Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

30-Day Short-Term Action Plan

School System: Clayton County Public Schools	School: North Clayton High School	Date: 12.18.17
Person(s) present:		
SIP Goal(s): By 2020, increase the percent of students achieving at the proficient and distinguished level in all 4 core content areas by 9 percentage points based on the 2017 GMAS data.		

GSCI Systems and Structures / GSPS	Action Steps	Resources	Timeline	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning		
					Data for Monitoring	Status	Next Steps
EL 1- Creating and maintaining a climate and culture conducive to learning	***The Principal will conduct an audit of practices and protocols that impact the school's climate and culture and prioritize shifts regarding the same through various mediums: 1. Providing student advisement regarding their responsibilities and actions related to the schools' climate and culture; 2. Provide Qualitative and quantitative reviews of practices and protocols by teachers/staff related to the climate and culture of the school; 3. Provide platforms for parental advisement and assurances regarding their connection to the climate and culture of the school; 4. And Realign administrative focus, practices and protocols that support the climate of the school and create a culture of transformation.***	Utilizing the framework of the Continuous School Improvement Framework as a backdrop for guidance and intervention;	12/6/17 to 2/28/18	Principal	Student advisement topics, agendas and intervention artifacts; Parent platform artifacts; Teacher/staff PLC agendas and artifacts; Administrative debriefing artifacts;	Choose an item.	

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	1. Create an active and ongoing student advisement program that embraces critical topics related to readiness for positive and responsible engagement in the school, effective participation in instructional services and monitoring their own readiness for post-secondary options. 2. Create platforms for continuous school-wide dialogue, reflections of practices and adjustments to the same for faculty and staff utilizing PLC protocols and data-driven responses. 3. Provide Parent Advisement and Parent Academy opportunities for engaging and responding to their child's performance and needs. 4. Providing PLC opportunities for School Administrators to assess their efficacy and align support and performance management through consistent and calibrated practices. **(Page 10 of the CIP)**						
EL 3- Ensuring high quality instruction in all classrooms	***Realign Administrative practices to support, monitor and manage performance in the classroom utilizing a continuous model of engagement with consistency across the school*** **(Page 10 of the CIP)**	TKES	December 7, 2017 – February 8, 2018	Principal	PLC Agendas, Quality Assurances Checklist and IRR Walkthrough artifacts	Choose an item.	

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CIS 1- Planning for quality Instruction	***Revise the lesson plan framework to engage and guide comprehensive focus and data-driven opportunities for teacher efficacy for all learners to achieve. Provide modeling and Professional Learning for authentic implementation.*** **(Page 9 of the CIP)**	Introduce a New/Modified Instructional Framework	January 5, 2018 – February 8, 2018	Principal, Assistant Principals, Instructional Facilitators and Coaches	PLC Agendas, Artifacts and Quality Assurance Checklists for Lesson Plan Reviews		
PC 4- Ensuring Staff Collaboration	***Provide a Systemic Collaborative Infrastructure that is embraced by all teachers, administrators, counselors and extended support staff.*** **(Page 11 of the CIP)**	1. Alignment of Support Stake Holders on a **Common Calendar Date and Time** to Systemically engage, monitor and support collaborative planning; 2. Data-Driven Responses to **Collaborative Practices Tool(s)** (Walkthrough Feedback, District Initiatives, etc.);	January 5, 2018 – February 2, 2018	Principal, Assistant Principals, Teachers, Instructional Site Facilitators and Instructional Coaches	Calendar, Agenda, Participation Artifacts		
FCE 4- Empowering families.	***Provide parent advisement, workshops and platforms for engagement in the school.*** 1. ***Provide Parent Empowerment Sessions on topics and opportunities that increases their child's achievement in the school.*** **(Page 12 of the CIP)**	District Artifacts Engagement via Policy; GMAS resources for parents, District/School Instructional Expectations documents, Local School Protocols; Multiple Communication Protocols	December 8, 2017 – January 25, 2018	Principal, Counselors, Parent Liaison	Calendar, Agenda Participation data (Sign In Sheet,)	Choose an item.	

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CIS 3 – Monitor Student Progress	***Creating comprehensive data embedded practices and review through systemic platforms to reflect on practices, adjust practices and continuously respond to teacher efficacy challenges and student needs.*** 1. Reflective planning via formative data-driven practices. 2. Create prescriptive opportunities for student engagement and success per data-driven reflective practices. 3. Alignment student performance interventions in collaboration with students and parents utilizing data-driven artifacts. 4. Utilize Instructional RTI practices and prescriptive data responses to guide other student interventions for success. **(Page 9 of the CIP)**	1. Utilize daily formative assessment data to guide planning, assessment and differentiation. 2.Provide deliberate and student-centered data dialogue with students and parents. 3.Create a School-Wide Comprehensive Data Center for transparency, needs analysis and action steps.	January 5, 2018-February 2, 2018	Principal, Assistant Principals, Teachers, Instructional Site Facilitators and Instructional Coaches	Teachers' Grade Books Analysis; Formative Assessment Data; Benchmark Data (Disaggregated);	Choose an item.	