**SEMESTER ACTION PLAN**

**Zone: Five**

**School: Mimosa Elementary School**



*The Semester Action Plan serves as a road map that provides clarity to specific priorities and actions that will drive student achievement over the next semester. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school’s initiatives. This plan will be presented to SGC for input. School Leadership teams should submit the following Semester Plan to their Zone Superintendent for final and approval. It should be posted on the school website upon approval.*

***STEP ONE: Complete table below.***

1. Establish SMART goals in each of the three focus areas: Relationships and Routines, Tier I, or Interventions, and the high-level actions/practices the school will employ to achieve those goals.
2. Schools may identify one/two additional focus areas and goals for the Semester period (i.e. drop-out, continuous achievement, attendance, discipline, targeted sub-group, college readiness, etc.) as well as related high-level actions/practices.

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|  | Focus Areas |  Semester Goal | Two High Level Actions/Practices |
| 1 | Relationships and Routines | 80% of students will indicate that they feel a sense of belonging, know what is expected of them and have the tools to be able to meet those expectations  | Teachers will teach the PBIS Matrix Behaviors Implementation of the REThink Ed lessons and morning meetings  |
| 2 | Tier I | 80% of all students will demonstrate proficiency of 80% or higher, on exit tickets and unit assessments (Reading/Math/Science)  | Teachers will plan to utilize assessments and learning acceleration coherence maps and exit ticket dataTeachers will implement and deliver instruction following the K-5 literacy and math structure (clear learning targets, checks for understanding, independent practice and exits tickets) |
| 3 | Interventions | By January 2022, 80% of kindergarten through 5th grade students will meet their typical growth as measured by the mid-year Reading/Math diagnostic I-Ready. By January 2022, 100% of tier 3 students will meet their stretch growth as measured by the mid-year Reading/Math diagnostic I-Ready.  | Teachers will provide small group instruction based on iready personalized learning data from the diagnostic assessment through High Dosage tutoring during the intervention block.Teachers will provide small group instruction based on exit ticket data, checks for understanding and 6-week action plan during Tier 1 instructional block. |
| 4 | Data Driven Instruction | 100% implementation of school-wide data utilization to increase overall data literacy and utilization* Admin
* Coaches
* Leadership Team

Grade Level (school-wide) | Weekly and Monthly Data Meetings – Admin, Leadership and Coaches use data protocols to analyze the following data points: staff and student attendance, Literacy, Numeracy, Climate and Culture, Zone Walks, Lesson Plans, MTSS School-wide Data Meetings – (every 6 weeks) Grade level data discussion to focus on unit assessment data with root cause analysis and next steps (staff and student attendance data, ongoing Literacy and Numeracy Exit Ticket data analysis, implementation of reteaching plan) |
| 5 | Tier 1 Instruction | 2% of students will be placed on Advanced or Accelerated in ELA and 2% of students will be placed on Advanced or Accelerated content in Math. | Admin team will identify highest performing 2% of students in ELA and Math and place them on the Advanced Curriculum |

***STEP TWO: Complete attached detailed task tables for each Goal.***

1. Determine how the school will measure progress toward the successful achievement of the Semester Goal for each focus area and record progress during the Semester period.
2. Complete the Detailed Task list needed to implement each of the high-level actions to achieve the goal in each focus area.

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Principal Signature Date

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Zone Superintendent Signature Date

**Priority #1 Relationships and Routines**

**Theory of Action:** *If schools implement systems that promote positive behavior for all students, then students will learn the skills and behaviors necessary to become successful and socially responsible.*

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| **Semester Goal:** 95% of students will indicate that they have a sense of belonging, are aware of school-wide expectations and have the tools to be successful in school and meet school expectations.  |
|  **PROGRESS INDICATORS** |
| **What will be measured?** | **What tools will be used to measure?** | **Date of Measurement** | **Record Actual Results Here** |
| Student sense of belonging, awareness of school-wide expectations, and sense that they have the tools they need to be successful and meet expectations  | Survey – (Fulton County Sense of Belonging Survey) | Baseline- Sept 2021Midpoint sample with 10 students per grade level to determine effectivenessEOY SemesterDecember 2021 |  |
| Teachers use of PBIS Rewards Platform to reward target student behavior   *Goal: Each teacher awards 50 points per month based on the school selected focus area (iready or a particular student behavior)*  | PBISRewards Usage Data  | August 30, 2021September 30, 2021October 30, 2021November 30, 2021 December 15, 2021  |  |
| Rethink Ed walk through tool | SSS Form to check implementation of lessons | Once each month September - December |  |

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| **High Level Action One:** *Teachers will reteach the PBIS Matrix*. |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| PBIS Matrix lessons will be shared with staff for implementation during pre-planning  | Campbell | PBIS lesson shared with staff during pre-planning  | Week of 8/3 |
| PBIS Matrix lesson will be taught and spiraled in all classrooms during the first semester (select dates for when the lessons will be spiraled and revisited) | Teachers | Calendar for implementation PBIS lessons  | August 9- August 27  |
| Team will create a plan to communicate PBIS Matrix to Parent Stakeholders and how their students earn rewards   | PBIS Team |  | August 31st completion  |
| Goal of zero safety incidents resulting in OSS – Implement process to define root cause  | Tracy |  | On going  |
| Team will create a system that highlights Student of the Month per grade level | Counselor  |  | September- May 2022  |
| Team will deliver PD to highlight how teachers can use PBIS Rewards to support re teaching of the PBIS Matrix  | PBIS Team  |  | Preplanning and ongoing at monthly faculty meeting |
| Admin Team will create a system to recognize and award teachers for rewarding PBIS points and integrating process to their academic structure.  | PBIS team | System to monitor points | September 15  |
| Team will create schedule for PBIS reward events  | PBIS TEAM  |  | August 3- May 2022 |

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| **High Level Action Two:** *Implementation of the ReThink Ed lessons and morning meetings.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Deliver Rethink SSS Lessons 2 times per week  | Teachers  | Rethink Ed lessons | August- December  |
| Observe Rethink SSS Lessons | Whiteaker |   | August- December  |

**Priority #2 Tier 1**

**Theory of Action:** *Coaches will provide teachers with targeted support in developing their content knowledge and instructional delivery, so that teachers will be prepared to actively engages students in instruction.*

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| **Semester Goal:** 80% of all students will demonstrate proficiency (80% or higher) on exit tickets and unit assessments (Reading/Math/Science)  |
|  **PROGRESS INDICATORS** |
| **What will be measured?** | **What tools will be used to measure?** | **Date of Measurement** | **Record Actual Results Here** |
| Student Mastery of Prioritized Standards – RELA K-5  | Exit TicketsUnit Assessments (3-5) | WeeklyEnd of each unit (insert calendar)  |  |
| Student Mastery of Prioritized Standards – Math K-5  | Exit TicketsUnit Assessments  | WeeklyEnd of each unit (insert calendar)  |  |
| Student Mastery of Prioritized Standards – Science 5th  | Exit TicketsUnit Assessments  | WeeklyEnd of each unit (insert calendar)  |  |
| Lesson Observation with assigned look fors per week based on instructional hold tights  | Observation Form  | Minimum of 12 classroom observations per week September 2021- March 2022 |  |

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| * **High Level Action One:**  *Teachers will plan using district assessments, exit ticket data, and SMF frameworks.*
 |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Develop a balanced assessment calendar to include Unit Assessments, exit tickets and formative assessments | Instructional Coaches | Unit Assessment Calendar | August 2021 – April 2022 |
| Teachers administer exit tickets, weekly gradable experiences, and unit assessments aligned to FCS prioritized standards and daily learning targets | Teachers | Exit ticketsWeekly Gradable Unit Assessment | Ongoing  |
| School admin review teacher lesson plans to check for engagement strategies  | Admin | Lesson plan review tracker | September 2021- April 2022 |
| Teachers analyze unit assessments at the item level to determine mastery of standards, implement remediation, and improve teacher practices. | Teachers Instructional Coach | PLC Agenda with SMF content guidebooks | Ongoing |
| Teachers use data results to develop remediation action plans that move students toward mastery of the standard and/or enrichment action plans that meet students’ needs. | TeachersInstructional Coach | Data ProtocolsSMF content GuidebooksPLC agenda | Ongoing |

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| * **High Level Action Two:** *Teachers will implement and deliver instruction following the K-5 literacy and math structure (clear learning targets, checks for understanding, independent practice and exits tickets)*
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| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Observation of lessons (clear target, lesson/implementation, checks for understanding, monitoring of independent practice, small groups, exit ticket) | CST/Coaches  |  |  |
| Coaches will conduct PD related to implementation of exit tickets and how it relates to planning  | Instructional Coaches  |  | September/October |
| Coaches will conduct PD related to the exit ticket analysis  | Instructional Coaches  |  | October/November |
| Coaches will conduct PD to ensure teachers have clear learning targets to plan as well as checks for understanding in lesson plans  | Instructional Coaches |  | September - November |
| Conduct PLCs to include specific strategies for reteaching and differentiation for small groups for lesson design and instructional delivery | Instructional Coaches | SMF planning booksExit TicketUnit Assessment DataMath in Practice  | August 2021- December 2021 |

**Priority #3 Interventions**

**Theory of Action***: If Mimosa Elementary School implements small group instruction for at least three 30 minutes sessions per week for a minimum of 50 hours 1st semester, then participating students will exceed their stretch growth on i-Ready.*

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| **Semester Goal:** By January 2022, 80% of kindergarten through 5th grade students will meet their typical growth and 100% of tier 3 students will meet their stretch growth as measured by the mid-year Reading/Math diagnostic I-Ready.  |
|  **PROGRESS INDICATORS** |
| **What will be measured?** | **What tools will be used to measure?** | **Date of Measurement** | **Record Actual Results Here** |
| Student I Ready lesson Mastery  | iReady Diagnostic Data  | Weekly  August 2021-December 2021  |  |
| Student iReady participation  | IReady Participation | Weekly  August 2021-December 2021  |  |
| Observation of high dosage tutoring during the intervention block  | Observation tool  | Weekly August 2021- December 2021  |  |

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| * **High Level Action One:** *Teachers will provide small group instruction based on iready personalized learning data from the diagnostic assessment through high dose tutoring during the intervention block.*
 |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Teacher will implement lessons from the Iready tool kit  | Teachers  | iReady Tool kit  |  |
| Teachers analyze personal pathway progress at the item level to monitor student progress, inform instruction, and form groups during the intervention block. | Instructional Coaches |  | Ongoing |
| Teachers analyze unit Iready at the item level to determine mastery of standards, implement remediation, and create groups. | Teachers Instructional Coaches |  | Ongoing |
| Teachers use data results to develop remediation action plans that move students toward mastery of the standard and/or enrichment action plans that meet students’ needs. | TeachersInstructional Coaches | ELA resources  | Ongoing |

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| **High Level Action Two:** *Teachers will provide small group instruction based on exit ticket data, checks for understanding and action plans during the Tier 1 instructional block.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Teachers analyze exit tickets at the item level to monitor student progress, inform instruction, and improve teacher practices. | Instructional Coach | Exit tickets | Ongoing |
| Teachers analyze unit assessments at the item level to determine mastery of standards, implement remediation, and improve teacher practices. | Teachers Instructional Coach | Unit assessments | Ongoing |
| Teachers use data results to develop remediation action plans that move students toward mastery of the standard and/or enrichment action plans that meet students’ needs. | TeachersInstructional Coach |   | Ongoing |

**Priority #4 DDI**

**Theory of Action:** *The**implementation of**consistent data utilization practices will create a culture of data driven instructional leaders, staff, and students.*

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| **Semester Goal:** By December 2021 we will have 100% implementation of school-wide data utilization to increase overall data literacy and utilization* Admin
* Leadership Team
* Grade Level (school-wide)
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|  **PROGRESS INDICATORS** |
| **What will be measured?** | **What tools will be used to measure?** | **Date of Measurement** | **Record Actual Results Here** |
| Development of Admin, Leadership Team, Grade Level data meeting schedule with identified data to be analyzed with associated pre-work | Meeting Calendar | August |  |
| Staff attendance and engagement | Staff Sign-In – Raptor Pre-Work * Artifacts in-hand prior to or upon arrival (Do Nows, Exit Tickets, Unit Assessments, iReady Diagnostic, staff attendance reports, student attendance reports, etc.)
* Graphs/worksheets
* surveys

Deliverable (artifacts)* Reteaching action plan, etc.

  | Monthly |  |

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| * **High Level Action One:** *Weekly and Monthly Data Meetings – Amin Team looking at the following data points: staff and student attendance, Literacy, Numeracy, Zone Walks, Lesson Plans, MTSS using data protocols.*
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| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Create schedule and agenda for weekly ILT meeting with data focuses:* Week1- Lesson Plans, Classroom Observations
* Week2- Literacy/Numeracy (iReady/Exit Ticket/Unit Assessments),
* Week3- Climate/Culture and SSS, student and staff attendance
* Week4- Intervention (MTSS); Discipline Referrals

Rationale: Each week of the month, the ILT will target its focus on specified data points; however, the Data-at-a-Glance is updated weekly for Administrator review | Principal | Agenda with data spreadsheet | August 2021  |
| Create schedule and agenda for monthly Leadership Team data meeting to share school-wide data, trends, and action steps. Leadership Team will analyze the data to identify trends and developing action plans for implementation for increasing student attendance, iReady Usage, SSS, and Lesson Plans  | PrincipalAssistant Principal |  | August 2021 |
| **High Level Action Two:** *School-wide Data Meetings – (every 6 weeks) Grade level data discussion to focus on unit assessment data with root cause analysis and next steps (staff and student attendance data, ongoing Literacy and Numeracy Exit Ticket data analysis, implementation of reteaching.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Schedule and facilitate school-wide data reviews to share school, subject, grade and teacher data, set goals, and develop action plans | PrincipalLeadership TeamTeachers | Semester 1 Grade level action plan template | September 2021 |

**APPENDIX A**

**Guidance Document**

**Key Concepts**

**Diagnostic Review:** A review of the quantitative and qualitative data in each of the focus areas (Relationships and Routines, Tier 1 Instruction, Interventions, etc.) leads to the identification of student performance challenges or opportunities for improvement. Using the Five Whys analysis allows leadership to identify the root cause of why we aren’t seeing the results our student deserve. The answer to the 5th Why indicates the general area that needs to be addressed by the school.

**Semester Goals:** Using the information from the diagnostic review will allow leadership to set a SMART goal for each focus area.

**Theory of Action:** Creating a statement that captures how the school can improve results helps focus everyone on the work. – “if XXX happens, then YYY will happen, and the goal will be achieved.”

**Priority Practices or High-Level Actions:** These are the two most critical areas (practices/actions) that must be introduced or improved during this semester to reach the school’s Semester Goals.

**Measures:** These are the metric(s) that will be used to assess and monitor progress toward achieving the Semester Goals. How will we know the actions are having a positive impact (i.e. surveys, performance data, artifacts, etc.)? What is the evidence of progress?

**Detailed Task:** The implementation steps, resources, and timeline to introduce or improve Priority Practices or High-Level Actions.

**APPENDIX B**

**Quick Win Plan**

In a few sentences, describe how your school will achieve early and noticeable “wins” that assert forward momentum for the initiative. These wins will generate positive traction toward your school’s learning recovery model by mobilizing observable cycles of initiative success. Quick wins should be initiated, and potentially achieved, within the first 30 school days and can serve as the initial detailed tasks.

Include this Celebration of Positive Traction in your detailed task listing.

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| **Identify five specific actions that will serve as “quick wins” for each focus area.** |
|  | **Action** | **Person Responsible** | **Timeline** |
| 1. Relationships and Routines | Catch them being good – classroom shout outs | AP/Counselor | 30 days |
| 2. Tier I | Monthly Staff Glows – Best Practices observed in tenured staff, New Teacher Spotlight | CST | 30 days |
| 3. Interventions | iReady awards for students and teachers with highest participation | Coaches | 30 days |
| 4 Data Driven Instruction | Promising Practice at Leadership Meetings – virtual brag board for Leadership team to acknowledge positive data practice | Principal/Leadership Team | 30 days |

**APPENDIX C**

**Semester Plan Development & Reflection Tool**

Principal and Zone Superintendent: Use the reflective questions and comparative ratings below to discuss and refine the school’s plan.

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| **Overall Reflections/Feedback:** *(Clearly identify strongest areas of plan and the most critical items to improve.)* |
|  | **Evident**  | **Progress** | **Not Evident** |
| **Diagnostic Review** |  |  |  |
| The analysis of three years of qualitative and quantitative date is balanced.  |  |  |  |
| The data points to a challenge in each of the focus areas. |  |  |  |
| The 5 Whys has identified a root cause that is in the control of the school for each challenge. |  |  |  |
| **School Goals**  |
| The goals address the challenge and the root cause  |  |  |  |
| The goals are SMART. |  |  |  |
| **Theory of Action** |
| Each Theory of Action addresses the challenge and the root cause. |  |  |  |
| Each Theory of Action is reasonable.  |  |  |  |
| **Priority Practices or High-Level Actions**  |
| Each Priority Practice/High-Level Action supports the goal and the Theory of Action.  |  |  |  |
| Each Priority Practice/High-Level Action is feasible within the semester. |  |  |  |
| **Measures** |  |  |  |
| The measures will allow the school to regularly monitor progress toward addressing each goal.  |  |  |  |
| The measures will reflect if the school has achieved the goal. |  |  |  |
| **Detail Task Plan** |  |  |  |
| The tasks are feasible and realistic. |  |  |  |
| Each task plan includes a “Quick Win” at around 30 days. |  |  |  |
| Each task plan is likely to result in a successful introduction or refinement of the Priority Practice/High-Level Action. |  |  |  |

**APPENDIX D**

**Data Calendar 2021-2022**

