



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	Attendance BASELINE 2012-2013	Attendance GOAL 2013-2014
6 th Grade 63% 7 th Grade 64% 8 th Grade 65%	Every student will individually increase their previous year's score by 10%.	6 th Grade 49% 7 th Grade 64% 8 th Grade 60%	Every student will individually increase their previous year's score by 10%.	No test results from previous year	Every student will individually increase their previous year's score by 10%.	8 th Alg. 1 100%	Every student will individually increase their previous year's score by 10%.	6 th grade- 93.8% 7 th Grade – 92.4% 8 th grade – 92.5% Overall – 92.9%	All grade levels have at least a 94% attendance rate

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

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Data has been inconsistently used to drive the meaningful instruction to close the achievement gap.	Through Professional development, 100% of teachers will master the process of creating and implementing a workable action plan based on the data analysis.	<ul style="list-style-type: none"> * Lack of working knowledge of how to analyze data * Current plans do not specifically address the disconnect between the students and standards. * Inconsistency of implementing the teacher action plans 	<ul style="list-style-type: none"> * Provide Professional Development on analyzing data correctly. *Provide Professional Development on creating action plans. <ul style="list-style-type: none"> ~ Show an example of a completed action plan. ~ Teachers create an action plan based on last benchmark ~ Teacher and leadership team members critique the action plan together, to address strengths and areas of improvement. * Monitoring teachers effectively implementing teacher action plans 	<ul style="list-style-type: none"> *February 5, 2014 * February 13, 2014 * A week after a Benchmark 	<ul style="list-style-type: none"> * Leadership Team <ul style="list-style-type: none"> ~ Doug H. ~ Donna B. ~ Mike M. ~ Anna J. * Assistant Principal LaVonda B. and Principal Doug H. 	<ul style="list-style-type: none"> *Examples of completed Teacher Action Plans * Observations of the effective use of the Action Plans within the classroom

<p>Student attendance rate is below 94%.</p>	<p>At least 94% attendance rate for all grade levels at the end of the year.</p>	<ul style="list-style-type: none"> * Student illnesses * Student medical/dental appointments * Parents taking students to lunch * Parents not seeing importance of school attendance 	<ol style="list-style-type: none"> 1. Call system notifying parents of absences 2. Attendance clerk notifies Child Welfare of student absences. 3. Create and begin motivational incentives program for perfect attendance (double lunch incentive) 	<ol style="list-style-type: none"> 1. Began August 1 2. Began August 1 3. Begins Jan. 21 and ends at the end of the school year 	<ol style="list-style-type: none"> 1. Attendance clerk (Gayle Williams) and Principal Doug Hall 2. Attendance clerk (Gayle Williams) and Principal Doug Hall 3. Gayle Williams and LaVonda Bost 	<ul style="list-style-type: none"> * Attendance review daily for call system and Child Welfare notifications * Motivational incentives program attendance review every two weeks to see an increase or decrease in student attendance
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<p>Non-individualized reviewing of Teacher Action Plans</p>	<p>Each trained team leader will review and discuss Teacher Action Plans through individualized one-on-one Data analysis meetings, with 100% of the core teachers, after each benchmark.</p>	<p>* Lack of Time * Unawareness of how to conduct an effective data analysis meeting</p>	<p>1. UVA team will train all teachers on the expectations of a data analysis meeting.</p> <p>2. UVA team will train Team leaders on how to effectively conduct a Data Analysis meeting</p> <p>3. Create a sign-up sheet for core teachers to schedule a time to meet with a Leadership team member for a Data Analysis meeting.</p> <p>4. Teachers will meet One – on – one with a Team Leader to review/analyze Teacher Action Plan</p>	<p>1. February 5, 2014</p> <p>2. February 12, 2014</p> <p>3. March 10, 2014</p> <p>4. March 24 – April 4, 2014</p>	<p>1. UVA Leadership team: ` M. Millard ` D. Bussell ` A. Jaramillo ` D. Hall</p> <p>2. UVA Leadership team: ` M. Millard ` D. Bussell ` A. Jaramillo ` D. Hall</p> <p>3. Anna Jaramillo</p> <p>4. Team Leaders ` B. Couch ` A. Lopez ` C. Young ` L. Matlock ` L. Bost ` T. Steverson ` M. Millard ` A. Jaramillo ` D. Hall</p>	<p>1. Record of attendance for training</p> <p>2. Record of attendance for training</p> <p>3. Calendar with scheduled teachers</p> <p>4. Copy of completed Teacher Action Plan with revisions from Data Analysis meeting (if needed)</p>

Common disconnect between questioning rigor in classrooms and questioning rigor on assessments.	100% of core Teachers input in creating tests, in order that same question style is utilized in daily classroom instruction and assessment as modeled by state test rigor.	* Teachers not creating or viewing assessments before writing lesson plans. * Teachers not using the various levels of Bloom’s during daily instruction and assessments	1. Professional Development to show teachers the importance and logic behind creating/viewing an assessment before lesson planning 2. Teachers will review all possible Benchmark questions before the Benchmark is created 3. Teachers will plan/adjust and implement classroom practices and lessons to meet the same level of questioning rigor as the Benchmark	1. PLC Jan. 23, 2014 2. January 30 – February 7, 2014 3. February 7, 2014	1. UVA Leadership team: ` Mike M. ` Donna B. ` Anna J. ` Doug H. 2. All core teachers and Instructional Coach (Anna J.) 3. All core teachers	1. Documented attendance sheet 2. Observing of higher level questioning within classroom 3. Student Score increase on assessments
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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.

Doug Hall
Principal

2/4/14
Date

Cindy Hackney
District Shepherd

2/4/14
Date

