



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

TO CREATE A SCHOOL SYSTEM WHERE NO BARRIERS EXIST TO PROHIBIT STUDENT ACHIEVEMENT									
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 2012-2013	MATH PROFICIENCY GOAL 2013-2014	LANG. ARTS BASELINE PROFICIENCY 2012-2013	LANG. ARTS PROFICIENCY GOAL 2013-2014	SCIENCE BASELINE PROFICIENCY 2013-2014	SCIENCE PROFICIENCY GOAL 2013-2014	BASELINE 2012-2013	GOAL 2013-2014	BASELINE 2012-2013	GOAL 2013-2014
6 th Grade 63% 7 th Grade 64% 8 th Grade 65%	6 th Grade 80% 7 th Grade 80% 8 th Grade 80%	6 th Grade 49% 7 th Grade 64% 8 th Grade 60%	6 th Grade 80% 7 th Grade 80% 8 th Grade 80%	No test results from previous year	8 th grade 80%	8 th Alg. 1 100%	8 th Alg. 1 100%	N/A	N/A

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 you trying to solve?</i>)	For each performance challenge, describe the long-term goal for performance (<i>what specifically is possible and measurable?</i>)	For each performance challenge, list your hypothesis of one or more root causes or list analyses that needs to be complete to determine root cause (<i>why does this challenge exist?</i>)	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 action is complete (<i>who</i>)	Define what measureable evidence would indicate needed progress toward long-term goal by November (<i>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

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
<p>PLC meetings are not regular; do not use time appropriately to discuss data, inconsistency of recording individual academic team agendas and sign in sheets.</p>	<p>PLCs will meet regularly, follow a meeting agenda, sign in to show attendance, and will review school/student data weekly in order to determine interventions for students.</p>	<p>*We currently are experiencing a lack of time to effectively discuss data and provide meaningful instructional interventions concerning student achievement.</p> <p>*Schedule didn't allow for 60 to 90 minutes of common instructional data time built in the school day.</p>	<p>* Current schedule accommodates common planning time for each subject and allotted time for teachers to meet as PLCs at least once a week for 60 to 90 minutes, for the duration of the school year.</p> <p>* PLC meetings will provide all stakeholders with a common agenda each week where all attendees will be required to sign in for each meeting.</p> <p>* PLCs will be facilitated and monitored by Instructional Coach and monitored by the Principal to ensure meeting agendas and outlined procedures are followed.</p> <p>*PLCs will review and discuss student data after each formative and summative assessment to determine timely interventions.</p>	<p>* Weekly PLC meetings starting August 6, 2013 and each week thereafter for the remainder of the 2013/2014 school year.</p> <p>* Weekly data instructional time for science is 4th period, Electives 1st period, Math, 6th period, and social studies and language arts is 7th period.</p>	<p>#1 Instructional Coach Anna Jaramillo</p> <p>#2 Principal Doug Hall</p> <p>#3 Plus the PLC Team:</p> <p>LaVonda Bost Abe Lopez LaTisha Matlock Tracie Steverson Bonnie Couch Cindy Young Paula Wyatt</p>	<p>Monitored weekly agendas, handouts, and sign in sheets will reflect the implementation of, the duration of time on task; documented minutes will reflect accomplishments, timely interventions, and overall effectiveness.</p>

<p>Data has been sporadic and inconsistently used to drive meaningful instruction and provide creative systems of monitoring students for timely instructional interventions.</p>	<p>The data used to drive instruction and identify students in need of interventions will be derived from OCCT test, benchmarks, assessments, absenteeism, discipline, the teacher of record, enrolled in honors, special education, enrollment in ACE remediation course, and ELL, both previous and past.</p>	<ul style="list-style-type: none"> * The inconsistency of data analysis prevented effective data driven instruction. * Limited performance data from various assessments were sporadically used for interventions. * The need to look beyond assessments and discipline to provide meaningful and timely interventions. 	<ul style="list-style-type: none"> * Student academic progress will be monitored by classroom teachers using a classroom data chart and personal data folder. * Teachers and each student will have a visual of their class or individual progress to monitor through each nine week period. * Teachers will meet weekly to discuss instructional strategies to support each other and create better systems of providing instructional interventions for all students. 	<p>All academic and elective teachers will have at least 60 minutes of scheduled weekly data instructional time with their vertical and horizontal teams. The instructional coach Anna Jaramillo will facilitate the meetings beginning August 6th, 2013 and continue for the remainder of the 2013/2014 school year.</p>	<ul style="list-style-type: none"> #1 All classroom teachers #2. Data Instructional Coach Anna Jaramillo #3. Principal Doug Hall #4. Asst. Principal LaVonda Bost 	<ul style="list-style-type: none"> * Monitored weekly agendas, handouts, and sign in sheets and documented minutes will reflect accomplishments that reflect the implementation and effectiveness. * Students personal data folder and classroom charts will reveal the graphed progress of effective interventions throughout the 2013/2014 school year.
---	---	--	--	--	---	---

<p>Consistent levels of knowledge and implementation of the Literacy First Procedures concerning new and existing Instructional staff leaves gaps in the learning process.</p>	<p>Both new and existing teachers will model and implement Literacy First Procedures using the AOL format for designing daily lesson plans consistently on a daily basis.</p>	<p>* Need for ongoing professional development for new employees concerning Literacy First practices and procedures.</p> <p>* Inconsistent use of Literacy First procedures by existing teachers.</p>	<p>* Professional development with modeling of Literacy First procedures.</p> <p>* Instructional Coach will model/assist teachers in implementing Literacy First procedures on a consistent basis.</p> <p>* The Instructional Coach, Assistant Principal and Principal will monitor/observe the use of Literacy First Procedures in classrooms for a minimum of one hour daily, and leave immediate feedback to each individual teacher observed.</p>	<p>* Professional Development with modeling for teachers within the first two days of school year</p> <p>* Classroom modeling and observations in classrooms throughout the school year.</p>	<p>#1 Instructional Coach Anna Jaramillo</p> <p>#2 Principal Doug Hall</p> <p>#3 Asst. Principal LaVonda Bost</p>	<p>* The Instructional coach, principal, and asst. principal will each maintain a detailed log of all their observations and feedback conducted for the 2013/2014/ school year to insure effectiveness in reaching the outlined goal.</p>
--	---	---	---	--	---	---

QUICK WIN PLAN

In a few sentences, describe how your organization will achieve early and noticeable wins that build momentum by creating virtuous cycles that foster credibility (for the leader and the turnaround story) while disempowering naysayers. Early wins can include initial communication efforts, should be achieved within the first 30 school days and could be the initial steps towards addressing the top 3-4 school priorities listed above.

The Anadarko Middle School was identified by the state of Oklahoma, in the school year of 2010/2011, as a FOCUS school in need of improvement in the area of Math. Our school faculty met and formed the "We Can Do IT" attitude. The 2011/2012 school year we made the best gain in all sub-categories, subjects and grade levels that we had seen in years. We celebrated and were overwhelmed with our one year accomplishments. This current year 2012/2013 we continued to make progress. We are going to have a spread of food and discuss our accomplishments and two years of improvement.

List up to 4 specific actions or deliverables necessary to make the quick win plan happen.

1	2	3	4
Celebrate our two years of academic accomplishments and review the strengths and weaknesses of the current OCCT areas that we continue to excel or have shown new improvement in.	Introduce our new weapon of complacent destruction Mrs. Anna Jaramillo. Mrs. Jaramillo is our new instructional data coach that will assist our staff with the areas we continue to deem weaknesses and will be a valued asset to the AMS Team.	Provide the staff with a celebration of food and drink and honor those individuals and teams that continue to work hard to do "What it Takes to Find Success in Every Student"	The signing of the middle school team contract to show our unwavering dedication to our community, school district, students, staff and ourselves to be the best middle school we can be.

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.

Dee Hall
Principal

Cindy Hackney
District Shepherd

July 15, 2013
Date

7-15-13
Date