



# 90-DAY ACTION PLAN

**District:** Clarke County

**School:** Alps Road Elementary School

**Principal:** Audra D. Olukoya

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.

## SCHOOL PURPOSE STATEMENT

Alps is committed to building the skills, knowledge and dispositions that develop collective efficacy in teachers and students by providing ambitious and engaging standards-based instruction in a safe and supportive environment where all students and staff feel like they belong. Teachers and administration view themselves as leaders and drivers of high student achievement in collaboration with families.

**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	Increase Language Arts Proficiency as measured by the Georgia Milestones Assessment	16%	28%	iReady
2	Increase Math Proficiency as measured by the Georgia Milestones Assessment	13%	25%	iReady
3	Increase CCRPI School Climate Rating (from 2018 Rating)	Star rating of 2	Obtain a star rating of three	School-based survey related to "School climate priority" Attendance Data Behavior Data
4				
5				

**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

Principal Signature	Date

**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

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*Chief Academic Officer Signature*

*Date*

# 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?)*  
**Based on Fall 2019 i-Ready data, 90% of our K-5 students are not currently performing on grade-level in Reading or Math.**

**School Leader Responsible:**

**SILT**

**Desired Outcomes/Targets:** *(What will be different if you are successful in addressing this priority?)*  
**Teachers will work collaboratively to unpack standards, plan for standards-based instruction, implement curriculum and instructional framework with fidelity, and create and use formative assessments.**

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?)  
 All teachers do not have the essential understanding of the concepts and skills students must master which hinders their ability to utilize backward design when planning for instruction.

### ACTIONS / STRATEGIES

Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
Collaborative meetings will focus on unpacking standards, planning for instruction and creating and reviewing common assessments	SILT	8/19/2019-12/31/2019	Principles of Collaboration Document, Collaborative Planning Protocol, Collaborative Team Meeting schedule/dates and identify individuals assigned to team
PL on Backwards Design	Instructional Coaches	7/29/19	Assessments, Standards, Collaborative Planning Protocol, PL Calendar
Teachers will have access to and will utilize district curriculum resources including the instructional framework, scope and sequence, and district adopted curriculum resources in order to plan for and provide first time tier 1 instruction.	Teachers; Instructional Coaches	8/16/2019-12/31/2019	Scope and sequence guides, Instructional Framework, CCSD Curriculum Portal
Instructional team will monitor implementation of instructional framework	Admin and Coaches		
Instructional team will monitor implementation of CCSD curriculum	Admin and Coaches		

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
July 29, 2019	Protocol for unpacking standards	Plan additional PL sessions based on the level of teachers' understanding and application of PL content
September 13, 2019	Grade level scope and sequence that includes dates - Assessment Calendar	Revisions based on pacing - must ensure adequate pacing
October 4, 2019	Minutes from collaborative planning that focus on backwards design	Revisions based on staff input
October 18, 2019	Monitor collaborative meetings for evidence of backward design, norms, agenda and minutes	Additional professional development on unpacking standards and developing common assessments

	Instructional team will implement focus walks to provide evidence of fidelity of implementation of F & P		
	Instructional team will implement focus walks to provide evidence of fidelity of implementation of Lucy Calkins		
	Instructional team will implement focus walks to provide evidence of fidelity of implementation of CCSD math curriculum		
December 10, 2019	i-Ready data	Additional PL, re-teaching of standards, acceleration of instruction	

## 90-Day Action Plan - Priority #2

### Transformation Initiative Focus Area (Big Rock): School Climate

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

Student survey data shows students don't like school. Students feel that the behavior of classmates impedes on teaching and learning. They also feel students don't treat each others well.

**School Leader Responsible:**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*

Create a culture and climate where students and staff feel like they belong.

**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?)* Teachers did not have an awareness of culture building in the classroom, which includes positive reinforcement and acknowledgements.

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
De-escalation training	Ms. Kendall	9/17, 9/19, and 9/25	Powerpoint
Schoolwide PBIS Review and Revision	Mr. Curry - PBIS Team	9/25/19	PBIS Handbook; Matrix, Flow chart
Research criteria to become a PBIS State School	Mr. Curry - PBIS Team	11/15/19	Tessa Barbizon; GaDOE
Develop a staff recognition component of PBIS plan	Mr. Curry - PBIS Team	10/23/2019	
Morning Meeting: Explicitly teach Second Step SEL curriculum daily	Counselor, Classroom teachers	8/19/2019 - 12/1/2019	SEL Lessons, texts
Professional Learning for teachers around the implementation of the PBIS Plan	PBIS Team	10/23/2019	PBIS Plan, Behavior Matrix, Behavior Expectation Posters

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
8/19/19-12/1/19	Decrease in behavioral referrals (Month by month comparison to 2018-2019 school year.)	Reinforce the expectations for implementation of behavior reinforcement measures identified in the PBIS Plan
11/22/19	Classroom observational data (Focus Walks for Tier I Implementation)	One on one support and individualized PL for teachers who continue to struggle with Tier I PBIS implementation
12/1/19	SEL lesson plans	Implement more texts to support social-emotional learning
9/25/19	Completed PBIS Plan which is aligned to the state PBIS School expectations	Additional time may be needed to finalize the plan and order the necessary posters.

## 90-Day Action Plan - Priority #3

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

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

Collaborative structures do not support the development of instructional plans which would support Tier 1 instruction.

**School Leader Responsible:**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*

The work of the collaborative PLCs will be aligned the Five Principles of Collaboration in order to create structures which will increase fidelity of highly effective Tier 1 instruction.

**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

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
Professional Learning provided for Administrative team and SILT on the 5 Principles of Collaboration	Administrative Team SILT	September 2019	Jennifer Scott
Create a meeting protocol to ensure that meetings have norms, agendas, minutes, clear purpose and measurable outcomes.	SILT	September 2019	Instructional Infrastructure, CCSD Common Commitments
Collaborative planning will include the analysis of student performance data (formative & summative assessments) to drive instruction	Administrative Team SILT	December 2019	

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/30/19	Meeting structures developed for Administrative, SILT and Faculty Learning Communities	
11/22/19	Teachers are utilizing the feedback from the DDI Protocol (See It, Name, Do It).	

# 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:

**Instructional Leadership:** Build grade level appropriate assignments aligned to the standards as evident in our lesson plans.

**School Climate:** Build a proactive positive school wide discipline plan that creates a safe and supportive environment where students feel like they belong.

**Planning and assessment:** Every teacher will identify appropriate and allowable accommodations for all of their students paying special attention to special populations (EIP, IEP, ESOL, Gifted, etc.) in grades 3-5.

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



	Action	Person Responsible	Timeline
1	Collaborative meetings must be scheduled and occur to make sure that teams have 90 minutes.		
2	Establish a PBIS Team that will work to create the school wide discipline plan.		
3	Ensure that all teachers are aware of appropriate and allowable accommodations.		
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 measureable 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 locust 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
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				

 Clarke County School District		 AVID Proven Achievement. Lifelong Advantage.		<h1>AVID SITE PLAN</h1>		<b>District</b> Clarke County	
						<b>School</b> Elementary School	
						<b>Principal</b> Principal	
<b>Site Plan Prepared by:</b> udra Olukoya (Principal), O'Marr Curry (Site Coordinator), Donna Moseley, Karen Smith, Elisa Trotter, Cindy Tucker, Naomi Craver, Dongwen Cheapoo, and Krystian Edwards						<b>AVID Site Coordinator(s)</b> O'Marr Curry	
						<b>Number of AVID Classes</b> 4	<b>Please Note:</b> This <b>SAMPLE AVID Alignment Plan</b> is based on the <b>Elementary Coaching &amp; Certification Instrument (CCI)</b> <b>Coaching and Certification Instrument (CCI)   Elementary CCI</b> -- pgs. 46 - 64   <b>Secondary CCI</b> - pgs. 85 - 113 <a href="#">Coaching &amp; Certification Instrument Link</a>
						<b>Grade Level(s)</b> K-5	
						<b>AVID Elective Sections (MS Only)</b> N/A	
Priority	AVID Domain Aligned to Priority	CCI Indicator Aligned to Priority	AVID-Aligned Action Steps	AVID Domain Aligned to Action Step	CCI Indicator Aligned to Action Step	Artifacts/Evidence based on CCI	
Instructional Leadership	Systems	II.4.14 Professional Learning in AVID Strategies and Structures	<b>Focused Note-Taking (FNT) Strategies</b> - use the Focused Note-taking - 5 Phases, to show teachers (PL) the how and "why" behind each phase; Model phase one of focused notetaking; Ensure the purpose or application of notes decides the notetaking format used.	Instruction	I.1.11	Professional Learning Presentation/Handouts, Teacher Planning Exemplars/Artifacts, Lesson Plans (with evidence of teacher's demonstration of Notetaking Strategy (Two/Three Column notetaking) strategies prior to the teaching of the lesson)	Is your focus on all 5 phases or <b>phase 2</b> (Critical Reading Strategies) and <b>phase 3</b> (Inquiry)? How will FNT help you achieve your goal -- "first time, standards, data-driven, Tier 1 instruction?"
			<b>Collaboration Through PLCs</b> - grade level teams will work to unpack standards and design aligned, standards-based lessons that engage all students; these lessons will include the AVID instructional strategy (Focused Notetaking)   <b>Result:</b> Deepening students understanding of core academic concepts/standards	Culture	IV.1.2	Grade-Level PLC Meeting Minutes/Agendas, Highlighted AVID Strategies in Teacher Lesson Plans, Documented Evidence in Observations/Walkthroughs (intentional integration of academic language in the classroom via the standards), Student Artifacts/Exemplars	
			<b>Standardized Test Data and/or Outcome Data</b> - use school data (informal/formal/common assessments/UPAs) to inform instruction by using the Continuous Improvement Cycle to assess student performance, inform instructional choices/decisions, and refine or highlight grade-level priorities	Systems	II.3.8	Reteaching Activities (based on standard mastery), Teacher Dissection of Data/Data Digs, Revised LPs, Changes in Student Data Results (Assessments) and Grade-Level Decisions (as evidenced within PLC Meeting Minutes/Agendas)	
Priority	AVID Domain Aligned to Priority	CCI Indicator Aligned to Priority	AVID-Aligned Action Steps	AVID Domain Aligned to Action Step	CCI Indicator Aligned to Action Step	Artifacts/Evidence based on CCI	This is the sample/example that was provided. You are missing the <b>District Priority #2: School Climate</b> .
			<b>Critical Reading (CR) Strategies</b> - use the Critical Reading Strategy, "Marking the Text," to show teachers (PL) how to evaluate the standard(s) and unpack its meaning in order to develop a common understanding of what the standards are asking of both teachers and students (in alignment with GaDOE)	Instruction	I.1.11	Professional Learning Presentation/Handouts, Teacher Planning Exemplars/Artifacts (unpacking standards), Lesson Plans (with evidence of teacher's demonstration of unpacked standards using "Marking the Text" (Critical Reading) strategies prior to the teaching of the lesson)	

Instructional Leadership	Instruction	2.4.14 Professional Learning Supports	<b>Collaboration Through PLCs</b> - grade level teams will work to unpack standards and design aligned, standards-based lessons that engage all students; these lessons will include the AVID instructional strategy (CR: Marking the Text Strategy)   <b>Result:</b> Deepening students understanding of core academic concepts/standards	Culture	4.2	Grade-Level PLC Meeting Minutes/Agendas, Highlighted AVID Strategies in Teacher Lesson Plans, Documented Evidence in Observations/Walkthroughs (intentional ntegration of academic language in the classroom via the standards), Student Artifacts/Exemplars	
			<b>Standardized Test Data and/or Outcome Data</b> - use school data (informal/formal/common assessments/UPAs) to inform instruction by using the Continuous Improvement Cycle to assess student performance, inform instructional choices/decisions, and refine or highlight grade-level priorities	Systems	2.3.8	Reteaching Activities (based on standard mastery), Teacher Dissection of Data/Data Digs, Revised LPs, Changes in Student Data Results (Assessments) and Grade-Level Decisions (as evidenced within PLC Meeting Minutes/Agendas)	
Priority	AVID Domain Aligned to Priority	CCI Indicator Aligned to Priority	AVID-Aligned Action Steps	AVID Domain Aligned to Action Step	CCI Indicator Aligned to Action Step	Artifacts/Evidence based on CCI	<b>This is perhaps priority #2 -- School Climate. Consider revising this section to create a greater alignment.</b>
Planning & Assessment	Leadership	3.1.2 Communcation	<b>College Going Environment</b> - displaying of college pennants and banners to promote an awareness of various college opportunities for students. Teachers will also arrange field trips to UGA to promote college goal setting.	Culture	IV.3.5	Visual presentation of college pennants and artifacts from college field trips (student reflections, field trip forms, and/or agendas	How does this indicator align to <b>priority 2</b> --- "Students don't like school due to the behaviors of their peers which impedes instruction" and your PBIS/SEL/2nd Step focus? Additionally, you stated that you would use texts to support Tier 1 PBIS -- What AVID strategy will you use/incorporate into SEL lessons/planning sessions to meet your goal(s)? What indicator will help you create a culture that maximizes instruction from an SEL/PBIS perspective?
			<b>College Awareness</b> - grade level teams will work to identify field trip opportunities for students; Teachers will also develop college awareness opportunities for students that include goal-setting, time management, and/or college research opportunities   <b>Result:</b> Deepening students understanding awareness of college opportunities	Culture	IV.2.4	Grade-Level PLC Meeting Minutes/Agendas, Highlighted AVID Strategies in Teacher Lesson Plans, Documented Evidence in Observations/Walkthroughs (intentional ntegration of academic language in the classroom via the standards), Student Artifacts/Exemplars	Where PBIS + SEL + CCI Meets: <b>Domain II</b> (Systems) <b>Indicators 2 - 3</b> ( <i>Collaboration on Access &amp; Quality of Implementation</i> )   <b>Domain II, Subdomain 2, Indicator 5</b> ( <i>Academic Support Structures</i> )   <b>II.3.8</b> ( <i>Standardized Test...</i> )   <b>II.4.14</b> ( <i>PL in AVID Strategies</i> )   <b>III.3.7</b> ( <i>Address Barriers...</i> )   <b>IV. 2</b> ( <i>Collaboration Through PLCs</i> )
			<b>Standardized Test Data and/or Outcome Data</b> - use school data (informal/formal/common assessments/UPAs) to inform instruction by using the Continuous Improvement Cycle to assess student performance, inform instructional choices/decisions, and refine or highlight grade-level priorities	Systems	II.3.8	Reteaching Activities (based on standard mastery), Teacher Dissection of Data/Data Digs, Revised LPs, Changes in Student Data Results (Assessments) and Grade-Level Decisions (as evidenced within PLC Meeting Minutes/Agendas)	<b>Commentary:</b> Consider the core components of PBIS: (1) comprehensive data (2) investment in evidence-based curriculum/effective instructional strategies (3) school leadership's expectation that classroom practices are aligned to MTSS (differentiated, culturally responsive practices), and (4) staff climate/culture. With this in mind, how will Alps use the PBIS framework to best meet the holistic needs of all students? How, then, will teachers/admin use this data to support teachers in their academic instruction? What in the CCI connects to how you can leverage instruction from a PBIS perspective?
<b>Support Needs (At this time, our projected needs for AVID support include):</b> Continued professional development in the areas of Focused Note-taking and Marking the Text strategies. We are also in the process of ordering more college pennants.							Do you have a PL Calendar developed for the year in relation to when this will take palce? How often? What is your schoolwide PL expectation once it has been taught?? What ongoing support(s) will you need once the PL is completed? How will you strategically tackle/approach this work?
							<b>OVERALL COMMENTARY</b>

									Good start -- please try to minimize the overlap in relation to the indicators that you select for each district priority. Also, consider what uniform/intertwined strategies will get you to your goal quicker, if monitored with fidelity?
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## 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?)*  
**CCRPI data indicates a score of 34.1 in content mastery.**

[illegible]

**Desired Outcomes/Targets:** *(What will be different if you are successful in addressing this priority?) Create a structure for collaborative meetings that focuses on delivery of instruction that is aligned to local and state assessments.*

**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?)*  
**Teachers do not have a collaborative planning structure.**

ACTIONS / STRATEGIES	
1. <b>Identify the problem</b>	2. <b>Identify the stakeholders</b>
3. <b>Identify the causes</b>	4. <b>Identify the effects</b>
5. <b>Identify the solutions</b>	6. <b>Identify the resources</b>
7. <b>Identify the risks</b>	8. <b>Identify the opportunities</b>
9. <b>Identify the barriers</b>	10. <b>Identify the enablers</b>
11. <b>Identify the constraints</b>	12. <b>Identify the drivers</b>
13. <b>Identify the inhibitors</b>	14. <b>Identify the facilitators</b>
15. <b>Identify the accelerators</b>	16. <b>Identify the decelerators</b>
17. <b>Identify the catalysts</b>	18. <b>Identify the inhibitors</b>
19. <b>Identify the enablers</b>	20. <b>Identify the facilitators</b>
21. <b>Identify the accelerators</b>	22. <b>Identify the decelerators</b>
23. <b>Identify the catalysts</b>	24. <b>Identify the inhibitors</b>
25. <b>Identify the enablers</b>	26. <b>Identify the facilitators</b>
27. <b>Identify the accelerators</b>	28. <b>Identify the decelerators</b>
29. <b>Identify the catalysts</b>	30. <b>Identify the inhibitors</b>
31. <b>Identify the enablers</b>	32. <b>Identify the facilitators</b>
33. <b>Identify the accelerators</b>	34. <b>Identify the decelerators</b>
35. <b>Identify the catalysts</b>	36. <b>Identify the inhibitors</b>
37. <b>Identify the enablers</b>	38. <b>Identify the facilitators</b>
39. <b>Identify the accelerators</b>	40. <b>Identify the decelerators</b>
41. <b>Identify the catalysts</b>	42. <b>Identify the inhibitors</b>
43. <b>Identify the enablers</b>	44. <b>Identify the facilitators</b>
45. <b>Identify the accelerators</b>	46. <b>Identify the decelerators</b>
47. <b>Identify the catalysts</b>	48. <b>Identify the inhibitors</b>
49. <b>Identify the enablers</b>	50. <b>Identify the facilitators</b>
51. <b>Identify the accelerators</b>	52. <b>Identify the decelerators</b>
53. <b>Identify the catalysts</b>	54. <b>Identify the inhibitors</b>
55. <b>Identify the enablers</b>	56. <b>Identify the facilitators</b>
57. <b>Identify the accelerators</b>	58. <b>Identify the decelerators</b>
59. <b>Identify the catalysts</b>	60. <b>Identify the inhibitors</b>
61. <b>Identify the enablers</b>	62. <b>Identify the facilitators</b>
63. <b>Identify the accelerators</b>	64. <b>Identify the decelerators</b>
65. <b>Identify the catalysts</b>	66. <b>Identify the inhibitors</b>
67. <b>Identify the enablers</b>	68. <b>Identify the facilitators</b>
69. <b>Identify the accelerators</b>	70. <b>Identify the decelerators</b>
71. <b>Identify the catalysts</b>	72. <b>Identify the inhibitors</b>
73. <b>Identify the enablers</b>	74. <b>Identify the facilitators</b>
75. <b>Identify the accelerators</b>	76. <b>Identify the decelerators</b>
77. <b>Identify the catalysts</b>	78. <b>Identify the inhibitors</b>
79. <b>Identify the enablers</b>	80. <b>Identify the facilitators</b>
81. <b>Identify the accelerators</b>	82. <b>Identify the decelerators</b>
83. <b>Identify the catalysts</b>	84. <b>Identify the inhibitors</b>
85. <b>Identify the enablers</b>	86. <b>Identify the facilitators</b>
87. <b>Identify the accelerators</b>	88. <b>Identify the decelerators</b>
89. <b>Identify the catalysts</b>	90. <b>Identify the inhibitors</b>
91. <b>Identify the enablers</b>	92. <b>Identify the facilitators</b>
93. <b>Identify the accelerators</b>	94. <b>Identify the decelerators</b>
95. <b>Identify the catalysts</b>	96. <b>Identify the inhibitors</b>
97. <b>Identify the enablers</b>	98. <b>Identify the facilitators</b>
99. <b>Identify the accelerators</b>	100. <b>Identify the decelerators</b>

Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
Develop collaborative planning structures	SILT/Admin Team	3/15/2020	Weekly Data Meeting Template
Revise instructional calendar to allow for re-teach	SILT/Coaches	3/31/20	Assessment Calendar; Scope and Sequence
Staff PL on Collaborative meeting structures for SILT; faculty	Coaches/Admin	3/6/2020; 3/31/2020	Powerpoint; Weekly Data Meeting Template
Staff PL on Uncommon Schools Weekly Data Meetings	Coaches/Admin	3/15/2020	Weekly Data Meeting Template
Develop meeting calendar for ELA and math (As designed for Uncommon Schools)	Coaches/Admin	03/31/2020	Assessment Calendar; Scope and Sequence

PROGRESS INDICATORS									
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Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
04/01/2020	Agenda/Sign In Sheet from PL		
04/24/2020	Agenda/Notes from Collaborative Planning Meeting		

## 90-Day Action Plan - Priority #2

### Transformation Initiative Focus Area (Big Rock): School Climate

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*  
**Student survey data shows students don't like school. Students feel that the behavior of classmates impedes on teaching and learning. They also feel students don't treat each others well.**

**School Leader Responsible:**  
**Admin/ SILT**

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*  
**Create a culture and climate where students and staff feel like they belong.**

**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?)* **Teachers did not have an awareness of culture building in the classroom, which includes positive reinforcement and acknowledgements.**

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
De-escalation training - Calm Down Corners	Ms. Kendall	04/01/2020	Inventory Chart - When/How quick guide for students/teachers
Schoolwide PBIS Review and Revision	Mr. Curry - PBIS Team	3/31/20	PBIS Handbook; Matrix, Flow chart
Develop a student recognition component of PBIS	Mr. Curry - PBIS Team	3/31/2020	Survey data
Restorative practices - Double dose of SEL curriculum for students	Counselor, CIS Coordinator	03/15/2020	SEL Lessons, texts
Professional Learning for teachers around the implementaton of the PBIS Plan	PBIS Team	3/15/2020	PBIS Plan, Behavior Matrix, Behavior Expectation Posters

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
04/01/2020	Decrease in behavioral referrals (Month by month comparison to 2019-2020 school year)	Additional training
04/15/2020	Classroom observational data (Focus Walks for Tier I Implementation)	
04/15/2020	SEL lesson plans, CIS SEL lessons	Non-alignment of SEL programs
05/15/2020	Completed PBIS Plan which is aligned to the state PBIS School expectations	

## 90-Day Action Plan - Priority #3

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

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

**Based on Fall 2019 i-Ready data, 76% of our K-5 students are not currently performing on grade-level in Reading. In math, 86% of our K-5 students are not currently performing on grade-level.**

**School Leader Responsible:**  
SILT

**Desired Outcome:** *(What will be different if you are successful in addressing this priority?)*

**Teachers will utilize the data analysis protocol to identify low performing standards and develop action plans that include re-teach and re-assess opportunities.**

**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?)*

**Teachers do not effectively analyze data to identify student misconceptions to provide remediation and continuous re-assessment of priority standards**

### ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
Develop Data Analysis protocol	ILT	1/28/2020	Standards, Assessment, Guiding Questions
Crosswalk (K-5) Priority standards based on GA Milestones blueprint	Olukoya & Iverson	2/12/20	Standards Progress and Blueprint
Identify Team Leaders for Grade Level implementation/PD for team	Olukoya, Iverson, Tucker	2/17/2020	Agenda, Norms, Data Analysis Protocol, Mock Data
Implement Data Analysis Protocol with Grade Level Teams	ILT	2/28/2020	Agenda, Norms, Data Analysis Protocol, Grade level Data

### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
01/15/2020	Data Protocol	Refining the data analysis protocol
03/15/2020	Agenda (Minutes)	Additional professional development
03/15/2020	Teacher Action Plan/Reflection	
04/01/2020	Assessment/Re-teach Calendar	