



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.

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 data 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)
3	Interventions	By January 2022, 80% of kindergarten through 5 th 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	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

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		Leadership Team Grade Level (school-wide)	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.

Principal Signature

Date

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.*

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 2021 Midpoint sample with 10 students per grade level to determine effectiveness EOY Semester December 2021	
Teachers use of PBIS Rewards Platform to reward target student behavior <i>Goal: Each teacher awards 50 points per month based on the school selected focus area (iready or a particular student behavior)</i>	PBIS Rewards Usage Data	August 30, 2021 September 30, 2021 October 30, 2021 November 30, 2021	

		December 15, 2021	
Rethink Ed walk through tool	SSS Form to check implementation of lessons	Once each month September - December	

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 31 st 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

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.

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 Tickets Unit Assessments (3-5)	Weekly End of each unit (insert calendar)	
Student Mastery of Prioritized Standards – Math K-5	Exit Tickets Unit Assessments	Weekly End of each unit (insert calendar)	
Student Mastery of Prioritized Standards – Science 5 th	Exit Tickets Unit Assessments	Weekly End 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	

- **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 tickets Weekly 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.	Teachers Instructional Coach	Data Protocols SMF content Guidebooks PLC agenda	Ongoing

High Level Action Two: <i>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)</i>			
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 books Exit Ticket Unit Assessment Data Math 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.*

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	

- **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.	Teachers Instructional Coaches	ELA resources	Ongoing

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.	Teachers Instructional 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.*

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)

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	

- **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.*

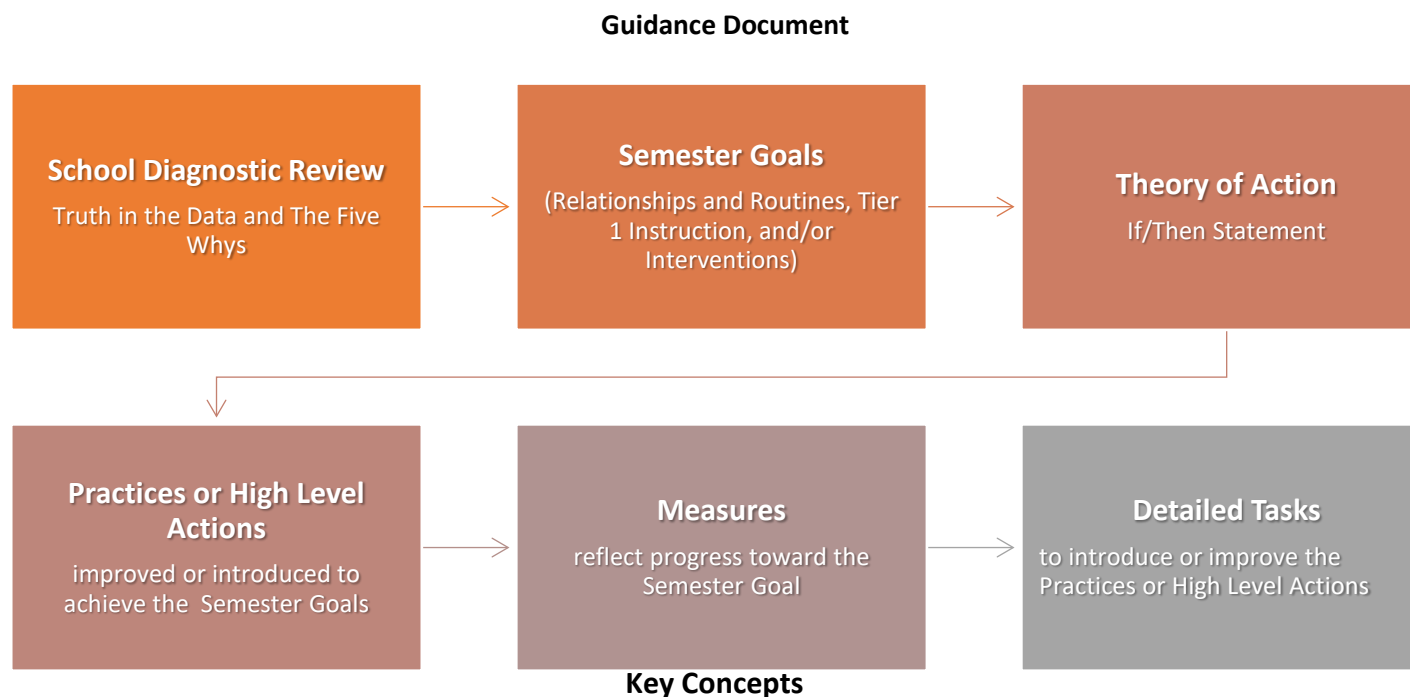
DETAILED TASKS

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	Principal Assistant 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	Principal Leadership Team Teachers	Semester 1 Grade level action plan template	September 2021



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.

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.

Overall Reflections/Feedback: <i>(Clearly identify strongest areas of plan and the most critical items to improve.)</i>			
	Evident	Progress	Not Evident
Diagnostic Review			
The analysis of three years of qualitative and quantitative data 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

Which data are important in Fulton County Schools?

