



HENRYPLANS

CONTINUOUS SCHOOL IMPROVEMENT & STRATEGIC PLAN IMPLEMENTATION

90 Day Action Plan - Semester 1

CSIP Goals

Goal #1: Increase the percentage of students in grade 3 reading on or above grade level in 3rd from 41% to 51% as measured by the 2024 Spring MAP assessment.

Goal #2: Increase the percentage of students of students reading on or above grade level in 5th grade from 55% to 65% as measured by the 2024 Spring MAP Assessment.

Goal #3: Increase the percentage of students in grade 5 scoring proficient and above on the Georgia Milestones Assessment in math from 29% (Based on 2022-2023) to 39%.

Problem of Practice: (Given the goals identified, what system or practice is not working? What data sources substantiate this?): Based on observation and achievement data it is evident that teachers across all grade levels are not consistently implementing collaborative planning practices focused on deveoping and refining rich pedagogical and content knowledge, selecting assessments aligned to the rigor of the standard(s), and discussing tasks that would enable students to build understanding in order to demonstrate mastery of the standards. Due to inconsistent collaborative planning practices, the student experience is not equitable from teacher to teacher on any grade level.

Desired Outcome: (What will be different if you are successful in addressing? What are the ideal adult behaviors and student experiences?) 100% of collaborative planning will include a thorough unpacking of the standards and assessment questions to ensure that teachers understand the rigor required in Tier 1 instruction. Collaborative planning will also include oppounities for teachers to review and select curriculum resources aligned to the appropriate cognitive demand of standards and state tests. Teachers will map out/share their teacher moves (instructional and pedagogical) that will ensure the transfer of learning into the classroom. Consequently, students will experience a high-quality caliber of teaching and learning experiences. Students will have increased opportunities for classroom instruction that pushes thme to do the cognitive lift needed to meet rigorous academic expectations. Instruction, specifically small group instruction, in every classroom will include effective questioning techniques to increase learning engagement across all grade levels.

Root Cause(s) of the Problem: (What do you hypothesize as the potential deepest causes for the problem? What evidence supports the hypothesis?) The master schedule did not protect time for differentiated small group instruction. Additionally, the professional development plan did not prioritize differentiated small group instruction. The focus of the 2022-2023 school year was on Instructional Foundations with whole group instruction at the forefront. Administrative facilitation of collaborative planning was inconsistent. There was not a targeted highly effective instructional strategy monitored through C2C feedback cycles.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Responsible	Timeline	Resources Needed/Source
Deveop master schedule with instructional times specified; Communicate expectation of protecting instructional time	Leadership Team	7/10/23	Master Schedule
Review the Collaborative Planning Protocol for ELA & Mathematics, and lesson plan template to reflect components of Highly Effective Classroom (Effective Questioning)	Leadership Team	7/10/23	Wildcat Understandings
Create collab planning schedule to ensure time for intentional data-driven planning of ELA and Math whole group and small group instruction	Leadership Team	7/10/23	Collaborative Planning Schedule
Communicate 90-Day Action Plan, Master Schedule, and Wildcat Understandings to staff	Admin	7/27/23	Master Schedule Wildcat Understandings
Calibrate A-team understanding of collaborative planning protocol and facilitation	A-Team	8/17/23-9/13/23	C2C Implementation Plan
Create and communicate the C2C implementation plan	A-Team; Leadership Team	8/17/23	C2C Implementation Plan
Create the walkthrough tool for collaborative planning pre-work and execution	A-Team	8/17/23	Walkthrough Tool

Create schedule for C2C walkthroughs	Rahn & Martin	8/17/23	C2C Schedule
Facilitate collaborative planning sessions.	A-Team	8/28/23, 9/6/23, 9/11/23, 9/13/23, 9/25/23, 9/27/23	
Complete at least two C2C walkthrough observations each week and provide feedback to the teacher team members and/or group.	A-Team	9/6/23 (1), 9/14/23 (1), 10/10/23 (2)	
Develop the professional development plan	A-Team	9/28/23	HFE Professional Development Plan 2023-2034
Facilitate Administrative Team meetings to review walkthrough data and collaborate on support for teachers and teacher teams.	A-Team	Thursday mornings 8:15-10: 00	Walkthrough Data
Share and analyze walkthrough data with Faculty	A-Team	10/19/23, 11/16/23, 12/14/23	Wildcat PD Slide Deck
Analyze student achievement, classroom walkthrough , and faculty survey data to inform development of Semester 2 90-Day Action Plan	Leadership Team	12/7/23	ILT Agenda

PROGRESS INDICATORS

Indicator Date	Progress Indicator Statement (Goal/Measure)	Evidence or Data Source To Be Used	Results
September 25, 2023	C2C Walkthrough Data: Teacher Focused; 50% of 3rd & 5th grade teachers will arrive to collaborative planning with prework completed, will actively participate in collaborative planning, and will execute the lessons agreed upon during collaborative planning.	C2C Walkthrough Data	Walkthrough data has only been collected for the fifth grade team. 100% of the fifth grade teachers were prepared with pre-work, actively participated, and executed the lessons as planned. This team accounts for 3/6 of the total members of the 3rd and 5th grade teams.
October 16, 2023	C2C Walkthrough Data: Teacher Focused; 100% of 3rd & 5th grade teachers will arrive to collaborative planning with prework completed, will actively participate in collaborative planning, and will execute the lessons agreed upon during collaborative planning.	C2C Walkthrough Data	
November 13, 2023	C2C Walkthrough Data: Teacher Focused; 50% of teachers (K-5) will arrive to collaborative planning with prework completed, will actively participate in collaborative planning, and will execute the lessons agreed upon during collaborative planning.	C2C Walkthrough Data	
December 15, 2023	C2C Walkthrough Data: Teacher Focused; 100% teachers (K-5) will arrive to collaborative planning with prework completed, will actively participate in collaborative planning, and will execute the lessons agreed upon during collaborative planning.	C2C Walkthrough Data	
December 8, 2023	MAP Reading Data: Student Focused; The percentage of 3rd grade students reading on or above grade level according to the MAP assessment will increase from 53% to 58%.	MAP Reading Data	

December 8, 2023	MAP Reading Data: Student Focused; The percentage of 5th grade students reading on or above grade level according to the MAP assessment will increase from 52% to 57%.	MAP Reading Data	
December 8, 2023	MAP Math Data: Student Focused; The percentage of 5th grade students performing on or above grade level according to the MAP assessment will increase from 50% to 55%.	MAP Math Data	
December 19, 2023	ELM Data (K): Student Focused; K students will increase the average overall percent correct from 58% to 65%.	ELM Winter Benchmark	
December 19, 2023	ELM Data (1): Student Focused; 1 students will increase the average overall percent correct from 79% to 85%.	ELM Winter Benchmark	
December 19, 2023	ELM Data (2): Student Focused; 2 students will increase the average overall percent correct from 78% to 85%.	ELM Winter Benchmark	

What supplemental action steps will be implemented for these subgroups? (Required for Title I Schools)	
Economically Disadvantaged	Foster and Homeless
Title I Teacher and Tutor(s) to serve students who do not qualify for EIP but who are identified as needing support based on relevant data analysis. Instructional supplies to support teaching and learning to be provided to the Title I Tutor to utilize with students.	Small groups and one on one counseling services will be offered by our counselors and MHWF to provide trauma informed care.
English Learners	Migrant
Our ESOL teacher develops accomodation plans to support English Learners and provides small group and individual support. Language Line and Language Services are used to increase effective communication between home and school.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Subgroup data will be analyzed following MAP administration windows to ensure differentiated, small group plans are being created and strategies are being utilized to address needs.	Our Student Support Facilitator will participate in Collab to Classroom feedback cycles to provide support to ESE teachers to ensure they are using highly effective instructional strategies, as well as specially designed instructional strategies.

[In addition to completing all components of the 90-day Plan, all Title I schools must identify action steps that address the identified needs from the CNA for their subgroup data \(ED, SWD, EL, Foster & Homeless, Migrant, Race/Ethnicity/Minority\). Title I schools' 90-day action plans must address the required components of the Title I School-wide Plan](#)

[Checklist. Ensure all Title I funded programs, strategies, activities, software, staff, resources, enrichment or tutoring opportunities, etc. are listed within your CSIP. Title I budgets must be created in alignment to the action steps and necessary resources within your CSIP. Purchases must be explicitly outlined within your plan to be funded with Title I funds.](#)