



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

Our vision is to create a school where no barriers exist to prohibit student achievement.
Mission Elementary:
Our vision is to provide the best education to our students through data-driven instruction and interventions to increase achievement and secure their academic success for the future.

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	<u>OGL Fluency</u> BASELINE 2013-2014	<u>OGL Fluency</u> GOAL 2014-2015	<u>Disciplinary</u> <u>Referrals</u> BASELINE 2013-2014	<u>Disciplinary</u> <u>Referrals</u> 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>)

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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Poorly structured teacher collaboration time	The teachers will use “The 4 Big Questions” while collaborating during plan times.	Collaboration times are not structured to facilitate best use of time.	Provide teachers with the “4 Big Questions” to facilitate Collaborative Planning.	1/20/15	Jeff Barrett	Monitoring of lesson plans and interventions.
			Model for teachers how to use the “4 Big Questions”.	1/30/15	Jeff Barrett, Rhonda Tallent	
			During Collaborative plan times monitor to ensure teachers are addressing what they expect students to learn, how we will know they have learned it, what will we do if they don’t show mastery, and what will we do if they already know it.	Once a week during Collaborative Plan. 1/20/15-5/23/15	Jeff Barrett, Rhonda Tallent, All teachers	
Lack of intervening with enrichment and struggling students.	Meaningful enrichment and interventions with student success based on data.	Structure not set up to better facilitate grouping and interventions for enrichment and struggling students.	Divide students into groups for interventions and enrichment based on benchmark data. Mon-Thurs.	1/26/15-3/13/15, 3/23/15-5/22/15	Jeff Barrett	Data from OCCT’s and end-of-year MDF.
			Provide schedule for intervention and enrichment.	1/30/15	Jeff Barrett	
			Teachers to provide interventions to selected students in their grade-level based on skills/standards from 6 week action plan.	2/2/15-5/23/15	Grade level teachers and support staff	
			Staff to provide enrichment activities in writing and higher level math and reading to students that don’t need Tier II intervention.	2/2/15-5/23/15	Beth Coble, Mari Keahbone	
			Monitor intervention and enrichment time to ensure fidelity and efficacy through daily walk-throughs.	Daily 2/2/15-5/23/15	Jeff Barrett & Rhonda Tallent	
Inconsistency in Handling Student Behavior	Decline in office referrals through consistency in the building addressing student behavior	Inconsistency in handling behavior throughout the building.	Teachers to create a behavior matrix for the building.	1/6/15	All staff	Office referrals will decline second semester.
			All staff and students to receive copy of	1/20/15	Jeff Barrett	

	and discipline. This will happen through use of the behavior matrix and following the Classroom Discipline Policy in the Mission Staff Handbook.		behavior matrix and review for implementation.			
			Apply Behavior Matrix to all staff and students.	1/20/15-5/23/15	All staff	
			Follow Classroom Discipline Policy on page 2 #6 in the Mission Staff Handbook.	1/30/15-5/23/15	All staff	
			Read names of those “Caught with Character” weekly at Celebrate Success.	1/23/15-5/23/15	Jeff Barrett	
			Hold drawing for incentive for those “Caught with Character” monthly at the last Celebrate Success of the month.	1/30, 2/27, 3/27, 4/24, 5/15	Jeff Barrett	
Negative School Morale	Staff surveys will show improvement in building morale.	Inconsistency in relaying important information to staff. Inconsistency in dealing with negativity among the staff and students.	Schedule Celebrate Success every Friday.	1/23/15-5/22/15	Jeff Barrett	Staff and students will show more positive morale measured through monthly surveys.
			Create Morale survey for staff and students to take monthly.	2/2/15, 3/2/15, 4/1/15, 5/1/15	Jeff Barrett & Rhonda Tallent	
			Have “Difficult Conversations” with staff by addressing issues immediately as a problem arises.	1/20/15-5/23/15	All staff	
			Create a “Weekly Message from the Principal” to relay this week’s activities sent as an email and placed in mail boxes.	Every Monday 1/20/15-5/23/15	Jeff Barrett	
			Boost positivity for staff through small weekly notes/incentives in their mailboxes.	1/20/15-5/23/15	Leadership team	
			Hold full staff meetings every 2 weeks.	1/20/15-5/23/15	Jeff Barrett	
			Consolidate grade-level PLC’s to one meeting.	1/30/15-5/23/15	Jeff Barrett	
			Create Brag Box for teachers to write positive messages about others to be posted at weekly PLC’s.	1/30/15	Jeff Barrett & Rhonda Tallent	
			Draw from Brag Box names for incentive at weekly PLC’s.	2/6/15-5/23/15	Jeff Barrett, Rhonda Tallent	
			Create Concern Box for teachers to	1/30/15-	Jeff Barrett	

			anonymously list concerns to be addressed at weekly PLC's.	5/23/15		
			Implement the addressing of the concern box weekly for 5-10 minutes towards the beginning of PLC's.	Weekly @ PLC's 2/6/15-5/23/15	Jeff Barrett, Rhonda Tallent, Leadership team	
			Incorporate teacher-led energizer/team building activities at weekly PLC's and bi-weekly staff meetings.	1/16/15-5/23/15	All staff	

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