReady supplemental materials, News ELA subscription, versatiles, guided reading materials
Refine instructional practices to align with digital and blended learning by implementing evidence based instructional practices	Watkins, Thomas, Bennett, Deberry-Bull	October 2020-December 2020	Higher Order Thinking Skills Prompts, peer observation, materials to construct anchor charts
PROGRESS INDICATORS			

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
October 2020	Student conferencing sheets indicating level of proficiency; parent contact logs, student grouping sheets	Targeted lessons that will accelerate or remediate the students.
November 2020	Student can articulate language of the standards, anchor charts supporting the implementation of the standards	Students can interchange student friendly standards with actual language of the standards.

90-Day Action Plan: Math Priority

Which District Strategic Goal Area is Being Addressed: Student Achievement and Success	
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Students need to improve early numeracy skills	School Leader Responsible: Donella Deberry-Bull
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Students can understand mathematical computation and problem solving activities with proficiency.	
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>	

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Teachers will use instructional prompts that encourage students to pose and answer “deep-level” questions on course material to improve higher levels of thinking and learning.	Classroom teachers	October 2020-December 2020	Instructional prompts, anecdotal notes, students feedback forms, rubrics

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
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November 2020	Anchor charts will be indicative of in depth questioning and high order thinking skills.	Students will use anchor charts to support students as they are working on grade level content.

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

Which District Strategic Goal Area is Being Addressed: Operational and Organizational Effectiveness			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Improve the safety and orderliness of environments			School Leader Responsible: Arthor Mitchell
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Students will spend more time engaged in rigorous instructional activities.			
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> There is a need for improved student relationships in order to understand issues students face. Student and staff feedback forms serve as evidence supporting this hypothesis			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Teachers will actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom.	Vernon Johnson, Cheshawna Wesby	September 2020-December 2020	Behavioral Videos, Tradebooks
AVID strategies and the PBIS program will be implemented with fidelity	Vernon Johnson	October 2020-December 2020	Incentives for the multipurpose room

PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
October 2020- November 2020	Reduced referrals and out of school suspensions.	Improved student-student and student teacher relationships	