



90 DAY ACTION PLAN Actions to be Taken and Root Cause Performance Challenges to be Addressed

District: Anadarko Public Schools
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 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 | OGL Fluency BASELINE 2013-2014 | OGL Fluency GOAL 2014-2015 | Disciplinary Referrals BASELINE 2013-2014 | Disciplinary Referrals GOAL 2014-2015 |
| 4 th 62% | 4 th 72% | 4 th 50% | 4 th 65% | 5 th 31% | 5 th 50% | 4 th 62% | 4 th 80% | 78 | 39 |
| 5 th 55% | 5 th 70% | 5 th 56% | 5 th 70% | | | 5 th 74% | 5 th 80% | | |

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>) |
| <p>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</p> | | | | | | |

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|--|--|--|---|-----------------------|---|--|
| Ineffective Professional Development | PLC’s to provide meaningful professional development based on teacher’s needs assessment | Teachers have not been adequately involved in determining professional development needs. | Send Needs Assessment for professional development to teachers. | 8/6/2014 | R. Tallent | Needs Assessment |
| | | | Feedback forms provided to teachers to fill out weekly after PLC’s. | 8/15/2014 Ongoing | J. Barrett R. Tallent | Feedback Forms |
| | | | Weekly monitoring of instruction and interventions to provide timely feedback and professional development for teachers | 8/15/2014 Weekly | R. Tallent J. Barrett K. Locke C. Thompson | Weekly logs and team meeting minutes. |
| Poor use of teacher collaboration time | PLC’s and plan times will provide time for meaningful collaboration and feedback | Policies and procedures were not adequately set and monitored for high expectations. | Set expectations for weekly team collaboration during plan times. | 8/4/2015 | J. Barrett | Meeting Agenda |
| | | | Monitor and documentation of collaborative plan times. | 8/18/2014 Ongoing | J. Barrett R. Tallent | Monitoring logs with notes |
| | | | PLC’s to be structured, positive, and provide constructive feedback. | 8/15/2014 ongoing | J.Barrett R. Tallent | PLC agenda’s, minutes, and notes |
| Intervening with struggling students | Meaningful interventions with student success based on data. | Schedule constrained and expectations not clearly set or monitored. | Set expectations for interventions. | 8/6/2014 | J. Barrett | Meeting agenda |
| | | | Provide teachers with folders and forms for documentation and tracking of interventions for individual students. | 8/15/2014 | J. Barrett R. Tallent K. Locke C. Thompson | Student folders |
| | | | Monitor lesson plans, action plans, and student folders. | 8/18/2014 Ongoing | | Monitor logs w/ feedback/notes |
| | | | Discuss specific interventions with specific students in individual teacher data meetings. | 8/18/2014 Ongoing. | | Notes from individual teacher meetings |
| Supporting struggling teachers | High quality instruction and interventions based on student data and observations. | Administrator letting outside factors take importance over observing and supporting struggling teachers. | Set calendar with blocked times for classroom observation. | 8/15/2014 | J.Barrett R. Tallent | Calendar |
| | | | Provide timely feedback. | 8/18/2014 Ongoing | J. Barrett R. Tallent K. Locke C. Thompson | Observation log, walk-through forms |
| | | | Provide teachers with specific professional development and support based on professional development plan. | 8/25/2014 Ongoing | | P.D. Plans for teachers |
| | | | | | | |

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