



90 DAY ACTION PLAN Actions to be Taken and Root Cause Performance Challenges to be Addressed

District:
School:
Principal:

PURPOSE: 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.

VISION FOR THE TURNAROUND INITIATIVE: ARTICULATE IN A FEW SENTENCES WHAT YOU HOPE TO ACHIEVE DURING THE COMING YEARS

District – Create a school system where no barriers exist to prohibit student achievement.

Building – We will be a professional organization in everything we do. We will ensure the growth of our students into young men and women by collectively holding ourselves accountable.

LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS ¹						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 TH Grade Algebra, 2 ND Grade L Arts, % Math Advanced, # AP Exam 4s, Graduation rate, etc.)			
MATH BASELINE PROFICIENCY 2013-14	MATH PROFICIENCY GOAL 2014-15	LANG. ARTS BASELINE PROFICIENCY 2013-14	LANG. ARTS PROFICIENCY GOAL 2014-15	SCIENCE BASELINE PROFICIENCY 2013-14	SCIENCE PROFICIENCY GOAL 2014-15	BASELINE 2013-14	GOAL 2014-15	BASELINE 2013-14	GOAL 2014-15
Al 1 W 67 Al 1 S 88 Al 2 S 89 Geo S 83	Al 1 W 75 Al 1 S 93 Al 2 S 93 Geo S 88	Eng II 78 Eng III 88	Eng II 76 Eng III 88	Bio 52	Bio Above 60	10 th Grade Students were at 62 % as 8 th grade	English II goal 75% this would be true comparison and measure growth.	English II 78 in 13-14	English III (same kids) 88 true measure of growth

CORE PLAN: TO MOVE TOWARD THE ABOVE GOALS, THESE ARE THE TOP PRIORITIES THAT WILL BE ADDRESSED DURING THE NEXT 90 DAYS

SCHOOL PERFORMANCE CHALLENGES (Priorities)	YEAR –END PERFORMANCE GOAL (Desired Outcome)	ROOT CAUSES OF PERFORMANCE CHALLENGE	ACTIONS TO ADDRESS ROOT CAUSE(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS (Towards Year- End Goal)
In each row, capture the critical challenge your	For each performance challenge,	For each performance challenge, list your hypothesis of one or	List one or more specific actions you will take to address the root causes and pursue the goal (<i>how</i>)	For each action, provide a timeline for	For each action, list the person	Define what measureable evidence would

¹ Feel encouraged to change to 'growth goals' if such metrics are available and can be understood

school faces (<i>what problem are you trying to solve?</i>).	describe the long-term goal for performance (<i>what specifically is possible and measurable?</i>)	more root causes or list analyses that needs to be complete to determine root cause (<i>why does this challenge exist?</i>)		completing the action (<i>when</i>)	responsible for ensuring the action is complete (<i>who</i>)	indicate needed progress toward long-term goal by November (<i>leading indicator</i>)
UVA Recommends 3-4 Performance Challenges – with a few primary actions with each priority; however, please adjust as needed based on your context. Initial actions/plan to be adjusted throughout the semester: implementing with deeper fidelity, halting unsuccessful tactics and introducing new actions as helpful						

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Continue to build on / improve the quality of Tier 1 instruction / rigor Clearly defined expectations in teacher handbook were defined in SY 13-14. Build on the momentum by incorporating teacher led professional development.	Increase in number students that are successful on State EOI. Increase in school wide ACT scores. Increase in Winter testing cycle Algebra 1 scores. RTI frequency continues to decline. Increase in tier 1 will create less manipulation of schedule Algebra I / Pre-Algebra. Increase in	Expectations were not always clearly established. Some teachers were allowed to not actively participate in new programs / practices. Created culture that failed to reward the best teachers and demand the best from all teachers.	Specific process that is spelled out in teacher handbook. Teachers are given specific tools that are expected to be observed by administrators during classroom visits.	Aug 2013 updated in Aug 2014. Continuing the process.	Mike Sparks Larry Nunn Leah Bauman	Principal, Assistant Principal and instructional coach will all average a minimum of 1 hour per day in classroom observations. Documented utilizing Talent Ed and the TLE, Walkthrough forms, push pins, pdp, goal setting forms, observation, and evaluation.
			Conduct weekly sharing / observation meetings with assistant principal and instructional coach to discuss classroom observations.	Weekly meetings		
			AP , IC and P will access video utilizing Tulsa Portal and practice assessing teacher effectiveness. Creating a common language, questioning and observation basis for “what is best practice” based on TLE Rubric and Literacy First – 1. Students understand the objective 2. Student active	Aug 5		

	<p>rigor will push EOI results above the current threshold and increase ACT scores thus reducing the amount of students who must take remediation / zero level college courses.</p>		<p>Manipulation of the content. 3. ISS – Objective Tested. Conferencing Questions</p> <ol style="list-style-type: none"> 1) What did you expect the kids to be able to do? 2) How did you know they could do it? 3) What might you do differently / change? What really went well that you could build upon? 			
			<p>Develop focus areas that will be communicated to the teachers as a point of focus or emphasis during observations. Objectives – as performance statements Prove It (in handbook) Students active with the material (engagement) Questioning Bell Ringer utilizing released EOI Teacher modeling Closure ISS Blueprints and Pacing Guide presented every week during PLC.</p> <p>This will take place every other week following PLC. The agreed upon teacher actions correspond with the TLE Rubric and Best Practice established by AHS Teachers and Administration.</p>			

<p>Attendance and Grades – Students that did not find success on state EOI and with classroom grades in many cases were absent from school the maximum number of days. Sometimes exceeding.</p>	<p>By following the steps that are being put in place I believe it will create an opportunity for counselors to make contact with students and families early on. This will be an additional step to the letters and automated phone calls. The intent is to establish communication with the home long before we arrive at a crisis and connect with families that might need additional support and show the school is genuine in its efforts to improve school performance. This step will take place prior to a family receiving an attendance</p>	<p>Daily attendance is not our issue. Our daily attendance is a steady 94% and above. This attendance goal is aimed at targeting students that are checked out for various reasons and miss school. I feel like we have not connected with our community that being at school is important. I believe a perception exists that a student has 12 days to miss and so until a student exceeds 12 no one is concerned.</p>	<p>Counselors will have signatures / confirmation of parent and student notification / concerning weekly student attendance starting with a 4th absence - and weekly monitoring of student failing list that will look for D and F students. Generated by Principal on PowerSchool every Friday after 2:00 p.m.</p>	<p>August 2014</p>	<p>Mike Sparks, Larry Nunn, Christy Epton, Sherry Holdge, Jessica Barrett</p>	<p>Decrease in the number of chronic absences. Last year we had a goal to reduce below 30% We were on target through Christmas. When the AP was moved to another building attendance fell on the attendance secretary with letters and automated calls primarily. Counselors will provide student signature forms concerning attendance and one concerning academic performance each week. Both forms will be due to Mr. Sparks by Thursday. Mrs. Epton will continue to keep record of letters and</p>
			<p>Teachers will continue to report attendance concerns during weekly PLC utilizing the Weekly Data sheet.</p>			
			<p>Counselors will attend weekly PLC and compare attendance list ran from Power School, with the students reported by teachers.</p>			
			<p>Counselors will be scheduled during weekly PLC to provide teachers information / reporting on contacts with families and specific students that are in jeopardy during weekly PLC</p>			

	letter with state law.					parent contacts that are already shared with Mr. Sparks weekly. Mrs. Epton turns this in every Friday.	
	<p>This is another step in supporting teachers. Staff members have been very willing to buy in and take ownership of the process. This is an additional means of the ALL office staff being brought in to the process to support the teachers and students in more effective manner. Students that are in class have a greater opportunity to be successful.</p>						
Building on Tier 1 Instruction through	Teacher driven / instructed PD will showcase great things	PD has always been one size fits all. PD has also been bring in an outside	Once a month, during PLC, the principal will create a schedule that will allow for a selected teacher to present during a	Monthly PD based on the 20 Indicators will take place	Mike Sparks With input from Larry Nunn, Leah	The most important factor in student	

<p>professional development that is geared towards the individual teacher. By creating opportunities for AHS staff to present areas of expertise / competency, based on TLE Rubric and Best Practice, continue to create a culture where peer pressure places high expectations on every teacher.</p>	<p>that individuals are already doing in their classrooms. Create opportunities for idea sharing, resource sharing, and professional growth among all staff. Positive peer pressure, resources that are made available without being “assigned” by the evaluator. Create opportunities to showcase highly effective teachers.</p>	<p>source that is here today and gone tomorrow. The instructor was simply passing through.</p> <p>By connecting real numbers and students to individual teacher performance, (which has grown for individuals following the process that we have put in place this will be year 3) I believe this is a perfect next step to create opportunities for teachers to share, through PD (teacher led) of what is going well for their students. Creating a resource within the building.</p>	<p>Weekly PLC. Teachers will be selected using the following criteria 1)TLE Rubric – 20 Indicators will drive the PD 2)Walkthrough, Goal Setting, Observation and Evaluation using TLE Completed by AP, IC and PR 3) Student Achievement – EOI, CA, BM and ISS when appropriate.</p>	<p>on the last Friday of every month during the weekly PLC. Teacher will be selected 10 days in advance based on TLE Rubric Indicators.</p>	<p>Bauman</p>	<p>achievement is teacher instructional effectiveness. With an increase in teacher effectiveness, student EOI, ACT, Classroom Grades will all show gains. AHS has shown gains in each of the last two years. Looking for a more consistent pattern that expands beyond only the EOI.</p>
			<p>Individual PD will continue to be provided by the PR and IC when an individual teacher is observed as deficient, based on the TLE Rubric in a Specific Indicator. Using the TLE PDP or Goal Setting form, the PR will assign and individual growth plan. As needed or observed. Utilizing TULSA Portal, PD 360, IC, and Peers Observation. This connects to the above action step in so many ways.</p>	<p>Individual PD will be assigned as needed based on daily observations. AP, IC and PR will average a minimum of 1 hour per day utilizing TLE Rubric, walkthrough, goal setting, PDP, Push-Pin</p>		
				<p>AP, IC , PR will meet weekly, on Thursday to discuss observations, walkthroughs...</p>		

Signatures: Your signature indicates that the plan provides focus and urgency to move the turnaround initiative forward – and both district leaders and a school leadership team support the direction of the plan. Your signature also indicates a commitment to ambitiously pursuing these goals, addressing priority areas and monitoring progress, recognizing the plan and specific actions may need adjustment based on organizational learning and new data.

Mike Sparks

Principal

District Shepherd

7/23/2014

Date

Date