



90 DAY ACTION PLAN

Actions to be Taken and Root Cause Performance Challenges to be Addressed

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

<p>Create a school system where no barriers exist to prohibit student achievement.</p> <p>AHS Mission – 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.</p>									
LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS						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 2013-2014	MATH PROFICIENCY GOAL 2014-2015	LANG. ARTS BASELINE PROFICIENCY 2013-2014	LANG. ARTS PROFICIENCY GOAL 2014-2015	SCIENCE BASELINE PROFICIENCY 2013-2014	SCIENCE PROFICIENCY GOAL 2014-2015	BASELINE 2013-2014	GOAL 2014-2015	BASELINE 2013-2014	GOAL 2014-2015
Alg 1 W 67 Alg 1 S 88 Alg 2 S 89 Geo S 83	Alg 1 W 75 (Winter results are in we got 80%) Alg 1 S 88 Alg 2 S 89 Geo S 88	Eng II 78 Eng III 88	Eng II 76 Eng III 88	Bio 52	Bio Above 60	10 th Grade Student were at 62% as 8 th grade	English II 75% this would be true comparison and measure growth.	English II 78% in SY 13-14	English III (same kids) 88 true measure 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	YEAR –END PERFORMANCE GOAL	ROOT CAUSES OF PERFORMANCE CHALLENGE	ACTIONS TO ADDRESS ROOT CAUSE(S)	TIMELINE FOR ACTIONS	RESPONSIBLE PERSON	EVIDENCE OF PROGRESS TOWARD YEAR-END GOAL
In each row, describe one critical challenge your school faces (<i>what problem are</i>	For each performance challenge, describe the long-term goal for	For each performance challenge, list your hypothesis of one or more root causes or list analyses that	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 completing the action (<i>when</i>)	For each action, list the person responsible for ensuring the	Define what measureable evidence would indicate needed progress toward

<i>you trying to solve?)</i>	<i>performance (what specifically is possible and measureable?)</i>	<i>needs to be complete to determine root cause (why does this challenge exist?)</i>			<i>action is complete (who)</i>	<i>long-term goal by November (leading indicator)</i>
UVA Recommends 3-4 Priorities – 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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To increase effectiveness in Tier 1 instruction.	A reduction in frequency of RTI scheduling and continued reduction in the number of students needing remediation based on improved proficiency on common assessments and benchmark assessments.	Lack of clarity on what Tier 1 instruction means and what it should look like.	Modeling what a performance objective looks like in PLC’s.	Beginning January 16, 2015	Mike Sparks Leah Bauman	PLC agendas show objectives and list all modeling and professional development activities.
			Modeling what student engagement looks like in PLC’s.			
			Providing examples of effective ISS strategies.			
			Providing peer-led professional development over specific Tier 1 components.			
			Incorporating peer observations for the purpose of visual representation of specific Tier 1 components.	Observation reports due on February 4 and March 25, 2015 data days	Classroom teachers	Teachers turn in written observation reflections as well as share aloud their take-aways. RTI is scheduled after every Common Assessment and Benchmark. An increase in Tier 1 and Reteach built into the schedule; like to

						reduce RTI only occurring after Benchmarks. (3) Times per year. Reduce from 6 to 3
To eliminate professional development that is “one-size-fits-all.”	Implement customized professional development for individual teachers based on classroom observations and walk-throughs conducted utilizing the TLE rubric, as well as the individual teacher’s self assessments.	Lack of intentional professional development. Previously our professional development has been primarily driven by state mandates.	Implementation of peer-driven professional development.	Once per month	Selected Tier 1 instructors	1) Reduction in PDP less than 3 per year. 2) Reduction in the number of RTI Bell schedules to (3) times per year following BM would demonstrate teaching to Mastery. 3)TLE Rubric for Evaluations
			Implementation of peer observations to create a culture where teachers have input in seeking specific professional development	Twice per semester	All teachers	
			Specifically designed and assigned professional development based on administrative observations.	As needed on an individual basis determined by administrator, instructional coach, and/or teacher	Mike Sparks Leah Bauman Individual teachers	
				Determined by utilizing Walkthrough and Observation rubrics. May also include TLE Evaluation Rubric		
We want to be intentional in providing Tier 3 instruction to the identified bottom quartile in math and reading. These students have received Tier	The overall growth as scored by the A-F report card. Compare performance level from 8 th grade CRT math and reading	We have never identified and targeted who those kids are. The students were previously identified but targeted with the general student	Implementation of specialized interventions during spring RTI / Olympics sessions targeting reading and math.	February 2015	Mike Sparks Leah Bauman	Increase the bottom 25% growth as scored on the OSDE A-F State Report Card English II 58% on A-F SY 13-14
			Eight-week after school program using alternative test practice prior to spring testing.	February 2015	Mike Sparks Leah Bauman After-school tutors	
			Special class targeting reading skills and comprehension strategies offered in place of one elective.	Pre-planning in spring 2015 with	Mike Sparks	

<p>2 instruction (RTI same as general population) We have begun the process to identify this population and we want to be intentional in our planning to ensure they receive Tier 3 support.</p>	<p>tests to Algebra I and English II EOI tests.</p>	<p>body based on CA and BM scores. We want to be intentional about providing additional support to this population.</p>		<p>implementation in fall 2015</p>	<p>Leah Bauman Tony Summers</p>	<p>grow to 68% Algebra I 67% on A-F SY 13-14 grow to 77%</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.

Principal

Date

District Shepherd

Date