



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 MIDDLE SCHOOL WHERE ALL INDIVIDUALS BECOME LIFE LONG LEARNERS, UNAFRAID TO FACE THE CHALLENGES LIFE MAY BRING. WHO THROUGH INDIVIDUAL MEANS OR PART OF A COLLECTIVE EFFORT, CAN AND WILL CONTRIBUTE TO THEIR FAMILIES, COMMUNITIES AND THE WORLD AT LARGE IN A POSITIVE IMPACTFUL WAY.

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 2014-2015	LANG. ARTS PROFICIENCY GOAL 2014-2015	BASELINE PROFICIENCY 2014-2015	PROFICIENCY GOAL 2014-2015	PARENT AWARENESS/ INVOLVEMENT BASELINE PROFICIENCY 2014- 2015	PARENT AWARENESS/ INVOLVEMENT GOAL 2014- 2015	ATTENDANCE BASELINE PROFICIENCY 2014-2015	ATTENDANCE GOAL 2014-2015
5 th Grade 54 % 6 th Grade 57% 7 th Grade 60 % 8 th Alg. 1 100%	6 th Grade 64% 7 th Grade 67% 8 th Grade 70% 8 th Alg. 1 100%	5 th Grade 56% 6 th Grade 58% 7 th Grade 72%	6 th Grade 66% 7 th Grade 68% 8 th Grade 82%	8 th Grade Science 44% U.S. Hist 61% Writing 67%	8 th Grade 54% 8 th U.S. Hist 71% 8 th Writing 77%	Parent Survey Beginning July 30, 2014 and ending May 21, 2015	Increase parent involvement by 20%	6 th Grade -94.7% 7 th Grade -94.6% 8 th Grade -93.1%	Average of 96% for all Grades levels

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</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	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	Define what measureable evidence would indicate needed progress toward long-term goal by November

	<i>is possible and measurable?)</i>	<i>cause (why does this challenge exist?)</i>			<i>(who)</i>	<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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Teachers not effectively planning within Academic teams	Teachers meeting at least twice during the month for Common Planning in order to analyze data, and share and create best practices to be utilized within the classroom.	Teachers not being held accountable to meet vertically for team planning	<ul style="list-style-type: none"> * Staff development to introduce the objectives and benefits of Common Planning. * Academic teams coordinating meeting times * Begin holding meetings as scheduled by each Academic area 	<ul style="list-style-type: none"> * January 5, 2015 * January 9, 2015 * <i>Math</i>: Beginning Jan. 21, 2015 * <i>ELA</i>: Beginning Jan. 7, 2015 * <i>Science</i>: Beginning Jan. 12, 2105 * <i>Social Studies</i>: Beginning Jan. 13, 2015 	<ul style="list-style-type: none"> * M. Millard A. Toybeo T. Steverson A. Jaramillo L. Bost D. Hall * Academic Team leaders: M. Millard A. Toyebo J. Hall T. Steverson * Beginning with the Team leader and subsequent meetings being led by rotating team members 	<ul style="list-style-type: none"> * Sign – in sheets, Agenda * Submitted schedule of meetings * Sign-in sheets and meeting minutes

<p>Student Academic interventions are not being carried out with fidelity in all core classes</p>	<p>Interventions will be implemented and monitored weekly throughout the year with 100% fidelity in all classes</p>	<p>* Lack of time *Lack of clarity in terms of distinguishing between a “redo” and “reteach” * Ineffective use of resources including the Instructional Coach.</p>	<p>* Two (2) scheduled reteach days after each data day have been added to the middle school calendar for RTI. These days will include drilling down by standard in order to provide students with reteach or enrichment activities covered on previous assessments. * Implementation of RTI schedule, where students on weekly ineligible list are provided extra support/tutoring to improve grades * Professional development to explain the difference between a “redo” and a “reteach.” * Classroom strategies will be shared in Common Planning meetings. Discussion will include suggestions of effective teaching methods previous used. * Daily AOL lesson plans will include Reteach activities and will be monitored weekly for effective implementation. * Teacher 6-week Action Plans addressing individual student standards not mastered and needed RTI will be</p>	<p>*Begins September 15, 2014 * Continuing January 6, 2015 and every Monday/Tuesday thereafter as needed based on data from ineligible list * Thursday Jan. 22, 2015 during PLC meetings. * Beginning the week of Jan. 5, 2015 * Continuing January 6, 2015 * Continuing January 6, 2015</p>	<p>*Academic Team Leaders: T. Steverson D. Bussell M. Millard L. Bost M. Matlock A. Lopez A. Jaramillo D. Hall *Teachers with students performing below proficient level on any objective. *Instructional Coach: Anna Jaramillo Principal : Doug Hall Asst. Principal: LaVonda Bost * All AMS Core and Special Ed teachers * Anna Jaramillo, LaVonda Bost, Doug Hall * All AMS Core subject teachers</p>	<p>* District/School calendar highlighting the Reteach Days *Decrease in the number of students on the weekly ineligible list *Sign-in sheets for professional development attendance/participation *Sign-in sheets, agendas and meeting minutes *AOL Weekly Lesson plans reflecting Intervention activities. Documented daily observations, walkthroughs, and personal feedback *6-Week Action plans reflecting Intervention activities.</p>
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			<p>developed along with a plan of implementation for each academic class after each Benchmark. A copy of each plan will be stored for monitoring purposes to each classroom door.</p> <p>*Students will continue to monitor their own progress for each academic class by monitoring and charting both their common assessment and benchmark grades from the beginning of the school year to the end. They will keep a copy of all test results in their folders for evidence of mastery. The previous year's state test score will be recorded as the student's base line performance.</p> <p>* Teachers will monitor and chart each class's progress on their classroom poster/chart which will be posted in their room for all to see.</p>	<p>* Continuing January 6, 2015</p> <p>*Continuing January 6, 2015</p>	<p>* All AMS Students</p> <p>*All AMS Core teachers</p>	<p>*Student Folders containing completed student Intervention assignments</p> <p>*Classroom and student data charts displaying student progress on assessments.</p>
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<p>Not working as a team with a unified vision and purpose</p>	<p>Foster transparency among staff where constant support of each other will lead to 10% improvement in each academic area.</p>	<p>*Some teachers aren't effectively working in a unified setting. *Lack of comradery *New staff not having the opportunity to get to know others</p>	<p>* Common Planning to unveil strengths and weakness (ex. Standards, Classroom management, experience, etc.) * Team Building/energizer activities presented in PLCs by rotating teachers</p>	<p>* Beginning week of Jan. 20, 2015 *Beginning Jan. 23, 2015</p>	<p>* Academic Team leaders: M. Millard A. Toyebo J. Hall T. Steverson *Beginning with the Instructional Coach/ Principal and subsequent activities being led by rotating team members</p>	<p>* Agendas and meeting minutes * Meeting minutes documenting the activity * End of the year CRT results</p>
<p>Student attendance rate is below 94%, affecting our school's report A-F greatly.</p>	<p>Maintain at least 96% attendance rate for all grade levels by the end of the year.</p>	<p>* Student illnesses * Student medical/dental appointments *Parents taking students out for mundane reasons including but not limited to lunch, babysitting younger sibling, or shopping. *Parents/students lack of understanding the value and importance of instructional time</p>	<p>* ReachOut automated calling system will be started to notify parents of absences and our request for an explanation of each absence. * Principal/Attendance clerk will submit a letter to all parents/guardians of students who had more than 10 attendance issues from the previous year. The letter will outline our new attendance policy, explain why attendance is important, describe our support efforts to keep them informed, and define the state attendance laws. * Attendance clerk will notify the parents/guardians and DA of student with excessive absences by mail.</p>	<p>* Continuing January 6, 2015 * Continuing January 6, 2015 * Continuing January 6, 2015</p>	<p>* Attendance clerk (Gayle Williams) *Attendance clerk (Gayle Williams) and Doug Hall *Attendance clerk (Gayle Williams)</p>	<p>* A decrease in student attendance concerns from teachers and staff * Decrease in phone calls and letters being sent home *Increase in the number of incentives awarded from base line data to current data for the purpose of providing evidence of progress.</p>

		<p>*Some students lack desire to attend due to lack of success in the past or disconnect with school for various reasons.</p>	<p>*Create an attendance committee made up of AMS staff in collaboration with student council representation regarding incentive programs.</p> <p>*Implement a new policy requiring students to have no more than 12 excused or unexcused absences to receive course credit per semester. Students will be given the opportunity to makeup time and work during Saturday School or Afterschool tutoring with approval of attendance committee or administration.</p> <p>*Create and begin motivational incentives program for perfect attendance. Begin rewarding students with perfect attendance every 9-week period.</p>	<p>* Continuing January 6, 2015</p> <p>* Continuing January 6, 2015</p> <p>* Begin January 6, 2014</p>	<p>* Attendance Committee: Donna Bussell Caroline Riley Jessica Bailey Dusty Strange Tracie Steverson Gayle Williams, STUCO President LaVonda Bost</p> <p>* LaVonda Bost, Doug Hall, All AMS Staff</p> <p>*Attendance Committee and counselors</p>	
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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.

Principal

Date

District Shepherd

Date