



## 90 DAY ACTION PLAN

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

District: Anadarko  
School: Mission Elementary  
Principal: Jeff Barrett

**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

Our vision is to create a school where no barriers exist to prohibit student achievement.									
LIST SCHOOL-WIDE GOALS IN THE FOLLOWING AREAS						LIST SPECIFIC SCHOOL-YEAR GOALS (i.e. 8 <sup>TH</sup> Grade Algebra, 2 <sup>ND</sup> 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 2012-2013	SCIENCE PROFICIENCY GOAL 2013-2014	OGL Fluency BASELINE 2012-2013	OGL Fluency GOAL 2013-2014	Disciplinary Referrals BASELINE 2012-2013	Disciplinary Referrals GOAL 2013-2014
4 <sup>th</sup> 56%	4 <sup>th</sup> 70%	4 <sup>th</sup> 48%	4 <sup>th</sup> 70%		5 <sup>th</sup> 70%	OGL 4 <sup>th</sup> 56%	OGL 4 <sup>th</sup> 75%	107 Office Referrals	80 Office Referrals
5 <sup>th</sup> 55%	5 <sup>th</sup> 70%	5 <sup>th</sup> 50%	5 <sup>th</sup> 70%			OGL 5 <sup>th</sup> 63%	OGL 5 <sup>th</sup> 85%		

#### 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 measureable?</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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Little time set aside for true teacher/leader data analysis meeting.	Establish standing weekly teacher/leader meetings for discussion of data and action planning.	Principal allowing less important “initiatives”, discipline, and other distractions to shift focus away from meeting with teachers.	Discuss purpose of data/analysis meetings, role play, discuss and choose teacher reflection template.	January 15 PLC  January 27, 2014 (Bi-weekly UVA Core team meetings as checkpoints) Ending May 22, 2014	Barrett, McMillan, Thompson, Tallent  Barrett, McMillan, Thompson, Tallent	PLC agendas. Weekly schedule initialed by teacher & leader to be turned in to principal weekly.
			Begin standing weekly data analysis teacher meetings.			
Template for teacher action planning. Administrator focusing on monitoring action plan.	Create and Monitor more explicit action plans.	Poor template for teacher action plans. Teacher action plans not explicit making it difficult for administrator to monitor effectiveness of interventions.	Provide more explicit Teacher Action Plan template, Teacher Data Reflection template, and new Benchmark 2 data spreadsheet for ease of disaggregating data.	January 22	Barrett	PLC agendas. TalentEd Walk-through forms. Trays in rooms with action plans and lesson plans to be monitored weekly.
			PD for what teacher/leader action planning should look like. (Videos)	January 22	Barrett, McMillan, Thompson, Tallent	
			Provide folder in every room for action plan and lesson plan for ease of monitoring by administrator/leadership personnel.	January 31	McMillan	
			Administrator will document monitoring through the use of TalentEd Walk-through forms with explicit focus on instruction & interventions based on teacher action plans. At least one hour per day spent in classrooms with every classroom visited every week.	Beginning January 27 Ending May 15, 2014	Barrett	
Benchmarks have not been publicized to teachers prior to giving benchmarks. Pacing guides not explicit and thorough.	Transparency with testing through teacher collaboration with benchmarks. Create more thorough and explicit pacing guides for Social Studies and Science.	Lack of knowledge of importance of teachers having roadmap for benchmark. Pacing guides inadequate and inconsistent.	Teachers involved in pooling questions for benchmarks.	January 16 (ongoing) January 29-31 (Benchmark 3) May 23	All staff  Barrett, McMillan, Thompson, Tallent  All staff	Benchmark 3 will be in-hand by January 31 <sup>st</sup> . Pacing guides for 4 <sup>th</sup> and 5 <sup>th</sup> grades will be completed by May 23 <sup>rd</sup> .
			Teachers will have “test in hand” at beginning of testing period.			
			Overhaul of pacing guides and curriculum maps with all teachers involved. Create new Science and Social Studies pacing guides that incorporate the Language Arts standards throughout each unit.			

**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.

Jeff Barrett

Principal

2/4/14

Date

Cindy Hackney

District Shepherd

2/4/14

Date