



## 90-DAY ACTION PLAN

District: Fulton  
School: Renaissance MS  
Principal: Creseda Hawk

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 turnaround initiative.

**PURPOSE OF THE TURNAROUND INITIATIVE:** Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

**School's Turnaround Purpose:** Our staff will be empowered to organize and implement research based strategies to close the achievement gap and chart a path to our scholars' purpose. We will invest in people to remove barriers to dramatic school improvement through a positive culture which engages students in finding their purpose and fueling their passion. By achieving this goal we will have the opportunity to not only impact the lives of the scholars we serve, but transform families, communities and ultimately our future.

**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	2016-17 RESULTS	2017-18 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	28% of 6 <sup>th</sup> grade students Proficient and above (Levels 3-4)  20% of 7 <sup>th</sup> grade students Proficient and above (Levels 3-4)  21 % of 8 <sup>th</sup> grade students Proficient and above (Levels 3-4)	40% of Students Proficient (Levels 3 & 4)  35% of Students Proficient (Levels 3 & 4)  35% of Students Proficient (Levels 3 & 4)	FastBridge Universal Screening Data, Interim Benchmark Assessments, Common assessments, IReady, Moby Max, and progress monitoring assessments
2	Math Proficiency	14% of 6 <sup>th</sup> grade students Proficient and above (Levels 3-4)  23% of 7 <sup>th</sup> grade students	23% of Students Proficient (Levels 3 & 4)  39% of Students Proficient (Levels 3 & 4)	FastBridge Universal screening data; ALECKS data; Redbird; Benchmark assessments; Common assessments, Moby Max, and progress monitoring assessments

		Proficient and above (Level 3-4)  9% of 8 <sup>th</sup> grade students Proficient and above (Levels 3-4)	18% of Students Proficient (Levels 3 & 4)	
3	Decrease Out of School Suspension Days	2016-2017 6 <sup>th</sup> grade: 346 OSS Days 7 <sup>th</sup> grade: 289 OSS Days 8 <sup>th</sup> grade: 327 OSS Days	Reduce out of school suspensions by 30%	Monthly discipline data to include referral type, by grade level, by teacher, by student, by gender
4				
5				

**Principal Commitment:** My signature indicates that this plan provides focus and urgency to move the turnaround 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

**Shepherd 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.

\_\_\_\_\_  
District Shepherd Signature

\_\_\_\_\_  
Date

### 90-Day Action Plan – Priority #1

#### Turnaround Initiative Focus Area (Big Rock): Data Driven Instruction

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

Comprehensive school-wide intervention practices and Response to Intervention, need to be effectively implemented to identify and address struggling students.

**School Leader Responsible:**

**Tyneisha Hamilton**

<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>  Teachers will effectively plan and implement strategies for supporting, monitoring, and tracking progress of struggling learners, using Response to Intervention (RTI).			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Conduct a professional development training for administrative team and leadership team on the RTI process and how data and instruction is to be used to move students within the tiers	Marquita Wood Emily Watkins	07/19/17	RTI PowerPoint Student Data Profile Cards Universal screening data
Establish common expectations of planning for and delivering instruction during the RTI block and embed into lesson plan template.	RTI Co-Chairs Administrators Leadership Team	08/09/2017 09/06/2017	Lesson Plan Template List of RTI Varied Instructional Strategies
Conduct professional development training for sample group of teachers to utilize the adopted lesson plan template.	RTI Co-Chairs Tyneisha Hamilton	08/31/2017	Lesson Plan Rubric, PowerPoint, Training Resources
Create a monitoring tool to review effectiveness and alignment of RTI lesson plans to classroom instruction.	RTI Co-Chairs Administrators Leadership Team	9/06/2017	Monitoring Software Tracker, Exemplar Plans
Create a classroom observation tool that will be used during the designated RTI block to ensure instruction in RTI block is being implemented with fidelity.	RTI Co-Chairs Administrators Leadership Team	Conducted Weekly beginning 09/17/2017	Observation Software, Observation Tracker
Create a professional development calendar for ongoing teachers/staff training that focuses on instructional planning and research-based RTI strategies.	RTI Co-Chairs Administrators Leadership Team	08/10/2017 08/24/2017 09/14/2017	PD Calendar, Feedback survey from teachers, RTI Research resources
Create an RTI calendar that includes ongoing PD dates, assessment (universal screening) dates, progress monitoring data talks, and tier checks.	RTI Co-Chairs Leadership Team	09/29/2017	District assessment dates (universal screening dates)
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
12/17	Universal screening data	Survey teachers and make adjustments based on results and feedback	
12/17	Lesson plan template feedback from sample group of templates	Adjust lesson plan template based on feedback	
12/17	RTI Block Classroom Observations and lesson plan feedback data	Adjust PD calendar based on observation data	

## 90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Positive School Culture (PBIS)			
<b>School’s Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>  Lack of pervasive and extensive practices to promote positive student behavior and eliminate exclusionary practices			<b>School Leader Responsible:</b>  <b>Creseda Hawk</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>  Through the use of positive incentives and school-wide recognitions, an effective school-wide PBIS program will be established to decrease discipline referrals and encourage appropriate student behavior.  Teachers and staff will be equipped with viable resources and strategies to reinforce a positive learning environment and eliminate exclusionary practices.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Form a diverse PBIS team which consists of all stakeholders including teachers, faculty, administrators, parents, students, and community members	B. Milligan Principal	08/23/2017	PBIS posters/signage
Train staff on common language and expectations regarding the implementation of PBIS to include the “Wildcat Way”.	M. Jones, B. Milligan	8/03/17	PBIS posters/signage, student incentives, teacher incentives, community partnerships
Create an incentive and recognition program for faculty, students, and parents.	PBIS Team Leadership Team	08/31/2017	Student, Teacher incentives Parent Recognition Incentives
Develop tracking system to be reviewed by the leadership team and staff monthly; review data of RTI Disproportionality staff monthly as well to make sure they have the correct caseload of students and that interventions are successful.	B. Milligan M. Jones RTI Co-Chairs RTI/Dispro	1 <sup>st</sup> Monday of the month during Administrative Mtgs. 1 <sup>st</sup> Wednesday of the month during Leadership Mtgs.	Monthly Discipline Report and tracker

Consultant support from a research-based intervention national program known as Character Counts	PBIS Team Leadership Team	10/06/2017	District Professional Development day
Provide teachers with on-going professional development on behavior management and de-escalation strategies, based on monthly discipline data to determine appropriate interventions	PBIS Team and Grade Level Chairs	08/03/2017 10/06/2017	Professional Development sessions during RFF planning days
Establish strong student/family and school relationships with parent engagement efforts that include in school as well as outreach (neighborhood) efforts	PBIS Team Parent Liaison	08/04/2017 08/22/2017 09/19/2017 10/19/2017	
Faith-based partnership and mentoring support program with Lifeline Church through Project S.H.I.F.T.	PBIS Team Administrative Team	09/18/2017 Weekly mentoring sessions with selected students	Empowerment Rally, bi-weekly mentoring sessions, Application and Needs Assessment

#### PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
1 <sup>st</sup> Wednesday of each month	Declines in ISS and OSS data	Review of PBIS interventions and incentives
1 <sup>st</sup> Wednesday of each month	RTI Dispro Discipline Tracking and PBIS Room Referrals Data	Adjust caseload of Dispro staff for target frequent flyers
12/17	TKES evaluation data for standard 7: Positive Learning Environment	Provide one-on-one PD for target teachers Individual classroom modeling of PBIS and management strategies by PBIS team members

#### 90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock) - (If applicable): Instructional Infrastructure	
<b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Comprehensive school-wide literacy strategies are not consistently implemented or pervasive throughout the school.	<b>School Leader Responsible:</b>  <b>Priscilla Branch</b>
<b>Desired Outcome:</b> <i>(What will be different if you are successful in addressing this priority?)</i>	

Through the use of W.I.C.O.R. strategies, teachers will effectively plan and implement literacy strategies across the curriculum.			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
AVID coordinator conduct professional development to introduce the importance of W.I.C.O.R. across the curriculum.	Allison Ballard	08/04/2017	W.I.C.O.R. Posters
Conduct professional development training for sample group of teachers to implement and record use of strategy in class and redeliver to colleagues during PLC's.	Stephanie Botley-Glenn Lorenzo Robinson Exemplar Teachers	09/11/2017 – 09/29/2017	-Content Samples for application of strategy
Instructional Coaches will provide professional development to the Leadership team on the R.A.C.E. strategy.	Stephanie Botley-Glenn Lorenzo Robinson	10/04/2017	-Examples of R.A.C.E. strategy across the curriculum -Content Samples for application of strategy
Establish common expectations of planning for and utilizing R.A.C.E. as a W.I.C.O.R. process strategy with Leadership Team.	Creseda Hawk Asst. Principals	10/11/2017	Race and WICOR Messaging, Professional learning survey
Create a professional development calendar for ongoing teachers/staff training that focuses on the R.A.C.E. strategy and writing across the curriculum.	Stephanie Botley-Glenn Lorenzo Robinson Allison Ballard	10/25/2017	Training resources, Race & WICOR Strategies
Create school-wide lesson plan template that embeds R.A.C.E., W.I.C.O.R., RTI, Gradual Release and all essential components of lesson planning.	Creseda Hawk Leadership Team	09/06/2017 – 12/21/2017	Other lesson plan templates
Increase intervention support through the use of a research-based program, Read 180 © and consultant	Connections Reading Teacher	11/2017	Read 180 Program Read 180 PD
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
10/04/2017	After Leadership Team PD, all members of Leadership Team are able to understand each component of the R.A.C.E. strategy and model utilizing specific content samples.	Additional PD may be needed for clarification purposes or for any members that still have questions or challenges with implementing the strategy.	

10/04/2017	A minimum of 12 exemplar videos uploaded to the One Note repository that teachers may utilize as samples.	Timeline: Instructional coaches may need to push the timeline depending on technology, and scheduling issues with teachers.
10/30/2017	Professional development calendar, with agendas and sign in sheets	Add additional PD dates to supplement technology use.
10/30/2017	Anchor charts posted in the classroom and student work samples utilizing the R.A.C.E. strategy	Learning walks and monitoring tools
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>

## Quick Win Plan

(Only for first semester)

In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the turnaround initiative. These wins will generate positive traction toward your school’s turnaround purpose by mobilizing observable cycles of turnaround success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial actions to address the problems of practice highlighted in this plan.

Identify up to 4 specific actions that will make the quick win plan happen.			
	Action	Person Responsible	Timeline
1	On the First Day of School, August 7, 2017, RMS will have 50 men, consisting of mentors, parents, and community members, volunteering in our school and providing support and assistance to our students, teachers, and parents.	B. Milligan PBIS Team Parent Liaison	08/07/17
2	Welcome back event with our staff, health agencies, community and faith partners, and city officials during Back to School Rally.	B. Milligan PBIS Team Parent Liaison Naeema Gillyard, City Council	08/05/17
3	Kick-Off of new mission, and vision “Super You, Super Me, Super Possibilities” Campaign with t-shirts for staff	C. Hawk	08/02/17
4	PBIS Kick-Off Rally and Town Hall	B. Milligan PBIS Team	08/24/17
5	Development of exemplar teachers , video repository, and student work exemplars	Instructional Coaches	10/04/17