



90-DAY ACTION PLAN

District: Clarke County

School: Cedar Shoals High School

Co-Interim Principals: Aaron Carter and Antonio Derricotte

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

Cedar Shoals High School collaborates with families and communities to build caring and trusting relationships among all stakeholders as we realize this is vital to promoting and sustaining meaningful learning. We aspire to create a safe, inviting, and culturally responsive school for teaching and learning, while forging ahead with a new technological, global image of an equitable and rigorous 21st century high school education.

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	LIT9: 44% LIT11: 30%	LIT9: 51% LIT11: 36%	RI, UPA's, Scored writing samples for non EOC's.
2	Increase Math Proficiency as measured by the Georgia Milestones Assessment	CAL: 18% AGE: 23%	CAL: 36% AGE: 36%	MI, UPA's, PSAT, CFAs
3	Increase CCRPI School Climate Rating (from 2018 Rating)	***	****	Increases in Student Health & Parent Survey Participation; Increase Student & Personnel Attendance Rates
4				
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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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<i>Chief Academic Officer Signature</i>	<i>Date</i>
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90-Day Action Plan - Priority #1

Transformation Initiative Focus Area (Big Rock): Instructional Leadership

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* In order to continually improve Tier 1 instruction, teachers require targeted professional learning, meaningful feedback, and on-going support in the execution of the new CCSD Instructional Framework (opener, transition to work, work period, summary, assessment). Effective, targeted Tier One instruction positively impacts the learning of all students when all teachers (new and veteran) are skilled, motivated, and supported in the implementation of high leverage practices, evidence based strategies, and an organized and consistent framework for instructional planning and assessment. Cedar Shoals High School as part of CCSD is systemically implementing this CCSD Instructional Framework school-wide and prioritizing the professional learning and instructional leadership necessary for teachers to confidently and consistently plan and assess student performance.

School Leader Responsible:

School's Priority: *(Given the goals identified, what problem needs to be addressed to achieve these goals?)* In order to continually improve Tier 1 instruction, teachers require targeted professional learning, meaningful feedback, and on-going support in the execution of the new CCSD Instructional Framework (opener, transition to work, work period, summary, assessment). Effective, targeted Tier One instruction positively impacts the learning of all students when all teachers (new and veteran) are skilled, motivated, and supported in the implementation of high leverage practices, evidence based strategies, and an organized and consistent framework for instructional planning and assessment. Cedar Shoals High School as part of CCSD is systemically implementing this CCSD Instructional Framework school-wide and prioritizing the professional learning and instructional leadership necessary for teachers to confidently and consistently plan and assess student performance.

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?)*
Even though we have had instructional frameworks in the past, inconsistent focus on and lack of uniform expectations for teacher behaviors and students behaviors as well as the rationale, professional learning, monitoring and ongoing support has resulted in a lack of consistency. This hypothesis is supported by a review of instructional plans, department meeting notes, student achievement data, and classroom observations.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
Learning Wednesdays	Curriculum Coordinators	September 2019-February 2020	
School-based Professional Learning	Instructional Coaches	Ongoing	
Walkthroughs	Administrators and ICs	Weekly	
September 20th PL day general session on Instructional framework	Maxwell	Sept. 20th 2019	

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/26/2019	Learning Wednesday-IF Learning Target and Success Criteria	
10/2/2019	Cedar PL Calendar	
10/4/2019	Updated Instructional Planning Template to require explicit Learning Intentions	Provide training, exemplars, and model lessons to all faculty

90-Day Action Plan - Priority #2

Transformation Initiative Focus Area (Big Rock): School Climate

School's Priority:

In order to improve classroom learning environments, develop effective academic learning behaviors and language in students, and decrease student incidences of negative and sabotaging behaviors, advisors will conduct community/restorative circles each week during advisement, as needed to resolve conflict, and during instructional time in the form of academic circles. By improving school climate, increasing student inclusiveness and engagement, and

School Leader Responsible:

Antonio Derricotte

Desired Outcome:

With accomplishment of the desired outcome, we will see students and staff learning to talk through conflict, recognizing differing perspectives, validating varying approaches to resolution, and coming to consensus on ways to move forward. We will see a decrease in incidences of discipline referrals and an increase in engagement. Research shows that restorative approaches can transform student behavior and build healthy school communities. It has also been shown to

Root Cause(s) to Address Hypothesis of Priority:

Significant numbers of students and staff do not possess the skills to resolve conflict through restorative methods, as evidenced by our behavior data. In addition, most new and veteran faculty and staff have not participated in any restorative practices PL as evidenced by former PL records and numbers of first year teachers.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
Conduct three day training for core implementation team on restorative and community circles.	Danny Malec & Leah Clements	June 10-12, 2019	Innovative Grant funds
Conduct half-day training for staff during pre-planning on community circles.	Danny Malec & Leah Clements	July 29, 2019	Innovative Grant funds
Implement community circles, around social emotional content, during advisement	Cedar Teachers	Weekly during advisement	Innovatve Grant funds/Fund 150
Conduct bi-weekly meeting with RJ team and administration.	Admin Team, restorative justice coordinators, behavior specialist	Ongoing	Innovatve Grant funds/Fund 150
Restorative Circles will be conducted as needed in order to resolve conflict	Leah Clements and Imani-Scott Blackwell	Ongoing	Innovatve Grant funds/Fund 150

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
8/21/19	Walkthroughs to monitor the use of Circles during advisement and referral process documentaion for conflict resolution.	80% use of circles during first advisement. Our restorative justice coordinator will work with teachers who may need additional help with implementation.
8/21/19	Circles completed for large number of students returning from altearnative school.	Ongoing check in and check out may be necessary
9/1/19	Meeting with administration and restorative team to establish priorities and processes.	Passes to restorative room, communication between teachers, stude

90-Day Action Plan - Priority #3

Transformation Initiative Focus Area (Big Rock): Planning and Assessment

"School's Priorities/Indicators:

Teachers require further instruction and support in continually adjusting Tier One instruction based on the analysis of student work and progress. As part of the priority to implement the CCSD Instructional Framework consistently and effectively to improve student learning, teachers must be knowledgeable and skilled in not only identifying specific learning targets and clear success criteria, planning for and providing cohesive and high leverage learning opportunities, and creating relevant assessments to monitor progress; they must also become proficient in the use of assessment data to guide and adjust future instructional planning. Cedar Shoals High School will engage teachers in content area Professional Learning Communities collaboration as a means to design effective instructional plans, create common formative and summative assessments to ensure a consistent focus on student progress, and to calibrate success criteria and analyze student work data to inform our instructional decisions.

School Leader Responsible:

Aaron Carter

"Desired Outcomes/Targets:

Data-driven instructional decisions will be made by teachers during the collaborative planning process as well as moment to moment during the implementation of instruction resulting in an increase in student achievement data as measured by UPAs, PSAT's, CFA's, RI, MI, ACT ASPIRE
~~With the desired outcomes, we will consistently observe teachers and students using formative, CFA, and UPA data to~~

Root Cause(s) to Address Hypothesis of Priority:

The CCSD Instructional Framework, Professional Learning Communities, and the PDSA Cycle of Change are relatively new practices/initiatives for the Cedar Shoals faculty. Historically, the process has not been well-defined and supported through coaching and accountability. CFAs, UPAs, and some formative assessment exists, but these not been consistently used as tools for planning, instruction, and adjustments to classroom teaching. The evidence for this hypothesis includes records of previous building-wide initiatives and PLC instructional plans, classroom observations, and department and content meetings.

ACTIONS / STRATEGIES

Critical Action/Strategy to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed/Source
Train EOC teachers in PLC process model of instructional planning	Instructional coaches and administrators	Week of Aug 5 and Aug 12 2019	PDSA Model/Slides
Train EOC Teachers in plan, do, study, act cycle, using video exemplar	Instructional coaches and administrators	August-Sept 2019	PDSA Model/Slides and videos
Train all EXC collaborative teachers in addressing IEP goals through the instructional framework	Instructional coaches and administrators	August-Sept 2019	Instructional framework: CCSD materials and resources
Assigned instructional coach and administrator to attend and facilitate all PLC meetings	Instructional coaches and administrators	August 2019- December 2019	Google Calendar; Admin and IC assignments based on areas of expertise.

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
August 2019	Instructional leadership meeting to confirm all EOC PLC's received training and support for yearly PDSA work. Teams missing training or support were revisited, trained and supported.	Once trained, EOC PLC's practiced analyzing student data prior to CFA 1.
Aug 16, 2019	EXC PLC's first meeting to train collaborative teachers in supporting IEP goals through the instructional framework.	Next meeting EXC teachers will be trained in using data to adjust instruction.

Sept. 20, 2019	PL Day training and videos of Lit 9 PLC exemplar		Video PLCs for group discussion and analysis

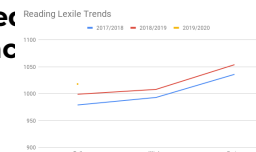
Quick Win Plan (Only for First 30 Days)

In order to create momentum and an early focus on our Cedar Shoals priorities, we will accomplish several quick wins and successes. All EOC and SPED teachers will be trained in the PLC process of collaboration. All PLCs will establish goals and group norms. They will view exemplar PLC practices through video and scenarios. The calendar of meeting days and times will be created and an administrator and Instructional Coach will be assigned to attend all meetings as support resource and facilitator. In addition, every teacher at Cedar Shoals High School will



Quick Wins:

1. 90 minutes weekly of PLC Collaboration Meetings have begun for all EOC teachers, SPED teachers, and Induction teachers.
2. CFAs have been designed through PLCs and data analysis of the student work by PLC teams has informed instructional decisions.
3. Over 95% of Cedar Shoals students participated in August RI Assessment and data were provided to teachers.
4. All teachers received training and feedback on the implementation of the CCSD Instructional Framework.
5. All EOC teachers received training in the implementation of the PLC process of collaboration and instructional planning.



Update: Coordinate Algebra UPA 1: 2018 23%/ Coordinate Algebra UPA 1 2019 42% (+19%)

Update: Analytic Geometry UPA 1 2018 27%/ Analytic Geometry UPA 1 2019 30.6% (+4%)

Update: Economics: 58% of students scored 85% or above on UPA 1.

Update: Literature 9 increased SY20 UPA I proficiency/distinuated by 17% over SY19 UPA I rates. (+17%)

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



	Action	Person Responsible	Timeline
1	English teachers will be aware of students reading needs through Reading Inventory data that will be shared with them for all their classes and have a clear, acheiveable reading goal for each student.	English Teachers, Media Specialsits, Literacy Coach	9/23/2019
2	Establish weekly SPED PLC Meeting beginning August 16, 2019 at 7:45	Lowe	Begin August 16, 2019-ongoir
3	Establish EOC PLC calendar and training	Carter	
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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>		District Clarke County
							School Cedar Shoals High School
							Principal Derrick Maxwell
Site Plan Prepared by: Please include name/role of all Site Team member.						AVID Site Coordinator(s)	Please Note: This SAMPLE AVID Alignment Plan is based on the Elementary Coaching & Certification Instrument (CCI) Coaching and Certification Instrument (CCI) Elementary CCI -- pgs. 46 - 64 Secondary CCI - pgs. 85 - 113 Coaching & Certification Instrument Link
						Number of AVID Classes	
						Grade Level(s)	
						AVID Elective Sections (MS Only)	
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	Instruction	2.4.14 Professional Learning Supports	Critical Reading (CR) Strategies - 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	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)	
			Collaboration Through PLCs - 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) Result: Deepening students understanding of core academic concepts/standards	Culture	4.1.2	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	
			Standardized Test Data and/or Outcome Data - use school data (informal/formal/common assessments/UPAs/RI) 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	
School Climate							
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	
Planning & Assessment							

Assessment							
Support Needs (At this time, our projected needs for AVID support include):							

Instructional Infrastructure Model			Instructional Expectations Folder
CCSD Instructional Framework			CCSD Key Data Points
Five Principles of Collaboration			90 Day Action Plan Presentation