

90-DAY ACTION PLAN

District: Fulton
School: Camp Creek Middle School
Principal: Jarvis Adams



Partnership for
 Leaders in Education
 Darden School of Business
 Curry School of Education

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.

PURPOSE OF THE TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

School's Turnaround Purpose: Increase FY2019 CCRPI score greater than 69.9.

GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2017-18 RESULTS	2018-19 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	Language Arts Proficiency	6 th ELA - 46.1% Developing Learner or Higher, 18.1% Proficient or higher 7 th ELA – 53.6% Developing Learner or Higher, 15.2% Proficient or higher 8 th ELA – 59.8% Developing Learner or Higher, 15.8% Proficient or higher	6 th ELA - 70% Developing Learner or Higher, 25% Proficient or higher, 10% Distinguished 7 th ELA – 70% Developing Learner or Higher, 25% Proficient or higher, 10% Distinguished 8 th ELA – 70% Developing Learner or Higher, 25% Proficient or higher, 10% Distinguished	Georgia Milestones Results FY2019
2	Math Proficiency	6 th Grade Math – 55.4 % Developing Learner or higher, 16.7% Proficient or higher 7 th Grade Math – 59.3 % Developing Learner or higher, 16% Proficient or higher 8 th Grade Math – 48.5 % Developing Learner or higher, 17.3% Proficient or higher	6 th Math - 70% Developing Learner or Higher, 25% Proficient or higher, 10% Distinguished 7 th Math – 70% Developing Learner or Higher, 25% Proficient or higher, 10% Distinguished 8 th Math – 70% Developing Learner or Higher, 25% Proficient or higher, 10% Distinguished	Georgia Milestones Results FY2019

Principal Commitment: My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on

ongoing data and lessons learned.

Principal Signature _____

Date _____

Shepherd Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school's leader accountable for its implementation.

District Shepherd Signature _____

Date _____

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): Collaborative Structures			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Frame our instructional purpose to include school-wide collaborative structures to drive student improvement.		School Leader Responsible: Nicole Browder Dr. Sheila Venable-Mustifa	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Teachers will effectively utilize professional learning community protocols to review student work, analyze data, monitor student progress, and provide prescribed lessons for student success.			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> <ol style="list-style-type: none"> School-wide PLC processes are inconsistent amongst content areas School-wide system/cycle to monitor student progress, analyze data, and plan lessons are inconsistent School-wide expectations for teacher preparedness when coming to plc and data meetings are inconsistent 			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Coaching Framework Refresher <ul style="list-style-type: none"> Creation of shared roles & responsibilities of Instructional Coaches (Hyperlink) 	Principal	Monday, January 14 & 18, 2019	FCS Coaching Framework

Professional Development session to review PLC implementation Protocols <ul style="list-style-type: none"> • PLC Expectations & Non-Negotiables • Agenda • PLC Responsibilities • Data Analysis Protocol • PLC structure for designated days/PLC framework https://tinyurl.com/CCMSPLC	Instructional Coaches	Tuesday, January 18, 2019	Data Analysis Template PLC PD See It, Name It, Do It Protocol (Hyperlink All)
Conduct PLC Calibration Walks and complete 1 video analysis per month.	CST	January 22 nd , Feb. 19 th , March 12 th	Calibration Walkthrough Template https://tinyurl.com/CCMSRUBRICPLC
Implement classroom observation monitoring tool that aligns to the PLC agenda to monitor impact of PLC on classroom instruction	Instructional Coaches	February 4, 2019	Classroom Observation Tool https://tinyurl.com/PLCINSTRUCTIONALIGNMENT
Core teacher assessment tool training <ul style="list-style-type: none"> • Math & ELA Teachers attend I-Ready training to learn how to administer assessments and pull student data reports. Note: Hyperlink Agenda 	ELA & Math Teachers	Thursday, February 14, 2019	I-Ready Training Guide Illuminate training guide Student assessment report
Conduct weekly coach's meetings to include a process to monitor PLC progress, data tracking of assessments, and coaching roles and responsibilities	Principal	Weekly beginning January 18th	Leveraged Leadership Resources Choose resources and Hyperlink
Create and implement a process by which Principal and APs provide feedback to coaches after weekly PLC meetings	Asst. Principal Browder	Weekly beginning	Weekly feedback Tool (Hyperlink)

Commented [1]: Will use information from notebook.

		January 14th	
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
1/22/19	Video of PLCs with scripted feedback 6th grade ELA PLC , 7th grade ELA PLC 2.27.19 , 7th grade Math PLC		
01/08/19	PLC Agendas, Coaches Meeting Agendas and Feedback		
01/28/19	Grade-level and individual data interim presentations		
01/	Evidence of alignment between PLC agenda, lesson plans, and classroom instruction		

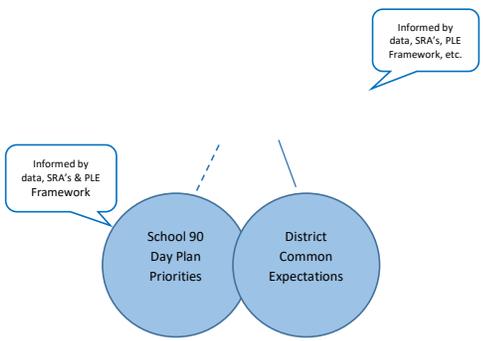
90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock) - (If applicable): Instructional Infrastructure (Literacy)			
School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i>		School Leader Responsible:	
Fuel the passion of our scholar's love of reading by equipping students with reading strategies that will increase reading comprehension and fluency.		CST (Dr. Allen)	
Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i>			
Using the W.I.C.O.R. active reading strategy, Marking the Text, teachers will effectively plan and implement literacy strategies across the curriculum.			
Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i>			
<ol style="list-style-type: none"> Teachers need training on what the AVID active reading strategy, Marking the Text, is and how to use it successfully, in content areas. There is no school-wide expectation or process by which the teachers effectively plan and Marking the Text strategies in the classroom. There is no school-wide process by which AVID literacy strategies are consistently implemented and monitored throughout the school. 			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create a W.I.C.O.R. team, to include a teacher from each core content area and grade level, to introduce the AVID Marking the Text active reading strategy.	CST	I.L.T. Meeting	AVID Marking the Text Handout

		January 22, 2018	
CST and the W.I.C.O.R. team will provide support and professional development during PLCs to introduce the Marking the Text active reading strategy using Science and Social Studies text and common expectations for utilizing in the classroom.	CST	PLC 01/23/2019	W.I.C.O.R. Posters Science & Social Studies sample texts A Review of Marking the Text
The CST and the W.I.C.O.R. team will conduct professional development during PLCs to model and practice the Marking the Text active reading strategy through teacher-created anchor charts. ➤ Creation of student M.T.T. (Marking the Text) checklist to guide students' marking of the text.	CST	PLC 01/24/2019	W.I.C.O.R. Posters AVID Marking the Text Handout Marking the Text: Examining our Practice (Virtual PD) Marking the Text Monitoring Tools
Implement the weekly M.T.T. (Marking the Text) Days, where all Science and Social Studies classrooms engage in Marking the Text activities.	Science & Social Studies Teachers	Weekly, beginning Feb. 4, 2019	Science and Social Studies Texts
Create school-wide observation tool to accompany classroom observations.	W.I.C.O.R. Team	Feb. 4, 2019 – March 29, 2019	Marking the Text Monitoring Tool
Analyze students' evidence of Marking the Text (at least 2 different work samples) to determine gaps in understanding, implementation, and next steps to improve teacher practice. ➤ ATLAS Looking at Student Work Samples Protocol	W.I.C.O.R. Team	PLC Meeting Feb. 20, 2019	Science and Social Texts AVID Marking the Text Handout ATLAS Looking at Student Work Samples Protocol
Create professional development refresher videos for teachers/staff training that focuses on Marking the Text active reading strategy for 2019-2020 school year.	CST and AVID Coordinator	Pre-planning session Monthly PLC meetings	Marking the Text: Examining our Practice (Virtual PD)
PROGRESS INDICATORS			
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments	
01/22/2019	After W.I.C.O.R. team meeting, all members can identify the purpose and expectations for implementing the Marking the Text strategy in Science and Social Studies classrooms.	Additional PD may be needed for clarification purposes or for any members that still have questions or challenges with identifying the Marking the Text strategy.	
01/24/19	Teacher pre- and post PD Survey to assess teacher knowledge on the strategy and any further questions or feedback for improvement.	Reflecting on Marking the Text Marking the Text Tools Reflection	
January – February 2019	Professional development calendar, with agendas and sign in sheets	Add additional PD dates	

Feb. 21, 2019	Teachers analyzing student data with fidelity using the ATLAS Looking at Student Work Protocol	
03/29/2019	A minimum of 3 exemplar videos uploaded to the One Note repository that teachers may utilize as samples.	Timeline: W.I.C.O.R. team may need to push the timeline depending on technology, and scheduling issues with teachers.

**APPENDIX A
Guidance Document**



Key Concepts

Goal Indicators: The metric(s) that will be used to assess and monitor progress toward achieving 2015-16 goals.

Priority (Problem to be addressed): The most critical areas (practices) that must be addressed this semester to reach the school's 2015-16 goals.

Desired Outcome (Correction of Problem): If problem is successfully addressed, what will be the result? This measurement of success will not be increased growth on year-end achievement goals though achieving this outcome will contribute to 2015-16 goals. Examples could be an implementation metric (X% of teachers/meetings/students meet a criteria) or the existence of an improved practice or system.

Progress Indicator: The metrics, feedback, observations, etc. the leadership team will use to determine progress toward the desired outcome. How will you know the actions are having a positive impact (i.e. surveys, data, artifacts, etc.)? What is the evidence of progress?

APPENDIX B

Principal and Shepherd: Please determine how best to use the reflective questions and comparative ratings below to support the development of your 90-day plan. This is the same instrument that will be used by Shepherds and the PLE to provide feedback on each 90-day plan.

90-Day Plan Development & Reflection Tool

Overall Reflections/Feedback: <i>(Clearly identify strongest areas of plan and the most critical items to improve. Emphasis should be on clarity and alignment of priorities.)</i>				
Turnaround Purpose & School Goals	Clearly Evident	Solid Progress	Limited Progress	Not Evident
Is the school's turnaround purpose clearly articulated, with language that will inspire stakeholders to become engaged and committed to the turnaround initiative's success?				
Have measurable school-wide goals been identified using available baseline data? Are there clearly articulated metrics to monitor progress toward goals?				
Big Rocks & School's Priorities				
Are the identified priorities clearly articulated? Do they seem appropriate and provide focus to the school's specific needs?				

Is there a strategic focus on using data to inform instruction evident? Is at least one of the priorities focused on improving/aligning curriculum, instructional delivery, formative assessment, data analysis, or improving intervention practices?				
Does the school's priorities align with the district's focus areas (Big Rocks)?				
Are the desired outcomes ambitious? Will the desired outcomes correct or eliminate the priority (problem)?				
Root Causes				
Does each priority have a clear root cause hypothesis on why the problem exists? Has school leadership attempted to identify addressable hypotheses (i.e. within the locust of their control)?				
Has each root cause been identified through intentional analysis of the problems—e.g. The 5 Why's or Fishbone exercises—that is accompanied by supporting data points?				
Most Critical Actions to Address Priorities				
Do the actions identified promote urgency toward addressing the identified priorities? Consider the timelines provided and the boldness of actions.				
Are the identified actions specific enough to ensure focus on the acknowledged priorities?				
Are action items strategically owned by specific school personnel?				
Progress Toward Addressing Priority				
Does the 90-day plan include clear progress indicators that will allow the school to regularly monitor progress toward addressing each priority?				